CITY OF OAKLAND

AGENDA REPORT

TO: Deanna J. Santana
City Administrator

FROM: Sara Bedford

SUBJECT: OFCY FY2011-2012 Evaluation Report

DATE: November 2, 2012

City Administrator Approval		Date	11/16/12

COUNCIL DISTRICT: City-Wide

RECOMMENDATION

Staff recommends that the City Council accept this informational report on the Oakland Fund for Children and Youth Evaluation Findings for 2011-12. The reports were prepared by an independent evaluator and submitted by the Planning and Oversight Committee of the Oakland Fund for Children and Youth.

EXECUTIVE SUMMARY

The Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee has approved and submitted the OFCY Evaluation Findings 2011-12 reports for OFCY funded programs as prepared by the independent evaluation firm Public Profit.

- *Oakland Fund for Children and Youth Evaluation Findings 2011-12 Executive Summary (Attachment A)* provides an overview of the 122 youth service programs evaluated by Public Profit through two reports.

- *Oakland Out-of-School Time Program Evaluation Findings Report 2011-12 (Attachment B)* evaluates after school programming at Oakland Unified School District (OUSD) campuses, two (2) charter schools not under OUSD's purview, and six (6) school-based transitions programs.

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- *Oakland Community-Based Youth Programs Evaluation Findings Report 2011-12
  (Attachment C)* evaluates 60 programs under four funding strategy areas: (1) Early
  Childhood, (2) Community Based After School, (3) Wellness & Healthy Transitions, and (4)
  Older Youth.

- *Oakland Fund for Children and Youth (OFCY) 2011-12 Program Profile Overall by Strategy
  (Attachment D)* summarizes the individual program evaluation findings in each strategy area.

Two additional reports containing the individual program profiles and evaluation findings are on
file at the City Clerk's Office and available on the OFCY website, www.ofcy.org. These reports
are the "OFCY Oakland Out-of-School Time 2011-12 Program Profiles" and the "OFCY
Oakland Community-Based Youth Programs 2011-12 Program Profiles."

During FY2011-12, OFCY grant programs delivered child and youth services to 28,728 children
and youth in Oakland. These programs received $9.56 million in grant funds, and were matched
by $14 million in state after school monies and outside sources.

The independent evaluator reports on program performance through data on participation and
hours of service delivered were tracked in the Cityspan database system. Nine in ten OFCY
grantees met their contracted Units of Service goals in 2011-12.

The evaluator provides an assessment of quality for every OFCY grant program. Individual
program reports are prepared to document the assessment. Site visits indicate that OFCY-funded
programs are providing high quality service. Thirty-five percent (35%) of sites are in the
performing category, indicating that they are providing quality service overall and can continue
to improve in specific areas. Sixty-five percent (65%) of community-based sites serving school
aged youth are thriving, indicating strong overall performance.

The evaluation reports on the outcomes achieved by OFCY grant programs are based on survey
data from children, youth, parents, teachers, and principals. Some of the highlights from the
FY2011-12 final evaluation reports are:

- Nine in ten (87%) parents surveyed in early childhood community playgroups reported
  that they spend more time reading to their child since participating.

- In community-based after school programs, nine in ten survey respondents (92%) report
  that they learned to do something they used to think was hard in an OFCY-funded
  program and 94% agreed that they trust the adults in their program.

- Nearly all participants in Youth Leadership programs report that their OFCY-funded program helped them to make better decisions (90%), to set goals (89%), and to be more of a leader (85%). Those who attended Youth Leadership programs longer were more likely to respond positively to questions about leadership.

- Nearly all youth in Academic Success programs reported that their OFCY-funded program helped them to feel more confident about completing high school (94%) and going to college (94%). Participants' first-time pass rates on the California High School Exit Exam (CAHSEE) were substantially higher than the Oakland Unified School District's district-wide average.

In FY2011-12, almost all programs are considered satisfactory or highly performing. All OFCY programs serving children and youth will complete plans for continuously improving quality services for FY2012-13.

OUTCOME

Council receipt of the annual evaluation reports is in compliance with the provisions of Measure D. The evaluation reports are considered in determining potential future funding of a program.

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 replaced Measure OO to reauthorize funding for the Oakland Fund for Children and Youth for an additional twelve years (2010-2022). Measure D sets-aside 3% of the City's unrestricted General 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 current 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 FY2010-11, the first year of a three-year grant cycle through FY2012-13. The provision of the City Charter (Article XIII) pertaining to the Oakland Children's Fund requires an annual independent evaluation of the Oakland Fund for Children and Youth programs. The renewal or awarded grants are in part based on the evaluation of prior year performance. The independent evaluators submit an interim report at mid-year and a final evaluation report annually.

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In FY2011-12, the independent evaluation firm "Public Profit" prepared and presented the final evaluation reports for OFCY. Public Profit was responsible for evaluating 62 grantees in the school-based after school and transitions strategies and 45 of the 60 grantees in the community based programs report, including community based after school, summer, wellness and healthy transitions, and older youth programs. The independent evaluation firm "See Change" conducted the evaluation for the early childhood grantees and their findings have been incorporated into the *Oakland Community-Based Youth Programs Evaluation Findings Report 2011-12.*

ANALYSIS

An Overview of OFCY Children and Youth Served

In FY 2011-12, OFCY funded programs collectively served 28,728 children and youth through programming in Early Childhood, Community Based Out-of-School Time, School Based Out-of-School Time, Wellness and Healthy Transitions and Older Youth. Latino/a (38%) and African American (36%) children and youth were evenly represented among OFCY program participants as a whole, comprising about two-thirds of the overall number served. Asian/Pacific Islander comprised 12%, Unknown 8%, Whites 3%, Other/Mufti Racial 2%, and Native American 1% of overall participants.

In regards to ages served, about one-third of youth served (34%) were between 11-14 years old, followed by the 6-10 year old age group (29%), 15-20 year-olds (19%), 0-5 year-olds (15%) and participants 21 or older (3%).

OFCY grantees received $9.56 million in OFCY funds, matched by $8.3 million in state after school monies and approximately $5.7 million from outside sources.

Oakland Out-of-School Time Program Evaluation Findings Report 2011-12

The *Oakland Out-of-School Time Program Evaluation Findings Report 2011-12 (Attachment B)* 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 66 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 15,597 children and youth in FY2011-12. 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.

African American and Latino/a children and youth are the largest groups served in school-based programs, making up 41% and 38% respectively. The following table presents participant ethnicity by program type in the school based out-of-school strategy:

Youth Ethnicity	Elementary	Middle	High	Transitions	Overall
African American	36%	35%	42%	46%	39%
American Indian/ Alaskan Native	0%	0%	1%	1%	1%
Asian/Pacific Islander	12%	12%	15%	16%	13%
White	4%	3%	5%	3%	4%
Latino/a	44%	47%	36%	32%	41%
Not Reported/ Multiracial/Other	4%	2%	2%	1%	2%

Site visits completed to date indicate that all OFCY funded school based after school programs are providing high quality service to youth. Seventy-six percent (76%) of sites are in the "performing" category, indicating that they are providing quality service overall and can continue to improve in specific areas. Twenty-four percent (24%) of sites visited 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.

Oakland Community-Based Youth Programs Evaluation Findings Report 2011-12

The *Oakland Community-Based Youth Programs Evaluation Findings Report 2011-12 (Attachment C)* 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 fiinding strategy areas: Early Childhood, Out of School, Wellness & Healthy Transitions and Older Youth.

Community-based programs in Oakland served 13,852 children and youth in the first half of the 2011-12 program year. Early Childhood programs served 3,554 children, Out of School Time programs 5,276, Wellness and Healthy Transitions programs 1,392 youth, and Older Youth grantees 3,630. Overall, about 52% of participants are girls and 48% are boys, among the youth for whom gender data are reported. Six participants are reported as transgender youth.
Of the children and youth served in the 2011-12 program year, 34% are African American, 31% are Latino/a, 12% are Asian/Pacific Islander. There is considerable variation among the strategies in the ethnicity of the children who received services. Nearly half of the children

participating in early childhood programs were Latino/a. African-American youth are participating in OFCY older youth programs at a higher rate than any other ethnic group.

	Child or Youth Ethnicity	Male	Female	Overall
Early Childhood	Overall	51%	49%	100%
	Latino/a	25%	24%	49%
	African American	12%	11%	22%
	Asian/Pacific Islander	8%	7%	15%
	Caucasian	1%	1%	2%
	Native American	0%	0%	0%
	Multi-Racial/Other/Not Reported	5%	6%	11%
Community Based Out of School Time	Overall	49%	51%	100%
	African American	18%	20%	38%
	Latino/a	17%	16%	33%
	Asian/Pacific Islander	5%	4%	9%
	White	2%	2%	3%
	Native American	1%	1%	1%
	Multi-Racial/Other/Not Reported	7%	9%	16%
Wellness & Healthy Transitions	Overall	47%	53%	100%
	African American	14%	17%	32%
	Asian/Pacific Islander	14%	15%	29%
	Latino/a	10%	11%	21%
	Native American	5%	5%	10%
	White	1%	1%	2%
	Multi-Racial/Other/Not Reported	2%	2%	5%
Older Youth	Overall	42%	58%	100%
	African American	18%	26%	44%
	Latino/a	8%	10%	18%
	Asian/Pacific Islander	4%	5%	8%
	White	1%	2%	3%
	Native American	0%	0%	0%
	Multi-Racial/Other/Not Reported	12%	15%	27%

Site visits indicate that community-based programs serving school aged youth are providing high quality service. Forty-four percent (44%) of sites are in the "performing" category, indicating that they are providing quality service overall and can continue to improve in specific areas. Fifty-six percent (56%) of community-based sites serving youth are "thriving," indicating strong overall performance. Overall, OFCY community-based programs serving children and youth are out-performing similar programs nationally (page 12 of *Oakland Community-Based Youth Programs Evaluation Findings Report 2011-12*).

Evaluation Findings on Child and Youth Outcomes

The following are highlights presented by strategy area:

Early Childhood: Early childhood programs provide consultation and learning opportunities to improve the quality of early childhood care and education and parent engagement and support for young children's healthy development and readiness for kindergarten.

- Early childhood mental health consultants improved early childhood educators' ability to work with children.

- Nearly all parents reported that they are more aware of resources to help their children learn and grow.

- Nine in ten (87%) parents surveyed in early childhood community playgroups reported that they spend more time reading to their child since participating.

Out of School - Community Based: Programs provide safe, enriching learning environments in school and community based settings and increase connections to caring adults.

- In community-based after school programs, nine in ten survey respondents (92%) report that they learned to do something they used to think was hard in an OFCY-funded program, and 94% agreed that they trust the adults in their program.

- Youth participants in community-based after school reported positively to community engagement outcomes, which included the program helping them to care more about their community (89%) and feeling like they are a part of the community (92%). **Boys** reported higher levels of community engagement: 91% of males and 82% of females responded positively to both community survey items.

- Youth in summer enrichment programs in 2011 reported learning more about physical activity (72%) and about careers and future opportunities (65%).

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Out of School Time - School based After School Programs: Programs support student success in school through enrichment activities that support connection to school and academic, social and emotional learning.

- Among school-based after school program participants, eight in ten elementary aged youth (83%) reported that after school "helps me make friends." Similarly, 79% of middle school-aged youth report getting along better with other people their age since coming to the after school program.

- For elementary school-aged youth in school-based programs, nearly all agreed that, "this program helps me to take care of problems without having to fight (87%)." About eight in ten (79%) middle school-aged youth report getting along better with other people their age since coming to the after school program.

- About three-quarters (76%) of youth in elementary-based after school report that, "this program helps me to think about the future." Among middle school-aged participants, 70% of agree that they have learned about the kinds of jobs they would like to have in the future. Eighty one percent of middle school-aged participants (81%) report that the program helps them to feel more confident about graduating high school.

Wellness and Healthy Transitions: Youth leadership opportunities are provided to improve youth ability to make healthy choices, engage youth through peer leadership and supports, and develop skills which promote youth's healthy development and positive school climate.

- Nearly all participants in Youth Leadership programs report that their OFCY-funded program helped them to make better decisions (90%), to set goals (89%) and to be more of a leader (85%). Those who attended Youth Leadership programs longer were more likely to respond positively to questions about leadership.

- About eight in ten (79%) youth who participated in the OUSD Conflict Resolution program reported that they learned how to take care of problems without violence or fighting. Nine in ten (92%) reported learning how to make their school a better place.

- Among youth in the school-based Transitions programs, three-quarters (74%) report having improved social and communication skills as a result of being in their program. Ninety one percent (91%) of youth agree that the transitions program has "helped me to get to help other people."

- Nearly all youth in Transitions programs (96%) report that the program has helped them to expect good things from themselves, and 91% state that they are more of a leader since coming to this program.

Older Youth: Programs provide workforce and employment exposure and opportunities, support academic objectives such as high school graduation of completion and advancement to college, or provide other supports youth need to transition to adulthood successfully.

- Nearly all youth in Academic Success programs reported that their OFCY-funded program helped them to feel more confident about completing high school (94%) and going to college (94%). Participants' first-time pass rates on the California High School Exit Exam (CAHSEE) were substantially higher than the District-wide average.

- About nine in ten (88%) of surveyed youth in Career Success programs reported that they learned more about the different kinds of jobs they'd like to have; 86% reported that they expanded their network of potential employers. Male (84%) and female (88%) youth survey participants did not report significant differences in their responses about increasing their network of employers, however for African American youth, 80% of males responded positively to this survey in contrast to 97% of females.

- About eight in ten youth in Comprehensive Programs reported that their program helped them to feel more like a part of their community (80%), to make friends (79%), and to work with others on a team (77%).

PUBLIC OUTREACH/INTEREST

The OFCY Planning and Oversight Committee reviewed and approved acceptance of the FY2011-2012 final evaluation reports at a public meeting on November 7, 2012.

COORDINATION

The Oakland Fund for Children and Youth coordinates extensively with the Oakland Unified School District's After School Programs Office to oversee and manage the joint evaluation of school based after school programs by the independent firm Public Profit. All OFCY grantee organizations submit quarterly expenditure and performance reports to the OFCY grant monitoring unit, responsible for coordination with other city units to ensure prompt payment and contract compliance.

COST SUMMARY/IMPLICATIONS

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

PAST PERFORMANCE, EVALUATION AND FOLLOW-UP

The OFCY evaluation supports a continuous improvement process with annual evaluation and follow up through quality improvement planning. OFCY quarterly grantee meetings are used provide trainings and communicate the evaluation process and findings. All OFCY youth serving programs were required to submit quality improvement plans during the FY2011-12 program year, and will again be required to submit quality improvement plans for the FY2012-13 program year based on their individual program evaluation findings.

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 promoting best practices in youth development. It also monitors the quality of all OFCY programs which are funded to serve children and youth in areas of high need.

For questions regarding this report, please contact Sandra Taylor, Children & Youth Services Manager, 510-238-7163.

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 Fund for Children and Youth Evaluation Findings 2011-12 Executive Summary
B - Public Profit - Oakland Out-of-School Time Program Evaluation Findings Report 2011-12
C - Public Profit - Oakland Community-Based Youth Programs Evaluation Findings Report 2011-12
D - Public Profit - Oakland Fund for Children and Youth (OFCY) 2011-12 Program Profile Overall by Strategy

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Life Emichment Committee
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ATTACHMENT

A
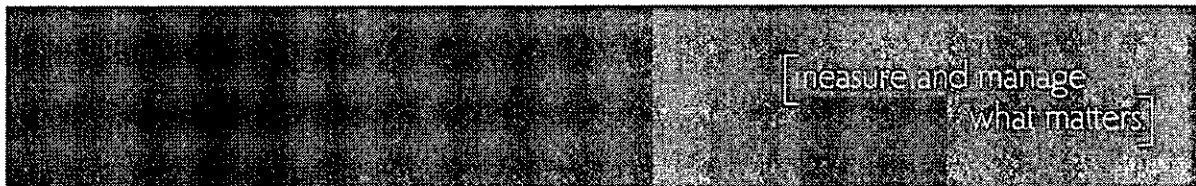
Executive Summary - October 2012

OAKLAND FUND FOR CHILDREN AND YOUTH EVALUATION FINDINGS 2011-12

Executive Summary

October 2012

[public profit]

measure and manage
what matters

Programs Included in the OFCY Evaluation

The Oakland Fund for Children and Youth (OFCY) evaluation encompasses 122 youth service programs that serve children and youth from birth to age 20. 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.

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 - School Based After School	55
Out of School - Community Based After School	10
Out of School - Summer	12
Wellness & Healthy Transitions - School Based	6
Wellness & Healthy Transitions - Youth Leadership	7
Wellness & Healthy Transitions - Conflict Resolution	2
Older Youth - Academic and Career Success	10
Older Youth - Comprehensive Programming	7
Total OFCY Grantees	122

Scope of Service

Enrollment records provided by OFCY-funded programs indicate that OFCY-funded programs served 28,728 youth in the 2011-12 school year.[1]

Latino/a and African American children and youth were roughly evenly represented among OFCY program participants, comprising about two-thirds of the whole. About one in ten participants identified as Asian/Pacific Islanders.

Figure 1: Participant Race/Ethnicity - All OFCY Funded Programs
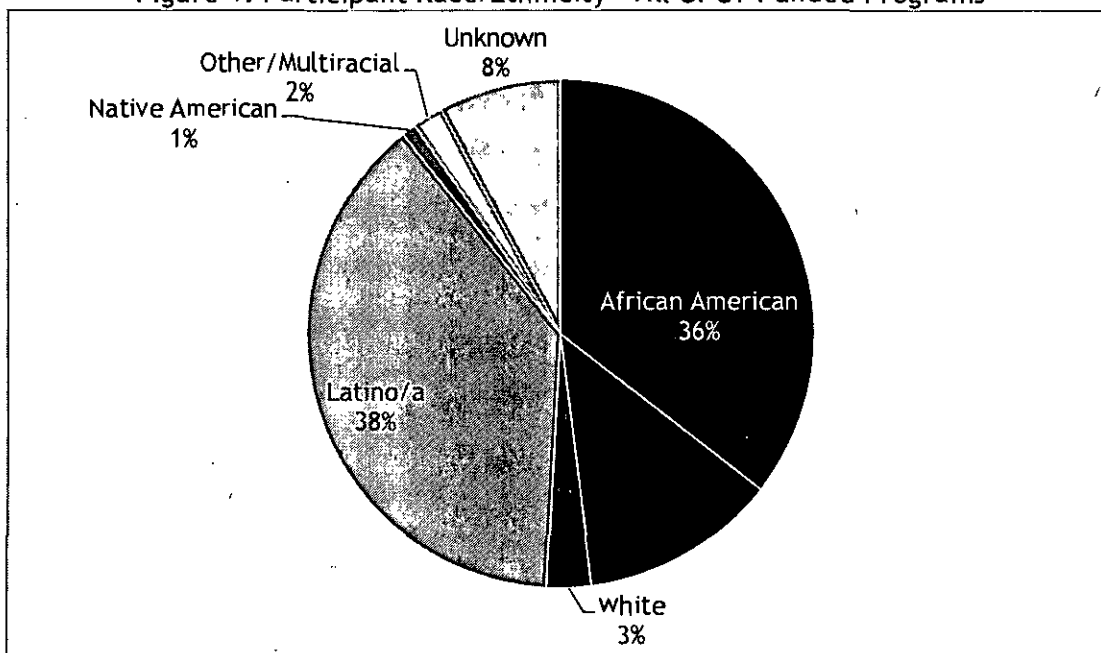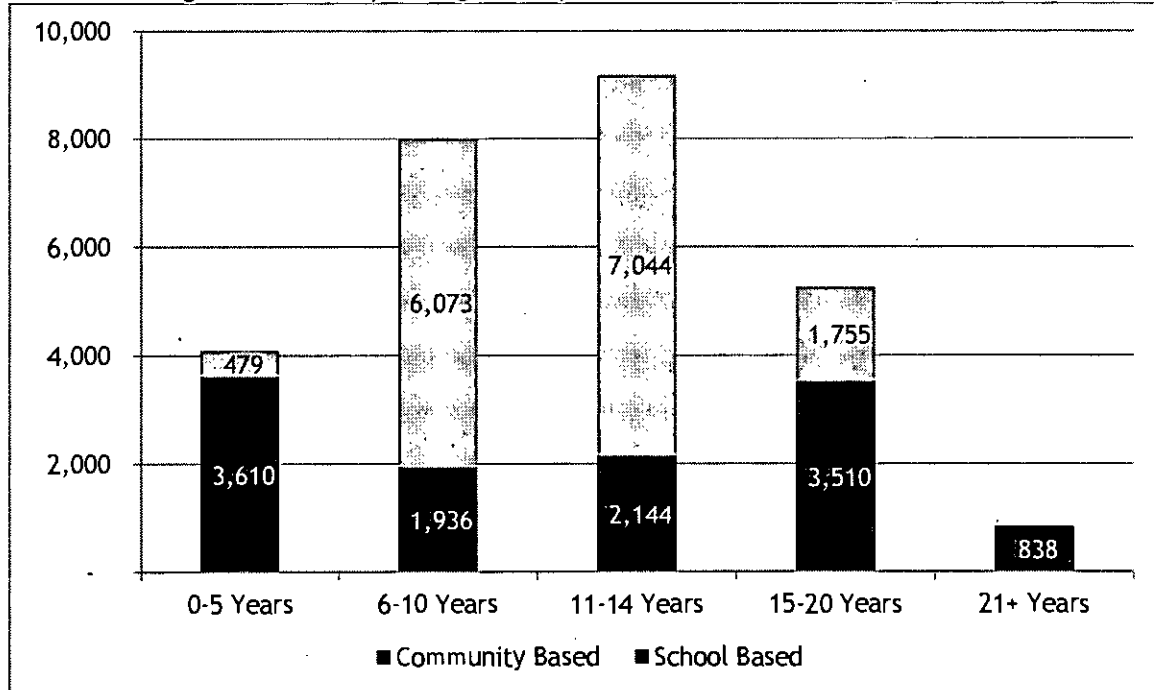

Source: CitySpan records for the 28,728 participants for whom race/ethnicity was reported.

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[1] This estimate includes an unknown number of duplicate records, as community-based programs maintain separate enrollment databases.

Valid dates of birth were available for 27,389 participants in OFCY-funded programs in 2011-12. About one-third of youth served (34%) were between 11-14 years old, followed by the 6-10 year old age group (29%), 15-20 year-olds (19%), 0-5 year-olds (15%) and participants 21 or older (3%).

Figure 2: Participant Age Groups - All OFCY Funded Programs

Source: CitySpan records for the 27,389 participants for whom valid dates of birth were available.
"School-based" programs include school-based after school and school-based Transitions programs.

The six zip codes with the greatest number of 2011-12 OFCY program participants were: 94601, 94621, 94603, 94605, 94606 and 94607. Participants were clustered in East Oakland, with a notable concentration in the Fruitvale and San Antonio neighborhoods.

Figure 3: Participant Zip Codes - All OFCY Funded Programs
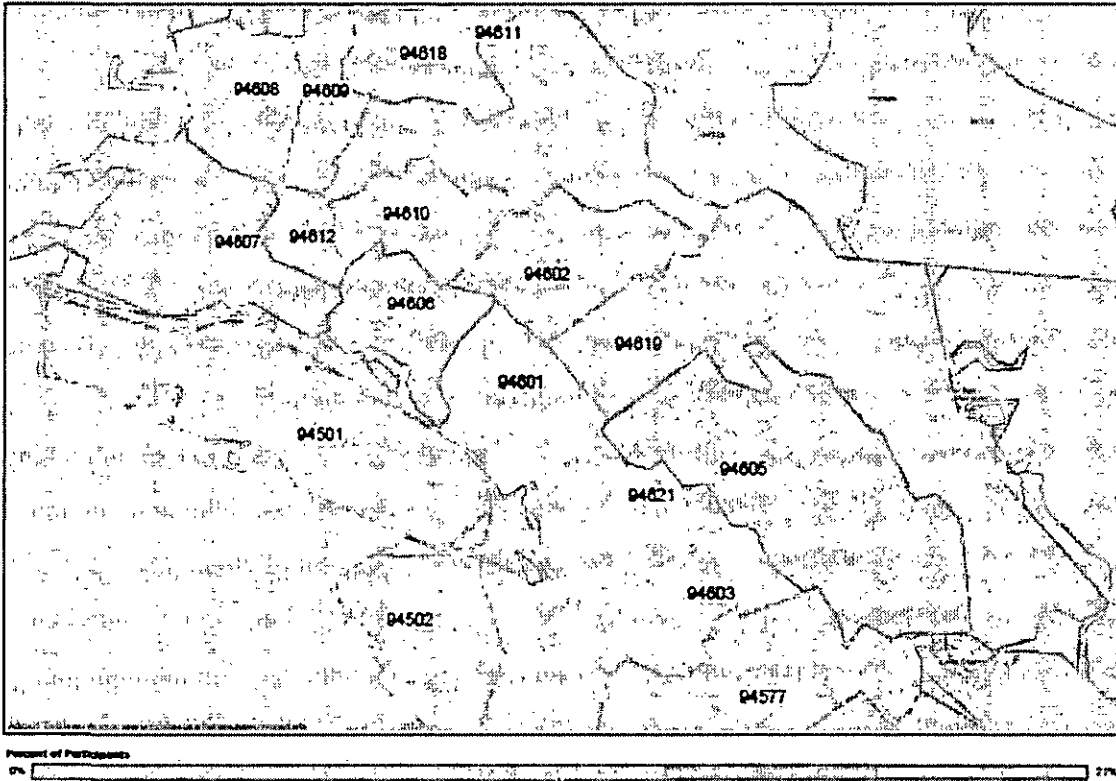
Source: CitySpan records for the 26,862 participants for whom valid zip codes were available.

Table 2: Participant Zip Codes - All OFCY Funded Programs

Zip	Youth	%
94601	5,647	20%
94621	4,130	14%
94603	3,446	12%
94605	2,692	9%
94606	2,637	9%
94607	2,408	8%
94619	1,081	4%
94602	1,066	4%
94608	1,024	4%
94612	897	3%
94609	628	2%
94610	458	2%
94611	301	1%
Other	2,169	3%
Unknown	1,005	3%
TOTAL	28,728	

In 2011-12, OFCY funded community-based grantees received $9.56 million in OFCY funds, matched by $8.3 in school-based after school grants from OUSD and approximately $5.7 million from grantees.

Table 3: Funding by Grant Group - All OFCY Funded Programs

Program	OFCY Funding	OUSD Funding	Matched Funding	Total Funding	OFCY/ Youth Served	Total/ Youth Served
Early Childhood						
Community Playgroups	$609,352	--	$526,290	$1,135,642	$535	$997
Mental Health Consultation	$694,600	--	$343,950	$1,038,550	$288	$430
Out of School Time						
School Based After School	$4,285,956	$8,374,636	$616,000	$13,943,117	$351	$1,086
Community-Based After School	$624,617	--	$1,337,623	$1,962,240	$174	$547
Summer 2011	$680,725	--	$143,218	$823,943	$404	$488
Wellness and Healthy Transitions						
School Based Programs	$477,208	--	$352,000	$829,208	$141	$246
Conflict Resolution	$136,782	--	$51,138	$187,920	$221	$304
Youth Leadership	$663,817	--	$428,757	$1,092,574	$859	$1,413
Older Youth						
Career/Job Success	$889,248	--	$1,385,701	$2,274,949	$713	$1,824
Comprehensive Programming	$502,928	--	$569,531	$1,072,459	$234	$499
Total	$9,565,233	$8,347,636	$5,754,208	$23,694,077	$327	$811

Source: CitySpan matched funding data for OFCY community based programs during summer 2011 and the 2011-12 school year.

Staffing information reported by 97 OFCY grantees indicates that OFCY grant funding supports 692 staff members, 494 (71%) of whom are Oakland residents.

Program Performance & Point of Service Quality

Nine in ten OFCY grantees met their contracted Units of Service goals in 2011-12; just 11 programs did not meet their goals.

Site visits[2] indicate that OFCY-funded programs are providing high quality service. Thirty-five percent (35%) of sites are in the *Performing* category, indicating that they are providing quality service overall and can continue to improve in specific areas. Sixty-five percent (65%) of community-based sites serving school aged youth are *Thriving*, indicating strong overall performance.

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

Program Type	Meeting or Exceeding 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%	100%
Out of School (n=77)	96%	100%
Wellness & Healthy Transitions (n=15)	80%	100%
Older Youth (n=17)	82%	100%
Total (n=122)	91%	100%

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[2] Site visits were conducted at all OFCY grantee programs except programs in the Early Childhood Mental Health Consultation Grant Group.

Early Childhood

Early childhood mental health consultants improved early childhood educators' ability to work with children, and nearly all parents reported that they are more aware of resources to help their children learn and grow.

Nine in ten (87%) parents surveyed in early childhood community playgroups reported that they spend more time reading to their child since participating.

Out of School

In community-based after school programs, nine in ten survey respondents (92%) report that they learned to do something they used to think was hard in an OFCY-funded program, and 94% agreed that they trust the adults in their program.

Youth participants in community-based after school reported positively to community engagement outcomes, which included the program helping them to care more about their community (89%) and feeling like they are a part of the community (92%). Boys reported higher levels of community engagement: 91% of males and 82% of females responded positively to both community survey items.

Among school-based after school program participants, eight in ten elementary aged youth (83%) reported that after school "helps me make friends." Similarly, 79% of middle school-aged youth report getting along better with other people their age since coming to the after school program.

For elementary school-aged youth in school-based programs, nearly all agreed that, "this program helps me to take care of problems without having to fight (87%)." About eight in ten (79%) middle school-aged youth report getting along better with other people their age since coming to the after school program.

About three-quarters (76%) of youth in elementary-based after school report that, "this program helps me to think about the future." Among middle school-aged participants, 70% of agree that they've learned about the kinds of jobs they'd like to have in the future. Eighty one percent of middle school-aged participants (81%) report that the program helps them to feel more confident about graduating high school.

Youth in summer enrichment programs in 2011 reported learning more about physical activity (72%) and about careers and future opportunities (65%).[3]

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[3] Results reported for Summer 2011. Public Profit will issue a Summer 2012 mini report in fall 2012.

Wellness and Healthy Transitions

Nearly all participants in Youth Leadership programs report that their OFCY-funded program helped them to make better decisions (90%), to set goals (89%) and to be more of a leader (85%). Those who attended Youth Leadership programs longer were more likely to respond positively to questions about leadership.

About eight in ten (79%) youth who participated in the OUSD Conflict Resolution program reported that they learned how to take care of problems without violence or fighting. Nine in ten (92%) reported learning how to make their school a better place.

Among youth in the school-based Healthy Transitions program, three-quarters (74%) report having improved social and communication skills as a result of being in their program. Ninety one percent (91%) of youth agree that the transitions program has "helped me to get to help other people."

Nearly all youth in Healthy Transitions programs (96%) report that the program has helped them to expect good things from themselves, and 91% state that they are more of a leader since coming to this program.

Older Youth

Nearly all youth in Academic Success programs reported that their OFCY-funded program helped them to feel more confident about completing high school (94%) and going to college (94%). Participants' first-time pass rates on the California High School Exit Exam (CAHSEE) were substantially higher than the District-wide average.

About nine in ten (88%) of surveyed youth in Career Success programs reported that they learned more about the different kinds of jobs they'd like to have; 86% reported that they expanded their network of potential employers. Male (84%) and female (88%) youth survey participants did not report significant differences in their responses about increasing their network of employers, however for African American youth, 80% of males responded positively to this survey in contrast to 97% of females.

About eight in ten youth in Comprehensive Programs reported that their program helped them to feel more like a part of their community (80%), to make friends (79%), and to work with others on a team (77%).

ATTACHMENT

B

Out-of-School Time Program

OFCY/OUSD - October 2012

OAKLAND OUT-OF-SCHOOL TIME PROGRAM EVALUATION
FINDINGS REPORT 2011-12

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

October 2012

[public profit]

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Highlights from the 2011-12 Out-of-School Time Evaluation

Key findings are based on the information analyzed for the 2011-12 program year, including site visit results, program self-assessments, stakeholder surveys and program performance data.

Out-of-school time programs provide cost-effective services to a large number of youth in Oakland. As in 2010-11, 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.

Programs made marked improvement in promoting high quality youth engagement. Programs demonstrated notable progress in the Engagement practice domain. Just seven programs are in the 'Emerging' category for the Engagement domain in 2011-12, compared to 29 programs in 2010-11.

Programs demonstrated progress in supporting youths' academic behaviors. In the 2011-12 school year, school-based out of school time programs demonstrated improvement on the Academic Climate domain of the Program Quality Assessment compared to 2010-11, indicating progress in programs providing activities that intentionally promote the development of key academic skills and content-area knowledge.

Children report feeling safe in the after school program. Ninety-one percent (91%) of participants reported that they felt physically safe in their program, and all sites received 'performing' or 'thriving' in the safe environment domain of the PQAs, reflecting the success of after school programs in creating a physically and emotionally safe place for youth. On the other hand, about one in four participants reported that they were bullied or hit while in after school, yet less than in 2010-11, when it was one in three youth. Boys were especially likely to report some kind of harassment. This rate is lower than OUSD-wide school-day rates of bullying.

Youth report a strong sense of working hard toward their goals in their programs. 90% of elementary school youth, 80% of middle school, 92% of high school and 84% of transitions program youth report that "This program has helped me work hard toward my goals."

Highlights from the 2011-12 Out-of-School Time Evaluation- Continued

Youth have access to a caring adult in their out of school time program. 95% of all parents reported that their student feels comfortable with the after school staff. Similarly, 93% of elementary youth, 78% of middle school youth, 88% of transitions program youth and 92% of high school youth report that they can go to a staff member if they have a serious problem.

Homework help is valued by youth, parents and school day staff; the quality of these services can continue to improve. 93% of elementary parents, 84% of middle, and 84% high school parents noted that, "this program helps [their] student get his or her homework done on time." Among teachers and principals, homework assistance was most frequently chosen as one of the program's three greatest strengths, chosen by 63% of teachers and 62% of principals. At the same time, 37% of principals and teachers report that the quality of homework help can continue to improve— this is one of the top three practices selected by teachers and principals as a needed improvement.

Youth report confidence in graduating high school—88% of elementary school youth, 81% of middle school youth, and 93% of high school youth feeling confident about graduating high school. There is a positive relationship between days in after school and confidence in attending college among elementary aged participants. Youth in elementary schools participating in 100 days of after school activities during the 2011-12 school year were ten percentage points more likely to report feeling more confident about going to college, a statistically significant difference.

Participation in OST programs increases likelihood of English fluency. 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. Boys and girls were equally likely to be re-designated.

Participation in OST is associated with better performance on the CST. Youth who attended for 100 days were about 40% more likely to score at Proficient or Advanced than those who attended just one day

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. Within these transitions programs, youth are drawn from 9 middle schools and 2 high schools.[1]
- Staffing information reported by 53 OFCY grantees[2] indicates that OFCY grant funding supports 362 staff members, 272 of whom are Oakland residents.

Yputh Served

School based out-of-school time programs in Oakland served 20,051 children and youth in the 2011-12 program year, approximately 58% of the student population at their host schools.[3] About 8,900 youth—27% of host schools' enrollment— participate in school-based out-of-school time programs[4] in Oakland daily.

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[1] Based on grantee's program descriptions provided to OFCY.
[2] Based on grantees' response to the Oakland Out of School Time 2011-12 Practice Self=Assessment.
[3] Based on 2011-12 enrollment figures for schools that host a school-based after school program.
[4] This number reflects the number of youth in after school programs in Oakland.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 7,682 students, middle school-based programs 4,434, transitions programs 3,376, and high school programs 4,559. Of the children and youth in the 2011-12 program year, 41% are Latino/a, 39% are African American, 13% are Asian/Pacific Islander, 4% are White and less than 1% are American Indian / Alaskan Native. The racial/ethnic heritage of youth served by program type is in Figure 1.[5]

Figure 1: Participants' Race / Ethnicity
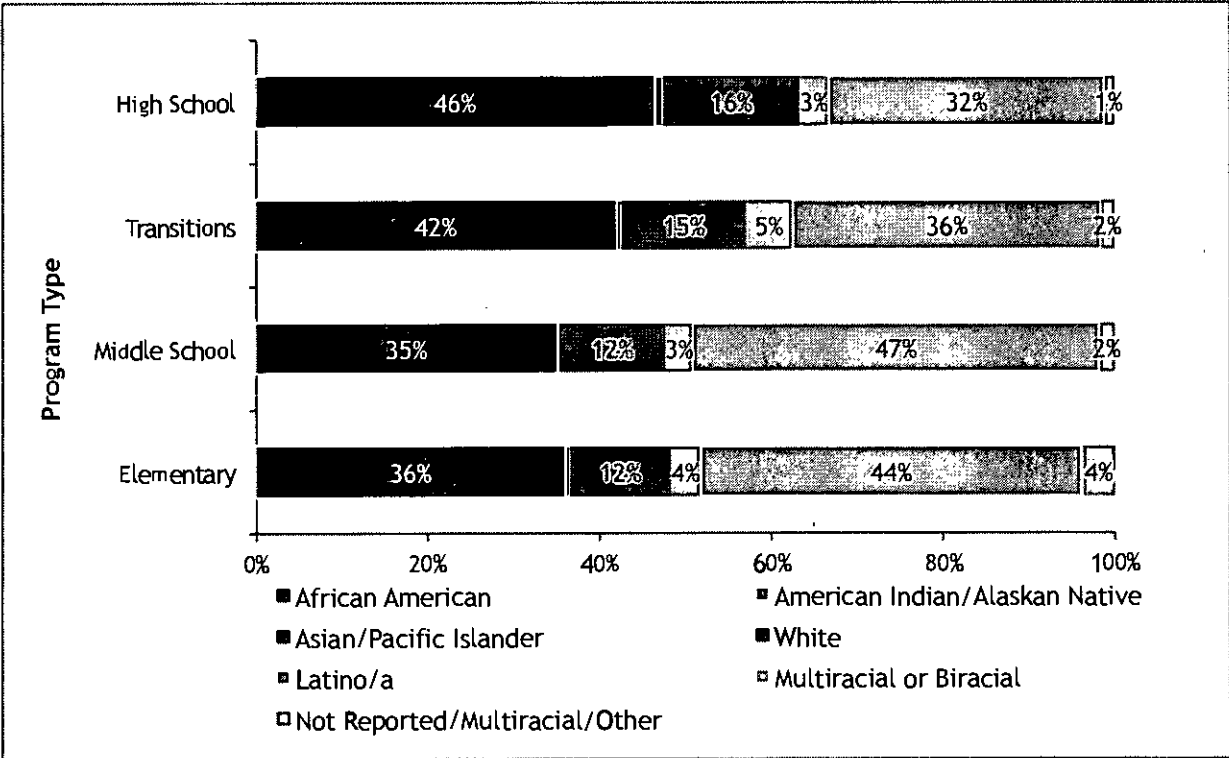
Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012.

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[5] Students' socioeconomic status is not available for 2011-12.

Program Performance & Point of Service Quality

Nearly all out-of-school time programs met contracted units of service and attendance goals. Six programs (3 in elementary, 2 in middle, and 1 transitions) are below their targeted annual units of service (as defined by OFCY). All programs funded by OFCY are reaching their OFCY goals for unduplicated number of youth served.

Fifteen sites (2 elementary, 5 middle, and 8 high school programs) are below their annual attendance goals set by the California Department of Education for publicly funded after-school programs.

Site visits indicate that out-of-school time programs are providing high quality service to youth.[6] According sites' scores on the School-Age Program Quality Assessment and Youth Program Quality Assessment tool, all programs in this evaluation are 'performing' (71 programs) or 'thriving' (22 programs).

Figure 2: 2011-12 Point of Service Quality Status
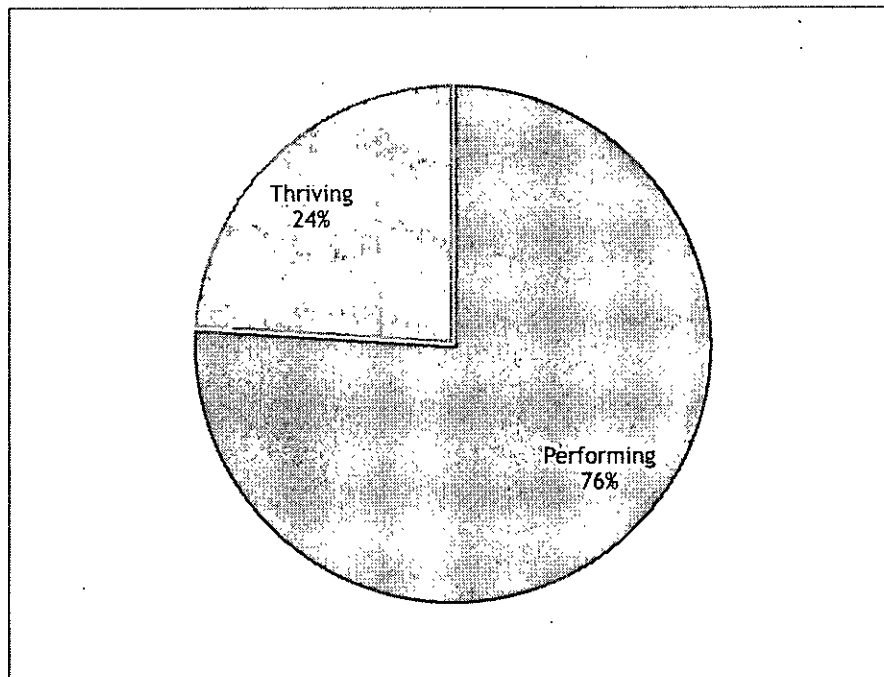
Source: Program Quality Assessment scores for 93 out-of-school time programs based on visits conducted by Public Profit and the Oakland After School Programs Office.

Year-to-year quality assessments indicate that nearly all programs consistently meet or exceed research-based quality indicators. Programs in the 'Emerging' category in the 2010-11 program year have all improved to the 'Performing 'or 'Thriving' categories in 2011-12.

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[6] In 2011-12, a total of 93 programs received site visits, including two visits at Parker Elementary. At their request, one visit focused on activities led by Girls, Inc. and one focused on Bay Area Community Resources' activities. The number of total site visits also includes two site visits to Ascend Academy K-8-- one site visit focused on K-5 youth, one site visit to Grades 6-8 activities. Barack Obama Academy did not respond to requests for a site visit.

Programs demonstrate notable progress in the Engagement practice domain. Just seven programs are in the 'emerging' category for the 'engagement' domain in 2011-12, compared to 29 programs in 2010-11.

Table 1: 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 that are Performing or Thriving
Elementary (n=54)	94%	96%	100% (n=55)[5]
Middle (n=16)	88%	69%	100% (n=16)[5]
Transitions (n=6)	83%	Not Applicable	100%
High (n=16)	100% McClymonds & Life Only	50%	100%
Overall (n=92)	92%	87%	100%

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally, as described in the following figure.[7] Similar to 2010-11, the difference in point-of-service quality is particularly large in the Interaction and Engagement domains, culminating in an Overall score that is 35% higher than the national sample. This is an increase from 2010-11, where Oakland programs scored 25% higher in the Overall score than the national sample.

Figure 3: Oakland After School Sites vs. National Sample
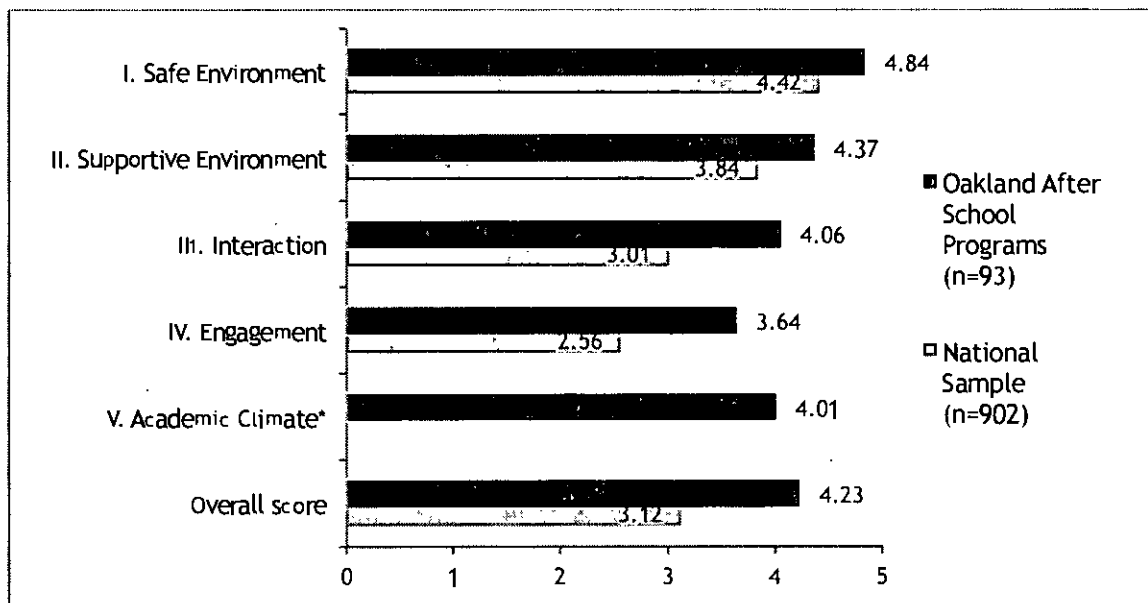
Source: Average point-of-service quality scores for Oakland school-based OST programs; national data from the Weikart Center for Youth Program Quality.
*National comparison data not available

Participant Outcomes

Available evidence suggests that youth have a safe space in after school hours and are supported by caring adults whom they trust. School-based out of school time programs provide opportunities for youth to develop and improve their social and communication skills, decision-making skills, and sense of mastery and accomplishment. Youth and parents also report positively on opportunities for career and college exploration and building academic skills in their programs.

Elementary School

In elementary school, 90% of participants agree that they feel safe in their after school program, an increase of 3 percentage points from 2010-11 year. Similarly, 99% of elementary school parents who completed a survey agree that the after school program is a safe place for their youth. When looking at the bullying survey questions, 69% of elementary youth report they have never been physically bullied while in this program, and 62% of youth in elementary-based programs report never being verbal bullied in the out of school time program.

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[7] In 2011-12, 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.

At the elementary school level, a majority of youth report that they have access to caring adults. Ninety-three percent (93%) of youth report that "there is an adult at this program that really cares about me" and that there is an adult they can go to "to ask for help if I have a serious problem." For elementary school parents, 86% also agree that there is an adult in the program that their student can talk to about their problems.

In these programs, eight in ten elementary aged youth (83%) reported that after school "helps me make friends." in addition, 90% report that this program helps them work hard toward their goals.

For elementary school-aged youth in these programs, a majority of youth responded "This program helps me to take care of problems without having to fight" (87%).

About eight in ten elementary school-aged youth (76%) report that, "this program helps me to think about the future."

Ninety-three percent (93%) of parents of these elementary school youth also believe that the program helps their youth complete their homework on time—93%.

Middle School

In terms of safety, 82% of participants agree that they feel safe in their after school program. A majority of parents respond similarly, with 85% reporting that, "this after school program is a safe place for my student." Eighty-three percent (83%) of middle school youth report that they have never been physically bullied, while 76% report never being verbally bullied.

In these middle school out-of-school-time programs, youth report having access to caring adults—85% reporting that the "staff here cares about me." Parents also agree, 92% responding that their student feels comfortable with the after school staff.

When reporting about improved social and communication skills, 79% of middle school-aged youth report getting along better with other people their age since coming to the after school program.

Eight in ten middle school youth (82%) report that since coming to this program, they are more confident in their skills and abilities and expect good things from themselves. Similarly, 83% of middle school parents agree that their student has opportunities to develop leadership skills.

For career exploration, 70% of middle school youth agree that they've learned about the kinds of jobs they'd like to have in the future. 81% of youth report that this program helps them to feel more confident about graduating high school.

Transitions Programs

For youth in transitions programs, 98% report that they feel safe in this program. Similarly, nine in ten (93%) report being never being physically bullied, while 80% of youth report never being verbally bullied in their transitions program.

At the transitions programs, a majority of youth report having access to caring staff—96% of youth report that there are staff at the program that care about them, and 94% of youth agree that the staff can be trusted.

Seven out of ten (74%) report having improved social and communication skills as a result of being in this program. Ninety-one percent (91%) of youth agree that the transitions program has "helped me get to help other people."

Nearly all youth (96%) report that the program has helped them to expect good things from themselves, and 91% state that they are more of a leader since coming to this program.

For career exploration, 76% of youth agree that the program has helped them to understand how to get the kind of job they want.

High School

At the high school level, 95% of youth report that they feel safe in their after school program. Similarly, 95% of parents who completed surveys agree that the after school program is a safe place for their student. An overwhelming majority—98%— report never being physically bullied, while 89% of youth report never being verbally bullied.

Nearly all high school youth also report that staff are trustworthy and caring—94% of youth agree that, "there is a staff that cares about me" and "the staff can be trusted." Ninety-two percent (92%) of parents agree that their student feels comfortable with the after school staff.

Nine out of ten high school-aged youth (90%) report that, "since coming to this program, I work better with others on a team." Eighty-nine percent (89%) of youth also report being better listeners and getting to help other people as a result of this program.

Ninety-four percent (94%) of youth report that the program has helped them be more confident in their skills and abilities, while 91% report that they are better at setting goals for themselves.

In terms of career and college exploration, 83% of high school youth agree that the program has helped them to understand how to get the kind of job they want, and 93% report that the program has helped them feel more confident about graduating high school. Eighty-eight percent (88%) of parents agree that, "in this program, my student gets support with college exploration and preparation."

Academic Outcomes

Available evidence suggests that Oakland out-of-school time program participants benefit in some - but not all - dimensions of academic performance, such as English fluency, California Standards Test scores, course credits earned, and graduation rates.

- Among students designated as English Learners in 2010-11[8], 11% of program participants were re-designated in the 2011-12 school year. These gains are particularly concentrated in elementary schools, where 14% of participants were re-designated. By contrast, 10% of middle school participants, 5% of transitions participants, and 7% of high school program participants were re-designated.

- High school youth who attended after school most often were slightly more likely to pass the CAHSEE test than those who attended less often.[9]

- Youth who attended out-of-school time programs 100 days or more earned more course credits than students in the same schools.

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[8] And were also enrolled in the 2010-11 school year
[9] Correlation between after school program days attended in 2011-12 and CAHSEE pass status; correlation coefficient for ELA = .065, Math = .037. p<.000 for both.

Youth Served in 2011-12

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 90 schools throughout Oakland, including 52 elementary schools, 16 middle schools, 16 high schools, and 6 transitions support programs based in middle and high schools.

All of the after school programs at 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 66 campuses, including 2 charter schools not under OUSD's purview. OFCY also funds six school-based transitions programs, which collaborate with 10 middle and high schools in Oakland.

Collectively, OFCY and OUSD funded programs are intended to improve children and families' well-being by supporting the development of their physical, emotional and cognitive skills. This approach has longstanding support in social sciences literature for children from birth through adolescence.

Among school-aged children, a series of California-based research studies about the links between school performance and students' physical and emotional health found the following:

- There is a strong link between school-level academic achievement and students' perceptions of adult support, safety in school, and connection to others. That is, schools that are perceived as safer, more supportive and more engaging have higher overall academic performance. [28]

- Young people who experience bullying are absent more often and do worse in school than their peers as a result of the psychological and somatic toll of bullying. [29]

- Interventions that increase children's access to healthy foods and physical activity, help them to manage conflicts without violence or bullying, and enhance their connections with caring adults can address the physical and emotional factors that affect children's academic performance. [30]

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[28] Thomas Hanson, Gregory Austin and Hong Zheng, *The Relationship of Academic Achievement and School Well-Being*, California Healthy Students Research Project (Los Angeles, CA: WestEd, May 2011).
[29] Janna Juvonen, *Bullying and Violence as Barriers to Academic Achievement*, California Healthy Students Research Project (Los Angeles, CA: WestEd, May 2011).
[30] *Healthy Steps Toward Student Achievement: Research-based recommendations for policy and practice*, California Healthy Students Research project (Los Angeles, CA: WestEd, May 2011).

School based out-of-school time programs in Oakland served 20,051 children and youth in the 2011-12 program year, roughly equivalent to the number of youth served in 2010-11 (20,820 youth). In 2011-12, out-of-school time programs included in this study served approximately 58% of the student population at their host schools.[31] About 8,900 youth—27% of host schools' enrollment— participate in a school-based out-of-school time program in Oakland each day.

Figure 4 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 4: Youth Served in 2011-12 by Program Funder
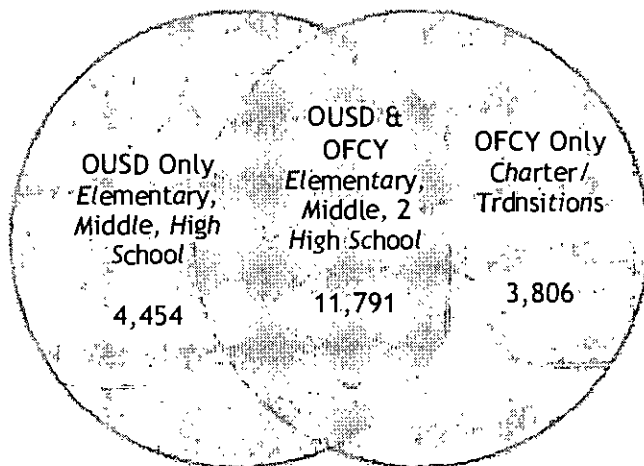
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[31] Based on 2011-12 enrollment figures for schools that host a school-based after school program.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 7,682 students, middle school-based programs 4,434, Transitions programs 3,376, and high school programs 4,559.

Table 2: Youth Served by Strategy and Funder

Program Type	Jointly Funded by OUSD a OFCY	OFCY Only	OUSD Only	Overall
Elementary	6,760	430 (2 charter programs)	492	7,682
Middle	4,411		23	4,434
Transitions		3,376		3,376
High	620		3,939	4,559
Total	11,971	3,806	4,454	20,051

Nearly all youth participants were between the ages of 6 and 20 years; about three-quarters were 15 years old or younger.

Figure 5: School-Based Program Participants' Ages
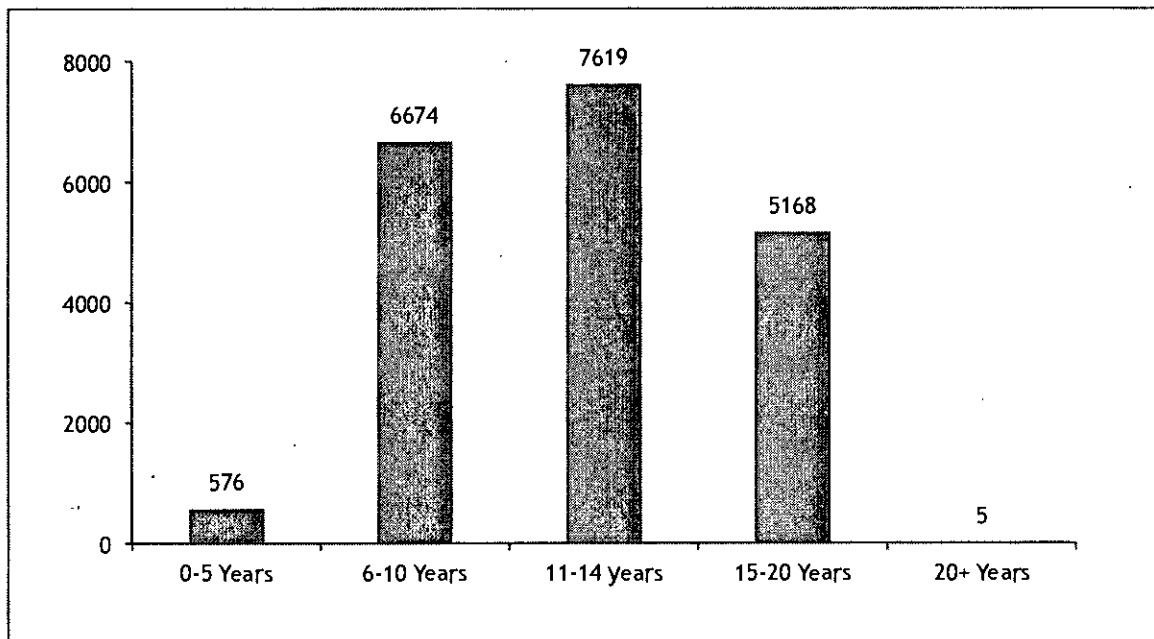
Source: CitySpan attendance records for youth who attended after school whose birthdates were collected between July 2011 and June 2012.[32]

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[32] Ages are based on youth's ages on December 31, 2011. Participants in 0-5 category are all in kindergarten.

The majority of youth served in school-based out-of-school-time programs lived in one of the following five zip codes: 94601, 94621, 94603, 94605 and 94606, zip codes that are among the areas in Oakland with the highest percentage of people living below poverty. Figure 6 shows the distribution of youth participants by reported zip code.[33]

Figure 6: School-Based Program Participants' Home Zip Code
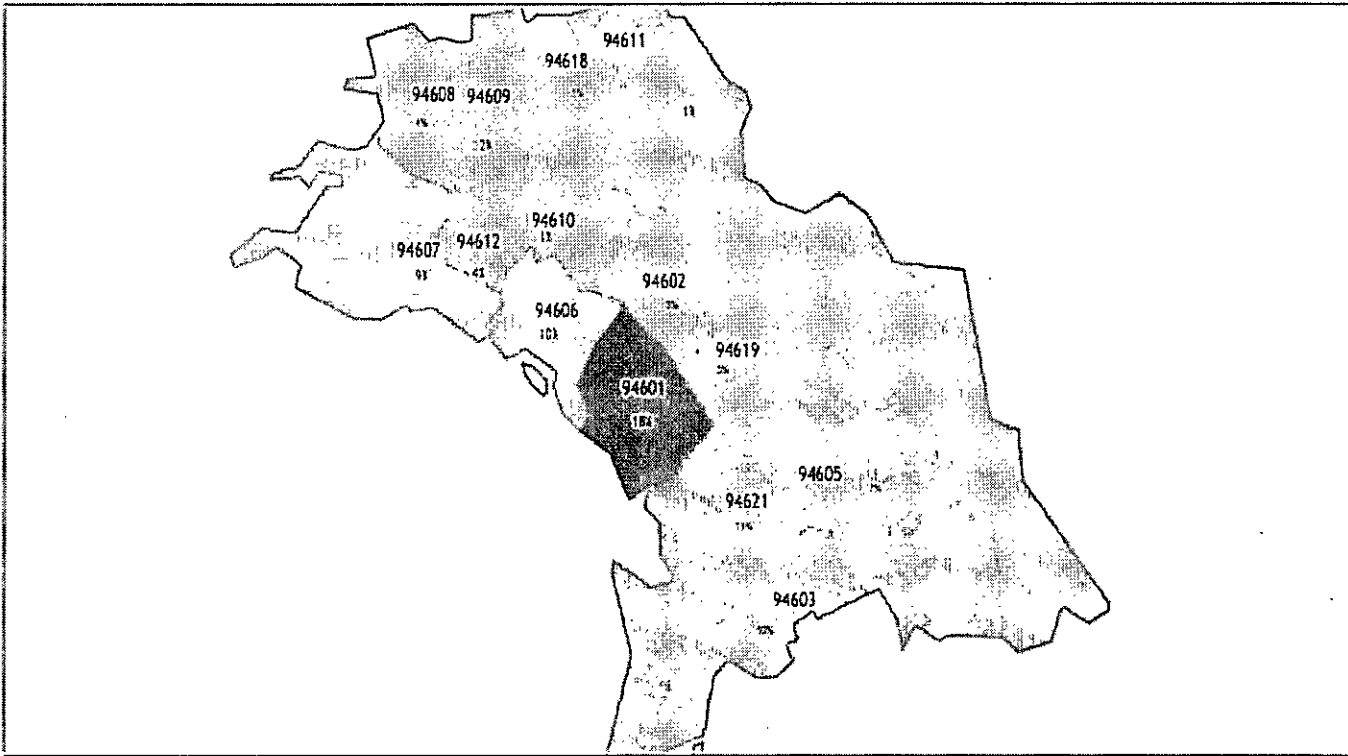
Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012.

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[33] Home zip code was available for all but 552 participants (97%).

Table 3: Participants' Zip Codes

Zip Code	Number of Youth	%
94601	3,974	20%
94621	2,981	15%
94603	2,677	13%
94605	2,388	12%
94606	1,859	9%
94607	1,379	7%
94602	921	5%
94619	903	4%
94608	696	3%
94609	604	3%
94612	405	2%
94610	371	2%
All Other Zip Codes	341	2%
No Zip Code Reported	552	3%
Total	20,051	

Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012.

Of the children and youth in the 2011-12 program year, 39% are African American, 41% are Latino/a, 13% are Asian/Pacific Islander, less than 1% are American Indian / Alaskan Native and 4% are White. Twenty-six percent (26%) of program participants are English Learners.

The racial/ethnic heritage of youth served by program type is in Figure 7.[34]

Figure 7: School-Based Program Participants' Race / Ethnicity
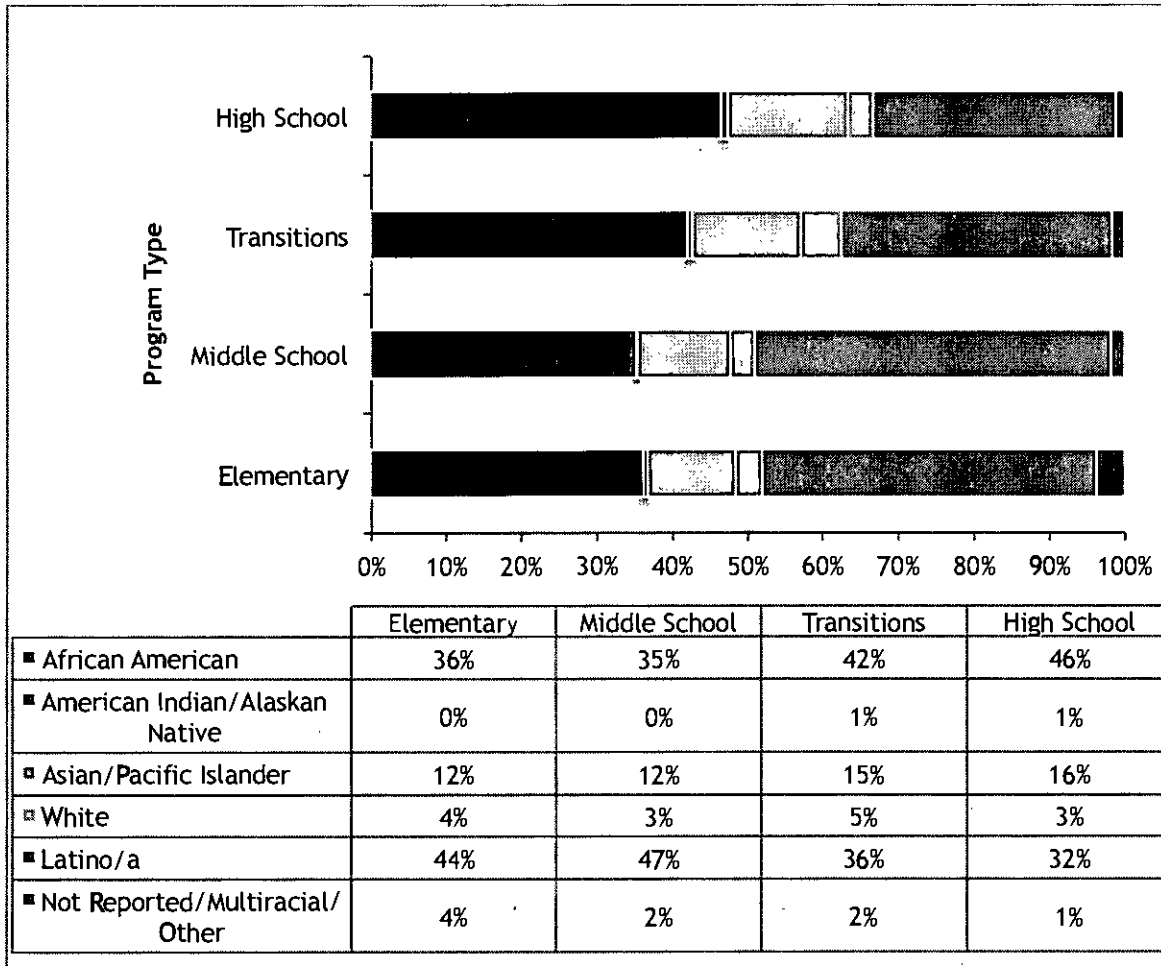
	Elementary	Middle School	Transitions	High School
■ African American	36%	35%	42%	46%
■ American Indian/Alaskan Native	0%	0%	1%	1%
▣ Asian/Pacific Islander	12%	12%	15%	16%
▣ White	4%	3%	5%	3%
■ Latino/a	44%	47%	36%	32%
■ Not Reported/Multiracial/ Other	4%	2%	2%	1%

Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012.

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[34] Students' socioeconomic status and placement in Special Education services are not available.

Among out-of-school time programs[35], boys and girls are evenly represented: 49% of attendees are girls and 51% are boys. Within program type, the gender ratio is evenly represented across different programs. The gender ratio is generally consistent within ethnic groups (Table 5).

Table 4: Participants' Gender Distribution by Program Type

Program Type	Male	Female
Overall	51%	49%
Elementary	50%	50%
Middle	52%	48%
High	51%	49%
Transitions	49%	51%

Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012.

Table 5: Participants' Gender Distribution Within Race/Ethnicity

Youth Ethnicity	Male	Female	Overall[36]
Overall	51%	49%	100%
African American	39%	40%	41%
Latino/a	41%	41%	38%
Asian/Pacific islander	14%	13%	13%
White	4%	4%	4%
Native American	0%	1%	1%
Multi-Racial/Other/Not Reported	2%	2%	3%

Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012.

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[35] For the 19,646 school-based after school participants for whom race/ethnicity and gender data is available.
[36] Because of rounding, overall percentages may not equal sum of male and female.

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 66 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 transition 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 6: 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	64 47 OUSD elementary 15 OUSD middle 2 high	2 2 charter	20 5 OUSD elementary 1 OUSD middle 14 OUSD high
Transitions	6	0	6	Not Applicable

Staffing

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 full-time Site Coordinator, an Academic Liaison, who is also a certificated teacher in the host school, along with youth development workers. Many after school programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance as well. For school-based programs, at some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for after school participants through extended contracts.

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 members 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 21% (141 teachers) also served as program staff at OUSD-based after school programs.[37]

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 projects at different school sites, assisting with curriculum design and implementation, and monitoring the effectiveness of the project.

School-year 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.

Transitions programs that operate during the summer serve as a "bridge" between schools, providing participants with academic supports and enrichment activities, along with promoting links to students' new schools through school tours, peer mentorship and meetings with teachers and staff.

Staffing information reported by 53 OFCY grantees indicates that OFCY grant funding supports 362 staff members, 272 of whom are Oakland residents.

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[37] Based on a survey of 688 school-day teachers at OUSD schools with an active OST program. Overall teacher response rate = 47%.

Program Activities

Publicly-funded after school programs in Oakland are school-based programs that provide a mix of academic, recreational/physical, and enrichment activities[38] that are open to all students at the host school at low or no cost.[39] 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 7 provides examples of out-of-school time activities.

Out-of-school time programs encompass a broad array of activities that fall into eight general categories:[40] 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), Youth Leadership/Service (community service, leadership development, peer mentorship), Family Involvement/Support (family literacy, parent consultation, family workshops), and Other.

Table 7: 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
Recreation/ Physical Activity	Cooperative games Dance Martial arts Intramural sports Sports leagues
Enrichment[38]	Arts and cultural activities Health and nutrition education
College and Career	Skills training Field trips Internships and Apprenticeships
Leadership Development	Peer mentoring Peer tutoring Youth-led community service
Transition Support	Outreach to incoming 6th and 9th graders
Family Involvement and Support	Parent education workshops Family literacy events Parent volunteer & leadership opportunities Links to basic needs supports and counseling

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[38] '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.

[39] Per OUSD School Board policy, school-based ASES and 21st Century programs may charge a fee, but may not turn away youth for inability to pay.

[40] For OFCY-funded programs, "school-based after school programs feature applied learning and skill building in education, arts, and leadership. Enrichment includes project-based learning, and leadership activities that promote academic learning and resiliency in a school setting."

Available attendance information shows that program participants shared their time primarily between academic support activities (43% of hours attended), Leadership Development (19%) and Recreational/Sports activities (13%) as shown in **Figure 8**.

Figure 8: Proportion of Hours Spent in Out-of-School by Activity Type
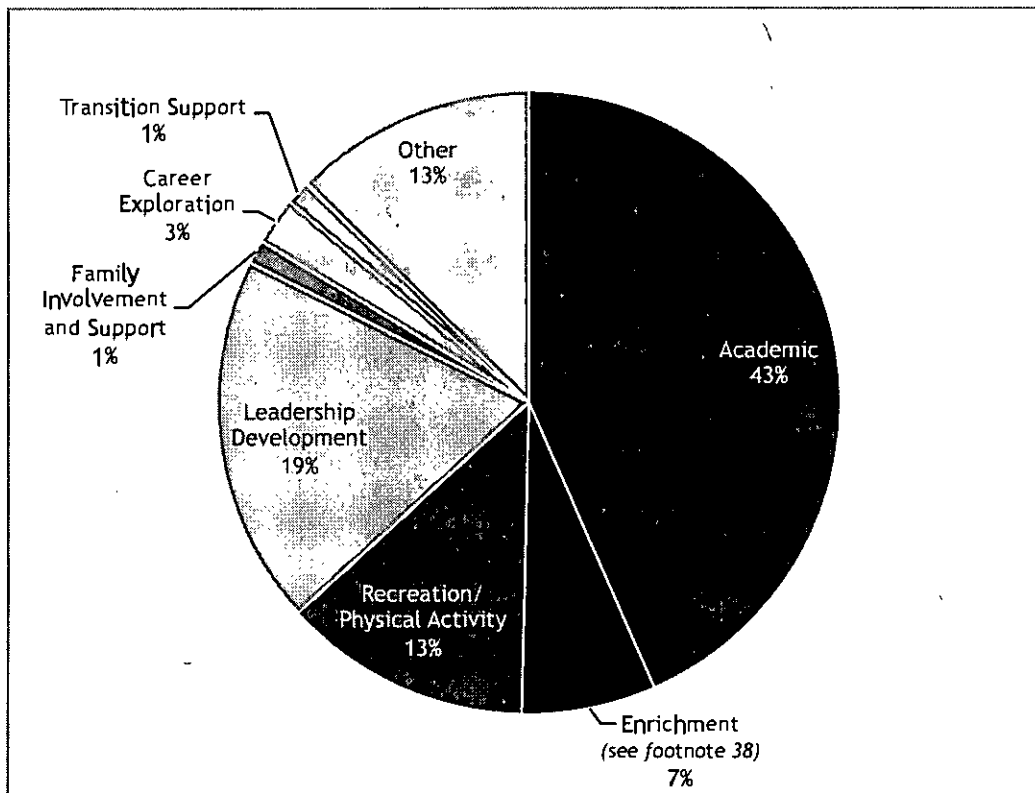
Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012. See *Table 7 for examples of each kind of programming.*

Activities varied somewhat by site type. Academics, recreational and other activities were the most popular activities across all program types except transitions programs, in which youth spent 47% of their time on average in leadership development and 16% in academic support. In high school based programs, youth spent 9% of their time on average on career awareness and preparation, substantially more than other site types.

Among elementary, middle and high schools based participants, 35-57% of their hours on average were classified as academic support, while 16% of transitions program participant hours were dedicated to academic support. Middle school participants spent more time on recreational/sports activities (25%) than other site types. Table 8 details the distribution of hours spent on various activities by program type.

Table 8: Proportion of Hours Spent in Out-of-School by Activity and Program Type

	Elementary	Middle	High	Transitions
Academic Support	50%	35%	57%	16%
Enrichment	11%	11%	2%	--
Recreation/Sports	14%	25%	8%	--
Leadership Development	10%	8%	10%	72%
Family Involvement and Support	1%	1%	1%	3%
Career Awareness and Preparation	0.1%	0.5%	9%	0.1%
Transition Support	--			8%
Other	14%	20%	12%	0.1%

Source: CitySpan units of service by activity type activity participation records.

Funding

Based on available information, elementary school based programs have the highest per student revenue, followed by middle and high school based programs. Transitions programs are funded solely by OFCY - and both involve youth for fewer days on average and include 2 summer only programs - explaining these programs' lower per student investment.

The table below shows per student funding from all sources reported to Public Profit.

Table 9: 2011-12 OST Program Investments by Program Type

Program Type	ASES + 21st CCLC /ASSETS[41]	OFCY Funds	Estimated Leveraged Funds[42]	Total	Avg. / Student
Elementary	$6,371,788	$3,145,156	$507,000	$10,023,944	$1,305
Middle	$2,669,373	$1,140,800	$109,000	$3,919,173	$884
Transitions	N/A	$477,208	$352,000	$829,208	$246
High School	$3,009,650	$161,000	$445,000	$3,615,650	$793
Total	$12,050,811	$4,924,164	$1,413,000	$18,387,975	$917

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, greater flexibility to subcontract with specialized service providers with 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.

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[41] Based on 2011-12 core grant amounts.

[42] Based on sites' self-reported leveraged funding to OFCY (all OFCY grantees) and Public Profit (all other programs). Estimate only.

Theory of Action

Out-of-school time programs can serve as a "launching pad" for student success, providing additional time for young people to learn, practice, and improve important skills. 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.[25]

For young people to benefit from out-of-school time programs, they need to regularly attend a high quality program. High quality programs provide youth with opportunities to feel safe, build their relationships with adults and peers, develop social and communication skills, build a strong sense of self-efficacy, and build academic skills. Youth who do this are more likely to feel safer in the after school hours, improve social and communication skills with peers and adults, and have a strong sense of mastery and accomplishment. These positive changes then support other positive outcomes for youth, such as increased school engagement (i.e., higher school-day attendance, less school-day absences) and enhanced school performance (i.e., higher test scores, course credit recovery, increased likelihood of graduation).[26]

Figure 9 and Figure 10 provides a visual model of the ways in which out-of-school time programs contribute to positive outcomes for young people.

Figure 9: Theory of Action for Oakland Out-of-School Time Programs

Regular Participation	In High Quality Programs	Has Direct Benefits for Youth	Contributes to Other Positive Outcomes
Program Attendance	Safe	Social skills	English Fluency
Duration	Supportive	New experiences	Academic performance
	Interactive	Safety	Higher Test Scores
	Engaging	School engagement	Course Credit Recovery
	Academic Suppprts	Career Exploration	Increased Likelihood of Graduation
		Academic Behaviors	

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[25] 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.

[26] 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.

Figure 10: Detailed Evaluation Framework for Oakland Out-of-School Time Programs

Regular Participation in High Quality Programs
Program Attendance, Duration

THE BENEFIT TO YOUTH	PROGRAM PRACTICE	YOUTH OUTCOMES
Youth Have a Safe Place to be During After School Hours	Physical/Emotional Safety *The program environment is physically and emotionally safe.*	• Youth feel safe • Parents and teachers report youth feel safe
Youth Have Opportunities to Form Encouraging and Caring Relationships with Adults	Positive Supportive Environment *Adults create supports for youth to learn and develop.*	• Youth have access to caring adults • Parents report greater engagement with youth's school
Youth Develop Pro-Social Connections	Strong Interaction Opportunities *Adults positively impact youth peer culture in the program.*	• Youth develop communication and social skills • Parents report youth social skill growth • Youth are engaged in school
Youth Build a Sense of Mastery and Accomplishment	Engagement *Youth experience challenging opportunities that help them pursue learning.*	• Youth develop and build sense of personal agency • Youth explore college and career possibilities
Youth Have Opportunities to Build Academic Skills	Positive Academic Climate *The program provides opportunities for youth to grow academically.*	• Youth have higher sense of academic self-efficacy • Youth improve academic skills • Youth improve academic 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. Units of Service should be within 80% of the goal contracted with OFCY.
- Attendance is the number of unique visits, a key measure of program capacity. For after school programs, they must meet an 85% attendance target established by 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.

Enrollment

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 all OFCY-funded OST programs have met or exceeded their target number of youth served.

Available evidence suggests that programs are exceeding their annual youth-served enrollment targets for a variety of reasons, including having access to leveraged resources, school contributions (especially in extended day models), and, for some sites, parent fees. In most cases, programs are simply serving a larger number of youth than anticipated, demonstrating a strong demand 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 30.

Figure 11: Progress Toward Targeted Number of Youth Served
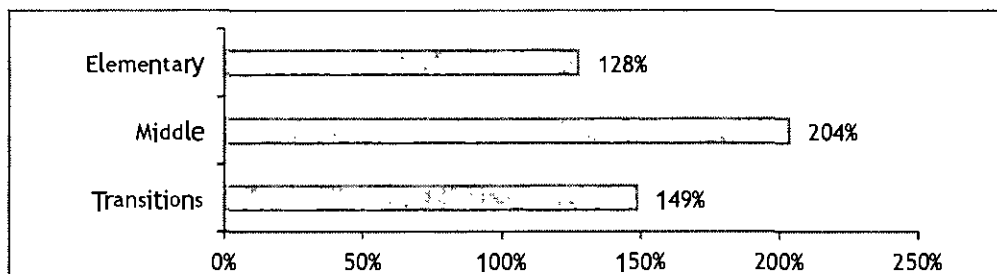
Source: CitySpan attendance records for 70 after school programs that receive OFCY funds (excluding 2 High Schools).

Attendance

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 (CDE). Charter-school based and transitions program units of service targets are based on their OFCY Scope of Work.

In the 2011-12 program year, 75 of 90[27] (83%) school based out-of-school programs met their annual attendance target defined by CDE. With the exception of high schools, programs exceeded their attendance goals, including 110% for elementary school-based programs, 108% for programs in middle schools, and 88% for high school-based programs. Fifteen sites did not meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 5 middle, and 8 high school programs).

Figure 12: Progress Toward Targeted Attendance
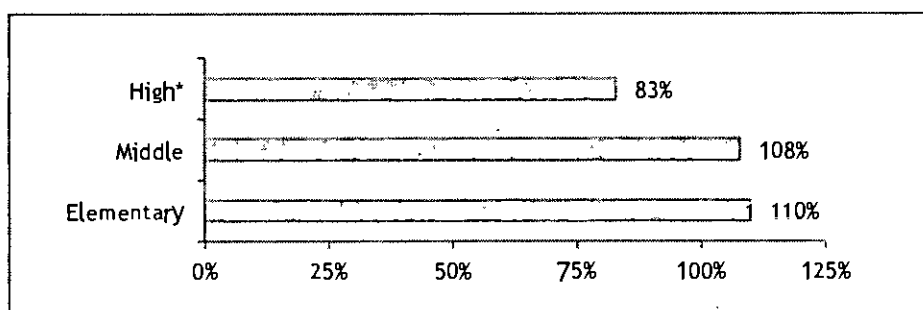
*21st Century Community Learning Centers-funded programs only.
Source: CitySpan attendance records for the 2011-12 program year and programs' grant information, which determines annual attendance goals.

Units of Service

Nearly all out-of-school time programs met contracted units of service goals. Six programs (3 in elementary, 2 in middle, and 1 transitions) did not meet their annual units of service targets (as defined by OFCY). Figure 13 represents both school-based progress toward attendance goals and transitions programs progress toward units of service.

Figure 13: Progress towards Units of Service
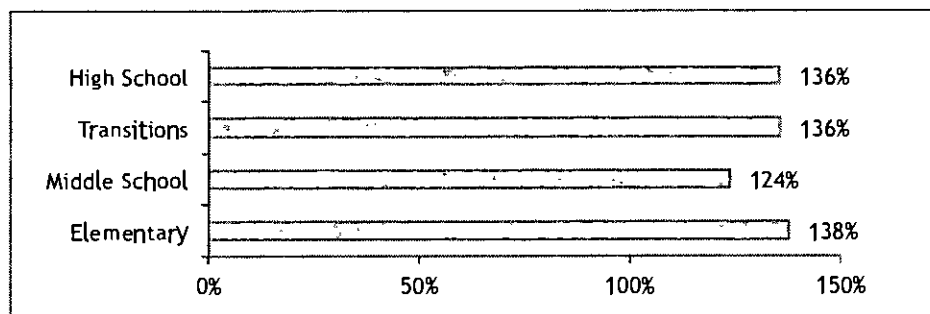
Source: CitySpan attendance records for 72 after school programs that receive OFCY funds.

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[27] The 90 school-based programs exclude the 2 charter schools funded by OFCY only.

Retention

Figure 14 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 retention rates, ranging from 56% in high school to 86% in elementary school.

Compared to the prior year, out-of-school time programs in Oakland demonstrated similar retention rates in elementary (87% in 2010-11) and middle (76% in 2010-11). High school based programs demonstrated a five percentage point decline in average program participation rates, falling from 61% in 2010-11 to 56% in 2011-12.

Figure 9: Participant Retention Rate
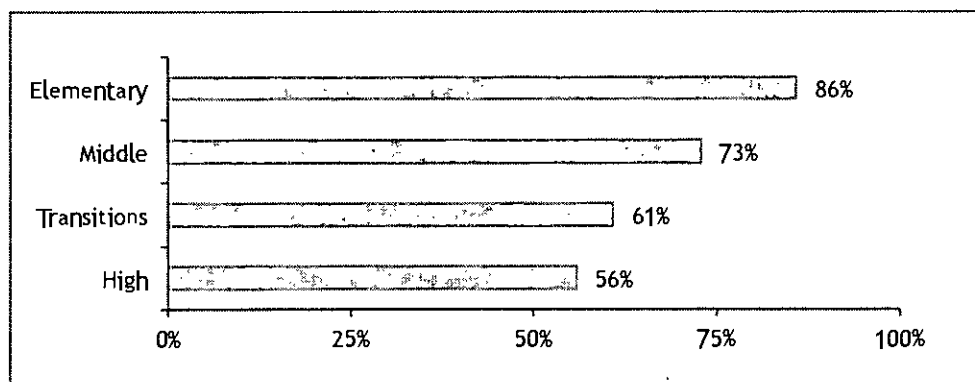
Source: CitySpan attendance records for 20,051 youth.

Out-of-school time research, including after school programs, 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 71% of elementary-based programs attended at least 100 days. The same is true for 45% of middle school based programs and 18% of high school based programs.

Table 10: Enrollment, Attendance & Retention by Site

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)
Elementary School Programs											
Acorn Woodland*	Aspiranet	220	306	139%	77,695	86,097	111%	19,917	83%	122	95%
Allendale	Higher Ground	120	112	93%	53,085	53,455	101%	14,457	96%	104	83%
Ascend	Oakland Leaf	175	308	176%	55,419	87,457	158%	37,228	103%	144	95%
Bella Vista	East Bay Asian Youth Center (EBAYC)	75	100	133%	33,345	45,777	137%	15,259	102%	153	91%
Bridges Academy	Bay Area Community Resources (BACR)	90	101	112%	42,918	43,333	101%	14,533	97%	146	89%
Brookfield	Higher Ground	120	135	113%	47,205	48,972	104%	15,043	100%	110	86%
Burckhalter	Ujimaa Foundation	102	111	109%	46,506	45,626	98%	16,546	110%	115	70%
Carl Munck	Aspiranet	120	150	125%	94,244	80,456	85%	23,279	156%	156	96%
Cleveland	Oakland Asian Students Educational Services (OASES)	114	114	100%	44,481	54,400	122%	17,742	118%	157	96%
Community United*	Aspiranet	192	268	140%	116,476	87,966	76%	19,065	127%	110	83%

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)
East Oakland Pride	Aspiranet	130	158	122%	46,695	44,852	96%	18,470	123%	83	67%
Emerson	BACR	90	98	109%	28,838	32,676	113%	17,066	114%	147	89%
Encompass Academy*	Aspiranet	220	306	139%	77,695	86,097	111%	15,580	104%	119	85%
Esperanza Academy*	BACR	180	271	151%	24,600	81,524	331%	14,243	89%	103	74%
Franklin	EBAYC	115	139	121%	48,735	61,857	127%	20,619	98%	148	93%
Fred T. Korematsu*	BACR	180	271	151%	24,600	81,524	331%	13,513	90%	100	78%
Fruitvale	Learning for Life	115	129	112%	41,740	60,691	145%	15,631	104%	121	84%
Futures*	Aspiranet	192	268	140%	116,476	87,966	76%	15,281	102%	107	87%
Garfield	EBAYC	145	218	150%	67,752	86,377	127%	28,296	94%	124	92%
Glenview**	BACR	N/A	106	N/A	N/A	21,339	N/A	16,669	111%	157	93%
Global Family School*	BACR	180	178	99%	20,439	53,781	263%	15,870	106%	105	92%
Grass Valley**	Aspiranet	N/A	130	N/A	N/A	64,606	N/A	17,859	120%	119	89%
Greenleaf	BACR	90	125	139%	22,867	27,599	121%	14,511	92%	89	90%
Hoover	BACR	114	146	128%	39,389	36,608	93%	19,342	129%	133	87%
Horace Mann	Learning for Life	120	167	139%	54,009	60,631	112%	19,531	131%	116	80%

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	109	112%	44,998	48,099	107%	14,876	100%	137	84%
Int'l Community School*	Aspiranet	260	233	90%	69,906	99,618	143%	19,563	131%	128	88%
La Escuelita	EBAYC	75	107	143%	33,645	44,639	133%	14,714	98%	138	91%
Lafayette	BACR	90	141	157%	37,700	66,468	176%	21,500	144%	156	92%
Lakeview	Ujimaa Foundation	110	107	97%	51,726	67,711	131%	14,943	100%	139	90%
Laurel	PMA Consulting	85	93	109%	29,274	37,208	127%	13,401	90%	143	91%
Lazear	Spanish Speaking Citizens Foundation	120	137	114%	45,396	50,257	111%	16,147	108%	118	92%
Learning Without Limits*	BACR	180	178	99%	20,439	53,781	263%	15,986	107%	123	86%
Lighthouse Community Charter	Lighthouse Community Charter	190	293	154%	61,492	86,983	141%	N/A	N/A	144	69%
Lincoln	OASES	146	128	88%	54,503	72,537	133%	24,781	92%	164	99%
Manzanita Community School*	EBAYC	150	270	180%	33,765	109,944	326%	15,457	103%	125	87%
Manzanita Seed*	EBAYC	150	270	180%	33,765	109,944	326%	20,518	130%	137	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	121	134%	32,123	36,719	114%	12,617	84%	104	88%
Marshall**	Higher Ground	N/A	110	N/A	N/A	46,788	N/A	16,154	108%	147	92%
M.L. king, Jr.	BACR	91	170	187%	26,030	57,036	219%	22,716	151%	133	71%
Maxwell Park	Learning for Life	120	118	98%	46,869	37,974	81%	14,179	95%	121	88%
New Highland Academy*	Higher Ground	200	242	121%	130,441	110,720	85%	15,666	104%	127	85%
Parker	Girls, Inc.	65	72	111%	12,283	16,671	136%	16,165	108%	114	77%
Peralta**	Aspiranet	N/A	236	N/A	N/A	69,672	N/A	24,096	161%	101	59%
Piedmont Avenue	Aspiranet	100	118	118%	55,292	40,216	73%	15,876	106%	133	85%
Place @ Prescott	BACR	90	134	149%	31,394	56,224	179%	16,846	103%	129	92%
Reach Academy**	OUSD	N/A	453	N/A	N/A	17,188	N/A	19,426	130%	128	80%
Rise Community School*	Aspiranet	200	242	121%	130,441	110,720	85%	15,421	103%	122	83%
Sahkofa	BACR	96	149	155%	15,790	54,071	342%	18,641	94%	124	78%
Santa Fe	BACR	91	135	148%	31,199	41,485	133%	15,919	107%	113	80%
Sequoia	East Bay Agency for Children (EBAC)	95	107	113%	50,371	52,926	105%	15,576	104%	146	97%

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)
Sobrante Park	Higher Ground	120	114	95%	48,450	45,512	94%	13,870	93%	104	79%
Think College Now*	Aspiranet	260	233	90%	69,906	99,618	143%	23,812	159%	141	88%
World/ Achieve Academy	EBAC	72	137	190%	31,146	30,749	99%	N/A	N/A	75	93%
Total/Average		5,160	7,304	128%	1,980,228	2,663,489	138%	924,416	108%	126	86%
Middle School Programs											
Alliance Academy*	BACR	240	587	245%	115,830	166,219	144%	14,048	70%	57	83%
Barack Obama Academy**	YMCA of the East Bay	N/A	23	N/A	N/A	3,419	N/A	1,084	13%	47	37%
Bret Harte	Murphy & Associates	120	235	196%	32,877	49,383	150%	17,261	86%	74	74%
Claremoht	BACR	120	232	193%	14,220	31,392	221%	17,600	88%	76	64%
Coliseum College Prep Academy*	Safe Passages	210	377	180%	59,085	54,719	93%	29,698	148%	139	94%
Edna Brewer	Safe Passages	120	125	104%	10,186	14,654	144%	21,168	106%	69	78%
Elmhurst Community Prep*	BACR	240	587	245%	115,830	166,219	144%	38,737	194%	109	89%
Frick	Safe Passages	120	195	163%	15,068	7,793	52%	15,139	76%	54	58%

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	294	245%	45,656	57,040	125%	37,779	253%	127	75%
Melrose Leadership	Aspiranet	240	278	116%	111,397	97,465	87%	40,957	108%	145	96%
Roosevelt	EBAYC	165	247	150%	75,045	101,500	135%	32,632	98%	132	88%
Roots*	Safe Passages	210	377	180%	59,085	54,719	93%	16,325	82%	66	70%
United For Success	Safe Passages	120	158	132%	48,256	14,318	30%	29,600	163%	70	92%
Urban Promise Academy	Oakland Leaf	120	314	262%	55,861	54,942	98%	18,224	91%	50	37%
West Oakland Middle	YMCA	96	108	113%	18,009	28,781	160%	13,124	66%	122	76%
Westlake	Eagle Village	120	663	553%	31,164	56,006	180%	37,770	92%	#N/A	63%
Total/ Average		1,911	3,836	204%	632,653	737,628	124%	381,146	108%	87	73%
Transitions Programs											
Bret Harte Bridges Program	Bay Area Community Resources	100	204	204%	10,145	12,360	122%	N/A	N/A	N/A	N/A
Bridge To Success	East Bay Asian Youth Center	65	75	115%	5,450	6,828	125%	N/A	N/A	N/A	N/A
Leading the Independence of our Barrios for Raza Ehpowerment	Spanish Speaking Citizens' Foundation	91	173	190%	10,062	10,228	102%	N/A	N/A	N/A	N/A

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 thdn 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
(LIBRE)											
LEAP - Learners Engaged in Awesome Programming	Aspiranet	60	56	93%	5,363	3,050	57%	N/A	N/A	N/A	N/A
PASS-2 Peer Mentoring Program	Oakland Kids First	985	1906	194%	12,770	16,960	133%	N/A	N/A	N/A	N/A
Safe Passages Transitions Program	Safe Passages	915	874	96%	7,195	20,023	278%	N/A	N/A	N/A	N/A
Total/ Average		2,216	3,288	149%	50,984	69,449	136%	N/A	N/A	N/A	N/A
High School Programs*											
Bunche	BACR	N/A	177	N/A	N/A	14,989	N/A	6,796	50%	13	93%
Castlemdnt		N/A	119	N/A	N/A	2,989	N/A	2,017	9%	11	60%
Coliseum College Prep Academy	Safe Passages	N/A	249	N/A	N/A	13,366	N/A	23,957	153%	67	57%
College Prep & Arch.	YMCA	N/A	369	N/A	N/A	22,575	N/A	9,878	52%	22	21%
Dewey	EBAYC	N/A	288	N/A	N/A	28,589	N/A	23,439	94%	90	77%
Far West	BACR	N/A	172	N/A	N/A	23,465	N/A	18,920	140%	110	60%
Life Academy*	Alternatives in Action	515	618	120%	75,775	103,416	136%	25,268	169%	93	57%

PROGRAM PERFORMANCE

Rrogram	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)
Mandela	YMCA	N/A	320	N/A	N/A	12,407	N/A	5,706	30%	14	38%
McClymonds	Alternatives in Action	515	618	120%	75,775	103,416	136%	14,251	67%	44	45%
Media Academy	YMCA	N/A	304	N/A	N/A	27,690	N/A	11,381	60%	41	37%
Met West	OUSD	N/A	159	N/A	N/A	28,662	N/A	10,563	69%	65	51%
Oakland High	EBAYC	N/A	1,178	N/A	N/A	51,090	N/A	25,621	103%	21	38%
Oakland Technical	BACR	N/A	289	N/A	N/A	84,911	N/A	30,084	121%	104	93%
Rudsdale	BACR	N/A	243	N/A	N/A	24,235	N/A	11,239	52%	48	58%
Skyline	Youth Together	N/A	877	N/A	N/A	42,227	N/A	21,711	128%	25	31%
Street Academy	BACR	N/A	173	N/A	N/A	20,022	N/A	15,835	117%	94	79%
Total/ Average		515 (Life and McClymonds Only)	5,535	120% (Life and McClymonds Only)	75,775 (Life and McClymonds Only)	500,633	136% (Life and McClymonds Only)	256,666	88%	54	56%

* Paired site. See Appendix.
** Does not receive direct OFCY funding.
*** With the exception of Life Academy and McClymonds, high school programs do not receive direct OFCY funding.
Source: CitySpan attendance records for the 2011-12 program year and programs' grant information, which determines annual attendance goals.

Program Quality and Youth Outcomes

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.

Site visits in the 2011-12 school year were conducted using the Program Quality Assessment (PQA), a research-based point of service quality observation tool used by out-of-school time programs nationally— both the School-Aged Program Quality Assessment (SAPQA) for Grades K-5) and the Youth Program Quality Assessment (YPQA) for Grades 6-12. The PQA includes five quality domains: Safe Environment; Supportive Environment; Interaction; Engagement; Academic Climate.

Overall, site visits indicate that all out-of-school programs are considered 'performing' (76%) or 'thriving' (24%). A few programs (reported in Table 41 on page 80) 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 environment' quality domain. On the whole, programs made substantial progress in the 'engagement' domain between 2010-11 and 2011-12, though this domain continues to be rated low relative to others.

Participant survey results suggest that the majority of students feel safe and supported in OST programs, though notably, 31% of youth in out-of-school time programs report being bullied while in the program. When looking by program type, 31% of elementary school youth report being physical bullied, while 38% of elementary youth report verbally bullied. At the middle school level, 17% of youth report physical bullying, and 24% report verbal bullying. For transitions programs, 7% and 17% of youth report physical and verbal bullying at least two times, respectively. 4% and 11% of high school youth report similarly of physical and verbal bullying in their out-of-school-time programs.

Participant survey results also suggest that youth are developing decision making skills that allow them to take care of their problems without fighting—87% of elementary youth, 65% of middle school youth, 85% of high school youth, and 81% of youth in transitions programs state that they are better at taking care of problems without violence or fighting.

Participants report largely positive attitudes regarding a supportive environment in the out-of-school program. In fact, 93% of elementary youth report that they can ask an adult for help if they have a serious problem, 78% of middle school, 92% of high school youth, and 88% of transitions youth report positively of the presence of an adult who they can ask for help with if they have serious problems.

Teachers were also asked to select the top strengths and areas of improvement for school-based after school programs, from a list of 19 (for strengths) and 16 (for areas of improvement). The most frequently selected strengths of the after school program were for the program "providing homework assistance," "keeping students safe" and "exposing students to new experiences." For improvements, elementary teachers felt that the after school programs could improve their "use of school space," middle school teachers chose "enroll more students" and high school teachers selected "behavior management."

Program Quality Overview

Sites are categorized by three point of service quality categories:[28]

- 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.

Site visits conducted by Public Profit and the OUSD After School Programs Office indicate that 100% of school-based out-of-school time programs are 'performing' or 'thriving'. That is, nearly all programs are meeting (76%) or exceeding (24%) point of service quality expectations.

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 (35% of elementary school programs, 21% of middle school programs, 14% of transitions programs, and 8% of high school programs report experience more than one instance of verbal or physical bullying). 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 with peers and adults, 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.

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[28] 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.'

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. For site visits, all programs reached 'performing' or 'thriving' overall, an increase from 2010-11, during which 96% of elementary and 94% of middle school programs reached that performance level.

Table 11: Program Sites 'Performing' or 'Thriving'[29]

QUALITY DOMAIN	Elementary	Middle	Transitions	High
Overall Rating	100%	100%	100%	100%
Safe	100%	100%	100%	100%
Supportive	100%	100%	100%	100%
Interaction	98%	100%	100%	94%
Engagement	87%	94%	83%	75%
Academic Climate	93%	100%	--	100%

Source: N=93 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.'

For survey items reflected in the program quality domain, responses varied a bit more from youth. For instance, for elementary and middle school youth, safety and academic climate items received the least positive responses- where 71% of elementary youth and 75% of middle school youth responded positively to safety questions, and 50% of elementary and 71% of middle school youth noted positively to the academic climate of the program.

Table 12: Youth Survey Responses regarding Program Quality[30]

QUALITY DOMAIN	Elementary (n=2,869)	Middle (n=1,560)	Transitions (n=226)	High (n=603)
Safe	71%	75%	90%	92%
Supportive	95%	83%	92%	90%
Interaction	81%	66%	85%	85%
Engagement	70%	63%	84%	81%
Academic Climate	50%	71%	--	87%

Source: Youth participant surveys administered in spring, 2012.

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

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[29] The overall rating is the percent of sites 'thriving' or 'performing,' as described above.
[30] The quality domains listed in this table are detailed under their respective sections below.

From the Detailed Theory of Action...

THE BENEFIT TO YOUTH	PROGRAM PRACTICE	YOUTH OUTCOMES
Youth Have a Safe Place to be during After School Hours	Physical/Emotional Safety The program environment is physically and emotionally safe.	• Youth feel safe • Parents and teachers report youth feel safe

Youth Have a Safe Place to be During After School Hours

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, that about one in four youth report being the victim of bullying or having a physical confrontation in after school, with only slight decreases from last year's surveys.

When looking at youth survey reports of safety compared to point of service quality ratings around safety, there is a strong relationship between the two. At both the elementary and middle school level[31], point of service quality is by far the most influential factor contributing to how safe youth feel in the program, and is statistically significant. In the transitions and high school based programs, however, there is no statistically significant relationship between youth reports and observational data.

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

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[31] Logistic regression analysis, with outcome variable as "youth survey safety composite" odds ratio for site visit rating at the elementary school level= 2.761. Cox & Snell R-squared = .018. At the middle school level, the odds ratio is 7.315, . Cox & Snell R-squared = .02.

The table below explains, by program type, the percentage of programs that received a PQA rating in the 'safe environment' domain of a '3' or higher. The survey results that correspond to the safe environment domain are highlighted below, with programs where 85% or more youth reported feeling safe, programs that reported bullying occurring 15% or less of the time, and programs where 85% or more of parents reported youth being safe in the program.

Table 13: Program Safety by Type

	Programs with a PQA Safety Rating of 3+	Programs in which 85%+ Report Feeling Safe[32]	Programs in which 15% or Fewer Report Physical or Verbal Harassment[33]
Elementary (n= 54)	100%	81%	4%
Middle (n= 17)	100%	77%	--
Transitions (n=4)	100%	100%	25%
High (n= 11)	100%	82%	45%

Most parents rank after school programs highly in providing safe activities. Ninety-eight percent (98%) of parents report that "the after school program is a safe place for my student," while 71% report worrying less about their student during OST program hours. These numbers are up slightly from 2010-11, when 94% of parents felt the program was safe and 63% worried less.

In 2011-12, 46% teachers ranked "Keeping students safe" amongst the top three strengths of the after school programs; the third most selected option of strengths amongst nineteen choices.

Safety - Bullying

Program participants completed surveys in spring 2012 that assessed their perceptions of their own physical and emotional safety in out-of-school programs. Overall, 89% of participants said they "feel safe in their after school program."[34] About one in four participants, however, are subject to some form of physical confrontation, especially in elementary-based programs.

Furthermore, male respondents report verbal bullying more often compared to females in most of the out-of-school-time programs, 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 verbal bullying diminishes with age. Similar patterns do not pertain to physical bullying, where males and females show similar patterns across program types, with the exception of elementary

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[32] Youth who reported feeling safe agreed to "I feel safe in this program".
[33] Youth who report physical or verbal harassment reported: "In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around" and "In this program, I have been made fun of for the way I look or talk" more than once.
[34] 90% in elementary, 82% in middle school, 98% in Transitions and 95% in high school.

school youth, where 41% of males report physical bullying more than once compared to 36% of females.

Tables 14 details 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.

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

	Elementary			Middle			High			Transitions		
	Male (n=1,311)	Female (n=1,503)	Overall (n= 2,814)	Male (n=781)	Female (n=756)	Overall (n= 1,537)	Male (n=299)	Female (n=290)	Overall (n= 589)	Male (n=96)	Female (n=123)	Overall (n= 219)
I feel safe in this program.	89%*	92%*	90%	81%	83%	83%	95%	94%	95%	98%	98%	93%
I have never been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around.	64%*	73%*	69%	78%*	86%*	83%	94%*	98%*	96%	98%*	89%*	93%
I have never been made fun of because of my looks or the way I talk.	59%*	64%*	62%	74%	77%	76%	88%	89%	89%	84%	77%	80%

*Statistically significant difference at p<.05 between genders.
Source: Youth participant surveys administered in spring 2012.

Youth Safety Perceptions During the School Day

In 2011-12, students in OUSD completed the California Healthy Kids Survey (CHKS), a survey developed for the California Department of Education: Safe and Healthy Kids Program Office to "provide key data on learning barriers, engagement, and supports." Youth in all OUSD elementary, middle, and high schools were asked about their perceived feelings of safety in the school day, and in comparison to after school responses, youth *feel* more safe at the after school program compared to the school day.

	Elementary		Middle		High	
	After School	OUSD CHKS	After School	OUSD CHKS	After School	OUSD CHKS
I feel safe in this school/program.	90%	76%	83%	56%	95%	51%
I have never been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around.	69%	53%	83%	56%	96%	79%
I have never been made fun of because of my looks or the way I talk.	--	--	76%	55%	89%	68%

When considering physical bulling, where there is a notable gap in middle school, 83% of youth report never being physically bullied in after school, compared to 56% who report am incident during the school day.

When looking at verbal harassment, 50% of elementary school youth during the school day report that they have never experienced kids at school spreading mean rumors or lies about them. In contrast, 62% of elementary youth report never being made fun of because of the way they look or talk, the verbal harassment question asked across after school programs. In middle school, 55% of youth state that they have never been made fun of by the way they look or talk, compared to 76% of middle school aged after school participants. In high school, 68% of youth during the school day report never being made fun of by the way they look or talk, in comparison to 89% of high school after school participants.

From the *Detailed Theory of Action...*

THE BENEFIT TO YOUTH	PROGRAM PRACTICE	YOUTH OUTCOMES
Youth Have Opportunities to Form Encouraging and Caring Relationships with Adults	Positive Supportive Environment *Adults create supports for youth to learn and develop.*	• Youth have access to caring adults • Parents report greater engagement

Youth Have Opportunities to Form Encouraging and Caring Relationships with Adults

Site visits data shows that all out-of-school programs in Oakland are providing a supportive environment for youth to excel. Having a strongly supportive environment in the program can make youth feel more like a part of the school and ensure that there are caring adults in the school. High school and transitions programs, in particular, score highly in this area.

In youth surveys, youth report their program has an adult who wants them to do their best and that they try new things in this program. At the elementary school level, 96% agreed that "there is an adult who wants me to do my best" (92% for middle school, 99% for transitions and 98% for high school.) Overall, 88% of youth reported that they try new things, most notably those in transitions programs (93%).

When point of service quality ratings are considered, we find that all elementary, middle, high, and transitions programs score a '3' or higher in this domain.

At the high school level[35], point of service quality is by far the most influential factor contributing to participants' perceptions of adult support, compared to other factors in the model, including gender, race, and days attended in after school. At the elementary school and middle school level, there is no statistically significant relationship between point of service quality scores and survey outcomes. This is also the case with transitions programs.

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[35] Logistic regression analysis, with outcome variable as "youth survey supportive composite" odds ratio for site visit rating at the elementary school level= 44.61. Cox & Snell R-squared = .057.

The table below explains, by program type, the percentage of programs that received a PQA rating in the 'supportive environment' domain of a '3' or higher. The survey composite results that correspond to the supportive environment domain are highlighted below, with programs where 85% or more youth reported having access to supportive adults. All survey composite results are provided in the Appendix.

Table 15: Program Supportiveness by Type

Program Type	Programs with a PQA Support Rating of 3+	Youth Survey Results[36] Programs in which 85%+ Report Adult Support
Elementary (n= 54)	100%	96%
Middle (n= 17)	100%	35%
Transitions (n=4)	100%	75%
High (n= 11)	100%	73%

Sources: PQA observations conducted by Public Profit and OUSD; Youth Surveys administered in spring, 2012.

Ninety-six percent (96%) of elementary school parents who completed a survey stated that their student feels comfortable with the after school staff, as well as 92% of middle school parents, and 92% of high school parents. Similarly, 91% of parents noted that, "at least one after school program staff recognizes me when I visit" (97% elementary school programs, 87% middle school, and 81% high school programs).

Finally, according to teachers and principals, 50% ranked "exposing students to new experiences" in the top 3 strengths of the after school program, ranging from 54% in elementary-based programs, 45% in middle and 29% in high. Furthermore, over 95% of teachers and 96% of principals reported that the after school program "provides opportunities for students that they wouldn't otherwise have access to."

Direct Outcomes: Caring Adults

A direct benefit of youth participation in a supportive out-of-school-time program is youth having access to caring adults, which is commonly associated with improved relationships and enhanced social skills.

Most elementary school youth report having access to caring adults, and these results follow a similar pattern between boys and girls. Most notably are differences between 91% of boys who report "an adult at this program who cares about me," vs. 95% of elementary school girls.

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[36]The youth survey items for adult support include, "The staff here tells me when I do a good job" and "The staff in this program expects me to try hard to do my best" and "I usually wish I was doing something else" and "I learn /try new things here"

At the middle school level, 83% of males state that they trust adults in the program, compared to 76% of girls, a statistically significant difference.

When looking at responses by program participation, we find that youth who regularly participate in programs generally report positively to having access to caring adults. For example, 81% of middle school youth who regularly participate in out-of-school-time programs report trusting the adults in the program, compared to 86% of middle school youth who attend less than 100 days of programming- a statistically significant difference.

Table 16: Participants' Self-Reported Connection to Caring Adults
in Out-of-School by Gender

	Elementary		Middle		High		Transitions	
	Male (n=1,311)	Female (n=1,503)	Male (n=781)	Female (n=756)	Male (n=299)	Female (n=290)	Male (n=96)	Female (n=123)
I could go to a staff member at this program for advice if I have a serious problem.	93%	94%	76%	79%	91%	93%	88%	89%
The staff here cares about me.	91%*	95%*	83%	86%	95%	94%	95%	96%
I trust the adults in this program.	92%	92%	83%*	78%*	94%	95%	94%	94%

*Statistically significant difference at p<.05 between genders.
Source: Youth participant surveys administered spring, 2012.

Table 17: Participants' Self-Reported Connection to Caring Adults in Out-of-School by Days Attended

	Elementary		Middle		High		Transitions[37]
	<100 Days (n= 198)	>=100 Days (n=2,232)	<100 Days (n= 245)	>=100 Days (n= 1,054)	<100 Days (n= 271)	>=100 Days (n= 154)	Overall (n= 226)
I could go to a staff member at this program for advice if I have a serious problem.	92%	94%	83%	78%	93%	94%	88%
There is an adult at this program who cares about me.	91%	94%	87%	85%	95%	98%	96%
f trust the adults in this program.	92%	92%	86%*	81%*	95%	98%	94%

*Statistically significant difference at p<.05 between days attended.
Source: Youth participant surveys administered spring, 2012.

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[37] The number of transitions program surveys is too small when disaggregated by Days Attended; 'Overall' is reported instead for transitions programs in Days Attended tables.

Contributory Outcomes: Family Engagement

Participation in out-of-school time programs is associated with family connection to other adults and empowering parents to act on behalf of their children and themselves. Those programs with supportive environments—where adults are nurturing and caring-- directly impact parents in saying they feel better able to meet the needs of their students.

Parents reported feeling more connected to their children's school as a result of the school-based program. Six out of ten of elementary and middle school parents, and seven out of ten high school participants' parents reported that they feel better prepared to support their student as a result of this program. These positive responses to family engagement questions represent an increase from 2010-11 for parents across all program types.

Table 18: Family Engagement: Parent Responses

Program Type	Parent Survey Results				
	I feel better prepared to support my student in school and in life.	I feel more comfortable at my child's school.	I get chances to see what my student is learning (through events like performances and presentations).	I know more about what goes on in the school day.	There is opportunity for parent participation in this program.
Elementary (n=2,544)	63%	64%	68%	57%	89%
Middle (n=594)	62%	54%	61%	46%	70%
High (n=156)	71%	67%	72%	60%	80%

Source: Parent/caregiver survey administered in spring, 2012.

Youth also state that they are talking with their parents/caregivers more often as a result of being in the program. While this question was not asked of elementary students, 64% of middle school participants, 72% of transitions participants and 76% of high school participants reported talking with their family about school more often.[38]

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[38] For youth, this also contributes to youth's school day attendance, which is in the next section.

From the *Detailed* Theory *of* Action...

THE BENEFIT TO YOUTH	PROGRAM PRACTICE	YOUTH OUTCOMES
Youth Develop Pro-Social Connections	Strong interaction Opportunities Adults *positively* impact *youth* peer *culture* in *the* program.	• Youth develop communication and social skills • Parents report youth social skill growth

Youth Develop Pro-Social Connections

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 lead others.

According to youth surveys, 90% of elementary youth report that they feel like they belong at their after school program, while 83% of middle and 95% of high school report similar responses. They also report high levels of getting to help other people, in particular 91% of youth in transitions programs.

According to youth survey items for interaction opportunities compared to point of service quality ratings around interaction, we find a strong relationship between the two among programs at the elementary and middle school level. At the elementary school level[39], point of service quality is one of the most influential factors contributing to youth's sense of belonging and getting to help other youth in the program, closely following gender as being the most influential factor (where the odds are that girls tend to rate interaction survey items higher). In middle school, we find that the odds of a youth being an English Learner equates with a tendency for these youth respond *less* positively in youth surveys to a sense of belonging and getting to help others.[40]

According to site visits, 98% of elementary school-based programs are 'performing' or 'thriving' in this domain. In middle school programs, 100% are 'performing' or 'thriving' in this domain. All Transitions programs are 'performing' or 'thriving' in providing strong interaction opportunities. Higher overall ratings are reported for the program practices of staff always providing an explanation for expectations, guidelines, or directions given to youth. For high schools, 94% of programs are 'performing' or 'thriving'.

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[39] Logistic regression analysis, with outcome variable as "youth survey interaction composite" odds ratio for site visit rating at the elementary school level= 1.276. Cox & Snell R-squared = .016. At the middle school level, the odds ratio is .730 for English Learners, Cox & Snell R-squared = .024.
[40] Logistic regression analysis showed no statistically significant relationships when controlling for ethnicity, gender, after school program days attended, English Learner status and youth survey composite.

The table below describes, by program type, the percentage of programs that received a **PQA** rating in the 'interaction' domain of a '3' or higher. The survey composite results that correspond to the interaction domain are displayed in the table below, with programs where 85% or more youth reporting interaction opportunities. All survey composite results are provided in the Appendix.

Table 19: Program Interactivity by Type

Program Type	Programs with a PQA Interaction Ratings of 3+	Youth Survey Results Programs in which 85%+ Report High Levels of Interaction[41]
Elementary (n= 54)	98%	31%
Middle (n= 17)	100%	12%
Transitions (n=4)	100%	50%
High (n= 11)	94%	36%

Sources: 2012 PQA observations conducted by Public Profit and OUSD;
Youth participant surveys administered in spring, 2012.

Nine in ten (91%) elementary school youth who participate in programs 100 days or more report opportunities and feel like they belong in comparison to youth who participate less in programs, a statistically significant difference. Likewise, 91% elementary school girls report getting to help other people compared to 86% of boys, another statistically significant difference.

Table 20: Participants' Self-Reported Interaction Opportunities
in Out-of-School by Gender

	Elementary		Middle		High		Transitions	
	Male (n=1,311)	Female (n=1,503)	Male (n=781)	Female (n=756)	Male (n=299)	Female (n=290)	Male (n=96)	Female (n=123)
I feel like I belong at this program	89%	91%	84%	83%	95%	93%	93%	95%
In this program, I get to help other people	86%*	91%*	74%	75%	89%	89%	88%	93%

*Statistically significant difference at p<.05 between genders.
Source: Youth participant surveys administered in spring, 2012.

[41] The youth survey items include, "I feel like I belong at this program," and "In this program, I get to help other people." "High levels of interaction" refers to 85% or more youth in agreement.

Table 21: Participants' Self-Reported Interaction Opportunities
in Out-of-School by Days Attended

	Elementary		Middle		High		Transitions
	<100 Days (n=198)	>=100 Days (n=2,232)	<100 Days (n=245)	>=100 Days (n=1,054)	<100 Days (n=271)	>=100 Days (n=154)	Overall (n=226)
I feel hke I belong at this program.	91%*	89%*	83%*	95%*	91%*	89%*	94%
In this program, i get to help other people.	88%	77%	74%	89%	88%	77%	91%

*Statistically significant difference at p<.05 between days attended.
Source: Youth participant surveys administered in spring, 2012.

According to parents, youth are learning how to develop their social skills, particularly in getting along better with other students. According to parent surveys, 94% of elementary school students, 89% of middle school students, and 90% of high school students reported that because of being in the after school program, they get along better with other students.

Principals and teachers were asked to choose and rate the three top strengths from a list of 17 (19 for high schools) possible elements. Teachers responded to social skill growth that after school programs provide. Teachers listed the top three strengths of the after school program, and most highly rated "relationships with peers" as the highest social skill indicator (14%), followed by "leadership skills" (10%). The lowest social skill growth indicator selected as a top strength for the after school programs was for "conflict management skills" (5%).

Direct Outcomes: Social and Communication Skills

Participation in out-of-school time programs is commonly associated with enhanced social and communication skills and increased engagement with the school day, both as a result of conscious actions to model pro-social and positive academic behaviors by staff and as a result of sustained interaction with adults and peers.

Most youth participants report that the program helped them to both express their ideas and also listen to others. Most notably, 82% of high school youth report that they are better at telling others talk about their ideas and feelings. In line with that, 85% of elementary youth state that they are better at listening to other people, 75% of middle school youth, 86% of Transitions program youth, and 89% of high school youth.

Figure 10: Participants' Self-Reported Communication Skills
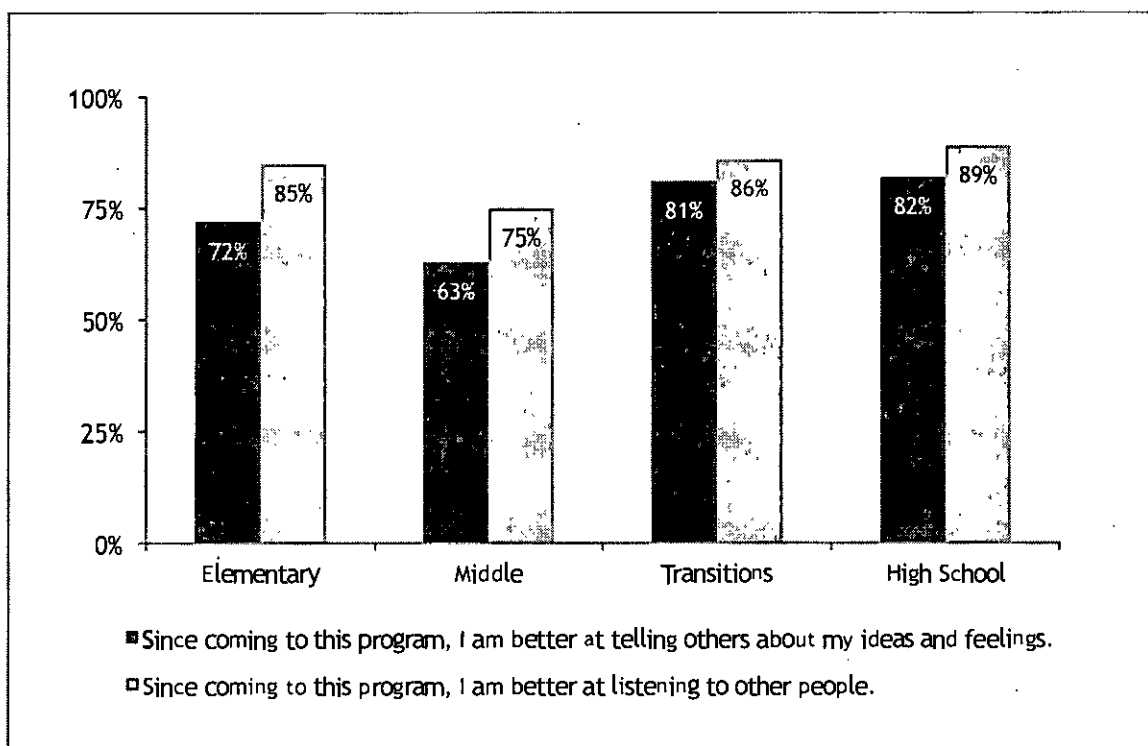
Elementary: 72%, 85%
Middle: 63%, 75%
Transitions: 81%, 86%
High School: 82%, 89%

■ Since coming to this program, I am better at telling others about my ideas and feelings.

□ Since coming to this program, I am better at listening to other people.

Source: Youth participant surveys administered in spring, 2012.

Similarly, youth participants report improving pro-social skills as a result of being in their out-of-school-time program. Most notably, 83% of elementary school youth report being better at making friends, 88% of youth in transitions programs work better with others on teams, and 90% of high school youth state that they get along better with other people their age.

Table 22: Participants' Self-Reported Social Skills, by Program Type

Because of the after school program...	Elementary (n= 2,869)	Middle (n= 1,560)	High (n= 603)	Transitions (n= 226)
I am better at making friends.	83%	72%	83%	75%
I get along better with other people my age.		79%	88%	87%
I work better with others on a team.		77%	90%	88%

Source: Youth participant surveys administered in spring, 2012

Social skill growth appears follows a similar pattern between boys and girls. Most notably are differences in elementary and middle school youth, where 75% and 66% of girls, respectively, report that the after school program helped them to tell others about their ideas and feelings compared to 68% and 59% of boys, a statistically significant difference.

Similarly, youth in elementary and high school programs who participate longer in programs report higher rates of being able to express their ideas and feelings. At high school programs in particular, 90% of youth who participate in programs 100 days or more report this, compared to 81% of youth who participate in programs less than 100 days, a statistically significant difference. In middle school, youth who participate in programs less than 100 days report working better with others on a team compared to youth who attend more, a difference that is statistically significant (82% vs. 76%).

At the high school level, youth who participate longer in programs also report getting better at making friends (90%) and getting along better with people their age (93%), compared to high school youth that participate less, a statistically significant difference.

Table 23: Participants' Self-Reported Social Skills, By Gender and Program Type

	Elementary		Middle		High		Transitions	
The after school program has helped me...	Male (n=1,311)	Female (n=1,503)	Male (n=781)	Female (n=756)	Male (n=299)	Female (n=290)	Male (n=96)	Female (n=123)
Since coming to this program, I am better at telling others about my ideas and feelings.	68%*	75%*	59%*	66%*	80%	84%	80%	80%
Since coming to this program, I am better at listening to other people.	84%	87%	74%	75%	88%	91%	88%	85%
Get to help other people.	86%*	91%*	74%	75%	89%	89%	88%	93%
Get better at making friends.	83%	84%	72%	73%	84%	82%	78%	71%
Get along with other people my age.			79%	78%	90%	87%	89%	86%
I work better with others on a team.			78%	76%	91%	89%	92%	85%

*Statistically significant difference at p<.05 between genders.
Source: Youth participant surveys administered in spring, 2012

Table 24: Participants' Self-Reported Social Skills, By Days Attended and Program Type

The after school program has helped me...	Elementary		Middle		High		Transitions
	<100 Days (n=198)	>=100 Days (n=2,232)	<100 Days (n=245)	>=100 Days (n=1,054)	<100 Days (n=271)	>=100 Days (n=154)	Overall (n=226)
Since coming to this program, I am better at telling others about my ideas and feelings.	67%	73%	65%	62%	81%*	90%*	81%
Since coming to this program, I am better at listening to other people.	86%	85%	78%	76%	89%	94%	86%
Get to help other people	87%	88%	77%	74%	89%	93%	91%
Get better at making friends.	80%	83%	76%	72%	81%*	90%*	75%
Get along with other people my age.			80%	79%	86%*	93%*	87%
I work better with others on a team.			82%*	76%*	88%	93%	88%

*Statistically significant difference at p<.05 between days attended.
Source: Youth participant surveys administered in spring, 2012

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 25).

Table 25: Parent/Caregivers' Reported Social Skill Growth

Has this after school program helped your student with the following things?	% Marking "Yes" (n=3,274)
The program helps my student get along better with other students.	93%
The program helps my student get along better with td caring adults.	89%
In this program, my student has opportunities to develop leadership skills.	88%

Source: Parent/caregiver survey administered in spring, 2012.

Promising Practices - Youth Leadership
Life Academy

Life Academy uses a framework of a "logic model," which includes 5 major goals: create and maintain a unified program identity for youth, ensure stable funding so youth have diverse program offerings, maintain high-level staff, embody a community school to provide tools to youth and families for academic, career and leadership success, and create an inspiring space for youth and staff to thrive.

There is a strong youth leadership program incorporated into the daily structure so that youth have an opportunity to help create and lead or co-lead activities, and include their voice in what is working and what is not working in each of the academic and enrichment classes (each class has an "E-Team" member who reports back weekly during their after-program) meetings. The program has weekly team meetings that include youth leadership E-Teams, ASP staff and the Site Coordinator with a structure of goals, outcomes, feedback and acknowledgements (used a worksheet called "Using OAARRS to Facilitating Team Meetings in Group Dynamics" which included Suggestions of how to structure the meeting and a place to write down more specifics for each meeting – OAARRS stands for Outcomes, Agreements, Agenda, Roles, Results, Systems of Support).

The overall program environment was positive and engaging due to some of the following practices: At the beginning of each activity, the group does an icebreaker or teambuilding game to maintain the after school culture and to help bond one anbther. Staff frequently made use of open-ended questions to engage youth in substantive back-and-forth conversations during discussions. Staff also used positive, non-evaluative language when responding to youth.

Contributory Outcomes: School Engagement

Out-of-school time programs support youth in developing skills they need to feel successful in school, ranging from interpersonal connections with peers and adults to help with homework to study skills. These improved skills in turn lead to stronger connections with school.

Youth report that the after school program helps them to feel more connected to and part of their school. When asked if the after school program helps youth feel a part of their school, both boys and girls responded similarly- with the exception of high school, where 94% of boys responded positively compared to 89% of girls. In both middle school and high school programs, boys state they care more about their school as a result of the program—one percentage point higher in each case (74% vs. 73% in middle school; 91% vs. 90% in high school). There is no statistically significant difference between girls and boys when looking at self-reported social skills growth.

Elementary and middle school participants who attended an out-of-school time program for 100 days or longer are more likely to report feeling like part of the school day than their peers who attended less often. This difference is statistically significant. This pattern holds true for elementary and high school participants reporting that they care more about their school, with those attending at least 100 days responding more positively than those who attended less. For middle school participants, those that attended fewer than 100 days agreed slightly more than those that attended more. These differences are all statistically significant.

Figure 16: Participants' Self-Reported School-Day Attachment
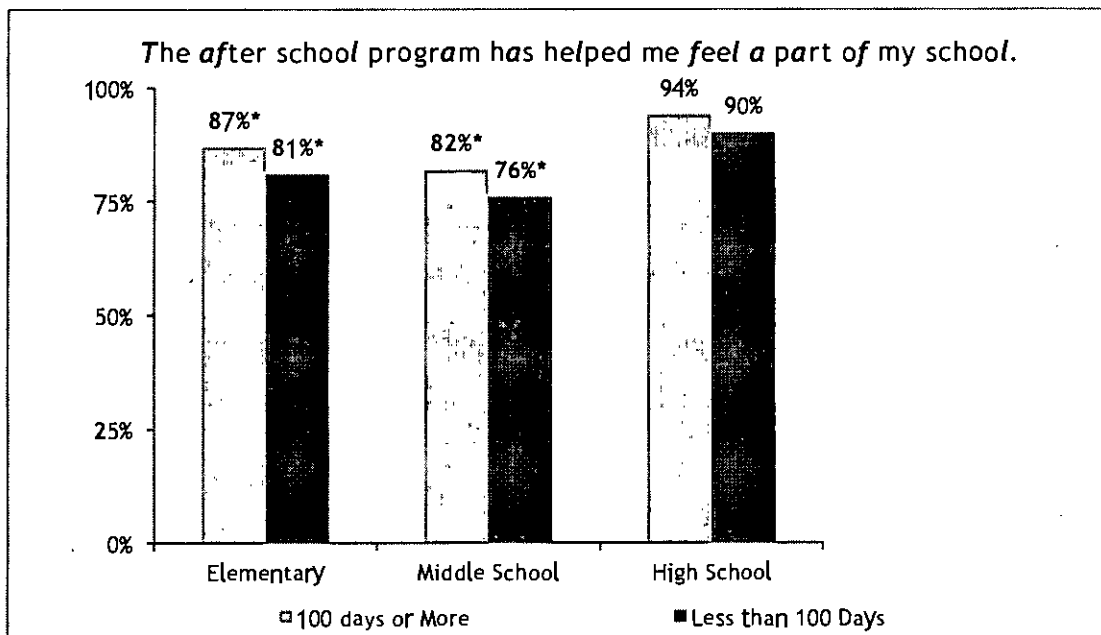
Source: Youth participant surveys administered in spring, 2012.

Table 26: Participants' Self-Reported School Engagement, By Days Attended

	Elementary		Middle		High	
The after school program has helped me...	<100 Days (n= 198)	>=100 Days (n=2,232)	<100 Days (n= 245)	>=100 Days (n= 1,054)	<100 Days (n= 271)	>=100 Days (n= 154)
Care more about school.	82%*	88%*	79%*	73%*	88%*	98%*

*Statistically significant difference at p<.05 between days attended.
Source: Youth participant surveys administered in spring, 2012.

Participants' school day attendance rates are common ways to measure young people's connection with school. After school program participants demonstrated a small decline in their overall school day attendance rates between 2010-11 and 2011-12, from 95.45% to 95.22%. On the other hand, the proportion of youth meeting the District's school day attendance goal (95% or better) remained steady between program years.

Elementary school-aged participants demonstrated a statistically significant increase in their school day attendance rates, while middle school aged participants and those in transitions programs marked a decline. Youth in high school-based programs demonstrated consistent school day attendance rates. Female program participants had slightly better attendance rate changes than their male peers, though these differences were not statistically significant. That is, changes in girls' attendance rates was not statistically significantly different from boys'.

Though the year-to-year changes in attendance rate were modest, participants came to school an additional 15,934 days in 2011-12. 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 $367,988 and $440,328[42].

Chronic absence, defined as missing 10% or more of the school year, is another indicator of youths' connectedness with the school day. Program participants demonstrated a small increase in their chronic absence rate, increasing from 11.6% in 2010-11 to 12.2% in 2011-12. This change is statistically significant.

Elementary aged participants demonstrated statistically significant decreases in chronic absence rates, students in middle school-based programs and in transitions programs had statistically significant increases in chronic absence. There was no statistically significant change in chronic absence rates among high school aged participants.

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[42] To calculate the total change in days attended, evaluators summed the days attended in 2010-11 and 2011-12, and multiplied the difference by $23.40-$28, an estimate of the range of likely combined ADA revenue.

When comparing after school participants with the entire District, we find that there is a slightly lower rate of chronic absences for after school participants at the elementary school level, and increases at the middle and high school level. When compared to the 10% overall rate across the district at the elementary school level in 2011-12, elementary after school participants' rate is slightly lower at 9.7%. At the middle school level, where the chronic absence rate is 12.4% for after school participants, this is higher than 8% at the overall district level for middle schools. For high school participants, the chronic absence rate is 14.25%, higher than the overall district high school chronic absent rate of 12%[43].

Detailed data is available in the Appendix.

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[43] School day attendance data for program participants, 2011-12 and 2010-11.

Youth Are Active and Eating Well

Out-of-school time programs can also benefit participants health-wise, ranging from encouraging youth in healthy eating to increasing physical activity in their life. All OUSD-supported after school programs are charged with encouraging healthy nutrition and physical activity; all school-based programs are required to provide healthy snacks to participants. Moreover, as noted below, sixteen after school programs received supplemental grants to further enhance their nutrition and physical activity practices.

The majority of youth survey participants responded positively to health and wellness outcomes, however there were notable differences based on grade level. Elementary participants reported higher levels of health and wellness outcomes than older youth.

Table 27: Health and Wellness Outcomes by Grade Level

This program helps me...		
Elementary Youth	Eat more healthy foods (like fruits and vegetables).	80%
	Like to exercise more.	84%
	Make good choices about my health.	83%
	Learn about healthy foods to eat.	80%
Middle School Youth	Eat healthier.	51%
	Exercise more.	67%
	Make good choices about my health.	68%
High School Youth	Eat healthier.	67%
	Exercise more.	72%
	Make good choices about my health.	80%

Source: Youth participant surveys administered in spring, 2012.

Youth survey participants who attended programs that received supplemental grants from OFCY for Physical Activity and Nutrition reported exercising and learning more about healthy eating at higher rates than their peers who attended programs that did not receive OFCY Physical Activity and Nutrition Grants (Table 28). In particular, 83% of elementary youth in programs that received supplemental grants reported learning about healthy foods to eat in their program, compared to 78% of youth in programs that did not receive physical activity and nutrition grants. This difference is statistically significant.

Table 28: Health and Wellness Outcomes for Physical Activity and Nutrition Grantees

This program helps me...		OFCY PA Grantee	Non-OFCY PA
Elementary Youth	Like to exercise more.	85%	84%
	Make good choices about my health.	85%	82%
	Eat more healthy foods (like fruits and vegetables).	81%	79%
	Learn about healthy foods to eat.	83%*	78%*
In this program my student...		OFCY PA Grantee	Non-OFCY PA
Elementary Parents	Has opportunity for physical activity.	97%	97%
	Learns about healthy eating.	89%	87%

*Statistically significant difference at p<.05 between youth who attended PA grantee programs and non PA grantee programs.
Source: Youth participant surveys administered in spring, 2012.

Sixteen OFCY Physical Activity and Nutrition Grantees participated in the program practice survey.[44] Programs reported positively on the majority of wellness outcomes. Fourteen of 16 programs reported high or exceptional levels of proficiency in meeting the needs and interests of all students in after school physical activities. In contrast, only 7 of 16 programs reported high or exceptional levels of proficiency in youth setting personal and group physical activity goals and celebrating their accomplishments. Twelve of 16 programs reported high to exceptional levels of proficiency in providing moderate physical activity in each session. Ten of 16 programs reported high or exceptional levels of proficiency in youth having opportunities to experience success in developmentally appropriate physical activity.

[44] See Appendix for description of data sources.

From the Detailed Theory of Action...

THE BENEFIT TO YOUTH	PROGRAM PRACTICE	YOUTH OUTCOMES
Youth Build a Sense of Mastery and Accomplishment	Engagement *Youth experience challenging opportunities that help them pursue learning.*	• Youth develop and build sense of personal agency • Youth explore college and career possibilities

Youth Build a Sense of Mastery and Accomplishment

Providing engaging opportunities for youth can increase their sense of mastery and accomplishment and self-efficacy, as well as improve youth's communication and social skills.

In total, seven programs are in the Emerging category for the Engagement domain, compared to 29 in 2010-11, indicating substantial progress in this practice area. A majority (87%) of elementary school programs are 'performing' or 'thriving' in this domain, an increase from 54% in 2010-11. Similarly, 83% of transitions programs, 94% of middle school based programs, and 75% of high school based programs are 'performing' or 'thriving' in the Engagement domain. According to youth surveys, 86% of students agree that adults in this program listen to what they have to say, while 77% agree that they get to decide things like activities or group agreements.

We find a strong relationship at the elementary school level between site visit ratings and youth surveys in the Engagement domain. At the elementary school level[45], point of service quality is the most influential factor contributing to youth's sense of engagement in the program, and is statistically significant, followed by gender (being female) and days attended in the out-of-school-time program. In high school programs, by contrast, English Learner status was the statistically significant contributing factor —English Learners are 57% less likely to report feeling engaged in out of school than their peers.

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[45] Logistic regression analysis, with outcome variable as "youth survey safety composite" odds ratio for site visit rating at the elementary school level= 1.298. Cox & Snell R-squared = .018. At the middle school level, the odds ratio is 7.315, Cox & Snell R-squared = .016.

The table below explains, by program type, the percentage of programs that received a PQA rating in the 'engagement' domain of a '3' or higher. The survey composite results that correspond to the interaction domain are displayed in the table below, with programs where 85% or more youth reported positive engaging opportunities. All survey composite results are provided in the Appendix.

Table 29: Youth Engagement by Type

Program Type	Programs with PQA Engagement Rating of 3+	Youth Survey Results
		Programs in which 85%+ Report High Levels of Engagement[46]
Elementary (n= 54)	87%	11%
Middle (n= 17)	94%	6%
Transitions (n=4)	83%	25%
High (n= 11)	75%	27%

Sources: PQA observations conducted by Public Profit and OUSD; Youth Surveys administered in spring, 2012.

According to 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 take care of their own practical needs and accomplish routine tasks, and have 30 minutes or more in program activities to be involved in activities based on their interests.

Middle school programs tended to have lower scores in incorporating varied planning strategies, similar to the elementary school programs, as did transitions programs.

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.

According to analyses, high ratings on program quality in the 'engagement' domain also shows a high percentage of youth reporting that they get to decide things like activities and group agreements and that staff listen to what youth have to say-- specifically, for those that both had site visit ratings of '3' or higher in engagement and had 85% agreement on the youth survey items.

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[46] The youth survey items include, "In this program, I get to decide things like activities and group agreements" and "The staff members here listen to what I have to say."

According to survey results, in elementary, middle, and transitions program, girls are likely to report getting to decide things like activities and group agreements more often than boys. Most notably, 80% of elementary youth girls agree that they do so, compared to 76% of boys, a statistically significant difference.

Surprisingly, middle school youth participating in 100 days of after school activities during the 2011-12 school year were less likely to report that staff members listen to what they have to say—86% of youth who participated less than 100 days report this compared to 81% of middle school youth who participated more, a statistically significant difference. Possible explanations include the fact that many middle school programs have adopted an extended day model, and the lower overall results for regular MS participants may be influenced by the perceptions of youth who are not attending by choice.

Table 30: Participants' Self-Reported Engagement in Out-of-School by Gender

	Elementary		Middle		High		Transitions	
	(n=2,869)		(n=1,560)		(n=603)		(n=226)	
	Male	Female	Male	Female	Male	Female	Male	Female
In this program, i get to decide things like activities and group agreements.	76%*	80%*	71%	72%	85%	82%	85%	87%
The staff members here listen to what I have to say.	86%	87%	82%	81%	96%	96%	95%	98%

*Statistically significant difference at p<.05 between genders.
Source: Youth participant surveys administered in spring, 2012.

Table 31: Participants' Self-Reported Engagement in Out-of-School by Participation

	Elementary		Middle		High		Transitions
	(n=2,430)		(n=1,296)		(n=424)		(n=226)
	<100 Days	>=100 Days	<100 Days	>=100 Days	<100 Days	>=100 Days	Overall
In this program, 1 get to decide things like activities and group agreements.	73%	79%	76%	71%	83%	89%	87%
The staff members here listen to what I have to say.	85%	86%	86%*	81%*	96%	99%	96%

*Statistically significant difference at p<.05 between days attended.
Source: Youth participant surveys administered in spring, 2012.

Parents also shared the belief that their children were being exposed to new opportunities within the after school program. Ninety-five percent (95%) of parents surveyed agreed that

their child's out-of-school-time program has provided their child with the opportunity to try new things, similar to parents' response in 2010-11.

Promising Practice - Supporting Mastery
Dewey High School

The Hair and Skin Care activity at Dewey Academy supports youths' mastery of advanced cosmetology technique, utilizing a number of positive youth development strategies such as active learning, cooperative learning, and planning and reflection. Students enrolled in this activity have the opportunity to explore their own vision of beauty and are supported by staff as they learn foundational techniques hands-on. Each participant plans and reflects on their progress throughout the course of the activity in ways ranging from a journal that contains all their technique notes and exams, collages that are displayed in the activity space, and by showcasing their work on peers. The structure pf this activity helps cultivate a collaborative and creative space.

Direct Outcomes: Self-Efficacy

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.

When looking at program quality, we find that high quality programs directly impact youth in saying they are building confidence through challenging activities, and are better able to problem solve and set goals for themselves.

At the elementary school level, 87% of youth state that they are better at taking care of problems without violence or fighting and 90% report working hard toward their goals. At the middle school level, 79% of youth report being able to make better decisions as a result of being in the program, and 82% report feeling more confident in their own skills and abilities. At the transitions programs, 91% of youth report that they are more of a leader because of the program, and 96% report that they expect good things from themselves. Finally, at the high school level, 91% report being better at goal-setting, and 94% report feeling more confident in their skills and abilities.

Table 32: Participants' Self-Reported Sense of Self-Efficacy

Since coming to this program...	Elementary (n= 2,869)	Middle (n= 1,560)	High (n= 603)	Transitions (n= 226)
I make better decisions.		79%	90%	87%
I am more of a leader.		69%	85%	91%
I am better at taking care of problems without violence or fighting.	87%	65%	85%	81%
I am better at setting goals for myself.		79%	91%	90%
I am better at something I used to think was hard.	83%	76%	89%	84%
I work hard toward my goals.	90%	80%	92%	89%
I feel more confident in my skills and abilities.	89%	82%	94%	91%
I expect good things from myself.		82%	93%	96%

Source: Youth participant surveys administered in spring, 2012.

Elementary school girls—84%— were more likely to report getting better at something they used to think was hard, compared to 81% of boys, a statistically significant difference. Also of note, more middle school boys than girls report feeling confident about their skills and abilities as a result of program participation (84% vs. 79%), along with high school boys, who report slightly higher rates of getting better at something they used to think was hard (92% vs. 86%), all statistically significant differences.

Elementary and high school youth were more likely to report that after school helped to develop their sense of mastery and self-efficacy the more they participated, while middle school and transitions programs were not. While elementary youth participating in 100 days of after school activities during the 2011-12 school year were nine percentage points more likely to report that they felt more confident about their skills and abilities, 81% of middle school youth who participated *less* than 100 days report that they are better at something they thought was hard compared to 75% of youth who participated more. These are statistically significant differences.

Table 33: Participants' Sense Self-Efficacy in Out-of-School by Gender

| | Elementary | | Middle | | High | | Transitions | |
| | (n=2,869) | | (n=1,560) | | (n=603) | | (n=226) | |
	Male	Female	Male	Female	Male	Female	Male	Female
This program has helped me to expect good things from myself.	--		82%	83%	93%	94%	95%	97%
I am better at something I used to think was hard.	81%*	84%*	76%	76%	92%*	86%*	85%	82%
This program has helped me work hard toward my goals.	90%	90%	79%	80%	91%	93%	90%	88%
I'm confident in my skills and abilities.	89%	89%	84%*	79%*	96%	92%	93%	88%

*Statistically significant difference at p<.05 between genders.
Source: Youth participant surveys administered in spring, 2012.

Table 34: Participants' Sense of Self-Efficacy in Out-of-School by Days Attended

	Elementary (n=2,939)		Middle (n=1,323)		High (n=436)		Transitions (n=226)
	<100 Days	>=100 Days	< 100 Days	>=100 Days	<100 Days	>=100 Days	Overall
This program has helped me to expect good things from myself.			85%	83%	94%	96%	96%
I am better at something I used to think was hard.	78%	84%	81%*	75%*	88%	90%	84%
This program has helped me work hard toward my goals.	88%	90%	82%	80%	93%	93%	89%
I'm confident in my skills and abilities.	80%*	89%*	86%	82%	95%	96%	91%

*Statistically significant difference at p<.05 between days attended.
Source: Youth participant surveys administered in spring, 2012.

As well, 89% of elementary school, 83% of middle school, and 90% of high school parents state their student has opportunities to develop leadership skills in after school.

Youth Have the Opportunity to Explore Potential Careers

Out-of-school time programs enrich school day lessons and introduce youth to new topics. This reinforcement and exposure can facilitate students' career exploration, college readiness, and transition to productive adulthood. Career exploration for youth is a goal for OUSD and OFCY, particularly among middle and high school youth.

Sixty-five percent (65%) of middle school and 81% of high school respondents said they learned about possible careers in after school and 70% of middle school and 83% of high school participants said that the after school program helped them understand what kind of job they want, an increase from 2010-11. Seventy-six percent (76%) of elementary school respondents stated that they think more about their future. Male and female participants reported similar exposure to career and college issues: 72% of middle school boys and 67% of girls reported that they learned about possible jobs they would like as a result of being part of the program, a statistically significant difference.

Table 35: Youth Reported Career Exploration by Gender

	Middle		High		Transitions	
	(n=1,560)		(n=603)		(n=226)	
	Male	Female	Male	Female	Male	Female
I learn more about the kinds of jobs I'd like to have in the future.	65%	65%	83%	79%	72%	76%
This program has helped me understand how to get the kind of job I want.	72%*	67%*	85%	82%	81%	73%

*Statistically significant difference at p<.05 between genders.
Source: Youth participant surveys administered in spring, 2012.

Additionally, 88% of high school parents agreed that their student explores potential careers in the out-of-school time program, an increase from 76% in 2010-11.

Contributory Outcome: Youth Internships and Employment

According to year-end program surveys, staff at the programs report that 5% of high school youth were in an internship or job outside of the after school program (229 youth). In addition, 4% youth were employed within the after school program itself.

Promising Practices - Preparing for Career and College
Futures Elementary School

The after school program at Futures Elementary has a strong academic component facilitated by staff members that exhibit professional and caring teaching styles, and positive classroom management. Two strong components of this program are: 1) the emphasis on building respectful relationships, and 2) the organization and preparation of the creative activities supporting units in particular the "Careers and College" unit.

The program focuses early in the year on team building and nurturing respectful relationships. During the initial weeks of school, students and staff are engaged in community building games and discussions. Staff create appropriate student groupings to ensure cooperative learning and establishing respectful relationships builds the capacity for effective partner and group learning throughout the year. Students are engaged and motivated to learn because they are focused, attentive & respectful of one another. Students hold each other accountable for mutual respect and learning.

Great care is taken to hire and train staff members in facilitating creative academic activities. The extensive planning and preparation for engaging units is evident. For example, the unit "Careers and College" promoted careers in aerodynamics, architecture and microbiology, incorporating activities such as constructing parachutes, building model structures to withstand earthquakes, and investigating different cells with complex microscopes.

Youth Make Successful Transitions to and from Middle School

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.

Youth that participated in school-based transitions programs report benefits ranging from having more caring adults in their school, improved communication skills, and development of a pro-social peer group. Being in high quality transitions programs also contributed to youth having stronger involvement in school activities, and for high school, graduation and transitioning to productive adulthood.

The majority of youth respondents report strong connections to their new school (Figure 17). This is true when looking across gender, as both girls and boys report receiving support from programs around connecting to school. There are significant differences between male and female youth survey participants in better understanding what is taught in school, however.

Figure 17: Transitions Program Participants' Self-Reported Connections with School
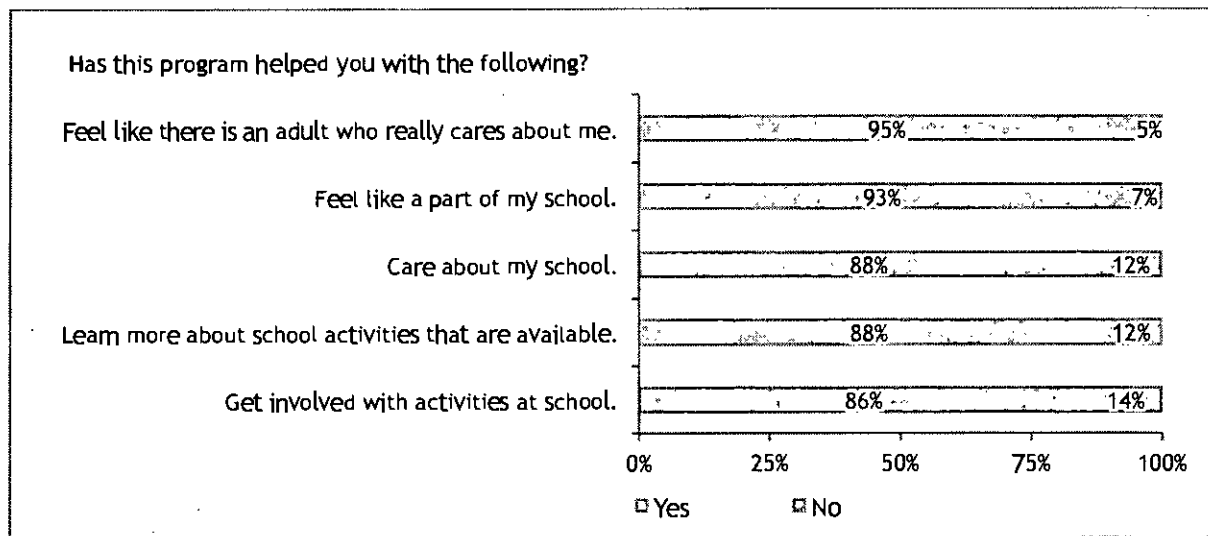
Has this program helped you with the following?

	Yes	No
Feel like there is an adult who really cares about me.	95%	5%
Feel like a part of my school.	93%	7%
Care about my school.	88%	12%
Learn more about school activities that are available.	88%	12%
Get involved with activities at school.	86%	14%

Source: Youth Transitions Program participant surveys administered in spring, 2012.

Within transitions programs, the majority of youth survey participants reported that the program increased their connections to adults. Additionally, youth reported being more aware of school activities and in turn increased involvement in school activities. Youth also reported caring more about their school and improved understanding of what is taught. For most of the outcomes, the responses were comparable between males and females, however males reported higher levels of caring about school and understanding what is taught than their female counterparts (Table 36).

Table 36: Youth Self-Reported Sense of Connection with Their School by Gender

Has this program helped you with the following?	Male (n=96)	Female (n=123)	Total (n=226)[47]
Feel like there is an adult who cares about me.	95%	96%	95%
Learn more about school activities that are available.	87%	88%	85%
Get involved with activities at school.	88%	85%	86%
Feel like a part of my school.	92%	93%	93%
Care about my school.	91%	86%	88%
Understand what is being taught.	94%*	85%*	89%

*Statistically significant difference at p<.05 between days attended.
Source: Youth Transitions Program participant surveys administered in spring, 2012.

Youth who attended transitions programs had a school day attendance rate of 94.55% in 2011-12 (See Appendix A). Attendance was not significantly different between males and females. Although the attendance rate decreased slightly between 2010-2011 to 2011-2012, the participation rate was very close to meeting OUSD's attendance goal of 95% or higher.

Transitions program participants in the lowest quintile of attendance rates for the 2010-2011 school year made substantial improvement in their attendance rates in the 2011-2012 school year. These youth had an attendance rate of 86.4% during the 2010-2011 school year and 88.5% in 2011-12. This group had an overall increase in attendance by 2 percentage points, which reflects a significant[48] improvement in attendance for the most at-risk youth.

Although females in the lowest quintile are driving this improvement in attendance with an average increase of 2.6%, males also increased by 1.5%. African American males are the

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[47] The total N reflects one transgender youth and six youth who did not report their gender.
[48] Statistically significant p<.05.

largest ethnic/gender group of the lowest quintile, accounting for 29% of youth with very low school day attendance. In the lowest quintile, African American males increased their average school day attendance by 1.4%.

Promising Practices - Facilitating Peer Relationships
Pass 2 Peer Transitions

The PASS 2 Peer mentorship program provides abundant opportunities to support and promote student leadership. A key component in this program is the coaching that staff provides as students plan workshops for incoming freshman. Junior and senior students at Skyline High School plan the entire framework for the workshops. The program provides plenty of written and visual materials to assist youth in understanding the difficult and complex task of facilitating a workshop. The opportunities for creative expression, skill building, camaraderie and authentic feedback opportunities are frequent.

There are several opportunities for students to work with partners and in small groups. Staff are available to guide student decision making processes and provide clarity for assigned tasks. Learning and applying new organization and presentation skills are encouraged. Staff support students creating ways to share and present information. As students near the completion of organizing a workshop agenda, staff facilitates mock workshops, encouraging peers to give constructive feedback.

From the *Detailed* Theory *of Action...*

The Benefit to Youth	Program Practice	Youth outcomes
Youth Have Opportunities to Build Academic Skills	Positive Academic Climate The program provides opportunities for youth to grow *academically*.	• Youth have higher sense of academic self-efficacy • Youth improve academic skills • Youth improve academic performance

Youth have Opportunities to Build Academic Skills

Site visit data show that four programs are considered Emerging in the Academic Climate domain, while the remaining 96% are in the 'performing' (67%) or 'thriving' (29%) quality category. This is a vast improvement from the 2010-11 year, when 18 programs were in the Emerging category. Overall, elementary and middle programs tended to rate lower in practices intended to encourage youth to connect school day experiences to their program activities. In contrast, these programs rated highest for staff mentioning the focus of the session, such as Learning Targets, and the focus is clearly linked to the activity.

All middle, transitions 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, linking activities with the intended focus of the session, and encouraging youth to analyze, evaluate, and make connections by synthesizing information. The one transitions program rated in this domain scored '5's' in most indicators, and '3's' in indicators around linking academic content to youths' prior knowledge.

There is a strong, positive relationship between point of service quality and elementary-aged youth reports in this domain. Namely, higher site visit ratings for a program are associated with more positive youth reports about their academic skill building experiences. At both the elementary and middle school level[49], English Learners are less likely to report building academic skills than their peers. There is no statistically significant relationship between point of service quality ratings and youth reports among transitions or high school programs.

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[49] Logistic regression analysis, with outcome variable as "youth survey academic skills composite" odds ratio for site visit rating at the elementary school level= 1.187. Cox & Snell R-squared = .011.

The table below explains, by program type, the percentage of programs that received a PQA rating in the 'academic climate' domain of a '3' or higher. The survey composite results that correspond to the academic climate are displayed in the table below, with programs where 85% or more youth reported learning academic skills in their program. All survey composite results are provided in the Appendix.

Table 37: Youth Academic Skills by Type

Program Type	Programs with PQA Academic Climate Rating of 3+	Youth Survey Results Programs in which 85%+ Report Improved Academic Skills[50]
Elementary (n= 54)	93%	6%
Middle (n= 17)	100%	18%
Transitions (n=4)	--	--
High (n= 11)	100%	45%

Sources: PQA observations conducted by Public Profit and OUSD; Youth participant surveys administered in spring, 2012.

In general, all youth report that after school programs help them to feel more confident about graduating high school—88% of elementary school youth, 81% of middle school youth, and 93% of high school youth. High school youth also report the highest rate of improving academic skills, ranging from 85% of youth reporting that the program helped them to understand what is being taught in school to 90% of high school youth who report that the program has helped them feel more confident about going to college.

There is a positive relationship between days in after school and confidence in attending college among elementary aged participants. Youth in elementary schools participating in 100 days of after school activities during the 2011-12 school year were ten percentage points more likely to report feeling more confident about going to college, a statistically significant difference. High school youth who participated at least 100 days are 6 percentage points more likely to report that this program helped them to understand what is being taught in school, a statistically significant difference. There are no statistically significant differences between girls and boys.

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[50] The youth survey items include, "This program has helped me feel more confident about going to college, This program has helped me to learn good study skills (like reading directions, taking tests), This program has helped me to understand what is being taught in school, This program has helped me feel more confident about graduating from high school."

Table 38: Participants' Self-Reported Academic Skills in Out-of-School

	Elementary (n=2,430)	Middle (n=1,299)	High (n=436)
This program has helped me feel more confident about going to college.	54%	72%	90%
This program has helped me to learn good study skills (like reading directions, taking tests).	88%	74%	86%
This program has helped me to understand what is being taught in school.		76%	85%
This program has helped me feel more confident about graduating from high school.		81%	93%

Source: Youth participant surveys administered in spring, 2012.

Table 39: Participants' Self-Reported Academic Skills by Days Attended

	Elementary (n=2,430)		Middle (n=1,299)		High (n=436)	
	<100 Days	>=100 Days	<100 Days	>=100 Days	<100 Days	>=100 Days
This program has helped me feel more confident about going to college.	45%*	55%*	73%	72%	89%*	96%*
This program has helped me to learn good study skills (like reading directions, taking tests).	85%	87%	77%	75%	87%	88%
This program has helped me to understand what is being taught in school.			80%	76%	84%*	92%*
This program has helped me feel more confident about graduating from high school.			81%	82%	92%*	98%*

*Statistically significant difference at p<.05 between days attended.
Source: Youth participant surveys administered in spring, 2012.

Direct Outcomes: Adult Perspective on Youth's Academic Behaviors

Most parents who completed a survey agree that after school benefits their student academically, particularly around homework completion, where 91% of parents agreed that the program helps their student "get his or her homework done on time"—93% of elementary school parents, 84% of middle school parents, and 84% of high school parents.

For high school parents, 84% agreed that their student can make up missing credits in the after school program, while 87% agreed that their student gets support on passing the California High School Exit Exam.

Principals and teachers were asked to choose 3 top strengths from a list of 17 (19 for high schools) possible elements. Of the academically-related options that principals and teachers had to choose from, 63% of teachers and 62% of principals selected "providing homework assistance" in their Top 3 strengths- the highest rated academic indicator, compared to "helping students improve test-taking skills," which received 1% of teachers and 2% of principals ranking it within the Top 3 strengths of the program - the lowest rated indicator amongst principals and teachers.

Table 40: Principal and Teacher Survey Results -
Academic Indicators Chosen in Top Three Strengths

What do you see as the after school program's top three strengths in the 2011-12 school year?	Principals (n=50)	Teachers (n=688)
Providing homework assistance	62%	63%
Help students improve their academic content knowledge	18%	12%
Help students improve study skills		12%
Providing credit recovery (HS oily)		11%
Help EL students improve fluency and comprehension	--	3%
Providing CAHSEE prep (HS only)		
Help students improve their test-taking skills		2%

Source: Principal and teacher surveys administered in spring, 2012.

Contributory Outcomes: Academic Performance

Literature has shown that youth that have increased self-esteem and a sense of mastery and accomplishment can have a positive influence on 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:

$$\text{Outcome} = \beta + \beta_1 \text{ Days in ASP} + \beta_2 \text{ Years in ASP} + \beta_3 \text{ Participant Demographics}^{51} + \beta_4 \text{ School Day Attendance} + \beta_5 \text{ Past Academic Performance}$$

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 2010-11 and attended an out-of-school time program in 2011-12. This analysis examines the role that greater participation plays in the development of English language skills.

Among students designated as English Learners in 2010-11[52], 11% of program participants were re-designated in the 2011-12 school year. These gains are particularly concentrated in elementary schools, where 14% of participants were re-designated. By contrast, 10% of middle school participants, 5% of transitions participants, and 7% of high school program participants were re-designated.

Using the regression model defined above, we first examine rates of re-designation as English fluent in the 2011-12 school year based on designation as an English Learner in 2010-11. 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 2011-12.[53] Participation of about 25 days in OST was associated with about 10% greater likelihood of

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[51] Including gender, race/ethnicity, school grade level, special education placement, and language fluency.
[52] And were also enrolled in the 2010-11 school year
[53] This analysis controls for prior year CST ELA scaled score, school days attended, gender and age. Beta value for OST days attended is .005, Exp(B) = 1.004. The Cox & Snell R-squared value for the model is .190, meaning that the equation explains about 19% of the observed variation.

being re-classified as English fluent. This increased to about 40% greater likelihood for attendees participating in 100 days. Boys and girls were equally likely to be re-designated.

Course Credits

Course credit recovery allows students who fall behind 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.

High school students who participated in OST cumulatively earned 180 course credits on average. Notably, high school youth[54] who participated in out-of-school-time programs 100 days or more earned more credits than those who attended less, earning 205 compared to 173. This difference is statistically significant.

California Standards Test

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 .004% increased likelihood of scoring at Proficient or Advanced.[55] In practical terms, youth who attended for 100 days were about 40% more likely to score at Proficient or Advanced than those who attended just one day, an increase from 2010-11, where there was a .002% increased likelihood.

Students' school day attendance rates is by far the largest factor affecting their CST scores. Across various model specifications, the odds-ratio for school day attendance rate in 2011-12 is several times larger than all other factors, suggesting that consistent school day attendance is a major contributor to success on the CST. This suggests that out-of-school time programs may best contribute to students' CST performance by encouraging high school day attendance.

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. About eight in ten (79%) youth who attended high school after school had passed the English Language Arts component of the CAHSEE by the end of 2011-12, and three quarters (76%) of participants did so in Math.

There is a statistically significant correlation between CAHSEE passage rates and after school program attendance: youth who attended after school most often were slightly more likely to pass the test than those who attended less often.[56]

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[54] High school youth include those in Grades 10-12, due to how credits are stored for ninth graders.
[55] Logistic regression analysis, with outcome variable as "scored Proficient or Advanced on ELA CST" odds ratio for ASP days attended = 1.004. Cox & Snell R-squared = .154.
[56] Correlation between after school program days attended in 2011-12 and CAHSEE pass status; correlation coefficient for ELA = .065, Math = .037. p<.000 for both.

Graduation

Eighty nine percent (89%) of twelfth graders who participated in an after school program graduated in OUSD in 2011-12, compared to ninety-two percent (92%) of twelfth grade participants who graduated in OUSD in 2010-11. There is a statistically significant correlation between after school program participation and high school graduation: students who attended after school for more days were more likely to graduate.[57]

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[57] Correlation between after school program days attended in 2011-12 and graduation status; correlation coefficient = .103, p=.001.

Table 41: Point of Service Quality Ratings by Site

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Overall (Excluding Academic Climate)	Ratings by Program Quality Domain (On a 1,3,5 scale)									
		Year-End Status 2010-11	Year-End Status 2011-12		Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Safety Survey Composite	Domain Score	Supportive Survey Composite	Domain Score	Interaction Survey Composite	Domain Score	Engagement Survey Composite	Domain Score	Academic Skills Survey Composite
Elementary Schools														
Acorn Woodland*	Aspiranet	Performing /Thriving	Performing	4.19	4.86	82%	4.21	100%	4.19	84%	3.48	82%	3.48	53%
Allendale*	Higher Ground	Performing /Thriving	Performing	4.29	4.96	71%	4.31	98%	3.67	80%	3.67	76%	3.45	60%
ASCEND (K-5)	Oakland Leaf	Performing /Thriving	Thriving	4.57	4.96	88%	4.55	99%	4.46	92%	4.29	91%	4.78	50%
Bella Vista	EBAYC	Performing /Thriving	Performing	4.79	4.96	78%	4.14	97%	4.38	90%	3.67	91%	4.70	58%
Bridges Academy	BACR	Performing /Thriving	Thriving	4.51	4.96	78%	4.69	90%	4.59	83%	3.82	73%	4.45	46%
Brookfield	Higher Ground	Performing /Thriving	Performing	3.90	4.82	70%	3.41	92%	3.63	70%	3.71	65%	3.08	32%
Burckhalter	Ujimaa Foundation	Performing /Thriving	Performing	3.93	4.72	50%	3.76	93%	4.15	67%	3.08	50%	3.48	43%
Carl Munck	Aspiranet	Performing /Thriving	Performing	4.31	4.92	96%	4.25	100%	4.34	100%	3.73	100%	3.58	72%
Cleveland	OASES	Performing /Thriving	Thriving	4.86	4.91	69%	4.88	98%	4.92	98%	4.82	82%	5.00	27%
Community United*	Aspiranet	Performing /Thriving	Performing	3.61	4.54	77%	3.46	95%	3.57	80%	2.88	65%	3.17	50%
East Oakland Pride	Aspiranet	Performing /Thriving	Performing	3.55	4.80	55%	3.45	97%	3.21	69%	2.73	68%	3.34	40%
Emerson	BACR	Performing /Thriving	Performing	4.06	4.85	70%	4.22	95%	3.82	85%	3.38	75%	3.78	70%
EnCompass Academy*	Aspiranet	Performing /Thriving	Performing	4.40	4.94	82%	4.39	90%	4.40	75%	3.85	78%	3.70	47%
Esperanza Academy*	BACR	Performing /Thriving	Performing	3.75	4.86	49%	3.71	67%	3.71	28%	2.75	38%	2.70	18%

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 2010-11	Year-End Status 2011-12	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Safety Survey Composite	Domain Score	Supportive Survey Composite	Domain Score	Interaction Survey Composite	Domain Score	Engagement Survey Composite	Domain Score	Academic Skills Survey Composite
Franklin	EBAYC	Performing /Thriving	Thriving	4.35	4.96	79%	4.63	97%	4.61	94%	4.00	80%	4.28	38%
Fred T. Korematsu*	BACR	Performing /Thriving	Performing	3.74	4.86	71%	3.71	90%	3.65	66%	2.75	39%	2.81	32%
Fruitvale	Learning for Life	Performing /Thriving	Performing	3.90	4.59	80%	4.01	100%	3.65	89%	3.34	73%	4.56	55%
Futures Elementary*	Aspiranet	Performing /Thriving	Thriving	4.56	4.97	67%	4.35	95%	4.63	74%	4.09	74%	4.31	45%
Garfield	EBAYC	Performing /Thriving	Thriving	4.54	4.95	72%	4.47	96%	4.46	79%	4.27	71%	4.59	61%
Glenview**	BACR	Performing /Thriving	Performing	4.27	5.00	70%	4.03	95%	4.38	84%	3.63	66%	3.59	18%
Global Family*	BACR	Performing /Thriving	Performing	4.11	4.92	90%	3.93	100%	4.13	98%	3.46	76%	3.28	73%
Grass Valley**	Aspiranet	Performing /Thriving	Performing	3.39	4.77	53%	3.44	83%	3.17	72%	2.17	50%	2.70	33%
Greenleaf	BACR	Performing /Thriving	Performing	3.92	4.73	39%	3.84	96%	3.55	87%	3.56	70%	3.33	46%
Hoover	BACR	Performing /Thriving	Thriving	4.61	4.89	67%	4.80	87%	4.42	63%	4.32	57%	4.25	33%
Horace Mann	Learning for Life	Performing /Thriving	Performing	4.15	4.90	71%	4.16	96%	4.07	81%	3.48	50%	4.59	40%
Howard	Aspiranet	Performing /Thriving	Performing	4.20	4.79	58%	4.25	100%	4.21	80%	3.52	69%	3.75	47%
International Community School*	Aspiranet	Performing /Thriving	Performing	4.15	4.75	76%	4.17	91%	4.02	68%	3.67	68%	4.50	41%
La Escuelita	EBAYC	Performing /Thriving	Performing	4.05	4.80	96%	3.92	98%	3.98	98%	3.48	93%	4.22	89%
Lafayette	BACR	Performing /Thriving	Performing	4.37	4.87	77%	4.74	97%	4.44	90%	3.42	80%	3.42	64%
Lakeview	Ujimaa Foundation	Performing /Thriving	Thriving	4.53	4.80	67%	4.86	96%	4.71	96%	3.83	78%	5.00	61%

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Overall (Excluding Academic Climate)	Ratings by Program Quality Domain On a 1,3,5 scale									
					Safe		Supportive		Interaction		Engagement		Academic Climate	
		Year-End Status 2010-11	Year-End Status 2011-12		Domain Score	Safety Survey Composite	Domain Score	Supportive Survey Composite	Domain Score	Interaction Survey Composite	Domain Score	Engagement Survey Composite	Domain Score	Academic Skills Survey Composite
Laurel	PMA Consulting	Performing /Thriving	Thriving	4.65	5.00	72%	4.74	97%	4.75	72%	4.09	55%	4.70	47%
Lazear	SSCF	Performing /Thriving	Performing	4.41	4.77	56%	4.42	88%	4.57	76%	3.88	79%	4.17	62%
Learning Without Limits*	BACR	Emerging	Performing	4.14	4.96	74%	4.20	96%	3.88	94%	3.52	82%	4.00	66%
Lighthouse Community Charter[58]	Lighthouse Community	Performing /Thriving	Performing	4.28	5.0	78% (E) 66% (MS)	4.30	97% (E) 73% (MS)	4.29	88% (E) 61% (MS)	3.54	74% (E) 45% (MS)	3.44	47% (E) 57% (MS)
Lincoln	OASES	Performing /Thriving	Thriving	4.92	5.0	66%	4.85	93%	4.92	74%	4.92	65%	4.70	65%
M. L. kfng, Jr.	BACR	Performing /Thriving	Performing	3.97	4.9	51%	3.89	96%	3.75	68%	3.29	56%	3.53	60%
Manzanita Community*	EBAYC	Performing /Thriving	Thriving	4.53	A.9	67%	4.34	97%	4.75	75%	4.13	55%	4.11	40%
Manzanita Seed*	EBAYC	Performing /Thriving	Performing	4.24	4.9	57%	4.29	93%	4.21	78%	3.58	69%	3.81	41%
Markham	BACR	Performing /Thriving	Performing	4.31	5.0	67%	4.25	90%	4.25	79%	3.75	75%	3.94	44%
Marshall**	BACR	Performing /Thriving	Performing	4.18	5.0	100%	4.30	100%	4.21	100%	3.28	100%	3.69	96%
Maxwell Park	Learning for Life	Performing /Thriving	Performing	4.09	4.8	56%	4.07	87%	4.13	69%	3.36	53%	4.11	40%
New Highland Academy*	Higher Ground	Performing /Thriving	Thriving	4.71	5.0	73%	4.62	100%	4.73	100%	4.55	98%	4.09	100%
Parker	bACR	Performing /Thriving	Performing	3.39	4.5	55%	3.51	97%	3.23	77%	2.38	52%	7.42	52%
Parker	Girls, Inc.	Performing /Thriving	Performing	4.18	4.7	55%	4.59	97%	4.00	77%	3.38	52%	3.70	52%

[58] Lighthouse Community Charter receives one composite score for its elementary participants survey results and one for its middle school participants surveys results.

Program Site	OFCY Grantee/Lead Agency	Year-End Status 2010-11	Year-End Status 2011-12	Overall (Excluding Academic Climate)	Safe: Domain Score	Safe: Safety Survey Composite	Supportive: Domain Score	Supportive: Supportive Survey Composite	Interaction: Domain Score	Interaction: Interaction Survey Composite	Engagement: Domain Score	Engagement: Engagement Survey Composite	Academic Climate: Domain Score	Academic Climate: Academic Skills Survey Composite
Peralta**	Aspiranet	Emerging	Performing	4.32	4.9	76%	4.62	95%	4.07	79%	3.67	55%	3.28	10%
Piedmont Avenue	Aspiranet	Performing/Thriving	Performing	4.26	4.9	59%	4.43	91%	3.94	57%	3.75	43%	3.92	29%
Place @ Prescott	BACR	Performing/Thriving	Performing	3.78	4.8	66%	3.58	98%	3.27	94%	3.44	56%	3.03	40%
Reach Academy***	OUSD	Performing/Thriving	Performing	3.24	4.7	68%	3.06	95%	2.71	76%	2.52	66%	3.06	79%
Rise Community School*	Aspiranet	Performing/Thriving	Performing	4.11	4.8	69%	4.05	100%	4.07	81%	3.52	71%	3.48	46%
Sankofa	BACR	Performing/Thriving	Performing	4.18	4.8	58%	4.13	96%	4.01	83%	3.84	60%	4.23	37%
Santa Fe	BACR	Performing/Thriving	Performing	4.11	4.7	70%	4.39	95%	3.90	84%	3.44	68%	4.09	38%
Sequoia	EBAC	Performing/Thriving	Thriving	4.63	5.0	73%	4.82	93%	4.42	73%	4.29	59%	4.31	23%
Sobrante Park	Higher Ground	Performing/Thriving	Performing	4.36	4.9	55%	4.36	91%	4.19	70%	3.94	55%	4.28	33%
Think College Now*	Aspiranet	Thriving	Performing	4.39	5.0	72%	4.60	96%	4.23	82%	3.78	64%	4.56	56%
World Academy/Achieve	EBAC	Performing/Thriving	Performing	3.99	4.6	84%	3.98	100%	3.88	84%	3.50	81%	4.11	60%
Elementary Average:				**4.19**	**4.85**	**71%**	**4.20**	**95%**	**4.11**	**81%**	**3.60**	**70%**	**3.86**	
Middle Schools														
Alliance Academy*	BACR	Performing/Thriving	Performing	4.04	4.8	77%	4.36	86%	3.57	71%	3.42	77%	3.59	73%
ASCEND (6-8)	Oakland Leaf		Thriving	4.65	5.0	77%	4.89	91%	4.23	86%	4.50	82%	4.39	74%
Barack Obama Academy	YMCA**	Emerging	--	--	--	--	--	--	--	--	--	--	--	--

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59 Barack Obama Academy did not respond to evaluation visit requests.

PROGRAM QUALITY AND YOUTH OUTCOMES

Program Site	OFCY Grantee/ Lead Agency	Year-End Status 2010-11	Year-End Status 2011-12	Overall (Excluding Academic Climate)	Domain Score (Safe)	Safety Survey Composite	Domain Score (Supportive)	Supportive Survey Composite	Domain Score (Interaction)	Interaction Survey Composite	Domain Score (Engagement)	Engagement Survey Composite	Domain Score (Academic Climate)	Academic Skills Survey Composite
Bret Harte	Murphy & Associates	Performing /Thriving	Performing	4.23	4.9	72%	4.55	85%	3.69	77%	3.83	68%	3.64	73%
Claremont	BACR	Performing /Thriving	Performing	4.24	4.4	63%	4.80	71%	3.50	47%	4.25	53%	3.97	51%
Coliseum College Prep Academy*	Safe Passages	Performing /Thriving	Performing	4:49	4.9	75%	4.69	76%	4.33	61%	4.00	59%	5.00	63%
Edna Brewer	Safe Passages	Performing /Thriving	Performing	3.95	4.8	86%	4.17	83%	3.42	74%	4.09	67%	4.09	67%
Elmhurst Community Prep*	BACR	Performing /Thriving	Performing	4.22	4.7	63%	4.32	76%	3.75	47%	3.61	46%	3.61	58%
Frick	Safe Passages	Performing /Thriving	Performing	4.26	4.9	74%	4.44	61%	3.90	64%	3.83	64%	4.20	70%
Madison	BACR	Performing /Thriving	Performing	4.02	4.8	82%	4.02	85%	4.11	61%	3.17	56%	3.25	69%
Melrose Leadership	Aspiranet	Performing /Thriving	Performing	3.90	4.7	73%	4.45	88%	3.40	62%	3.00	50%	3.86	74%
Roosevelt	EBAYC	Performing /Thriving	Performing	4.41	4.9	66%	4.64	94%	4.00	84%	4.08	88%	4.00	95%
Roots*	Safe Passages	Performing /Thriving	Performing	4.08	4.9	71%	3.92	79%	3.94	79%	3.58	79%	3.47	89%
United For Success	Safe Passages	Performing /Thriving	Performing	3.66	4.7	74%	4.23	81%	3.04	63%	2.67	58%	4.48	76%
Urban Promise Academy	Oakland Leaf	Performing /Thriving	Performing	4.43	5.0	85%	4.81	91%	4.07	94%	3.84	81%	4.89	77%
West Oakland Middle	YMCA	Performing /Thriving	Performing	4.45	4.7	87%	4.84	92%	3.77	74%	4.50	74%	4.03	90%
Westlake	Eagle Village	Performing /Thriving	Performing	4.50	4.8	75%	4.65	77%	3.98	57%	4.59	52%	4.42	58%
Middle School Average:				4.22	4.80	75%	4.48	83%	3.81	66%	3.78	63%	4.05	

Overall Point of Service Quality Status

Ratings by Program Quality Domain On a 1,3,5 scale

Safe | Supportive | Interaction | Engagement | Academic Climate

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status — Year-End Status 2010-11	Year-End Status 2011-12	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Safety Survey Composite	Domain Score	Supportive Survey Composite	Domain Score	Interaction Survey Composite	Domain Score	Engagement Survey Composite	Domain Score	Academic Skills Survey Composite
Transitions Programs														
Bret Harte Bridges Program	BACR	Performing /Thriving	Thriving	4.66	4.8	99%	4.67	100%	5.00	99%	4.17	96%	N/A	N/A
Bridge To Success***	EBAYC	Performing /Thriving	Thriving	4.59	5.0	--	4.78	--	4.25	--	4.33	--	N/A	N/A
LIBRE	SSCF	Performing /Thriving	Performing	4.02	4.6	84%	4.74	94%	4.22	68%	2.50	84%	N/A	N/A
LEAP***	Aspiranet	Performing /Thriving	Performing	4.43	4.8	--	4.50	--	4.42	--	4.00	--	N/A	N/A
PASS-2 Peer Mentoring Program	Oakland Kids First	Performing /Thriving	Thriving	4.71	4.8	91%	5.00	91%	4.67	92%	4.33	83%	N/A	N/A
Safe Passages Transitions Program	Safe Passages	Performing /Thriving	Performing	4.29	5.0	78%	4.53	83%	3.96	63%	3.67	66%	N/A	N/A
			Transitions Average:	4.42	4.82	90%	4.74	92%	4.46	85%	3.67	84%	N/A	
High School Programs														
Bunche**	BACR	Performing /Thriving	Performing	4.26	5.0	100%	4.59	100%	4.17	91%	3.34	100%	4.37	96%
Castlemont	Youth Together	NA	Performing	3.84	4.6	--	5.00	--	3.27	--	2.50	--	4.56	--
Coliseum College Prep Academy**	Safe Passages	Performing /Thriving	Performing	4.27	4.9	96%	4.46	83%	3.96	72%	3.75	68%	4.61	79%
College Prep & Architecture**	YMCA	Performing /Thriving	Performing	4.20	5.0	77%	4.74	77%	4.17	80%	2.92	68%	4.39	84%
Dewey**	EBAYC	Performing /Thriving	Thriving	4.72	5.0	94%	5.00	93%	4.38	83%	4.50	74%	4.50	83%
EXCEL (McClymonds)*	Alternatives in Action	Performing /Thriving	Performing	4.35	4.8	96%	4.69	89%	4.13	85%	3.75	81%	4.42	89%
Far West**	BACR	Performing /Thriving	Performing	4.23	5.0	--	4.53	--	3.96	--	3.42	--	4.45	--
Life Academy*	Alternatives in Action	Performing /Thriving	Thriving	4.62	4.8	98%	5.00	100%	4.42	99%	4.25	99%	4.67	96%
Mandela**	YMCA	Performing /Thriving	Performing	4.20	5.0	75%	4.74	100%	4.17	90%	2.92	85%	4.39	95%

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Overall (Excluding Academic Climate)	Ratings by Program Quality Domain On a 1,3,5 scale									
					Safe		Supportive		Interaction		Engagement		Academic Climate	
		Year-End Status 2010-11	Year-End Status 2011-12		Domain Score	Safety Survey Composite	Domain Score	Supportive Survey Composite	Domain Score	Interaction Survey Composite	Domain Score	Engagement Survey Composite	Domain Score	Academic Skills Survey Composite
Media Academy**	YMCA	Performing /Thriving	Performing	4.20	5.0	75%	4.74	87%	4.17	69%	2.92	81%	4.39	56%
Met West**	OUSD	Performing /Thriving	Performing	3.70	4.5	--	4.54	--	2.75	--	3.00	--	4.56	--
Oakland High**	EBAYC	Performing /Thriving	Thriving	4.88	4.9	93%	4.92	91%	4.83	81%	4.83	76%	4.61	92%
Oakland Technical**	BACR	Performing /Thriving	Performing	4.39	5.0	--	4.83	--	4.04	--	3.67	--	4.56	--
Rudsdale Continuation**	BACR	Performing /Thriving	Performing	4.21	4.9	80%	4.72	74%	3.78	76%	3.42	63%	4.31	83%
Skyline**	Youth Together	Performing /Thriving	Thriving	4.75	5.0	98%	4.95	88%	4.50	95%	4.59	88%	4.59	66%
Street Academy**	BACR	Performing /Thriving	Performing	4.13	4.6	--	4.69	--	3.76	--	3.42	--	4.22	--
High School Average:				4.31	4.87	92%	4.76	92%	4.03	90%	3.57	85%	4.47	81%

Appendix A: Participants' School Day Attendance Rate and Chronic Absence Rate in 2010-11 and 2011-12

	Elementary			Middle			Transitions			High		
	Male (n=2,647)	*Female* (n=2,607)	*All* (n=5,554)	*Male* (n=1,790)	*Female* (n=1574)	*All* (n=3,364)	*Male* (n=1,132)	*Female* (n=1,202)	*All* (n=2,334)	*Male* (n=1,157)	*Female* (n=1,180)	*All* (n=2,337)
2010-11 School Day Attendance Rate	95.42%	95.24%	95.33%	96.05%	96.08%	96.06%	95.09%	95.11%	95.10%	95.48%	94.88%	95.18%
2011-12 School Day Attendance Rate	95.59%	95.65%	95.62%	95.19%	95.35%	95.27%	94.44%	94.66%	94.55%	95.15%	94.70%	94.92%
Average Difference	.16%*	.41%*	.29%*	-.86%*	-.72%*	-.79*	-.66%*	-.45%	-.55*	-.33	-.18%	-.26%
Change in School Days Attended[60]		12,662			514			-208			2,758	

* Statistically significant change at p<.05 between genders.
Source: School day attendance data for program participants, 2010-11 and 2011-12.

	Elementary			Middle			Transitions			High		
	Male (n=2,647)	Female (n=2,607)	All (5,254)	Male (n=1,790)	Female (n=1,574)	All (n=3,364)	Male (n=1,132)	Female (n=1,202)	All (n=2,334)	Male (n=1,157)	Female (n=1,180)	All (n=2,337)
Participants Chronically Absent 2010-11	11.6%	8.9%	11.6%	8.2%	8.8%	8.5%	13.9%	13.6%	13.8%	12.0%	15.3%	13.7%
Participants Chronically Absent 2011-12	10.4%	11.6%	9.7%	12.2%	12.6%	12.4%	16.8%	15.1%	15.9%	13.1%	15.1%	14.2%
Average Difference	-1.2	-2.7%*	-1.9%*	4.0%*	3.8%*	3.9%*	2.9%	1.5%	2.1%*	1.1%	-0.2	0.5%

* Statistically significant difference at p<.05 between genders.
Source: School day attendance data for program participants, 2011-12 and 2010-11.

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

Appendix B. List of Paired Sites, 2011-12

Elementary School Paired Sites
Acorn Woodland and International Community School
Community United and Futures Elementary
Esperanza Academy and Fred T. Korematsu
Global Family and Learning Without Limits
International Community School and Think College Now
Manzanita Community and Manzanita SEED
New Highland Academy and Rise Community School
Middle School Paired Sites
Alliance Academy and Elmhurst Community Prep
Coliseum College Prep Academy and Roots

Appendix C. School-Aged Program Youth Surveys Program Quality Composites

Youth survey questions were compiled based on the four YPQA domains to construct composite scores for each domain based on youth responses.

Youth Survey Quality Composites

Safe Environment	Youth survey questions in the safety domain include: "I feel safe in this program", "I feel like people are happy to see me here", "In this program I have been made fun of for the way I look or talk" and "In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around". The latter two questions were reverse coded, therefore it was recoded so that a positive response indicated not being verbally or physically harassed. Youth who responded positively to three or four of the questions were coded positively for the safety composite.
Supportive Environment	Youth survey questions in the support domain include "I learn new things", "The staff in this program expects me to try hard to do my best", The staff here tells me when I do a good job" and "In this program, I usually wish I was doing something else". The last question was reverse coded, and was recoded so that a positive response indicated wanting to do the program. Youth who responded positively to three or four of the questions were coded positively for the support composite.
Interaction	Youth survey questions in the interaction domain include "I feel like I belong at this program" and "In this program, I get to help other people". Youth who responded positively to both of the questions were coded positively for the interaction composite.
Engagement	Youth survey questions in the engagement domain include "In this program, I get to decide things like activities and group agreements" and "The staff members here listen to what I have to say". Youth who responded positively to both of the questions were coded positively for the engagement composite.

Academic Climate	Youth survey questions in the interaction domain include "This program has helped me feel more confident about going to college", "This program has helped me to learn good study skills (like reading directions, taking tests)," "This program has helped me to understand what is being taught in school," and "This program has helped me feel more confident about graduating from high school."
	Elementary school youth who responded positively to both of the questions were coded positively for the academic climate composite. Middle and high school youth who responded to at least three of four of the questions were coded positively for the academic climate composite.

Appendix D. Site Visit Methodology

Site visits provide observationalty 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 School-Age Program Quality Assessment (SAPQA) and Youth Program Quality Assessment (YPQA), research-based point of service quality observation tools used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

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

Program Quality Assessment Domains
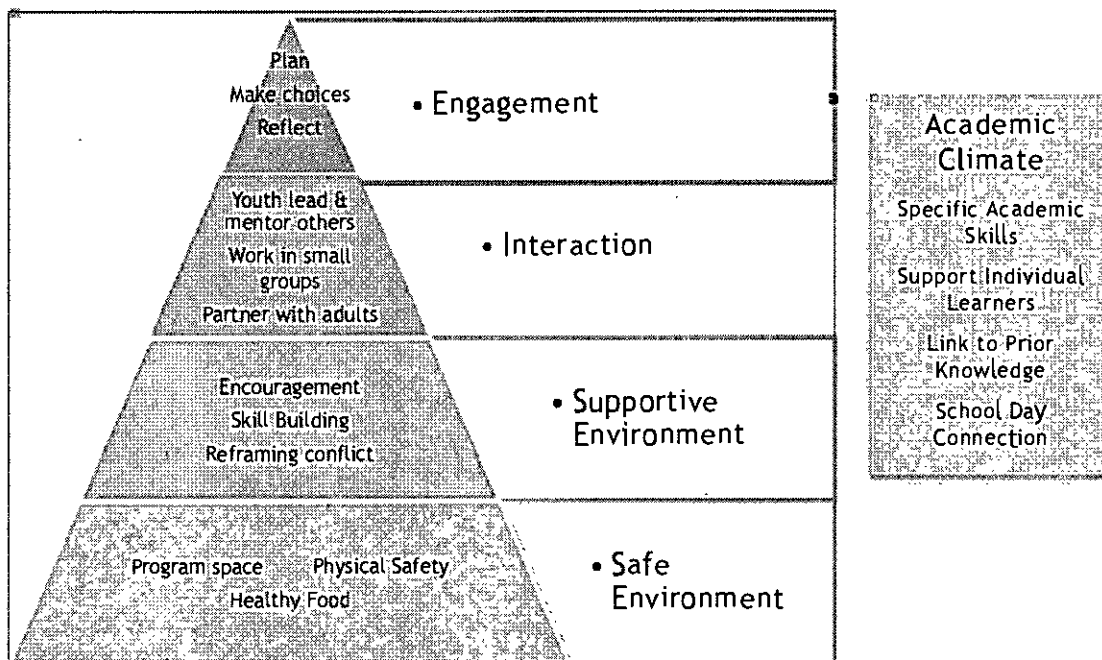
Adapted from *Youth PQA Handbook* by High/Scope Educational Research Foundation, 2007.

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.

Appendix E. Data Sources by Report Section

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

Report Section	Data Sources
Program Performance	Program enrollment and attendance data from CitySpan Program targets based on *OUSD* and *OFCY*-defined service goals
Program Quality and Youth Outcomes	Point of service quality scores for school-age programs are from the School-Age Program Quality Assessment (for programs serving elementary-aged youth) or Youth Program Quality Assessment (for programs serving secondary-aged youth). Quality domains include Safe, Supportive, Engagement, Interaction and Academic Support. Selected youth and parent survey results regarding program quality. Grantees' self-reported policies and practices through an annual Program Practice Survey.
	Youth, parent and staff self-reports collected via survey measure changes in participants' knowledge, skills and attitudes, as well as specific program practices or results that are not easily measureable otherwise.

ATTACHMENT

C

Oakland Community-Based

Youth Programs October 2012

OAKLAND COMMUNITY-BASED YOUTH PROGRAMS EVALUATION FINDINGS REPORT 2011-12

Oakland Fund for Children and Youth

October 2012

[public profit]
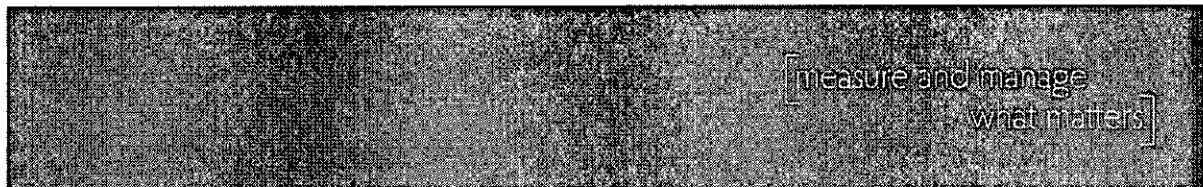
measure and manage
what matters

Prepared by Public Profit

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Saili Willis, Project Assistant

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Grant Summary: Early Childhood	16
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Grant Summary: Wellness and Healthy Transitions	37
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What's in the *Findings Report*:

- To find out how programs are doing overall, go to the Executive Summary on page 3.

- For a summary of a particular grant strategy, flip to the applicable Grant Summary sub-section.

- For up-to-date information about a specific community-based OFCY grantee, the Program Performance and Point of Service Quality sub-sections include site-by-site tables.

Highlights from the 2011-12
OFCY Community-Based Programs Evaluation

The Oakland Community Based Programs evaluation encompasses 60 youth service programs funded by the Oakland Fund for Children and Youth. Community-based programs served 13,852 children and youth in 2011-12. The five zip codes with the greatest number of OFCY community-based program participants are: 94601, 94621, 94606, 94607, and 94603.

In 2011-12, OFCY funded community-based grantees received $4,802,069 in OFCY funds, matched by an estimated $4.7 million.

Nearly all community-based OFCY grantees meet research based standards for point of service program quality, a key driver of positive outcomes for youth and families.

Participants reported that they felt safe and supported in community-based programs, and that they built new skills as a result of their participation. Observations and youth surveys suggest that programs could enhance participants' engagement with activities.

Available evidence suggests that most community-based programs are meeting outcome measures set by the Oakland Fund for Children and Youth. Highlights include:

Nine in ten (87%) parents surveyed in early childhood community playgroups reported that they spend more time reading to their child since participating.

In Community-Based After School programs, nine in ten survey respondents (92%) report that they learned to do something they used to think was hard and 94% agreed that they could trust the adults in their program.

Nearly all participants in Youth Leadership programs report that their OFCY-funded program helped them to make better decisions (90%), to set goals (89%) and to be more of a leader (85%).

About eight in ten (79%) youth who participated a Conflict Resolution program reported that they learned how to take care of problems without violence or fighting. Nine in ten (92%) reported learning how to make their school a better place.

Nearly all youth in Academic Success programs reported that their OFCY-funded program helped them to feel more confident about completing high school (94%) and going to college (94%).

About nine in ten (88%) of surveyed youth in Career Success programs reported that they learned more about the different kinds of jobs they'd like to have; 86% reported that they expanded their network of potential employers.

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

Programs Included in the Community Based Programs Evaluation

The Oakland Community Based Programs (CBO) evaluation encompasses 60 youth service programs funded by the Oakland Fund for Children and Youth that serve children and youth from birth to age 20 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 After School	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

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[1] OFCY also funds 64 school-based after school programs and 6 school-based transitions programs. These programs are evaluated through the School-Based Out of School Time evaluation.

Collectively, OFCY-funded programs are intended to improve children and families' wellbeing by supporting the development of their physical, emotional and cognitive skills. This approach has longstanding support in social sciences literature for children from birth through adolescence.

Infants and toddlers who participate in high quality childcare and preschool programs are more likely to succeed and school and the workplace. Nearly all efforts to improve the quality of early childhood settings have a long-term net benefit to society.[2]

Young children with strong attachments to a parent or caregiver are more resilient than their peers, even in very stressful environments. Helping parents build positive attachments with their young children can help to mitigate the developmental impact of poverty and its attendant stress.[3]

Among school-aged children, a series of California-based research studies about the links between school performance and students' physical and emotional health found the following:

- There is a strong link between school-level academic achievement and students' perceptions of adult support, safety in school, and connection to others. That is, schools that were perceived as safer, more supportive and more engaging had higher overall academic performance.[4]

- Young people who experience bullying are absent more often and do worse in school than their peers as a result of the psychological and somatic toll of bullying.[5]

Interventions that increase children's access to healthy foods and physical activity, help them to manage conflicts without violence or bullying, and enhance their connections with caring adults can address the physical and emotional factors that affect children's academic performance.[6]

The Findings 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.

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[2] M. Rebecca Kilburn, Lynn Karoly, *What Does Economics Tell Us About Early Childhood Policy?* (Santa Monica, CA: RAND Corporation, 2008).
[3] Paul Tough, *How Children Succeed* (New York, NY: Houghton Mifflin Harcourt, 2012), pp. 31-42).
[4] Thomas Hanson, Gregory Austin and Hong Zheng, *The Relationship of Academic Achievement and School Well-Being*, California Healthy Students Research Project (Los Angeles, CA: WestEd, May 2011).
[5] Janna Juvonen, *Bullying and Violence as Barriers to Academic Achievement*, California Healthy Students Research Project (Los Angeles, CA: WestEd, May 2011).
[6] *Healthy Steps Toward Student Achievement: Research-based recommendations for policy and practice*, California Healthy Students Research project (Los Angeles, CA: WestEd, May 2011).

Scope of Service

Community based programs in Oakland served 13,852 children and youth in the 2011-12 program year, about 1,800 fewer youth than in 2010-11.[7] Early Childhood programs served 3,554 children, Out of School Time programs 5,276, Wellness and Healthy Transitions programs 1,392 youth, and Older Youth grantees 3,630.

Youth participants were roughly evenly divided among boys and girls. About 52% of participants are girls and 48% are boys, among the youth for whom gender data are reported. Six participants are reported as transgender youth.

Of the children and youth served in the 2011-12 program year, 34% are African American, 31% are Latino/a, 12% are Asian/Pacific Islander.[8]

Figure 1: Participants' Race/Ethnicity
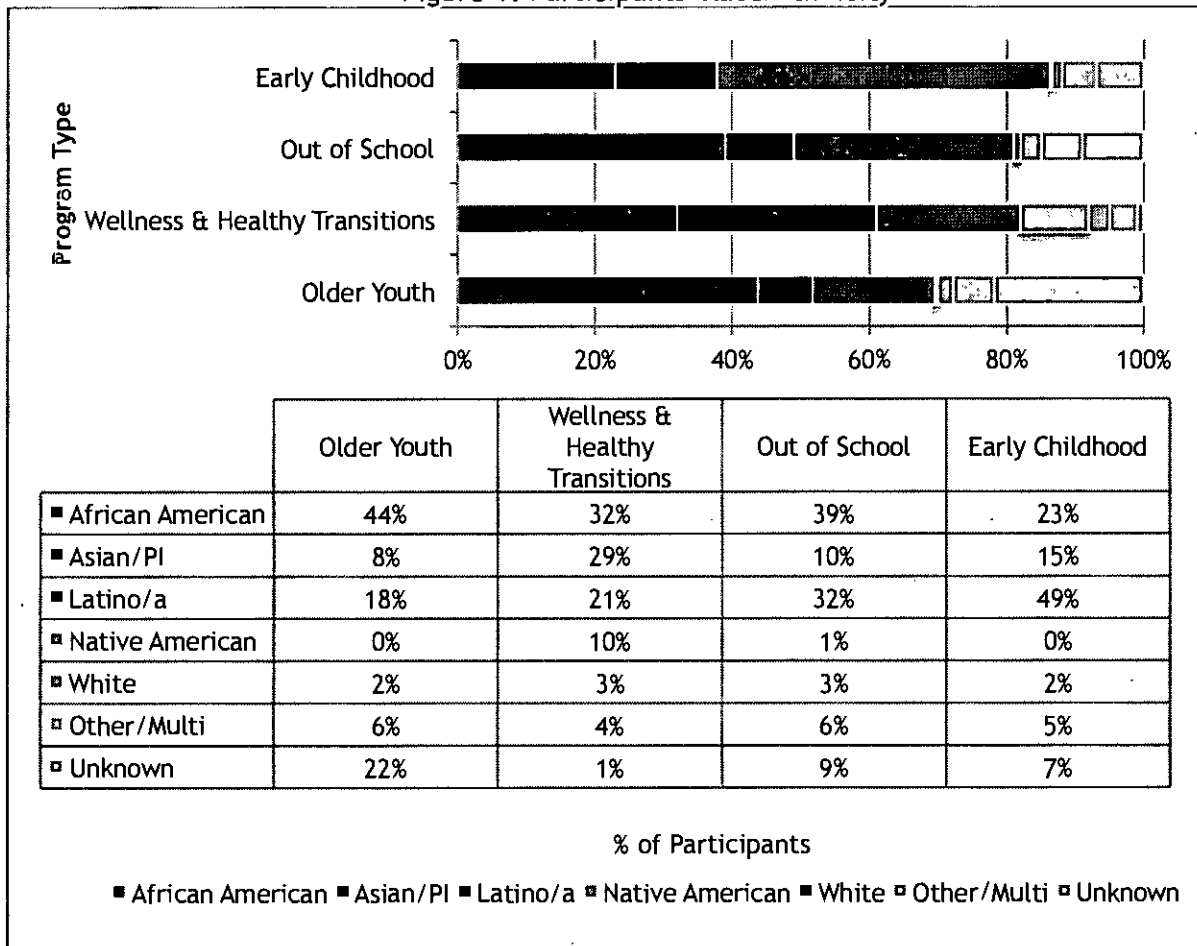
	Older Youth	Wellness & Healthy Transitions	Out of School	Early Childhood
■ African American	44%	32%	39%	23%
■ Asian/PI	8%	29%	10%	15%
■ Latino/a	18%	21%	32%	49%
▫ Native American	0%	10%	1%	0%
▫ White	2%	3%	3%	2%
▫ Other/Multi	6%	4%	6%	5%
▫ Unknown	22%	1%	9%	7%

% of Participants

■ African American ■ Asian/PI ■ Latino/a ▫ Native American ■ White ▫ Other/Multi ▫ Unknown

Source: CitySpan attendance records for youth who attended OFCY community based programs between July 2011 and June 2012.

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[7] 15,214 youth participants were reported in the 2010-11 Final Report for community-based grantees. The majority of the decrease in youth participants is found in the OST Grant Group, which had a 16% decrease in youth participants. Further, within the OST strategy, much of the decrease in youth served was among five programs: Bring Me a Book (closed), Green Stampede (closed), Neighborhood Sports Initiative, Oakland Discovery Center and Summer Camp Explosion. Enhanced data quality assurance procedures in 2011-12 may explain the remaining difference in total youth served.
[8] Race/ethnicity is aVailable for 11,668 participants, approximately 87% of youth served.

Of the 12,038 youth with valid birthdates who participated in community-based programs in 2011-12, 30% (3,610) were between 0 and 5, 15% (1,936) were between 6 and 10, 18% (2,1440 were between 11 and 14, 29% (3,510) were between 15 and 20 and 7% (838) were 21 years or older.

Figure 2: Participation in Community-Based Programs by Age
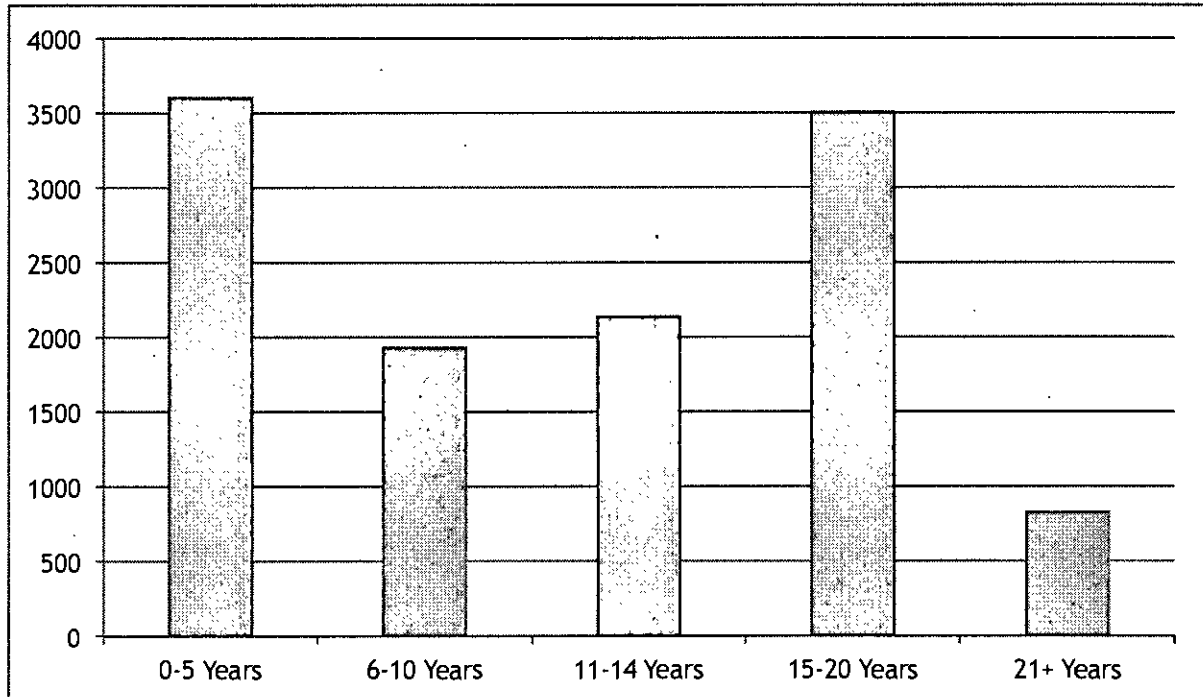
Source: CitySpan attendance records for youth who attended OFCY community based programs for participants whose birthdates were collected between July 2011 and June 2012.[9]

The five zip codes with the greatest number of OFCY community-based program participants are: 94601, 94621, 94606, 94607, and 94603. The map on the next page shows the percentage of all youth served by their home zip code.[10]

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[9] Ages are based on youth's ages on December 31, 2011.

[10] 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 93% of all youth participants zip code data was reported.

Figure 3: Participants' Home Zip Codes
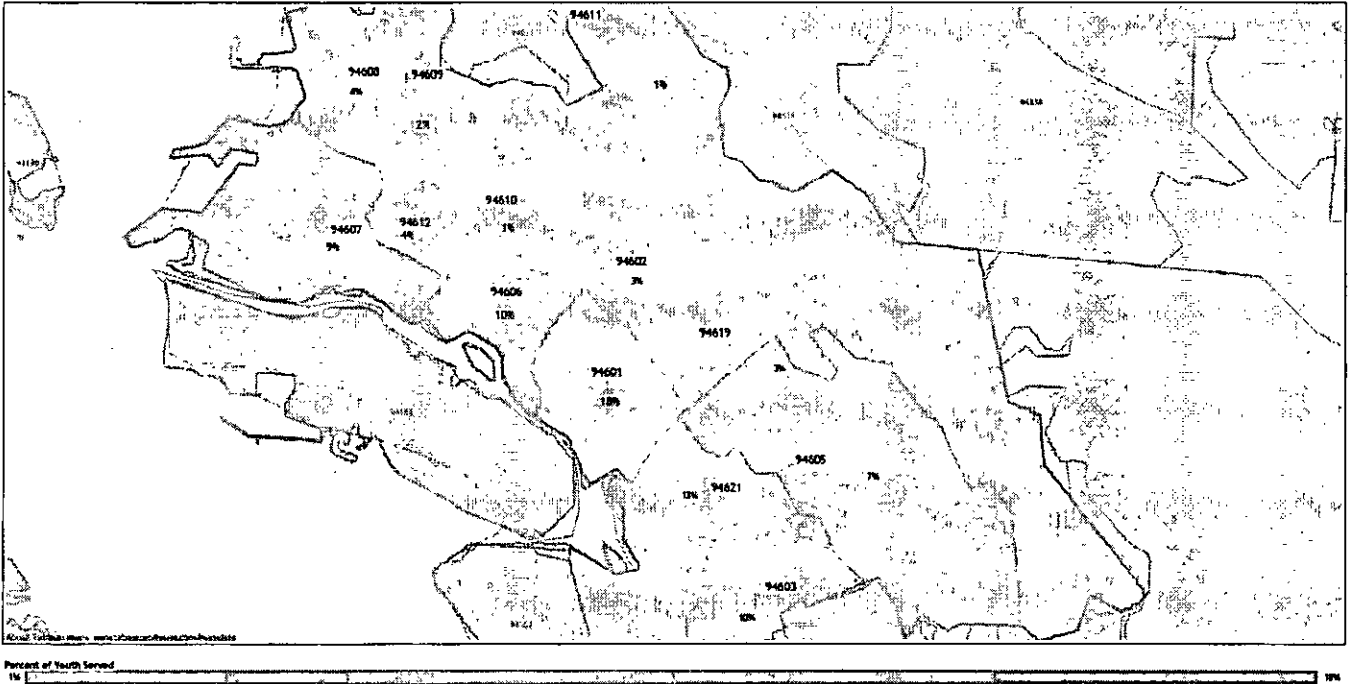
Source: CitySpan attendance records for youth who attended OFCY community based programs between July 2011 and June 2012.

Table 2: Participants' Zip Codes

Zip Code	Number of Youth	%
94601	2,477	18%
94621	1,783	13%
94603	1,290	10%
94606	1,304	10%
94607	1,223	9%
94605	978	7%
94608	482	4%
94612	557	4%
94602	427	3%
94619	423	3%
94609	250	2%
Unknown/NA	977	7%
All Other Zips	1,285	10%
Total	13,456	

Source: CitySpan attendance records for youth who attended OFCY community based programs between July 2011 and June 2012.

In 2011-12, OFCY funded community-based grantees received $4.8 million in OFCY funds, matched by an estimated $4.7 million, totaling $9.59 million in investments in community-based programs for youth and families. These programs served 13,852 youth with an average of $700 in funding for youth served.

Table 3: Matched Funding by Grant Group

Program	OFCY Funding	Matched Funding	Total Funding	OFCY/Youth Served	Total/Youth Served
Early Childhood - Community Playgroups	$609,352	$526,290	$1,135,642	$535	$1,002
Early Childhood - Mental Health Consultation	$694,600	$343,950	$1,038,550	$288	$430
Out of School Time - Community-Based After School	$624,617	$1,337,623	$1,962,240	$174	$563
Out of School Time - Summer 2011	$680,725	$143,218	$823,943	$404	$488
Wellness & Healthy Transitions - Conflict Resolution	$136,782	$51,138	$187,920	$221	$304
Wellness & Healthy Transitions - Youth Leadership	$663,817	$428,757	$1,092,574	$859	$1,457
Older Youth - Career/Job Success	$889,248	$1,385,701	$2,274,949	$713	$1,562
Older Youth - Comprehensive Programming	$502,928	$569,531	$1,072,459	$234	$500
All OFCY Funded Community Based Organizations	$4,802,069	$4,786,208	$9,588,277	$353	$700

Source: CitySpan matched funding data for OFCY community based programs during summer 2011 and the 2011-12 school year.

According to the 44 OFCY grantees that provided staffing information, OFCY funds supported the salaries of 330 youth workers, 222 (67%) of whom live in Oakland.

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) did not meet their annual units of service targets.

Site visits[11] indicate that community-based programs are providing high quality service. Forty-four percent (44%) of sites are in the *Performing* category, indicating that they are providing quality service overall and can continue to improve in specific areas. Fifty-six percent (56%) of community-based sites serving school aged youth are *Thriving*, indicating strong overall performance.

Figure 4: Point of Service Quality Status
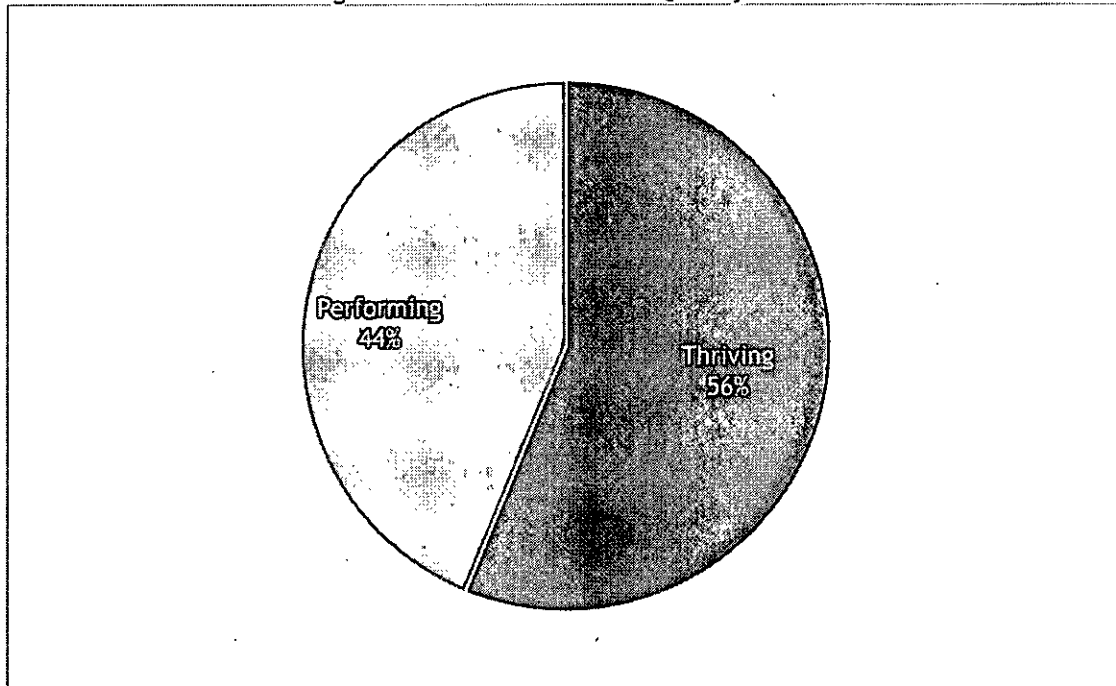
Source: Program Quality Assessment scores for 55 community-based programs.

In the 2010-11 evaluation, all programs were rated as *Thriving* or *Performing* based on their scores in the Safe and Supportive program quality domains. Beginning in fall 2011, community-based grantees were rated according to all program quality domains; community based programs categorizations changed somewhat as a result.

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[11] Site visits were conducted at all OFCY CBO grantee programs except programs in the Early Childhood Mental Health Consultation Grant Group.

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

Program Type	Meeting or Exceeding 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%	100%
Out of School (n=22)	91%	100%
Wellness & Healthy Transitions (n=9)	78%	100%
Older Youth (n=16)	81%	100%
Total (n=60)	85%	100%

Moreover, community based programs serving school-aged youth are out-performing similar programs nationally, as described in the following figure. Differences are the greatest in the Interaction and Engagement domains.

Figure 5: OFCY School-Aged Grantees vs. National Sample Comparison by Domain[12]

Domain	Oakland CBO n=47	National Sample n=902
I. Safe Environment	4.7	4.42
II. Supportive Environment	4.44	3.84
III. Interaction	3.86	3.01
IV. Engagement	3.56	2.56
Overall	4.14	3.12

■ Oakland CBO n=47   □ National Sample n=902
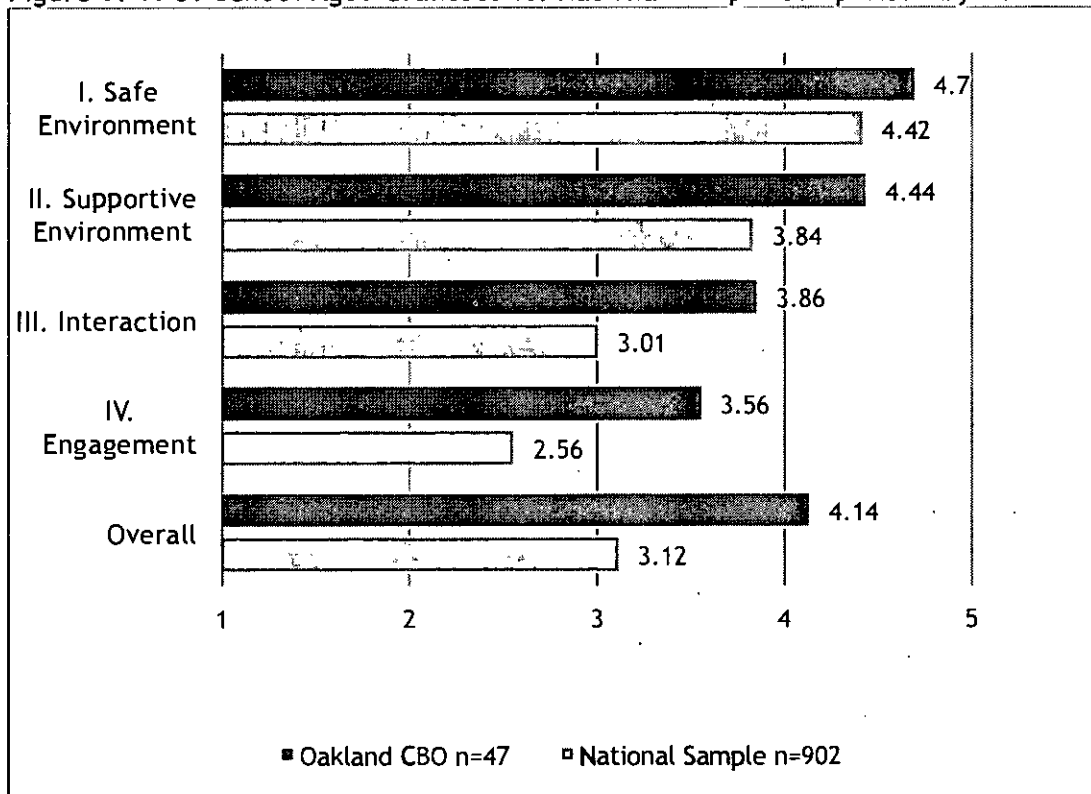
Source: Average point-of-service quality scores for OFCY grantees serving school-aged youth; national data from the Weikart Center for Youth Program Quality.

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[12] Early childhood programs are excluded due to the differences in domains between early childhood and school-age evaluations.

OFCY youth program participants completed surveys in which they assessed their programs based on the four domains from the Youth Program Quality Assessment as well as outcomes specific to their program's grant group. Youth reported high levels of safety and support in all grant groups, though boys were more likely to report feeling unsafe in their program.

Program participants also reported positive interactions with peers and adult staff, essential components of high quality youth development practice. Youth were somewhat less likely to report that their program was engaging for them, mirroring slightly lower site visit ratings.

Figure 6: OFCY School-Aged Youth Survey Quahty Composite Scores
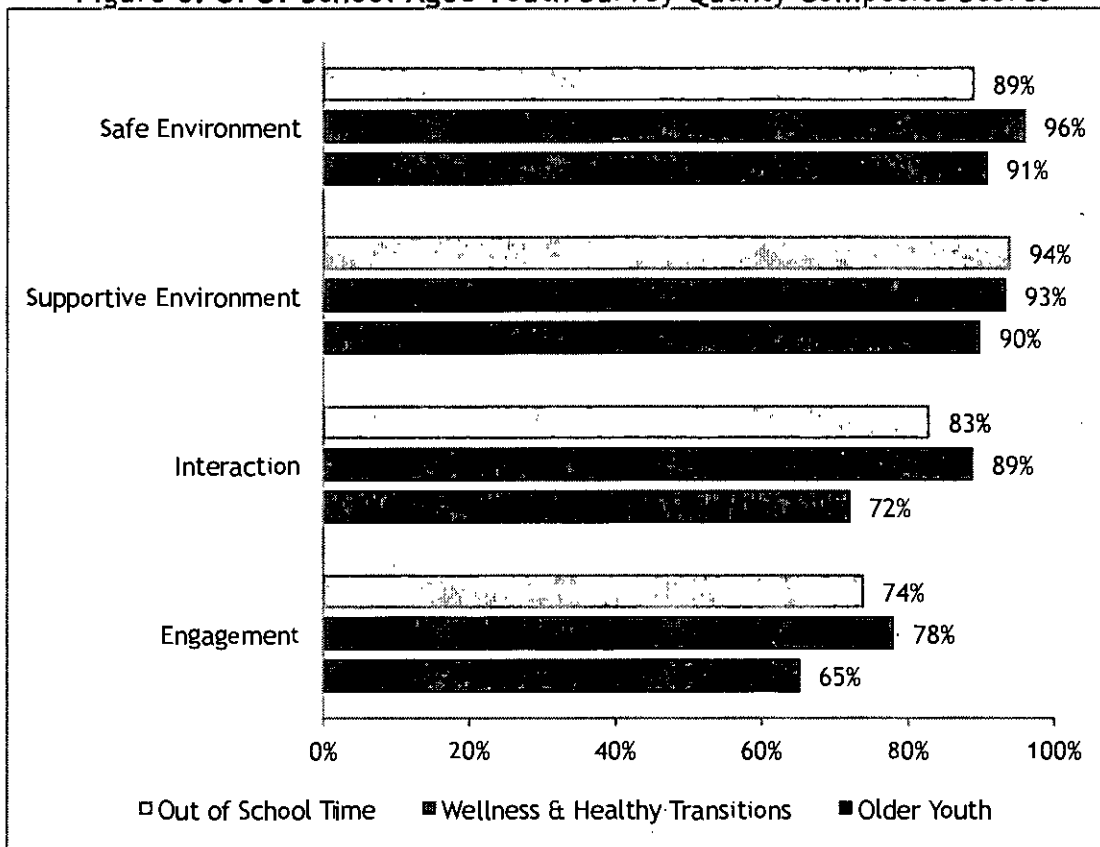
Source: Youth Surveys completed by participants in OFCY-funded programs, n=1,388, Spring 2012.
*Does not include Summer 2011 survey results.

Detailed findings are located in the individual grant group summaries.

Participant Outcomes

Early Childhood

Early childhood mental health consultants improved early childhood educators' ability to work with children, and nearly all parents reported that they are more aware of resources to help their children learn and grow.

Nine in ten (87%) parents surveyed in early childhood community playgroups reported that they spend more time reading to their child since participating.

Out of School

In school-year after school programs, nine in ten survey respondents (92%) report that they learned to do something they used to think was hard in an OFCY-funded program, and 94% agreed that they trust the adults in their program.

Youth participants reported positively to community engagement outcomes, which included the program helping them to care more about their community (89%) and feeling like they are a part of the community (92%). Boys reported higher levels of community engagement as a result of their out of school time program: 91% of males and 82% of females responding positively to both community survey items.

Youth in summer enrichment programs in 2011 reported learning more about physical activity (72%) and about careers and future opportunities (65%).[13]

Wellness and Healthy Transitions

Nearly all participants in Youth Leadership programs report that their OFCY-funded program helped them to make better decisions (90%), to set goals (89%) and to be more of a leader (85%).

Youth who attended the program longer were more likely to respond positively to questions about leadership. 96% of participants who attended 100+ days of programing responded positively in comparison to youth who attended 26-100 days (89%) and youth who attended 8-25 days (88%).

About eight in ten (79%) youth who participated in the OUSD Conflict Resolution program reported that they learned how to take care of problems without violence or fighting.[14] Nine in ten (92%) reported learning how to make their school a better place.

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[13] Results reported for Summer 2011. Public Profit will issue a Summer 2012 mini report in fall 2012.
[14] The other Conflict Resolution program did not return youth surveys.

Older Youth

Nearly all youth in Academic Success programs reported that their OFCY-funded program helped them to feel more confident about completing high school (94%) and going to college (94%). Participants' first-time pass rates on the California High School Exit Exam (CAHSEE) were substantially higher than the District-wide average.

About nine in ten (88%) of surveyed youth in Career Success programs reported that they learned more about the different kinds of jobs they'd like to have; 86% reported that they expanded their network of potential employers. Male (84%) and female (88%) youth survey participants did not report significant differences in their responses about increasing their network of employers, however for African American youth, 80% of males responded positively to this survey in contrast to 97% of females.

About eight in ten youth in Comprehensive Programs reported that their program helped them to feel more like a part of their community (80%), to make friends (79%), and to work with others on a team (77%).

The OFCY 2010-13 Strategic Plan defined *early childhood* as 0-5 years, and created two different funding streams: (1) mental health and developmental consultations and (2) family/enrichment activities:

> Mental Health Consultation: These grantees, support early childhood education providers and provide counseling for children and families.

> Community Playgroups: These family enrichment grantees offer parent and child playgroups, child only playgroups, and parent workshops.

> Both the Mental Health Consultation and Community Playgroups programs educate parents on developmental needs, and provided referral information.

Programmatic outcomes for each of the grant sub-groups focus on improving the ability of adults - whether early childhood educators or parents - to support the healthy development of young children.

Youth Served

Early childhood grantees served 3,554 children in 2011-12. Among early childhood programs[15], boys and girls are evenly represented: 51% of attendees are boys and 49% are girls. The gender ratio is generally consistent within ethnic groups.

Table 5: Early Childhood Participants' Gender Distribution Within Program Type

Program Type	Male	Female
Overall	51%	49%
Early Childhood Mental Health Consultation	50%	50%
Community Playgroups	54%	46%

Source: CitySpan attendance records for 3,549 youth who attended an early childhood program between July 2011 and June 2012.

Table 6: Early Childhood Participants' Gender Distribution Within Race/Ethnicity

Youth Ethnicity	Male	Female	Overall[16]
Overall	51%	49%	100%
Latino/a	25%	24%	49%
African American	12%	11%	22%
Asian/Pacific Islander	8%	7%	15%
Caucasian	1%	1%	2%
Native American	0%	0%	0%
Multi-Racial/Other/Not Reported	5%	6%	11%

Source: CitySpan attendance records for 3,549 youth who attended an early childhood program between July 2011 and June 2012.

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[15] For the 3,535 early childhood participants for whom race/ethnicity and gender data is available.
[16] Because of rounding, overall percentages may not equal sum of mate and female.

Program Performance

Early childhood programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. Early Childhood programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole, and 11 of 13 programs reached at least 80% of the targeted number of youth served.

Figure 7: Program Integrity - Progress Toward Targeted Number of Children Served
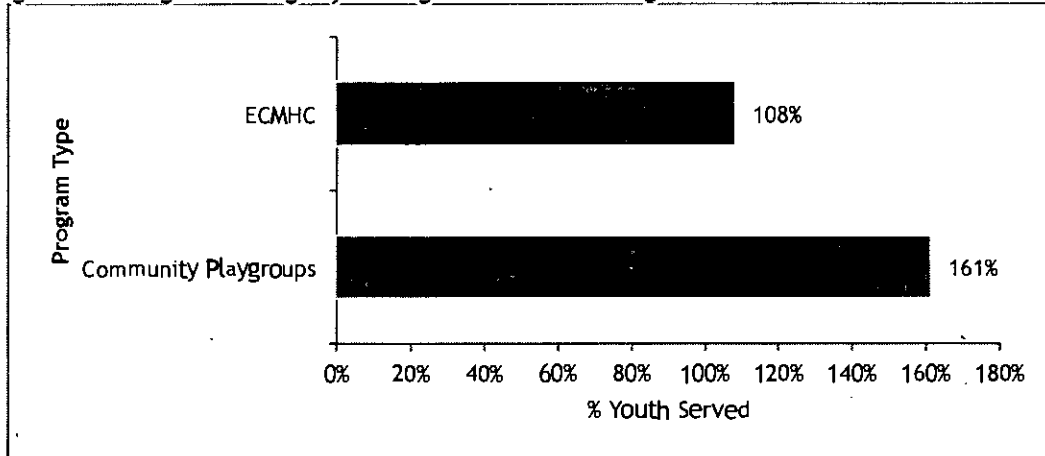
Source: CitySpan attendance records for 13 early childhood programs that receive OFCY funds.

Nine early childhood programs recorded parent/caregiver participation in 2011-12, an optional piece of information for grantees to record. Collectively, these 9 programs served 1,296 parents/caregivers.

Figure 8 describes the Early Childhood grantees' progress toward contracted units of service (i.e., youth or parent service hours) in 2011-12.

Figure 8: Progress Toward Contracted Units of Service
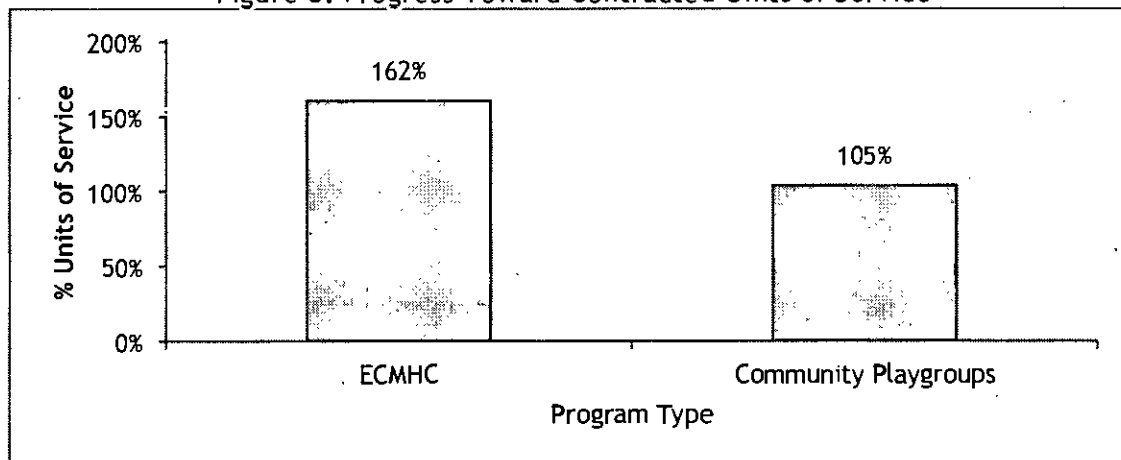
Source: CitySpan attendance records for 3,554 children in early childhood programs that receive OFCY funds.

Table 7 provides detailed program performance data by grantee.

Table 7: Early Childhood Program Performance

Program	Enrollment			Units of Service		
	Projected Children Served	Actual Children Served	Progress Toward Annual Target *Shaded if less than 80%*	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target *Shaded if less than 80%*
Early Childhood - Community Playgroups						
Children's Hospital & Research Center Oakland: Integrated Developmental Playgroups Program	108	197	182%	13,214	12,489	95%
City of Oakland - Office of Parks and Recreation (OPR): Arroyo Inclusive Playgroup	30	46	153%	4,392	4,338	99%
City Of Oakland - Office of Parks and Recreation: Sandboxes to Empowerment	100	53	53%	5,155	3,958	77%
East Bay Agency for Children: Parent Child Education Support Program	115	94	B2%	7,940	22,070	278%
Jumpstart for Young Children: Jumpstart Oakland	225	238	106%	33,696	23,519	70%
Lawrence Hall of Science: Preschool Scientists of Oakland	28	93	332%	630	705	112%
Lotus Bloom Child & Family Center: Multicultural Playgroups	40	171	428%	9440	9,337	99%
Safe Passages: Safe Passages Baby Learning Communities	60	247	412%	3,554	5,541	156%
Average/Total	706	1,139	161%	78,021	81,960	105%

Program	Enrollment			Units of Service		
	Projected Children Served	Actual Children Served	Progress Toward Annual Target *Shaded if less than 80%*	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target *Shaded if less than 80%*
Early Childhood - Mental Health Consultation						
East Bay Agency for Children: Early Childhood Mental Health & Developmental Consultation	162	186	115%	31,645	29,275	93%
Family Paths: The Early Childhood Mental Health Collaborative	848	861	102%	92,530	228,416	247%
Jewish Family & Children's Services of the East Bay: Integrated Early Childhood Consultation Program	360	673	187%	260,150	358,469	138%
Lincoln Child Center: Early Childhood Mental Health Consultation	350	306	87%	25,582	44,093	172%
The Link to Children: Early Childhood Mental Health Consultation	511	390	76%	15,548	27,719	178%
Average/Total	2,231	2,416	108%	425,455	687,972	162%

Point of Service Quality

Point of service quality ratings, based on site visits, are available for community playgroups. Early childhood playgroups received high ratings in all areas of the Early Childhood Program Quality Assessment.

Program Quality Dpmain	Average Rating On a 1-5 scale
Health, Safety and Nutrition	4.65
Environment	4.92
Developmentally Appropriate Content and Curriculum	4.31
Interaction: Supports for Relationship Building	4.54
Family, Community and School Collaboration and Access	4.70
Cultural Compeitence of Staff and Programming	4.67
Professionalism	5.00

Table 8 lists the community playgroups' point of service quality ratings by site.

Table 8: Early Childhood Community Playgroups Point of Service Quality Ratings by Site

Program	Point of Service Quality Status 2011-12	Site Visit Domain Ratings						
		Health	Environment	Developmentally Appropriate Content and Curriculum	Interaction: Supports for Relationship Building	Family, Community and School Collaboration and Access	Cultural Competence of Staff and Programs	Professionalism
Early Childhood - Community Playgroups								
Children's Hospital & Research Center Oakland: Integrated Developmental Playgroups Program	Thriving 4.76	4.60	5.00	4.50	5.00	4.20	5.00	5.00
City of Oakland - Office of Parks and Recreation (OPR): Arroyo Inclusive Playgroup	Thriving 4.54	5.00	5.00	4.00	5.00	3.80	4.00	5.00
City Of Oakland - Office of Parks and Recreation: Sandboxes to Empowerment	Thriving 4.66	4.60	5.00	4.00	4.00	5.00	5.00	5.00
East Bay Agency for Children: Parent Child Education Support Program	Thriving 4.78	4.60	5.00	4.50	4.33	5.00	5.00	5.00
Jumpstart for Young Children: Jumpstart Oakland	Thriving 4.93	5.00	5.00	4.50	5.00	5.00	5.00	5.00
Lawrence Hall of Science: Preschool Scientists of Oakland	Thriving 4.55	4.33	5.00	4.00	4.50	5.00	4.00	5.00
Lotus Bloom Child & Family Center: Multicultural Playgroups	Thriving 4.53	4.60	5.00	4.00	3.50	4.60	5.00	5.00
Safe Passages: Safe Passages Baby Learning Communities	Thriving 4.74	4.50	4.33	5.00	5.00	5.00	4.33	5.00
Average	4.69	4.65	4.92	4.31	4.54	4.70	4.67	5.00

Progress toward Outcome Measures

The following table summarizes the OFCY-defined outcome measures for early childhood programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes.

Table 9: Early Childhood Grantees' Progress toward OFCY Outcome Measures

	OFCY-Defined Outcomes Measure	Evidence of Progress
Early Childhood Mental Health Consultation	Teachers/educators feel supported in their work.	Participants in the end-of-year Early Childhood Mental Health Consultation teacher focus group reported satisfaction with the presence and support of the MHC: "The MHC attends weekly staff meeting and we discuss any concerns." "The MHC comes to the classroom once per week, observes the child, makes notes, and works with the teacher to share ideas."
	Teachers/educators build communication skills for interaction with staff and parents.	Teachers in the end-of-year Early Childhood Mental Health Consultation teacher focus group reported positive communication: "We're very lucky to have a MHC that speaks Spanish, because the majority of families are Hispanic."
	Teachers/educators increase confidence in their work.	Responses in the end-of-year Early Childhood Mental Health Consultation teacher focus group reported increased confidence: "The MHC helped construct action plans and gave recommendations about ways teachers/educators can respond to problematic behavior."
	Teachers/educators demonstrate increased awareness of, and ability to observe and discuss child development principles.	Teachers reported receiving support from the MHC to increase knowledge of developmentally appropriate practice: "The MHC meets with staff, especially teachers, and gives us the guidance or technique on how to speak with children, how to go to them and use some sentences that makes them calm down."

OFCY-Defined Outcomes Measure	Evidence of Progress
Build teacher/educator skills and capacity to work with children (e.g., positive reinforcement, emotional support, structured play).	Teacher participants in the end-of-year Early Childhood Mental Health Consultation teacher focus group reported receiving support to improve their teaching: "One child never wants to cooperate with the group activity. And the MHC said make her busy a little bit, give her a job, make her a helper, '[Name] is a good helper today,' and we give her some warning in advance when there is a transition coming up, give her some idea that we're moving to small group so she knows it's coming."
Parents have an increased ability to engage with teachers/educators.	94% of ECMHC parent survey participants agreed or strongly agreed that after participating in the program they are more comfortable or confident when talking with their child's teacher.[17]
Parents have increased awareness and access to resources and support services that help their child reach their educational and developmental milestones.	97% of ECMHC parent survey participants agreed or strongly agreed that after participating in the program they are aware of more resources to help their children learn and grow. 87% of ECMHC parent survey participants agreed or strongly agreed that they have used one or more of the resources the Mental Health Consultant gave them.
Families gain understanding of their child's developmental needs.	94% of ECMHC parent survey participants agreed or strongly agreed that after participating in the program they better understand what their child needs to grow and learn. 90% of ECMHC parent survey participants agreed or strongly agree that they feel more confident managing child's behavior.
Programs demonstrate a decrease in child suspensions and expulsions.	4 of 4 sites participating in the Program Practice Survey reported a high or exceptional level of proficiency in demonstrating a decrease in child suspensions and expulsions.

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[17] Thirty-One (31) parents from three ECHMC programs completed surveys.

OFCY-Defined Outcomes Measure	Evidence of Progress
Programs demonstrate higher child retention rates.	4 of 4 sites participating in the Program Practice Survey reported a high or exceptional level of proficiency in demonstrating higher child retention rates.
Programs provide smooth transitions between activities.	Data was not available on this indicator for 2011-2012.
The community playgroup is designed to improve children's readiness to enter kindergarten.	62% of 230 EC Playgroups Parent/Caregiver Survey respondents reported that as a result of the program they have learned how to help their child be ready for school.
Families' involvement in their child's learning and growth is increased.	87% of EC Playgroups Parent/Caregiver Survey respondents agreed or strongly agreed that as a result of this program they have spent more time reading to their child.
Parents/caregivers improve interactions with their children and better support children's developmental progress.	66% EC Playgroups Parent/Caregiver Survey respondents that as a result of this program, they learned new things about ways to help their child behave well.

89% EC Playgroups Parent/Caregiver Survey respondents agreed or strongly agreed that as a result of this program they have developed a more positive relationship with their child. |
| Children and their families have access to development support services when needed and which may otherwise be unavailable. | 87% EC Playgroups Parent/Caregiver Survey respondents agreed or strongly agreed that as a result of the program they learned about community resources that can help their child or family. |
| The program supports children's positive behavior management techniques and promotes positive interpersonal relationships among children. | 67% of EC Playgroups Parent/Caregiver Survey respondents reported that, "as a result of this program, my child has learned more about how to play with other children."

47% reported that, "as a result of this program my child has learned more about how to control his or her emotions."

49% of children in EC Playgroups learned about how to talk about his or her needs according to parent surveys. |

Community Playgroups

The OFCY 2010-13 Strategic Plan defines two strategies within the Out of School time grant group: (1) community-based out of school time (OST) and (2) summer.

> Community-based out of school time programs serve elementary and middle school aged youth with "programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness and peer support activities within a youth development framework are supported during after school, evening and weekend hours."

> Summer programs are described in the plan as "community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities are supported within a youth development framework."

> These programs seek to enhance participants' confidence and self esteem, support their academic success and promote community engagement.

Youth Served

Out of school time grantees served 5,276 youth in 2011-12. Among after school programs[18], boys and girls are evenly represented: 51% of attendees are girls and 49% are boys. The gender ratio is generally consistent within ethnic groups (Table 11).

Table 10: Out of School Time Participants' Gender Distribution Within Program Type

Program Type	Male	Female
Overall	49%	51%
Community-Based	51%	49%
Summer 2011	44%	56%

Source: CitySpan attendance records for youth who attended after school programs between July 2011 and June 2012.

Table 11: Out of School Time Participants' Gender Distribution Within Race/Ethnicity

Youth Ethnicity	Male	Female	Overall[19]
Overall	49%	51%	100%
African American	18%	20%	38%
Latino/a	17%	16%	33%
Asian/Pacific Islander	5%	4%	9%
White	2%	2%	3%
Native American	1%	1%	1%
Multi-Racial/Other/Not Reported	7%	9%	16%

Source: CitySpan attendance records for youth who attended after school between July 2011 and June 2012.

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[18] For the 4,541 participants for whom race/ethnicity and gender data is available.
[19] Because of rounding, overall percentages may not equal sum of male and female.

Program Performance

Out of school time (OST) programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. Out of school time programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole, and 20 of 22 programs have reached at least 80% of the targeted number of youth served.

Figure 9: Program Integrity - Progress Toward Targeted Number of Children Served
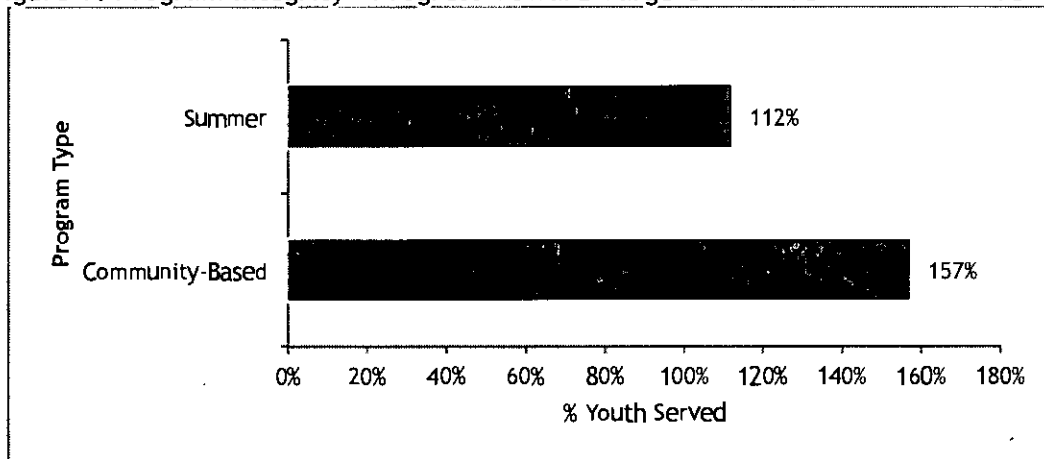
Source: CitySpan attendance records for 22 community-based out of school time programs that receive OFCY funds.

Figure 10 describes the out of school time grantees' progress toward contracted units of service (i.e., youth service hours) in 2011-12.

Figure 10: Progress Toward Contracted Units of Service
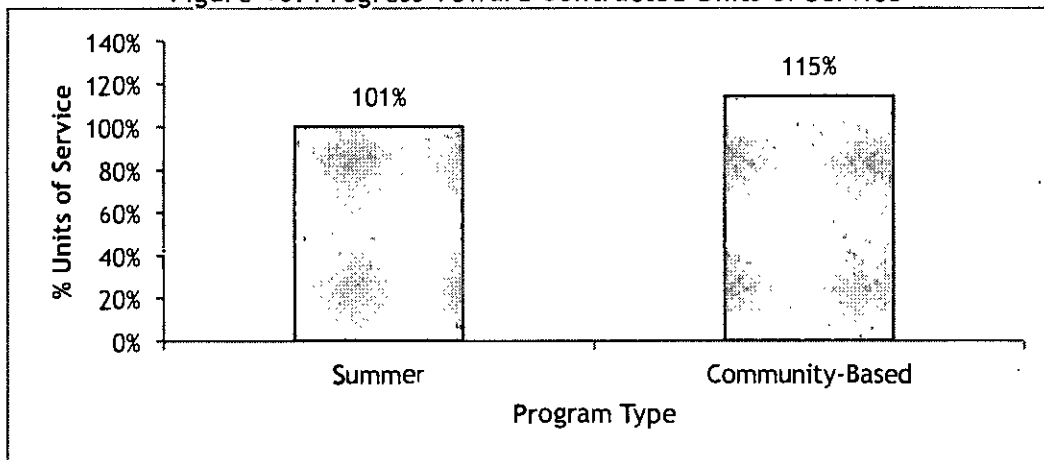
Source: CitySpan attendance records for 5,276 children, parents and teachers in community-based out of school time programs that receive OFCY funds.

Table 12 provides detailed program performance data by grantee.

Table 12: Out of School Time Program Performance

Program	Enrollment			Units of Service			Youth Participation
	Projected Youth Served	Actual Youth Served	Progress Toward Annual Target *Shaded if less than 80%.*	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target *Shaded if less than 80%*	Average Days Attended
Out of School Time - Community-Based After School							
Ala Costa Centers: Enhanced Learning After School Program for Children with Special Needs	75	86	115%	39,348	40,420	103%	177
Bay Area Outreach & Recreation Program: Sports & Recreation for Youth with Physical Disabilities	45	40	89%	4,424	4,748	107%	16
OPR: Oakland Discovery Centers	500	754	151%	28,526	30,833	108%	12
Dimensions Dance Theater, Inc.: Rites of Passage	120	190	158%	19,490	19,986	103%	36
East Oakland Boxing Association: SmartMoves Education and Enrichment Program	650	742	114%	33,814	38,820	115%	25
Lifelong Medical: OBUGS Out of School Time	121	164	136%	10,696	7,913	74%	22
Museum of Children's Art: Library Education and Art Program	350	1,174	335%	6,300	6,210	99%	3 (Drop-in program)
The American Indian Child Resource Center: Nurturing Native Pride	25	53	212%	6,937	6,978	101%	42
The Green Stampede: Homework Club Summer Only	50	0	0%	4,030	N/A	N/A	N/A
Unity Council: Neighborhood Sports Initiative	350	386	110%	8,580	30,568	356%	31
Average/Total	2,286	3,589	157%	162,144	186,480	115%	45

Program	Enrollment			Units of Service			Youth Participation
	Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	Average Days Attended
Out of School Time - Summer 2011							
Aim High for High School: Aim High / Oakland	223	190	85%	34,320	31,344	91%	25
City of Oakland- Office of Parks and Recreation: Summer Camp Explosion	300	303	101%	85,120	89,328	105%	37
College Track Summer Program	50	86	172%	4,501	5,251	117%	11
Destiny Arts Center: Camp Destiny	80	87	109%	3,750	4,604	123%	9
East Bay Asian Youth Center: San Antonio Summer Learning Initiative	210	328	156%	20,160	27,744	138%	21
East Oakland Youth Development Center: Summer Cultural Enrichment Program	300	326	109%	145,330	117,626	81%	25
Family Support Services of the Bay Area: Kinship Summer Youth Program	50	49	98%	6,550	7,162	109%	19
Girls Incorporated of Alameda County: Concordia Park Summer Program	50	65	130%	6,536	8,913	136%	17
Girls Incorporated of Alameda County: Eureka! Summer Program	59	83	141%	5,900	7,087	120%	17
Leadership Excellence: Oakland Freedom School	120	92	77%	2,550	16,251	637%	24
Oakland Asian Students Educational Services: OASES Summer Science Series	40	44	110%	3,368	5,085	151%	18
Prescott Circus Theatre Summer Program	30	34	113%	3,456	4,027	117%	21
Average/Total	1,512	1,687	112%	321,541	324,422	101%	24

Point of Service Quality

Available evidence suggests that OFCY-funded out of school time programs provide a safe, supportive environment for youth that promotes a sense of belonging. Out of school time programs were rated highly in the areas of safety and support during site visits. Nine in ten (89%) participants in OST programs reported positively on a group of questions about physical safety in the program, however one in five youth report being bullied in their program.

Youth in nearly all programs report high levels of belonging and have strong connections with caring adults. A somewhat smaller proportion report high levels of engagement and interaction opportunities in OST programs.

A detailed explanation of the survey domains is located on page 55 in the Appendix.

Program Quality Domain	Average Rating On a 1-5 scale	Stakeholder Survey Results[20]
Safety	4.74	7 of 9 OST grantees had 85% or more of surveyed youth report feeling safe. 5 of 9 OST grantees had 15% or fewer of surveyed youth report being physically pr verbally harassed.
Support	4.28	8 of 9 OST grantees had 85% or more of surveyed youth report high levels of adult support. 9 of 9 OST grantees had 85% or more of surveyed youth report opportunities to learn.
Interaction	3.82	5 of 9 OST grantees had 85% or more of surveyed youth report high levels of interaction. 8 of 9 OST grantees had 85% or more of surveyed youth report that they feel like they belong in the program.
Engagement	3.18	4 of 9 OST grantees had 85% or more of surveyed youth report high levels of engagement. 9 of 9 OST grantees had 85% or more of surveyed youth report that the adults in the program listen to what they have to say.

Table 13 lists point of service quality ratings by site.

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[20] Parallel survey items were not available for Summer grantees in 2011; these sites are therefore not included in this summary.

Table 13: Out of School Time Point of Service Quality Ratings by Site

Program	Point of Service Quality Status	Safe		Supportive		Interaction		Engagement	
		Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Community-Based After School									
Ala Costa Centers: Enhanced Learning After School Program for Children with Special Needs	Performing 4.13	4.87	80%	4.75	96%	3.92	74%	3	91%
Bay Area Outreach & Recreation Program: Sports & Recreation for Youth with Physical Disabilities	Performing 3.99	4.92	98%	4.54	98%	3.83	91%	2.67	70%
OPR: Oakland Discovery Centers	Performing 3.36	3.32	92%	4.04	89%	2.92	88%	3.17	89%
Dimensions Dance Theater, Inc.: Rites of Passage	Performing 4.47	4.5	95%	4.72	95%	4.5	97%	4.17	51%
East Oakland Boxing Association: SmartMoves Education and Enrichment Program	Performing 4.04	4.73	95%	4.61	97%	4	87%	2.83	85%
Museum of Children's Art: Library Education and Art Program	Performing 3.58	4.33	92%	3.89	94%	3	84%	1.57	56%
OBUGS Out of School Time	Performing 3.81	4.73	N/A	3.71	N/A	3.29	N/A	3.5	N/A
The American Indian Child Resource Center: Nurturing Native Pride	Thriving 4.95	5	96%	4.94	100%	5	71%	4.88	88%
The Green Stampede: Homework Club Summer Only	Thriving 4.19	4.92	N/A	4.43	N/A	4.25	N/A	3.17	N/A
Unity Council: Neighborhood Sports Initiative	Performing 4.05	4.72	67%	4.48	84%	3.67	73%	3.33	58%
Average	4.03	4.75	89%	4.28	94%	3.85	83%	3.19	74%

Program	Point of Service Quality Status	Site Visit Domain Ratings			
		Safe	Supportive	Interaction	Engagement
Out of School Time - Summer 2011 *(Quality status categories based on Safe and Supportive quality ratings only)*					
Aim High for High School: Aim High / Oakland	Thriving 4.05	4.87	4.06	3.92	3.33
City of Oakland- Office of Parks and Recreation: Summer Camp Explosion	Performing 3.23	4.70	3.09	2.96	2.17
College Track Summer Program	Thriving 4.89	4.73	4.78	5.00	5.00
Destiny Arts Center: Camp Destiny	Thriving 3.64	5.00	4.13	3.25	2.17
East Bay Asian Youth Center: San Antonio Summer Learning Initiative	Thriving 4.44	5.00	4.53	4.25	4.00
East Oakland Youth Development Center: Summer Cultural Enrichment Program	Thriving 4.11	5.00	4.17	3.79	3.50
Family Support Services of the Bay Area: Kinship Summer Youth Program	Thriving 3.7	4.80	3.96	3.38	2.67
Girls Incorporated of Alameda County: Concordia Park Summer Program	Thriving 3.67	4.80	3.95	3.42	2.50
Girls Incorporated of Alameda County: Eureka! Summer Program	Thriving 4.57	5.00	4.61	4.50	4.17
Leadership Excellence: Oakland Freedom School	Thriving 3.49	4.58	3.88	3.67	1.83
Oakland Asian Students Educational Services: OASES Summer Science Series	Thriving 4.15	5.00	4.66	3.96	3.00
Prescott Circus Theatre Summer Program	Thriving 4.24	5.00	4.28	4.17	3.50
Average	4.02	4.87	4.18	3.86	3.15

Progress toward Outcome Measures

The following table summarizes the OFCY-defined outcome measures for after-school, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes.

Table 14: Out of School Time Grantees' Progress toward OFCY Outcome Measures

OFCY-Defined Outcomes Measure	Evidence of Progress[21]
Youth increase their sense of mastery and accomplishment.	Of the 448 youth survey participants, the majority reported increases in mastery and accomplishment in the OFCY funded OST program.
	Nearly all of youth responded positively on survey items regarding the program: improving skills that they previously found difficult (92%), working hard towards goals (97%), feeling good about skills (95%), and expecting good things from oneself (96%).
	There were no notable differences in youths' self reported mastery and accomplishment by gender, race/ethnicity, or participation level.
Youth will improve their communication and social skills.	Program participants reported positive pro-social and communication outcomes. Youth reported that since coming to the program they get along better with people their age (93%), are better at making friends (93%), are better at listening to other people (93%) and work better with others on a team (90%). Notably different, fewer youth responded positively to learning how to better tell others about their ideas and feelings (81%).
	Girls were slightly less likely to report that their after school program helped them to build stronger social skills (88% of females, versus 92% of males).
	Latinas were less likely to report that their out of school time program helped them to build social skills - just 77% responded positively to three of four survey questions on this topic.
Youth feel like part of their community.	Youth participants reported positively to community engagement outcomes, which included the program helping them to care more about their community (89%) and feeling like they are a part of the community (92%).
	Boys were substantially more likely to report that the out of school time program helped them to feel more connected to their community: 91% of males and 82% of females responding positively to both community survey items.
	The largest difference occurred between African American students, with 94% of males and 73% of females responding positively to both community survey items.

In the leftmost column spanning the rows: **Community-Based After School**

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[21] See the Appendix for a detailed description of the survey items used for each outcome domain.

OFCY-Defined Outcomes Measure	Evidence of Progress[21]
Youth have more access to caring adults in their community.	The majority of youth responded positively about the adults in their OFCY funded OST program. Participants felt that the adults in their program cared about them (94%), they could ask adults for help (92%) and could trust adults (97%). Youth survey responses to questions about caring adults were consistent across ethnicities, gender and the number of program days attended.
Families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development and academic success.	In the program sites' self-reported practice, End of Year survey (fielded May 2012), 5 of 7 programs reported a high level of proficiency in increasing families' participation in program-related activities. In addition, when evaluating if the program increased families' use of community support service, 5 of 7 programs reported some work on this and 2 programs responded that they had a high or exceptional level of proficiency. Programs in the OST funding strategy provided nearly 2,600 hours of family engagement events and family education workshops in 2011-12.
Youth develop an interest in physical activity.	Youth in OFCY funded OST programs reported positive health and wellness outcomes. Participants responded positively to their program helping them make good choices about their health (85%), eating healthier (73%) and exercising more (83%). Youth survey responses reflected distinct differences between males and females in response to health and wellness questions. Ninety four percent (94%) of male survey participants responded positively to two or three of the survey questions, while only 77% of females did. These gender differences were consistent across ethnicities, except for the 97% of Latinas who responded positively to these outcomes. Youth in OST programs participated in nearly 63,000 hours of sports, recreational and fitness activities.
Youth are exposed to activities and opportunities that relate to possible career interests.	Youth engaged in career preparation activities. Participants learned about future jobs (79%) and how to get the kind of job they want (67%). Youth in OST programs participated in nearly 1,100 hours of career/job readiness activities.

	OFCY-Defined Outcomes Measure	Evidence of Progress[21]
	Youth develop an appreciation for their cultural identity and/or gender awareness.	Program participants developed cultural understanding by learning about people who are different than them (84%). The also developed an understanding of different cultures (82%).
	Youth increase their sense of mastery and accomplishment.	Youth participants in OFCY summer programs reported positive self-efficacy. The majority of program participants reported that they worked hard toward their goals (75% very true), were confident in their skills and abilities (67% very true), and expected good things from themselves (80% very true).
	Youth will improve their communication and social skills.	Program participants also reported pro-social outcomes with peers. Sixty-six percent (66%) of participants believed 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 in teams.
	Youth have more access to caring adults in their community.	Seventy-seven percent (77%) of young people reported that it was very true that they had met at least one adult that cares about them in the program, and 74% felt like they were important to at least one adult.
Summer 2011	Youth develop an interest in physical activity.	Youth summer program participants reported positive health outcomes. The 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%).
	Children and youth will have sustained learning through summer months.	Most participants felt that attending their summer program positively impacted their academic success. The majority responded "very true" to the following statements: because of the program they look forward to learning (64%), go to school more often (60%), do better in academic subjects (57%), and plan to graduate or have already graduated from high school (87%).
	Youth are exposed to activities and opportunities that relate to possible career interests.	Sixty-five percent (65%) of youth respondents reported that they learned about careers and opportunities for their future in the summer program.

OFCY-Defined Outcomes Measure	Evidence of Progress[21]
Youth develop and appreciation for their cultural identity and/or gender awareness.	Youths also reported positive outcomes toward diverse people and cultures. 66% of participants replied that it was very true that they value all people of all genders/gender identification, 71% reported learning about people who are not like them in their summer program, and 67% replied that they understood different cultures better as a result of the program.

Promising Practice - Balancing Structure and Freedom
Dimensions Dance: Rites of Passage Program

The Rites of Passage program introduces young dancers to a variety of dance styles, ranging from West African and Caribbean to ballet and tap, culminating in three annual public performances. The ROP is carefully structured to provide dancers with successively larger opportunities for creativity and leadership.

During rehearsals, dancers work through a common set of warm-up activities, taking turns leading each part, with the rest of the troupe following. While rehearsing for a performance, dancers rotate out of the group to observe the others, pausing to offer constructive feedback about the routine.

ROP performances incorporate greater opportunities for youth over time, culminating with the spring show, which is written and directed by youth. They collaborate over the course of months to agree on a theme, to design the program, to choreograph the dances, and to share their work with the public.

Promising Practice - Support
Asian Health Services: Banteay SREI

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. A particular feature of this program is the ability to find the delicate balance creating a safe environment to nurture and support young women while educating them about serious life issues. Asian Health Services provides opportunities for laughter-filled and serious conversations. The young women are encouraged to share personal stories and do so with courage and emotion. The program incorporates video media and printed educational materials that lead to rich discussions. Staff members ask open-ended questions and accept student responses with compassion.

The SREi program continues to create balance by giving students opportunities for reflection through letter writing activities and voicing what they would "take away" from a discussion. The staff routinely confirms the safety of the environment and assures the young girls they are "family" and they could come for help, questions and concerns at anytime. The young girls express they feel safe and learn useful information.

Two program models are funded under the Wellness and Healthy Transitions strategy:

>Youth Leadership - "Programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment." These programs seek to improve young people's ability to identify and address issues affecting their school community.

>Conflict Resolution - "Support for non-violence promotion through peer leadership/ learning using conflict resolution programs that are embedded in the goal of creating a positive school culture." These programs seek to enhance participants' decision-making abilities and to make a measurable impact on school safety.

Youth Served

Wellness and Healthy Transitions grantees served 1,392 youth in 2011-12. Among Wellness and Healthy Transitions programs[22], boys and girls are evenly represented: 53% of attendees are girls, 47% are boys and 3 are transgender. The gender ratio is generally consistent within ethnic groups (Table 16).

Table 15: Wellness & Healthy Transitions Participants' Gender By Program Type

Program Type	Male	Female
Overall	47%	53%
Youth Leadership	49%	51%
Conflict Resolution	45%	55%

Source: CitySpan attendance records for youth who attended Wellness and Healthy Transitions programs between July 2011 and June 2012.

Table 16: Wellness & Healthy Transitions Participants' Gender Distribution By Race/Ethnicity

Youth Ethnicity	Male	Female	Overall[23]
Overall	47%	53%	100%
African American	14%	17%	32%
Asian/Pacific Islander	14%	15%	29%
Latino/a	10%	11%	21%
Native American	5%	5%	10%
White	1%	1%	2%
Multi-Racial/Other/Not Reported	2%	2%	5%

Source: CitySpan attendance records for youth who attended Wellness and Healthy Transitions programs between July 2011 and June 2012.

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[22] For the 1,140 participants for whom race/ethnicity and gender data is available.
[23] Because of rounding, overall percentages may not equal sum of male and female.

To explore potential differences in youths' experiences in OFCY-funded programs, the evaluation team analyzed selected survey domains by participant characteristics.

Our analysis found that female participants were more likely to report that their OFCY-funded program provided a high quality experience than their male peers. Notably, 94% of girls reported high levels physical and emotional safety in their OFCY program, a statistically significant difference from boys.
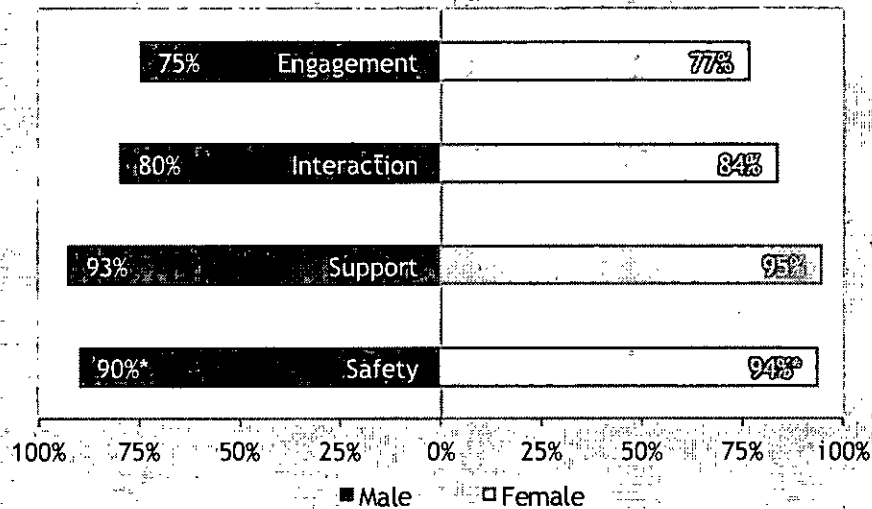
75%	Engagement	77%
80%	Interaction	84%
93%	Support	95%
90%*	Safety	94%*

100%   75%   50%   25%   0%   25%   50%   75%   100%

■ Male   □ Female

*Statistically significant difference at p<.05 between genders
Source: Youth participant surveys administered in spring 2012.

The difference in perceived safety appears to be driven by youth in the upper elementary and middle school grades. On the other hand, girls aged 6-10 appear to have much less engaging experiences than their male peers.

Quality Rating	6-10 Year-Olds		11-14 Year-Olds		15-20 Year-Olds	
	Male	Female	Male	Female	Male	Female
Safety	90%	93%	89%*	97%*	90%	92%
Support	93%	95%	92%	94%	93%	95%
Interaction	83%	86%	84%	88%	77%	82%
Engagement	86%*	66%*	80%	80%	71%	77%

*Statistically significant difference at p<.05 between genders
Source: Youth participant surveys administered in spring 2012.

African American and Asian/Pacific Islander boys reported lower overall program quality ratings than their female peers, though the differences were not statistically significant. By contrast, Latino and Latinas reported largely similar program quality ratings.

Program Performance

Wellness and Healthy Transitions programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. The Wellness and Healthy Transitions programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole; 2 of 9 individual programs in this strategy did not meet or exceed their targeted number of youth served.

Figure 11: **Program Integrity - Progress Toward Targeted Number of Children Served**
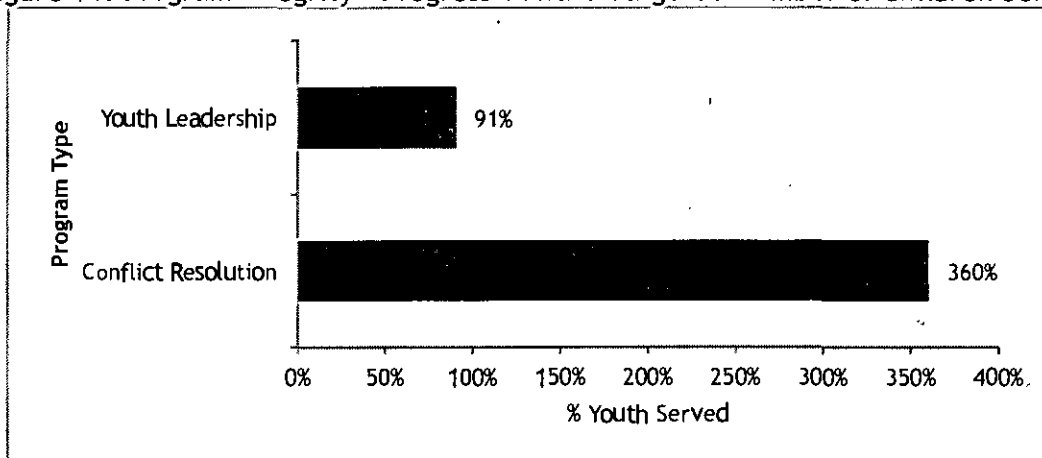
Source: CitySpan attendance records for 9 Wellness and Healthy Transitions programs that receive OFCY funds.

Figure 12 describes the Wellness and Healthy Transitions grantees' progress toward contracted units of service (i.e., youth service hours) in 2011-12.

Figure 12: **Progress Toward Contracted Units of Service**
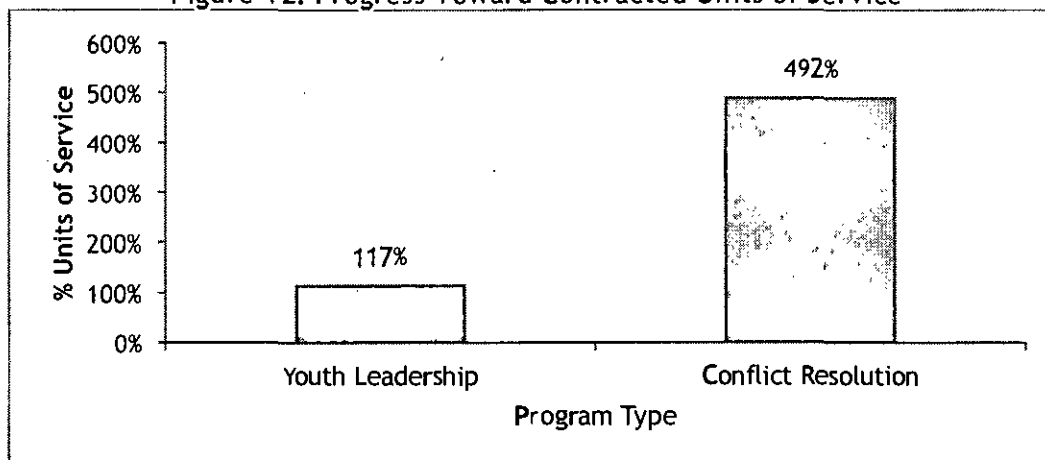
Source: CitySpan attendance records for 1,392 youth in Wellness and Healthy Transitions programs that receive OFCY funds.

Table 17 provides detailed program performance data by grantee.

Table 17: Wellness and Healthy Transitions Program Performance

Program	Enrollment			Units of Service			Youth Participation	
	Projected Youth Served	Actual Youth Served	Progress Toward Annual Target *Shaded if less than 80%*	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target *Shaded if less than 80%*	Average Days Attended
Wellness & Healthy Transitions – Conflict Resolution								
McCullum Youth Court: PEACE Program	40	67	168%	1,107	1,226	111%	9
Oakland Unified School District: OUSD Conflict Resolution	132	552	418%	466	6,522	1398%	1[24]
Average/Total	172	619	360%	1,573	7,748	492%	3
Wellness & Healthy Transitions – Youth Leadership								
AIDS Project of the East Bay: LGBT Youth Health and Wellness Conductors Program	200	65	33%	3,400	3,499	103%	11
Asian Community Mental Health Services: Asian/Pacific Islander Youth Promoting Advocacy and Leadership	300	206	69%	21,694	31,503	145%	40
Asian Health Services: Taking Charge: API Youth Leaders	40	37	93%	1,998	2,091	105%	23
La Clinica de la Raza: Oakland Middle School Youth Leadership Health Collaborative	60	89	148%	3,840	4,465	116%	29
Loto Taha Pasifika: Healthy Heart Healthy Mind	40	87	218%	9,920	11,203	113%	52
Native American Health Center: Indigenous Youth Voices	160	256	160%	25,898	20,905	81%	12
Youth ALIVE! Teens On Target Violence Prevention Program	45	33	73%	3,848	2,846	74%	55
Average/Total	845	773	91%	70,598	76,515	108%	30

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[24] Most youth participate in one to two conflict mediation sessions in this program.

Point of Service Quality

Wellness and Healthy Transitions programs were rated highly in the areas of safety, support, interaction and engagement during site visits. In contrast to the high site visit score, just 79% of youth participants in these programs reported high levels of engagement, this is largely a result of youth not reporting opportunities to choose the types of activities they take part in.

Program Quality Domain	Average Rating On a 1-5 scale	Stakeholder Survey Results
Safety	4.54	6 of 6 WHT grantees had 85% or more of surveyed youth report feeling safe.[25] 4 of 6 WHT grantees had 15% or fewer of surveyed youth report being physically or verbally harassed.
Support	4.63	7 pf 8 WHT grantees had 85% or more of surveyed youth report high levels of adult support. 8 of 8 WHT grantees had 85% or more of surveyed youth report opportunities to learn.
Interaction	4.21	6 of 8 WHT grantees had 85% or mpre of surveyed youth report high levels of interaction. 8 of 8 WHT grantees had 85% or more of surveyed youth report that they feel like they belong.
Engagement	4.30	1 of 8 WHT grantees had 85% br more of surveyed ydUth report high levels of engagement. 8 of 8 WHT grantees had 85% or more of surveyed youth report that the adults in the program listen to what they have to say.

Table 18 lists point of service quality ratings by site.

> **Promising Practice - Youth Voice**
> **Healthy Heart, Healthy Mind Program: Loto Taha Pacifika**
>
> Youth voice is a key component of the Healthy Heart, Healthy Mind: Loto Taha Pacifika dance program. The program provides health education to youth where participants from five OUSD high schools lead all aspects of the programs activities; students choreograph routines from conception, lead practices sessions, and plan all aspects of facilitating performahces community events. Programs such as this, which operate at the highest level of "shared leadership" between adults and youith participants, are supporting youth ih building motivation, promoting learning and self-direction, and improving the community.

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[25] Two grantees did not provide complete survey data on safety questions.

Table 18: Wellness and Healthy Transitions Point of Service Quality Ratings by Site

Program	Point of Service Quality Status	Safe		Supportive		Interaction		Engagement	
		Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Wellness & Healthy Transitions - Conflict Resolution									
McCullum Youth Court: PEACE Program	Performing 3.83	4.40	N/A	4.43	N/A	3.17	N/A	3.33	N/A
Oakland Unified School District: OUSD Conflict Resolution	Performing 4.38	4.44	96%	4.58	89%	4.83	88%	3.67	73%
Average	4.11	4.42	96%	4.51	89%	4.00	88%	3.50	73%
Wellness & Healthy Transitions - Youth Leadership									
AIDS Project of the East Bay: LGBT Youth Health and Wellness Conductors Program	Performing 4.08	4.37	100%	4.35	100%	3.92	100%	3.67	90%
Asian Community Mental Health Services: Asian/Pacific Islander Youth Promoting Advocacy and Leadership	Thriving 4.79	4.84	N/A	4.67	93%	4.67	87%	5.00	82%
Asian Health Services: Taking Charge: API Youth Leaders	Performing 4.30	5.00	100%	4.27	82%	3.58	73%	4.33	55%
La Clinica de la Raza: Oakland Middle School Youth Leadership Health Collaborative	Thriving 4.55	4.80	95%	4.74	100%	4.00	95%	4.67	84%
Loto Taha Pasifika: Healthy Heart Healthy Mind	Thriving 4.85	5.00	N/A	4.92	93%	4.67	86%	4.83	79%
Native American Health Center: Indigenous Youth Voices	Performing 4.33	3.89	92%	4.84	90%	4.25	82%	4.33	82%
Youth ALIVE! Teens On Target Violence Prevention Program	Thriving 4.66	4.10	93%	4.89	100%	4.83	100%	4.83	80%
Average	4.51	4.57	96%	4.67	94%	4.27	89%	4.52	79%

Progress toward Outcome Measures

The following table summarizes the OFCY-defined outcome measures for Wellness and Healthy Transitions programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes.

Table 19: Wellness & Healthy Transitions Grantees'
Progress toward OFCY Outcome Measures

	OFCY-Defined Outcomes Measure	Evidence of Progress
Youth Leadership	Youth have a greater confidence in their ability to lead.	Youth survey respondents responded positively on survey items regarding their ability to lead. Of the 245 OFCY WHT program participants with survey responses, the majority reported making better decisions (90%), setting goals (89%) and being more of a leader (85%). Additionally 84% of youth reported improving their ability to solve problems without violence or fighting. Boys were somewhat less likely to report that they improved their leadership skills while in the OFCY-funded program: 86% of matched male survey participants reported that they were more of a leader, while 92% of females responded positively to the same question. Youth who attended the program longer were more likely to respond positively to questions about leadership. 96% of participants who attended 100+ days of programing responded positively in comparison to youth who attended 26-100 days (89%) and youth who attended 8-25 days (88%).
	Youth are more aware about the ways to change their behavior, school, or community climate that promotes improved health and wellbeing.	Most program survey participants responded positively regarding helping other people make healthy choices (86%). Just 78% of Asian and Pacific Islander youth reported that they learned how to help others make healthy choices, in contrast to the 94% of Latinos and 96% of African American youth who responded positively to the same question.
	Youth leaders have increased confidence to address and resolve problems in school and physical health.	In addition to helping others make healthy choices, survey respondents reported learning about the factors that affect people's health (85%). Similarly to the previous survey item, youth reported differences in learning about factors that affect people's health based on their race/ethnicity. 80% of Asian and Pacific Islander youth reported positively to this survey item, in contrast to the 97% of Latinos and 96% of African American youth who responded positively to the same question.

	OFCY-Defined Outcomes Measure	Evidence of Progress
	Youth have increased ability to make better decisions about their health and wellbeing.	Nearly all (85%) OFCY WHT program participants responded positively about their program helping them to make good choices about their health. Youth reported varying abilities to make good choices about their health based on their race/ethnicity. 76% of Asian and Pacific Islander youth reported positively to this survey item, in comparison to the 94% of Latinos and 92% of African American youth who responded positively to the same question[26].
Conflict Resolution[27]	Youth improve their communication and problem solving skills in real life settings.	Conflict resolution program survey participants reported increased communication and problem solving skills. Of the 96 survey participants, most participants self-reported making better decisions (79%), being better at setting goals for themselves (76%), solving problems without violence or fighting (79%) and were more of a leader (85%).
	Participants demonstrate a reduction in suspensions.	Among the 248 (40%) Conflict Resolution program participants whose participation data could be matched with OUSD records, both the average number of suspensions and days suspended increased from the prior school year. Participants' average suspensions rose from .49 to .96 per youth, accounting for an average of 2.2 days suspended. These year-to-year changes may be linked to the reasons for youths' participation in conflict resolution. That is, some youth are required to participate because they have been suspended, accounting for the year-over-year changes.
	Reduction in number of violent acts at school.	Of the two conflict resolution grantees, one program participated in the program practice survey. That program reported a high level of proficiency in their level of practice in reducing violent acts at school.

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[26] Due to high concentrations of ethnic groups within Wellness and Healthy Transitions-Leadership programs, this finding reflects the differences between programs more than differences by racial/ethnic groups.
[27] Results in this section for the OUSD Conflict Resolution Program only. McCullum Youth Court did not return Youth Surveys to the evaluation team.

OFCY-Defined Outcomes Measure	Evidence of Progress
Young people feel empowered to create a positive school climate.	Youth survey participants felt empowered to create a positive school climate. They reported learning how to make their school a safer (80%) and better place (92%). Youth survey participants reported varying abilities to improve their school climate based on their gender. 97% of males and 87% of females reported doing things in their program that make their school a better place. In comparison 77% of males and 81% of females reported learning how to make their school a safer place.

Promising Practice -- Youth Leadership & Participation
La Clinica de la Raza: Oakland Middle School Youth Leadership Health Collaborative

The Youth Leadership Health Collaborative trains peer health members from among 6 Oakland middle schools. Participants learn about teen health issues including good nutrition, positive body image, self-esteem, and sexually transmitted diseases, along with skills and techniques to engage and educate fellow middle schoolers.

Youth Leaders have multiple opportunities to build their organizational and interpersonal skills with La Clinica. They work together to organize an annual community Health Fair, for which Youth Leaders choose subject areas they want to research, report and share with others at the Fair. Youth Leaders are responsible for gathering data, creating a table area to display information, and answer questions from Fair visitors.

In addition, Youth Leaders visit classrooms and speak about health issues with their peers throughout the school year. This helps to build Leaders' presentation and mentoring abilities while sharing relevant and timely wellness information with Oakland youth.

The staff members who support the Youth Leadership project use multiple strategies to engage youth as they build skills. During planning sessions, Youth Leaders serve as co-facilitators with adults, taking notes, creating posters, brainstorming and planning the daily structure of the program. Sessions are emotionally positive, and all youth are encouraged to contribute.

Two types of program are funded through OFCY's Older Youth grant strategy:

Academic and Career Success - Career preparedness and academic success programs that reinforce college, work readiness and paid employment.

Comprehensive Supports - Neighborhood-based programs that support youth such as English-language learners, those with special needs and youth generally disengaged from school with high truancy or low academic performance as well as youth who are interested in developing their personal interests and capacities in a community setting. This strategy seeks to develop resources and opportunities for a broad range of youth.

Broadly, these programs seek to increase participants' connections with peers and caring adults, enhance their self-efficacy, and impart targeted skills to transition-aged youth.

Youth Served

Older Youth grantees served 3,630 youth in the 2011-12 program year. In Older Youth programs[28], girls are somewhat more likely to participate: 58% of attendees are female and 42% are male. The gender ratio is generally consistent within ethnic groups (Table 20).

Table 20: Older Youth Participants' Gender By Program Type

Program Type	Male	Female
Overall	42%	58%
Academic and Career Success	42%	58%
Comprehensive Programming	43%	57%

Source: CitySpan attendance records for youth who attended Older Youth programs between July 2011 and June 2012.

Table 21: Older Youth Participants' Gender Distribution By Race/Ethnicity

Youth Ethnicity	Male	Female	Overall[29]
Overall	42%	58%	100%
African American	18%	26%	44%
Latino/a	8%	10%	18%
Asian/Pacific Islander	4%	5%	8%
White	1%	2%	3%
Native American	0%	0%	0%
Multi-Racial/Other/Not Reported	12%	15%	27%

Source: CitySpan attendance records for youth who attended Older Youth programs between July 2011 and June 2012.

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[28] For the 3,514 participants for whom race/ethnicity and gender data is available.

[29] Because of rounding, overall percentages may not equal sum of male and female.

Program Performance

Older Youth programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. Older Youth programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole, and 14 of 16 programs met or exceeded their target number of youth served.

Figure 13: Program Integrity - Progress Toward Targeted Number of Children Served
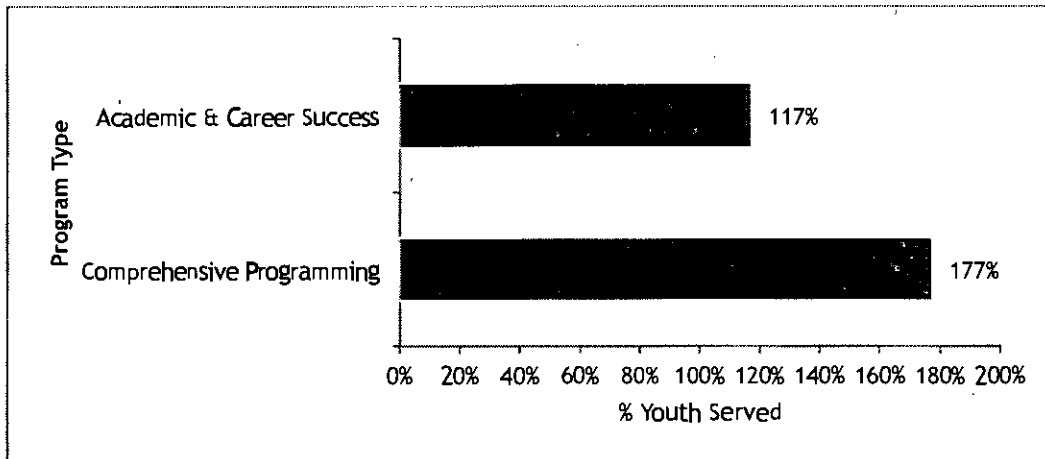
Source: CitySpan attendance records for 16 Older Youth programs that receive OFCY funds.

Figure 14 describes the Older Youth grantees' progress toward contracted units of service (i.e., youth service hours) in 2011-12.

Figure 14: Progress Toward Contracted Units of Service
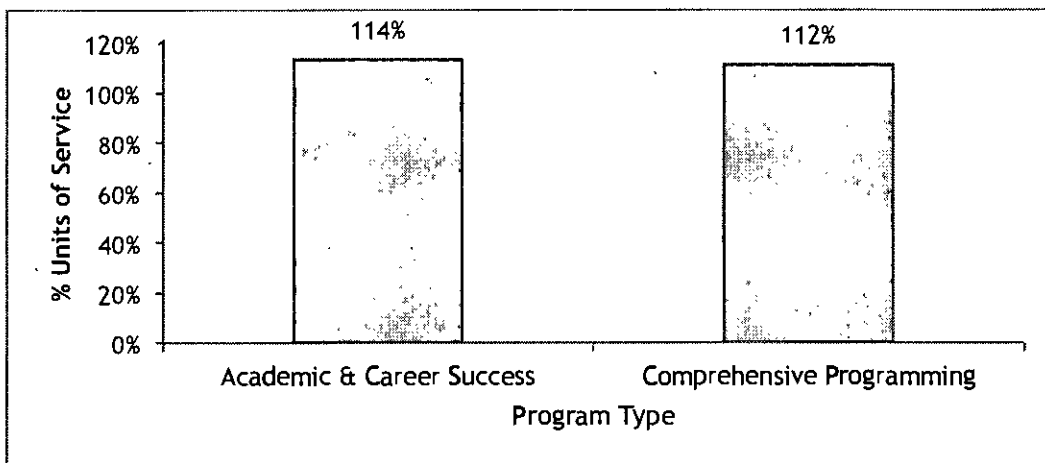
Source: CitySpan attendance records for 3,630 youth in Older Youth programs that receive OFCY funds.

Table 22 provides detailed program performance data by grantee.

Table 22: Older Youth Program Performance

Program	Enrollment			Units of Service			Youth Participation
	Projected Youth Served	Actual Youth Served	Progress Toward Annual Target *Shaded if less than 80%*	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target *Shaded if less than 80%*	Average Days Attended
Older Youth - Career/Job Success							
Alameda County Medical Center: Model Neighborhood Program	125	189	151%	9,700	12,048	124%	21
Biotech Partners: Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	46	52	113%	6,994	22,847	327%	117
Centro Legal de la Raza: Youth Law Academy	64	63	98%	3,163	3,011	95%	23
College Track: College Track Oakland	205	209	102%	19,427	24,350	125%	59
East Side Arts Alliance: ESAA Youth Arts Program	150	268	179%	31,310	24,063	77%	22
First Place for Youth: Steps to Success	175	232	133%	11,800	13,661	116%	41
Next Step Learning Center Success at Seventeen	115	153	133%	25,939	22,019	85%	33
Pivotal Point Youth Services: Project EEVE Summer 201f	256	119	46%	7,240	8,291	115%	15
Youth Employment Partnership: Career Try-Out Summer 2011	50	56	112%	4,296	6,790	158%	28
Youth Radio: Pathways to Higher Education and Careers	85	141	166%	3,749	4,286	114%	10
Average/Total	1,066	1,247	117%	104,191	115,467	114%	35

Program	Enrollment			Units of Service			Youth Participation
	Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	Average Days Attended
Older Youth - Comprehensive Programming[30]							
Alameda Family Services: DreamCatcher	300	344	154%	54,548	49,858	91%	13
OPR TOOLS: Transforming Ordinary Obstacles into Life Skills	140	162	116%	7,296	12,914	177%	36
Dimensions Dance Theater, Inc. Internships and Apprenticeships Program	15	16	107%	16,670	14,522	87%	191
First Place for Youth: First Steps Community Resource Center	500	1,289	258%	18,120	28,509	157%	8
Refugee Transitions: Refugee and Immigrant Wellness Project	200	298	149%	22,064	24,857	113%	36
Youth ALIVE! Caught in the Crossfire Comprehensive Services	60	39	65%	756	1,594	211%	28
Average/Total	1,215	2,148	177%	119,454	133,461	112%	16

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[30] Alternatives in Action provides school-based comprehensive programs are included in the companion report.

Point of Service Quality

Older Youth programs were rated highly in the areas of safety and support, however they earned lower ratings on interaction and engagement during site visits. Youth survey responses mirrored the site visits with youth reporting highly on safety and support, but lower on interaction and engagement.

Program Quality Domain	Average Rating On a 1-5 scale	Stakeholder Survey Results
Safety	4.74	11 of 14 OY grantees had 85% or more of surveyed youth report feeling safe. 9 of 14 OY grantees had 15% or fewer of surveyed youth report being physically or verbally harassed.
Support	4.52	10 of 14 OY grantees had 85% or more of surveyed youth report high levels of adult support. 13 of 14 OY grantees had 85% or more of surveyed youth report opportunities to learn.
Interaction	3.68	7 of 14 OY grantees had 85% or more of surveyed youth report that they get to help others in the program. 11 of 14 OY grantees had 85% or more of surveyed youth report that they feel like they belong in the program.
Engagement	3.44	3 of 14 OY grantees had 85% or more of surveyed youth report that they have the opportunity to decide things in the program. 13 of 14 OY grantees had 85% or more of surveyed youth report that the adults in the program listen to what they have to say.

Table 23 lists point of service quality ratings by site.

Promising Practice - Hands on Learning
Biotech Partners: Biotech Academy at Oakland Tech

Biotech Partners combines classroom based science classes with summer internships in labs of local biotechnology companies. Serving students at Oakland Tech, Berkeley High and local community colleges, Biotech Partners prepares students for careers in biptech.

Proper use of pipettes and micropipettes is an essential skill for lab workers, and therefore critical to participants' successful placement in lab-based internships. Students therefore receive plenty of practice in class, focusing both on understanding the technique and on mastering it.

Practice sessions combine small group work, so that everyone has a turn to improve their skills. Each small group is supported by a peer leader, offering youth the chance to build their teamwork skills. Staff members use open-ended questions to help youth to make important connections between theory and practice: "When you pull the pipette out of the liquid, why do you want to tilt it?" "How can you know that you have the right amount of liquid in the pipette before you put it in the tube to measure it?"

Table 23: Older Youth Point of Service Quality Ratings by Site

Program	Point of Service Quality Status	Safe		Supportive		Interaction		Engagement	
		Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Older Youth - Career/Job Success									
Alameda County Medical Center: Model Neighborhood Program	Thriving 4.74	4.79	98%	4.93	95%	4.22	95%	5.00	87%
Biotech Partners: Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	Performing 4.07	4.70	90%	4.51	97%	4.25	82%	2.83	62%
Centro Legal de la Raza: Youth Law Academy	Performing 3.84	4.90	100%	4.10	79%	3.71	79%	2.67	63%
College Track: College Track Oakland	Performing 4.02	4.40	94%	4.19	91%	2.83	71%	4.67	67%
East Side Arts Alliance: ESAA Youth Arts Program	Performing 4.33	4.80	90%	4.64	92%	4.54	88%	3.33	81%
First Place for Youth: Steps to Success	Thriving 4.58	5.00	85%	4.89	82%	3.42	55%	5.00	55%
Next Step Learning Center Success at Seventeen	Performing 3.72	4.67	100%	4.61	100%	2.78	33%	2.83	36%
Pivotal Point Youth Services: Project EEVE Summer Only	Performing 3.43	4.67	N/A	4.06	N/A	2.33	N/A	2.67	N/A
Youth Employment Partnership: Career Try-Out Summer Only	Thriving 3.94	4.80	N/A	4.31	N/A	4.00	N/A	2.83	N/A
Youth Radio: Pathways to Higher Education and Careers	Thriving 4.65	5.00	95%	4.83	92%	4.25	92%	4.50	69%
Average	4.13	4.77	94%	4.51	91%	3.63	74%	3.62	65%

Program	Point of Service Quality Status	Safe		Supportive		Interaction		Engagement	
		Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Older Youth - Comprehensive Programming									
Alameda Family Services DreamCatcher	Performing 4.06	4.79	84%	4.54	97%	3.42	81%	3.50	95%
OPR TOOLS: Transforming Ordinary Obstacles into Life Skills	Thriving 4.61	4.68	80%	4.92	81%	3.83	43%	5.00	29%
Dimensions Dance Theater, Inc. Internships and Apprenticeships Program	Thriving 4.61	5.00	100%	4.92	88%	4.38	100%	4.17	75%
First Place for Youth First Steps Community Resource Center	Performing 4.17	5.00	69%	5.00	81%	3.67	64%	3.00	67%
Refugee Transitions Refugee and Immigrant Wellness Project	Performing 3.02	4.00	87%	3.47	83%	2.79	73%	1.83	73%
Youth ALIVE! Caught in the Crossfire Comprehensive Services	Performing 4.07	4.70	100%	4.47	100%	4.00	54%	3.11	55%
Average	4.09	4.70	87%	4.55	88%	3.68	69%	3.44	66%

Progress toward Outcome Measures

The following table summarizes the OFCY-defined outcome measures for Older Youth programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes.

Table 24: Older Youth Grantees' Progress toward OFCY Outcome Measures

	OFCY-Defined Outcomes Measure	Evidence of Progress
Academic Success	Youth have more access to caring adults.	107 youth participants in academic programs completed surveys; those surveyed reported positively on the caring adults composite, with 94% of youth providing positive feedback. Youth responded positively to being able to ask an adult for help if they have a problem (85%), as well as having an adult who cares about them (90%) and adults they trust (96%). Matched youth survey participants reported varying connection to adults based on their race/ethnicity. All (100%) Asian and Pacific Islander survey respondents reported positively to three or four of these survey items, compared to 85% of Latinos and 93% of African American youth.
	Youth have increased confidence about accessing educational opportunities.	The majority of older youth participating in OFCY funded Academic Success Programs who were surveyed felt that their program increased their academic confidence and skills. Youth felt more confident about graduating from high school (94%) and going to college (94%). Youth also reported that their program helped them to learn good study skills (90%), and helped them understand what is being taught at school (87%). Survey respondents reported varying levels of confidence in accessing educational opportunities based on their race/ethnicity. All (100%) Asian and Pacific Islander respondents reported positively to three or four of these survey items, in comparison to the 96% of Latinos and 86% of African American youth.

OFCY-Defined Outcomes Measure	Evidence of Progress
Youth demonstrate increased ability to develop academic goals.	Youth surveys reflect improved decision-making and goal setting by Older Youth program participants. Youth reported that since coming to the program they make better decisions (94%), and are better at setting goals for themselves (92%). Additionally, youth report becoming more of a leader (81%), and improved ability to take care of problems without violence or fighting (84%). Youth survey participants reported differences in decision-making and goal setting based on gender and race/ethnicity. Eight in ten (81%) male respondents reported positively to three or four of these survey items, while 90% of females did. Only 79% of African American males responded positively to three or four of these survey items, while 92% of African American females, 86% of Asian/Pacific Islander males and 87% of Latino males responded positively.
Participants demonstrate increased graduation rates.	By spring 2012, nearly nine in ten participants passed the CA High School Exit Exam (CAHSEE), in Math (86%) and English Language Arts (90%), a required test for all California high school graduates. Of the 41 participants in 12th grade during the 2011-12 program year, 24 (58%) completed their A-G course requirements with an overall CPA of 3.0 or better, qualifying them for admission to the UC and CSU systems. This is about ten percentage points higher than the rate for OUSD overall.[31] The program in this grant strategy working with in-school youth reported an exceptional level of proficiency in improving high school graduation rates.[32]

[31] The 2009-10 A-G completion rate for OUSD was 47%, the most recent year available.
[32] Of the two Academic Success programs, one serves youth who have already left school, and this measure therefore does not apply.
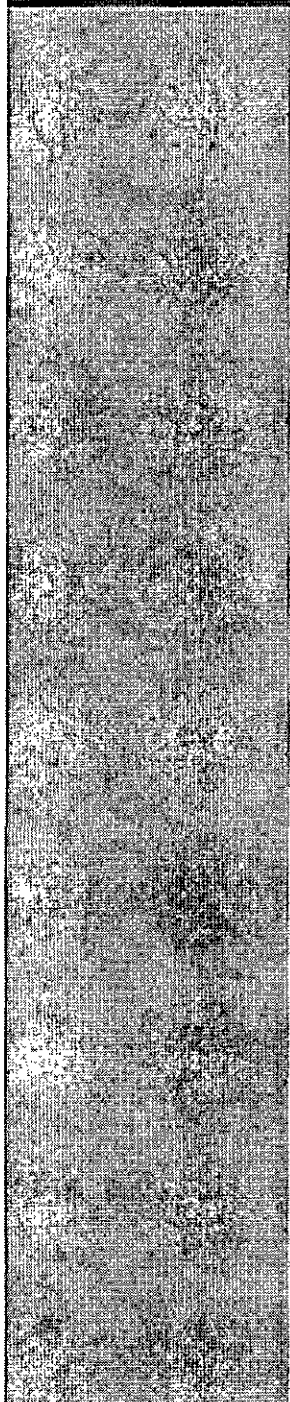
OFCY-Defined Outcomes Measure	Evidence of Progress
Youth have increased CAHSEE scores.	Participants' first-time CAHSEE pass rate - whether they passed the test on the first try in 10th grade - was 90% in English Language Arts and 85% in Math. This is substantially higher than the District's first-time pass rate of 66% in English Language Arts and 67% in Math.[33] Among all program participants, 89% passed the ELA part of the CAHSEE, and 86% passed the Math part. A comparable rate for all OUSD students is not available. Similarly to the increased graduation rate objective, one program reported having the goal of increasing scores on the California High School Exit Exam. On the Program Practice Survey, this program reported a high level of proficiency in supporting participants' ability to pass the test.
Youth report increased ability to set career or job goals.	Youth surveys for Career Success Programs reflect improved decision-making and goal setting by older youth program participants. Of 244 youth survey participants in career success programs, nearly all reported that after coming to the program they make better decisions (93%), and are better at setting goals for themselves (95%). Similarly, youth report becoming more of a leader (86%), and improved ability to take care of problems without violence or fighting (87%). Youth survey participants reported varying ability to set career or job goals based on the number of days they attended the program. On average 90% of these youth responded positively to three or four of these questions, however only 78% of youth who attended 100+ days responded positively.

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[33] District-wide first-time pass rate based on February 2012 CAHSEE administration for 10th graders. Accessed through DataQuest.

OFCY-Defined Outcomes Measure	Evidence of Progress
Youth express increased confidence about accessing job or career related activities.	Youth survey participants provided positive feedback about their program increasing their understanding about the different the kinds of jobs they would like to have (88%) and how to get those jobs (85%). Female survey respondents were more likely to report increased job search skills than their male peers: 94% of females and 84% of males responded positively to this survey item. Similarly 89% of females and 79% of males responded that they understood how to get the kind of job they want.
Youth have an increased network of potential employers.	The majority of older youth survey participants felt that their program helped them increase their network of potential employers (86%). On average male (84%) and female (88%) youth survey participants did not report significant differences in their responses about increasing their network of employers, however for African American youth, 80% of males responded positively to this survey in contrast to 97% of females. OFCY grantees that participated in the Program Practice Survey reported high levels of proficiency (3 of 7 programs) and exceptional levels of proficiency (3 of 7 programs) in connecting youth with potential employers.
Youth demonstrate increased skill level in career area.	Surveyed youth reported increased skills that will help them get a job (94%). This high level of agreement was consistent across participant gender, race/ethnicity, and level of program participation. OFCY grantees that participated in the Program Practice Survey reported high levels of proficiency (4 of 7 programs) and 3 of 7 reported exceptional levels of proficiency (3 of 7 programs) in increasing skills that will help youth participants get a job.

	OFCY-Defined Outcomes Measure	Evidence of Progress
Comprehensive Programming	Youth increase their sense of mastery and accomplishment.	Survey respondents reported increases in their sense of mastery and accomplishment while in the OFCY funded program. Of the 248 survey respondents, nearly all of youth responded positively on survey items regarding the program: improving skills that they previously found difficult (82%), working hard towards goals (89%), feeling good about skills (88%), and expecting good things from oneself (91%). Latino participants were less likely to report an increased sense of mastery and accomplishment than their peers: 94% of African American and 92% of Asian/Pacific Islander participants responded positively to these survey items, compared to just 83% of Latino participants.
	Youth will improve their communication and social skills.	Program participants reported positive pro-social and communication outcomes. Youth reported that since coming to the program they get along better with people their age (78%), are better at making friends (79%), are better at listening to other people (85%) telling others about their ideas and feelings (73%), and work better with others on a team (77%). Girls were substantially more likely to report improved communication and social skills: 85% of females responded positively to at least three of four questions listed above, compared to just 64% of male participants.

OFCY-Defined Outcomes Measure	Evidence of Progress
Youth have a "safe space" to be themselves.	Older youth survey participants provided positive feedback regarding their safety in the OFCY funded program. Youth reported that they felt safe (91%), and that people are happy to see them at their program (82%). When surveyed about being harassed at their program, 9% of youth survey participants reported being physically harassed and 20% reported being made fun of for the way they look or talk in their program. These rates are somewhat lower than in the local school district, where 18-27% of secondary school reported being made fun of, and 10-25% of youth reported some kind of physical altercation.[34] Younger participants reported higher rates of bullying than older. African American males were much less likely to report feeling safe in their OFCY-funded program than their peers. Just 75% of African American boys responded positively to three of four safety questions, compared to 84% of African American girls.
Youth feel more like part of their community.	Survey participants' responses indicated increased community engagement. About eight in ten youth reported that their program helped them care more for their community (78%) and to feel more like a part of their community (80%). Asian/Pacific islander participants were notably more likely to report that their OFCY-funded program helped them to feel more like part of their community, while African American and Latino participants were less likely. Nine in ten (92% of Asian/Pacific Islander participants responded positively to both questions about community connections, while 71% of African American and 59% of Latino participants responded positively to both questions.

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[34] *Oakland Unified School District, California Healthy Kids Survey, 2011-12: Main Report, Secondary Schools* (San Francisco, CA; WestEd, 2012).

The OFCY community-based programs 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.

Data Sources by Report Section

Report Section	Data Sources
Program Performance	Program enrollment and attendance data from CitySpan Program targets based on OFCY-defined service goals
Point of Service Quality	Point of service quality scores for early childhood community playgroups are from a Program Quality Assessment tool developed by See Change in consultation with OFCY grantees. Quality domains include Health, Safety and Nutrition, Environment, Developmentally Appropriate Content and Curriculum, Interaction, Family, Community and School Collaboration and Access, Cultural Competence, and Professionalism. Point of service quality scores for school-age programs are from the School-Age Program Quality Assessment (for programs serving elementary-aged youth) or Youth Program Quality Assessment (for programs serving secondary-aged youth). Quality domains include Safe, Supportive, Engagement, Interaction and Academic Support. Selected youth and parent survey results regarding program quality. Grantees' self-reported policies and practices through an annual Program Practice Survey.
OFCY-Defined Outcomes	Youth, parent and staff self-reports collected via survey measure changes in participants' knowledge, skills and attitudes, as well as specific program practices or results that are not easily measureable otherwise. Outcomes vary by grant group, and can include reduced program suspension rates (early childhood), higher graduation rates (older youth- academic), and reduced school suspensions (wellness - conflict resolution).

Youth Participation by Grant Group and Age
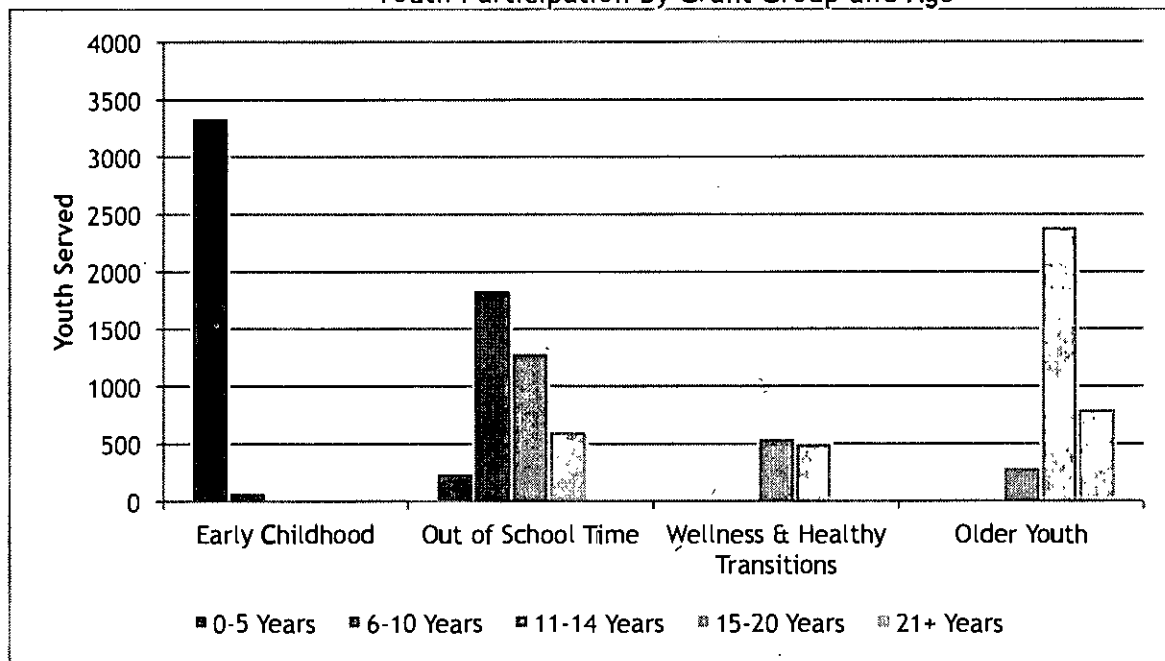
Legend: 0-5 Years, 6-10 Years, 11-14 Years, 15-20 Years, 21+ Years

Source: CitySpan attendance records for youth who attended OFCY community based programs for participants whose birthdates were collected between July 2011 and June 2012.[35]

Attendance rates varied by age, with the youngest participants attending the highest average number of days.

OFCY Days Attended by Age
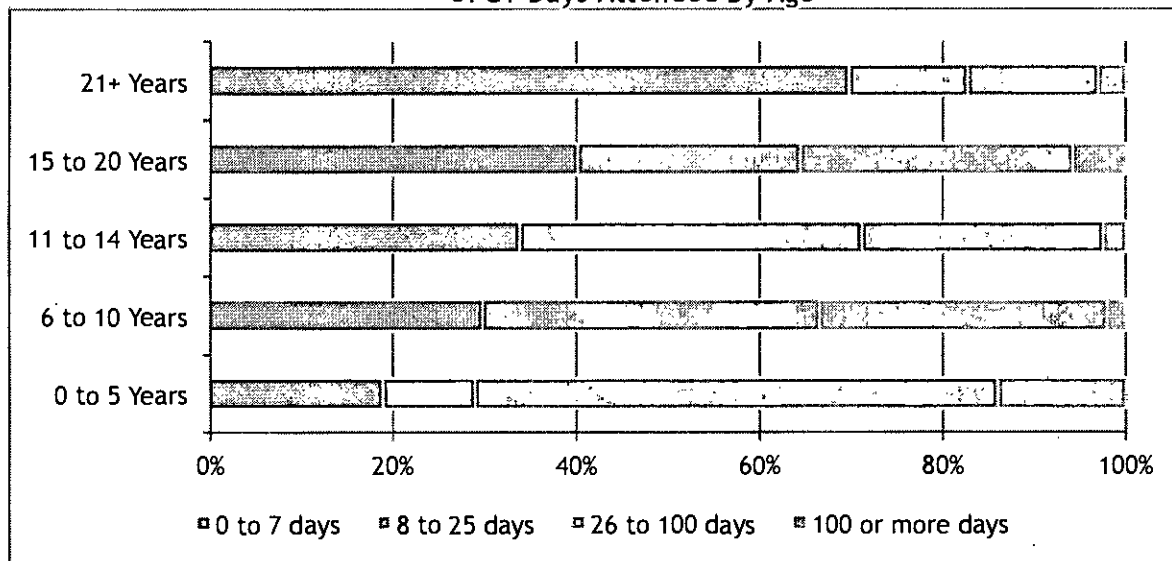
Legend: 0 to 7 days, 8 to 25 days, 26 to 100 days, 100 or more days

Source: CitySpan attendance records for youth who attended OFCY community based programs for participants whose birth dates were collected between July 2011 and June 2012.

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[35] Ages are based on youth's ages on December 31, 2011.

Early Childhood Site Visits

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

Visits were conducted using the Early Childhood Program Quality Assessment (ECPQA), research-based point of service quality observation tool. This tool was developed for Oakland Fund for Children and Youth by See Change, Inc. in 2009-10 with the collaboration of Early Childhood programs.

The ECPQA includes seven sections:
1. Health, Safety and Nutrition
2. Environment
3. Developmentally Appropriate Content and Curriculum
4. Interaction: Supports for Relationships
5. Family, School and Community Collaboration and Access
6. Cultural Competence
7. Professionalism

Programs had one site visit per program between November-February. The program visits were randomized by month. Each observation consisted of a 2-3 hour site visit, which was continued with follow-up interviews of the program staff.

Early childhood programs were assessed using the same rubric as the Youth Program Quality Assessment, however the scoring was modified. Each program was given a rating of "does not meet expectations", "meets expectations" or "exceeds expectations" for each item on the assessment.

Limited Evidence: Based on observations and conversations during the visit, the program does not meet expectations.

Sufficient Evidence: Based on observations and conversations during the visit, the program meets expectations.

Ample Evidence: Based on observations and conversations during the visit, the program exceeds expectations. A program should receive a rating of ample evidence only when an exceptionally positive instance of this item is observed.

Overall ratings for the Early Childhood programs strategy were constructed using the average score for the observation items. Programs were assigned one of three ratings based on their overall numerical score.

Thriving: The overall site visit score, which is composed of the average of domain scores is 80% or more of the maximum score.

Performing: The overall score is 60-80% of the maximum score.

Emerging: The overall score is less than 60% of the maximum score.

School-Aged Program Site Visits

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

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

The PQAs include four domains:

1. Safe Environment - Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

2. Supportive Environment - Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.

3. Interaction - There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.

4. Engagement - Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, 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, 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 PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. in general, programs' ratings will be higher for the foundational domains than for Interaction or Engagement.
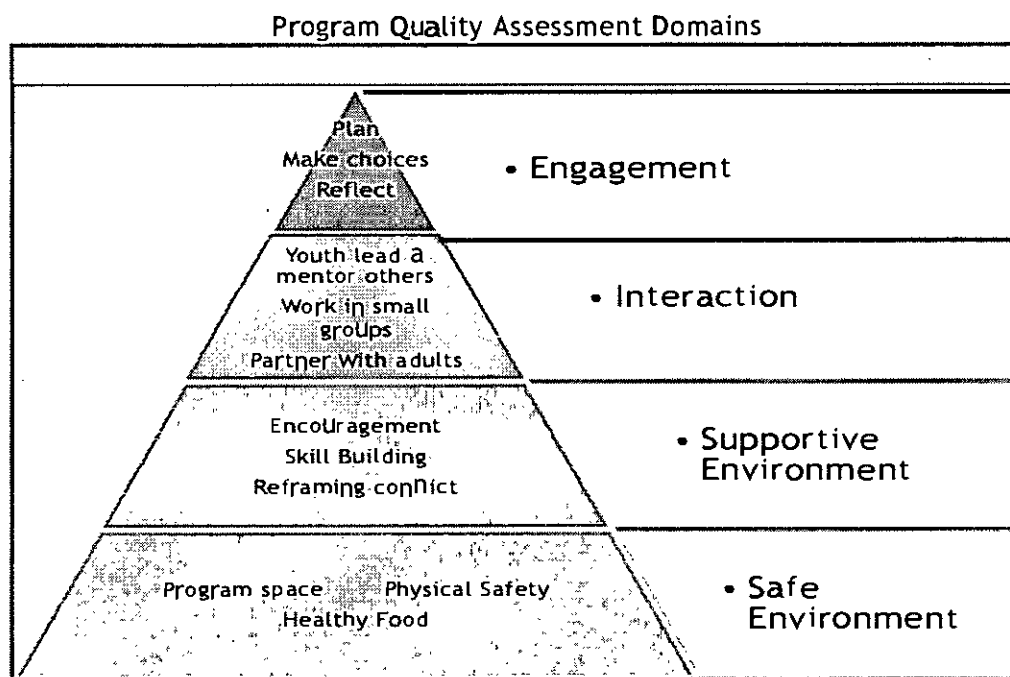
Program Quality Assessment Domains

Plan
Make choices
Reflect

• Engagement

Youth lead a
mentor others
Work in small
groups
Partner with adults

• Interaction

Encouragement
Skill Building
Reframing conflict

• Supportive
Environment

Program space   Physical Safety
Healthy Food

• Safe
Environment

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

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

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

Sites are categorized by three point of service quality categories:[36]

- 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.

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[36] 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."

School-Aged Program Youth Surveys: Composites

Youth survey questions were compiled based on the four PQA domains to construct composite scores for each domain based on youth responses.

Youth Survey Quality Composites

Safe Environment	Youth survey questions in the safety domain include: "I feel safe in this program", "I feel like people are happy to see me here", "In this program I have been made fun of for the way I look or talk" and "In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around". The latter two questions were reverse coded, therefore it was recoded so that a positive response indicated not being verbally or physically harassed. Youth who responded positively to three or four of the questions were coded positively for the safety composite.
Supportive Environment	Youth survey questions in the support domain include "I learn new things", "The staff in this program expects me to try hard to do my best", The staff here tells me when I do a good job" and "In this program, I usually wish I was doing something else". The last question was reverse coded, and was recoded so that a positive response indicated wanting to do the program. Youth who responded positively to three or four of the questions were coded positively for the support composite.
Interaction	Youth survey questions in the interaction domain include "I feel like I belong at this program" and "In this program, I get to help other people". Youth who responded positively to both of the questions were coded positively for the interaction composite.
Engagement	Youth survey questions in the engagement domain include "In this program, I get to decide things like activities and group agreements" and "The staff members here listen to what I have to say". Youth who responded positively to both of the questions were coded positively for the engagement composite.

The evaluation team developed additional survey composites to measure progress toward OFCY-defined outcome goals for participants. Survey items were aggregated according to the outcome goal, some of which apply to multiple grant strategies.

The table below lists the OFCY outcome goal, applicable youth survey items, the grant strategies to which they apply, and the decision rule used to indicate whether an individual respondent was coded positively for the measure. For example, "3/4" in the final column indicates that youth who answered affirmatively to three or four of the questions in this measure were coded positively.

Youth Survey Outcome Composites

OFCY Outcome Measure	Survey Items	OST- After school	Wellness and Healthy Transitions - Leadership	Wellness and Healthy Transitions - Conflict Resolution	Older Youth - Acad.	Older Youth - Career	Older Youth - Comp.	Coded "yes" if X/Y questions answered affirmatively
Youth increase their sense of mastery and accomplishment.	I am better at something that I used to think was hard.	X					X	3/4
	This program has helped me to expect good things from myself.							
	This program has helped me to be more confident in my skills and abilities.							
	This program has helped me work hard toward my goals.							
Youth improve their communication and social skills.	Since coming to this program, I am better at making friends.	X			\		X	4/5
	Since coming to this program, I am better at telling others about my ideas and feelings.							
	Since coming to this program, I get along better with other people my age.							
	Since coming to this program, I work better with others on a team.							
	Since coming to this program, I am better at listening to other people.							

OFCY Outcome Measure	Survey Items	OST-After school	Grant Group						Coded "yes" if X/Y questions answered affirmatively
			Wellness and Healthy Transitions - Leadership	Wellness and Healthy Transitions - Conflict Resolution	Older Youth - Acad.	Older Youth - Career	Older Youth - Comp.	
Youth feel like part of their community.	This program has helped me to care about my community	X					X	2/2
	This program has helped me to feel like a part of my community							
Youth have more access to caring adults in their community	I could go to a staff member at this program for advice if I have a serious problem.	X			X			2/3
	I trust the staff in this program.							
	There is an adult at this program who really cares about me.							
Youth develop an interest in physical activity.	This program helps me make good choioes about my health.	X						2/3
	Since joining this program, I eat healthier.							
	Since joining this program, I exercise more.							
(OST) Youth are exposed to activities and opportunities that relate to possible career interests. (OY-C) Youth demonstrate increased confidence about accessing job or career related activities.	In this program, I've learned about the kinds of jobs I'd like to have in the future. (Secondary)	X				X		2/2
	This program has helped me to understand how to get the kind of job I want.							
	This program has helped me to think about the future. (Primary)							

OFCY Outcome Measure	Survey Items	Grant Group						Coded "yes" ff X/Y questions answered affirmatively
		OST- After school	Wellness and Healthy Transitions - Leadership	Wellness and Healthy Transitions - Conflict Resolution	Older Youth - Acad.	Older Youth - Career	Older Youth - Comp.	
(WHT-L) Youth have greater confidence in their ability to lead. (WHT-C) Youth increase their communication and problem solving skills. (OY-A) Youth demonstrate increased ability to develop academic goals.	Since coming to this program, I am more of a leader.		X	X	X			3/4
	Since coming to this program, I make better decisions.							
	Since coming to this program, I am better at taking care of problems without violence or fighting.							
	Since coming to this program, I am belter at setting goals for myself.							
(WHT-L) Youth leaders have increased confidence to address and resolve problems in school and physical health. (OST) Youth develop an interest in physical activity.	In this program, I learned about the factors that affect people's health. (WHT-L)		X					2/3
	In this program, I can help other people make healthy choices. (WHT-L)							
	In this program, I learned to make good choices about my health. (OST & WHT-L)							
	Because of this program, I eat healthier. (OST)	X						2/3
	Because of this program, I exercise more. (OST)							
Young people feel empowered to create a positive school climate.	i learned how to make our school a safer place in this program.			X				2/2
	Things we do in this program help make our school a better place.							

OFCY Outcome Measure	Survey Items	Grant Group						Coded "yes" if X/Y questions answered affirmatively
		OST-After school	Wellness and Healthy Transitions - Leadership	Wellness and Healthy Transitions - Conflict Resolution	Older Youth - Acad.	Older Youth - Career	Older Youth - Comp.	
Youth will have increased confidence about accessing educational opportunities.	This program has helped me feel more confident about going to college.							3/4
	This program has helped me feel more confident about graduating from high school.							
	This program has helped me to learn good study skills (like reading directions, taking tests).				X			
	This program has helped me to understand what is being taught in school.							
Youth develop an appreciation for their cultural identity and/or gender awareness.	Since coming to this program, I understand different cultures better.	X						2/2
	I learned about people who are different than me in this program.							
Youth have a "safe space" to be themselves.	In this program, I have been made fun of for the way I look or talk.							3/4
	In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.						X	
	I feel like people are happy to see me here.							
	I feel safe in this program.							

ATTACHMENT

D

OFCY 2011-12 Program Profile

Overall By Strategy

OFCY CBO-Based Out of School Time
2011 - 12 Program Profile

Overall by Strategy

All Out of School - Community Based

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	4,226	3,525	356,411	143%	181,328	112%	24	20
Overall	4,226	3,525	356,411	143%	181,328	112%	24	20

Enrollment: The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement drop in activities are not included in calculation.

Participant Demographics

Gender & Age

	This Program	Overall
Female	51%	51%
Male	49%	49%
Ages 0-5	6%	6%
Ages 6-10	29%	29%
Ages 11-14	17%	17%
Ages 15-20	14%	14%
Age 21+	1%	1%
Age Missing	33%	33%

Sources: CitySpan Attendance System
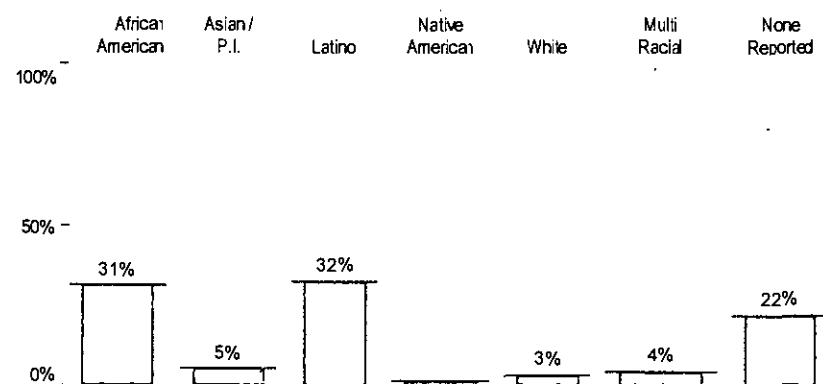
Race / Ethnicity

Bar (|) = Overall

African American	Asian/P.I.	Latino	Native American	White	Multi Racial	None Reported
31%	5%	32%		3%	4%	22%

Progress Towards OFCY Outcomes

ABOUT OUTCOMES

The following table summarizes the OFCY-defined outcome measures for CBO-Based Out of School Time programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes. Students' self-reports are the basis for addressing these direct outcomes.

To see a full listing of survey items and responses that were used to calculate these outcomes, see page 3.

	This Program	Overall
Youth develop an interest in physical activity.	84%	84%
Youth feel like part of their community.	86%	86%
Youth have more access to caring adults in their community.	96%	96%
Youth increase their sense of mastery and accomplishment.	96%	96%
Youth will improve their communication and social skills.	88%	88%
	N=448	448

Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 3. Overall figures are provided for citywide average for this strategy.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 1 visit from the evaluation team. Visits were conducted between September 2011 and May 2012 using either the Youth Program Quality Assessment (YPQA) or the School Aged Program Quality Assessment (SAPQA).

POS Quality Rating:

Bar chart showing POS Quality Rating on a scale of 1-5 (horizontal bar = citywide average for the strategy):
- Overall: 3.99
- Safe: 4.57
- Supportive: 4.40
- Interaction: 3.78
- Engagement: 3.21

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement: Youth experience positive challenges and pusue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

What the Ratings Mean

(1) 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.

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

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

POS Quality Ratings

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.

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	2%	2%	82%	82%
Supportive Environment	3%	3%	71%	71%
Interaction	11%	11%	52%	52%
Engagement	26%	26%	41%	41%
Overall	7%	7%	66%	66%

I. Safe Environment: Youth Survey Responses	This Program	Overall
In this program, I have been made fun of for the way I look or talk (% disagree).	87%	87%
In this program, 1 have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around (% disagree).	90%	90%
I feel like people are happy to see me here.	94%	94%
I feel safe in this program.	96%	96%

II. Supportive Environment: Youth Survey Responses		
In this program, 1 usually wish 1 was doing something else.	69%	69%
The staff in this program expects me to try hard to do my best.	97%	97%
The staff here tells me when 1 do a good job.	94%	94%
1 learn new things here.	96%	96%

III. Interaction: Youth Survey Responses		
In this program, 1 get to help other people.	90%	90%
1 feel like 1 belong at this program.	94%	94%

IV. Engagement: Youth Survey Responses		
In this program, 1 get to decide things like activities and group agreements.	76%	76%
The staff members here listen to what I have to say.	96%	96%

The above reported results represent the % of Youth who answered "Yes" to the survey item.

Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

Progress Towards OFCY Outcomes

COMPOSITE SCORES *The table below lists the composite scores for each OFCY-defined outcome. The percentage is calculated based on youth respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is noted in parenthesis with the outcome domain.*

Overall Averages by Outcomes

Outcome	Percentage
Physical Activity (2/3)	84%
Community (2/2)	86%
Caring Adults (2/3)	96%
Mastery & Accomplishment (3/4)	96%
Communication & Social Skills (4/5)	88%

(Bar chart axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90%)

Composite scores are not calculated for Career Interests and Cultural Identity/Gender Awareness outcomes. Individual survey items and responses for those outcomes are included below.

	This Program	Overall
Youth are exposed to activities and opportunities that relate to possible career interests.		
In this program, I've learned about the kinds of jobs I'd like to have in the future.	75%	75%
This program has helped me to understand how to get the kind of job I want.	81%	81%
Youth develop an interest in physical activity.		
This program helps me make good choices about my health.	87%	87%
Since joining this program, I eat healthier.	75%	75%
Since joining this program, I exercise more.	85%	85%
Youth develop an appreciation for their cultural identity and/or gender awareness.		
Since coming to this program, I understand different cultures better.	84%	84%
I learned about people who are different than me in this program.	85%	85%
Youth feel like part of their community.		
This program has helped me to care about my community.	91%	91%
This program has helped me to feel like a part of my community.	93%	93%
Youth have more access to caring adults in their community.		
I could go to a staff member at this program for advice if I have a serious problem.	93%	93%
The staff cares about me.	96%	96%
The staff can be trusted.	97%	97%
Youth increase their sense of mastery and accomplishment.		
In this program, I've gotten good at something I thought was hard before.	93%	93%
I work hard toward my goals.	98%	98%
I'm confident in my skills and abilities.	96%	96%
I expect good things from myself.	96%	96%
Youth will improve their communication and social skills.		
Since coming to this program, I get along better with other people my age.	95%	95%
Since coming to this program, I am better at making friends.	94%	94%
Since coming to this program, I am better at telling others about my ideas and feelings.	82%	82%
Since coming to this program, I am better at listening to other people.	93%	93%
Since coming to this program, I work better with others on a team.	91%	91%

The above reported results represent the % of Youth who answered "Yes" to the survey item
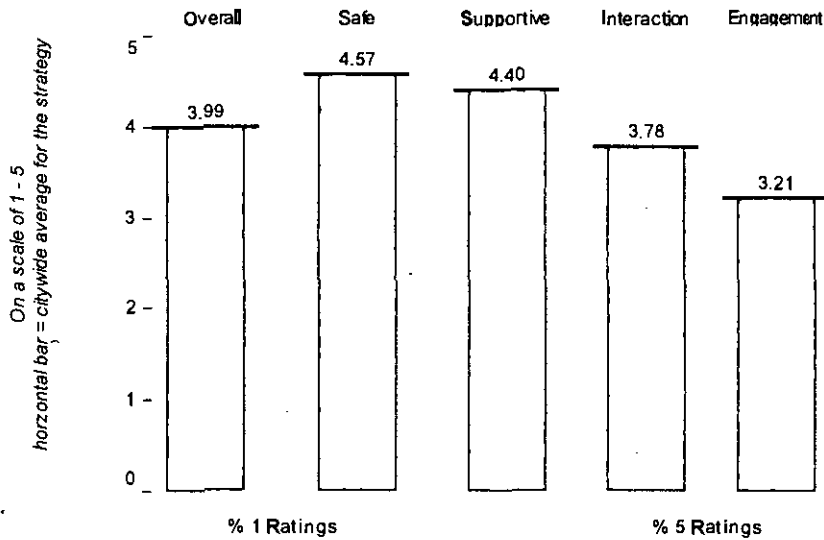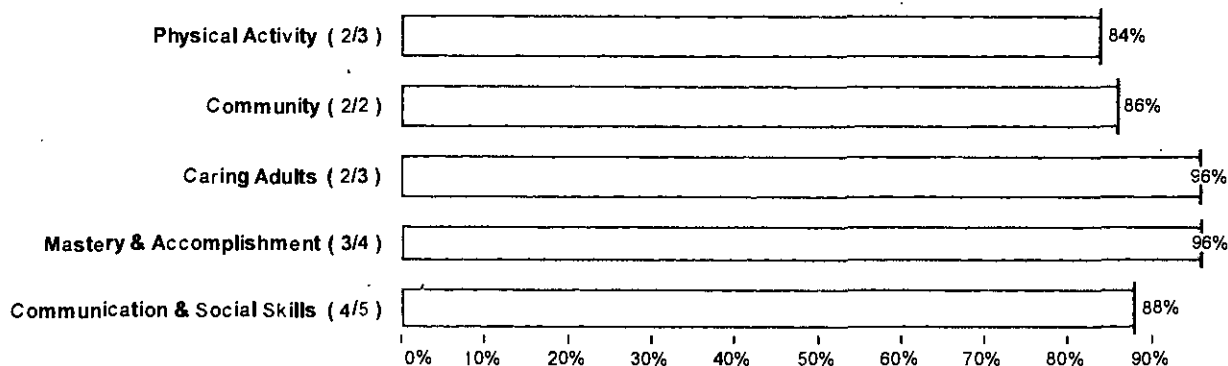
Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Out of School -- Community Based

Overall by Strategy

All Older Youth - Academic and Career Success

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	1,875	1,456	152,494	89%	139,870	113%	46	48
Overall	1,875	1,456	152,494	89%	139,870	113%	46	48

Enrollment The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.

Participant Demographics

Gender & Age

	This Program	Overall
Female	58%	58%
Male	42%	42%
Ages 0-5	1%	1%
Ages 6-10	0%	0%
Ages 11-14	14%	14%
Ages 15-20	73%	73%
Age 21+	11%	11%
Age Missing	1%	1%

Sources: CitySpan Attendance System

Race / Ethnicity

African American	Asian / P.I.	Latino	Native American	White	Multi Racial	None Reported
50%	11%	29%	0%	2%	5%	2%

Bar (|) = Overall

Progress Towards OFCY Outcomes

ABOUT OUTCOMES

The following table summarizes the OFCY-defined outcome measures for Older Youth Academic and Career Success programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes. Students' self-reports are the basis for addressing these direct outcomes.

To see a full listing of survey items and responses that were used to calculate these outcomes, see page 3.

	This Program	Overall
Icreased ability to develop academic goals.	92%	92%
Increased confidence about accessing educational opportunities.	86%	86%
Increased connection to caring adults	94%	94%
	N=351	351

Sources: Youth survey, March 2012- May 2012. Data is not reported for questions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 3. Overall figures are provided for citywide average for this strategy.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 1 visit from the evaluation team. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

(on a scale of 1-5, horzontal bar = citywide average for the strategy)

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safely. The program environment is safe and sanitary. The social environment is safe.
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.
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.
Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

What the Ratings Mean

(1) 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
(3) A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
(5) A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	1%	1%	89%	89%
Supportive Environment	2%	2%	75%	75%
Interaction	14%	14%	52%	52%
Engagement	18%	18%	51%	51%
Overall	6%	6%	70%	70%

POS Quality Ratings

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.

I. Safe Environment: Youth Survey Responses	This Program	Overall
In this program, I have been made fun of for the way I look or talk (% disagree).	90%	90%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around (% disagree).	97%	97%
I feel like people are happy to see me here.	95%	95%
I feel safe in this program.	98%	98%

II. Supportive Environment: Youth Survey Responses		
In this program, I usually wish I was doing something else.	78%	78%
The staff in this program expects me to try hard to do my best.	99%	99%
The staff here tells me when I de a good job.	95%	95%
I learn new things here.	99%	99%

III. Interaction: Youth Survey Responses		
In this program, I get to help other people.	82%	82%
I feel like I belong at this program.	92%	92%

IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	69%	69%
The staff members here listen to whet I have to say.	98%	98%

The above reported results represent the % of Youth who answered "Yes" to the survey item
Sources: Youth survey, March 2012-May 2012. Data is not reported for questions with less than 5 respondents. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Older Youth – Academic and Career Success

Progress Towards OFCY Outcomes

COMPOSITE SCORES *The table below lists the composite scores for each OFCY-defined outcome. The percentage is calculated based on youth respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is noted in parenthesis with the outcome domain.*

Overall Averages by Outcomes

Outcome	Percentage
Academic Goals (3/4)	92%
Accessing Educational Opportunities (3/4)	86%
Caring Adults (2/3)	94%

(bar chart with axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%)

Increased ability to develop academic goals.	This Program	Overall
Since coming to this program, I make better decisions.	94%	94%
Since coming to this program, I am better at setting goals for myself.	92%	92%
Since coming to this program, I am more of a leader.	81%	81%
Since coming to this program, I am better at taking care of problems without violence or fighting.	84%	84%

Increased confidence about accessing educational opportunities.		
This program has helped me feel more confident about going to college.	94%	94%
This program has helped me feel more confident about graduating from high school.	94%	94%
This program has helped me to learn good study skills (like reading directions, taking tests).	90%	90%
This program has helped me to understand what is being taught in school.	87%	87%

Increased connection to caring adults.		
I could go to a staff member at this program for advice if I have a serious problem.	85%	85%
The staff cares about me.	90%	90%
The staff can be trusted.	96%	96%

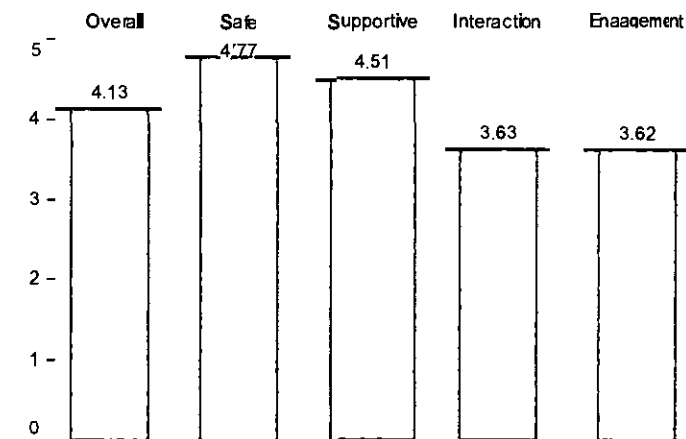The above reported results represent the % of Youth who answered "Yes" to the survey item.
Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Older Youth – Academic and Career Success

Overall by Strategy

All Older Youth - Career Success

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	1,875	1,456	152,494	89%	139,870	113%	17	30
Overall	1,875	1,456	152,494	89%	139,870	113%	17	30

Enrollment: The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.

Participant Demographics

Gender & Age

	This Program	Overall
Female	58%	58%
Male	42%	42%
Ages 0-5	1%	1%
Ages 6-10	0%	0%
Ages 11-14	14%	14%
Ages 15-20	73%	73%
Age 21+	11%	11%
Age Missing	1%	1%

Sources: CitySpan Attendance System

Race / Ethnicity

African American 50%, Asian / P.I. 11%, Latino 29%, Native American 0%, White 2%, Multi Racial 5%, None Reported 2%

Bar ( ) = Overall

Progress Towards OFCY Outcomes

ABOUT OUTCOMES

The following table summarizes the OFCY-defined outcome measures for Older Youth Academic and Career Success programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes. Students' self-reports are the basis for addressing these direct outcomes.

To see a full listing of survey items and responses that were used to calculate these outcomes, see page 3.

	This Program	Overall
Increased ability to set career or job goals.	89%	89%
Increased confidence about accessing job or career related activities.	77%	77%
Increased network of potential employers.	86%	86%
Increased skill level in career area.	94%	94%
	N=351	351

Sources: Youth survey, March 2012- May 2012. Data is not reported for questions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 3. Overall figures are provided for citywide average for this strategy.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 1 visit from the evaluation team. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

(on a scale of 1-5, horizontal bar = citywide average for the strategy)

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
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.
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.
Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

What the Ratings Mean

(1) 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
(3) A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
(5) A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

POS Quality Ratings

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.

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	1%	1%	89%	89%
Supportive Environment	2%	2%	75%	75%
Interaction	14%	14%	52%	52%
Engagement	18%	18%	51%	51%
Overall	6%	6%	70%	70%

I. Safe Environment: Youth Survey Responses	This Program	Overall
In this program, I have been made fun of for the way I look or talk (% disagree).	90%	90%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around (% disagree).	97%	97%
I feel like people are happy to see me here.	95%	95%
I feel safe in this program.	98%	98%

II. Supportive Environment: Youth Survey Responses		
In this program, I usually wish I was doing something else.	78%	78%
The staff in this program expects me to try hard to do my best.	99%	99%
The staff here tells me when I do a good job.	95%	95%
I learn new things here.	99%	99%

III. Interaction: Youth Survey Responses		
In this program, I get to help other people.	82%	82%
I feel like I belong at this program.	92%	92%

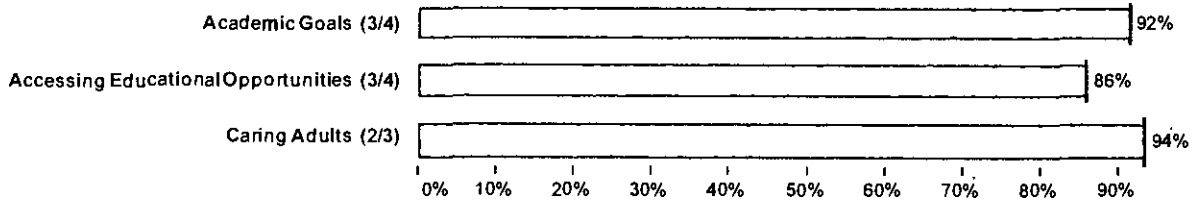| IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	69%	69%
The staff members here listen to what I have to say.	98%	98%

The above reported results represent the % of Youth who answered "Yes" to the survey item.
Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Older Youth – Career Success

Progress Towards OFCY Outcomes

COMPOSITE SCORES *The table below lists the composite scores for each OFCY-defined outcome. The percentage is calculated based on youth respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is noted in parenthesis with the outcome domain.*

Overall Averages by Outcomes

Career or Job Goals (3/4) — 89%
Acessing Career or Job Related Activities (2/2) — 77%
Potential Employers (1/1) — 86%
Career Skills (1/1) — 94%

	This Program	Overall
increased ability to set career or job goals.		
Since coming to this program, I make better decisions.	93%	93%
Since coming to this program, I am better at setting goals for myself.	95%	95%
Since coming to this program, I am more of a leader.	86%	86%
Since coming to this program, I am better at taking care of problems without violence or fighting.	87%	87%
Increased confidence about accessing job or career related activities.		
I've learned new skills in this program that will help me to get a job.	89%	89%
In this program, I've learned about the kinds of jobs I'd like to have in the future.	85%	85%
Increased network of potential employers.		
This program has connected me with potential employers.	86%	86%
Increased network of potential employers.		
This program has helped me to understand how to get the kind of job i want.	94%	94%

The above reported results represent the % of Youth who answered "Yes" to the survey item.
Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Older Youth – Career Success

Overall by Strategy

All Older Youth - Comprehensive Programming

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	2,013	2,145	120,268	92%	132,628	111%	25	16
Overall	2,013	2,145	120,268	92%	132,628	111%	25	16

Enrollment: The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.

Participant Demographics

Gender & Age

	This Program	Overall
Female	57%	57%
Male	43%	43%
Ages 0-5	0%	0%
Ages 6-10	0%	0%
Ages 11-14	5%	5%
Ages 15-20	64%	64%
Age 21+	29%	29%
Age Missing	1%	1%

Sources: CitySpan Attendance System

Race / Ethnicity

African American 39%, Asian/P.I. 7%, Latino 11%, Native American 0%, White 3%, Multi Racial 4%, None Reported 36%

Bar ( ) = Overall

Progress Towards OFCY Outcomes

ABOUT OUTCOMES

The following table summarizes the OFCY-defined outcome measures for Older Youth programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes. Students' self-reports are the basis for addressing these direct outcomes.

To see a full listing of survey items and responses that were used to calculate these outcomes, see page 3.

	This Program	Overall
Youth feel more like part of their community.	70%	70%
Youth increase their sense of mastery and accomplishment.	88%	88%
Youth will improve their communication and social skills.	70%	70%
Youth have a "safe space" to be themselves.	75%	75%
	N=199	199

Sources: Youth survey, March 2012- May 2012. Data is not reported for questions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 3. Overall figures are provided for citywide average for this strategy.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 1 visit from the evaluation team. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

	Overall	Safe	Supportive	Interaction	Engagement
	4.09	4.70	4.55	3.68	3.44

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

What the Ratings Mean

(1) 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

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

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

POS Quality Ratings

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	2%	2%	84%	84%
Supportive Environment	5%	5%	82%	82%
Interaction	15%	15%	50%	50%
Engagement	25%	25%	47%	47%
Overall	9%	9%	71%	71%

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.

I. Safe Environment: Youth Survey Responses	This Program	Overall
In this program, I have been made fun of for the way I look or talk (% disagree).	84%	84%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around (% disagree).	92%	92%
I feel like people are happy to see me here.	86%	86%
I feel safe in this program.	92%	92%

II. Supportive Environment: Youth Survey Responses		
In this program, I usually wish I was doing something else.	74%	74%
The staff in this program expects me to try hard to do my best.	93%	93%
The staff here tells me when I do a good job.	90%	90%
I learn new things here.	89%	89%

III. Interaction: Youth Survey Responses		
In this program, I get to help other people.	78%	78%
I feel like I belong at this program.	82%	82%

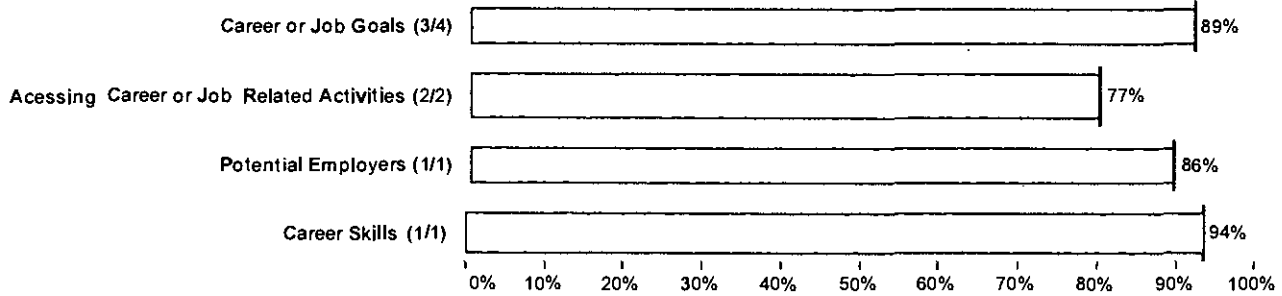| IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	67%	67%
The staff members here listen to what I have to say.	92%	92%

The above reported results represent the % of Youth who answered "Yes" to the survey item.
Sources: Youth survey, March 2012 - May 2012, Data is not reported for questions with less than 5 respondents. Data is not reported for questions with less than 5 resp..

All Older Youth – Comprehensive Programming

Progress Towards OFCY Outcomes

COMPOSITE SCORES *The table below lists the composite scores for each OFCY-defined outcome. The percentage is calculated based on youth respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is noted in parenthesis with the outcome domain.*

Overall Averages by Outcomes

Outcome	Score
Community (2/2)	70%
Mastery & Accomplishment (3/4)	88%
Communication & Social Skills (4/5)	70%
Safety (3/4)	75%

	This Program	Overall
Youth feel more like part of their community.		
This program has helped me to care about my community.	79%	79%
This program has helped me to feel like a part of my community.	80%	80%
Youth increase their sense of mastery and accomplishment.		
In this program, I've gotten good at something I thought was hard before.	82%	82%
I work hard toward my goals.	89%	89%
I'm confident in my skills and abilities.	88%	88%
I expect good things from myself	91%	91%
Youth will improve their communication and social skills.		
Since coming to this program, I am better at making friends.	79%	79%
Since coming to this program, I am better at telling others about my ideas and feelings.	73%	73%
Since coming to this program, I get along better with other people my age.	78%	78%
Since coming to this program, I work better with others on a team.	78%	78%
Since coming to this program, I am better at listening to other people.	85%	85%
Youth have a "safe space" to be themselves.		
In this program, I have been made fun of for the way I look or talk.	80%	84%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around.	91%	92%
I feel like people are happy to see me here.	82%	86%
I feel safe in this program.	91%	92%

The above reported results represent the % of Youth who answered "Yes" to the survey item.
Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Older Youth -- Comprehensive Programming

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	200	619	3,796	165%	7,749	492%	10	3
Overall	200	619	3,796	165%	7,749	492%	10	3

Enrollment The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.

Participant Demographics

Gender & Age

	This Program	Overall
Female	55%	55%
Male	45%	45%
Ages 0-5	0%	0%
Ages 6-10	1%	1%
Ages 11-14	84%	84%
Ages 15-20	11%	11%
Age 21+	0%	0%
Age Missing	5%	5%

Sources: CitySpan Attendance System
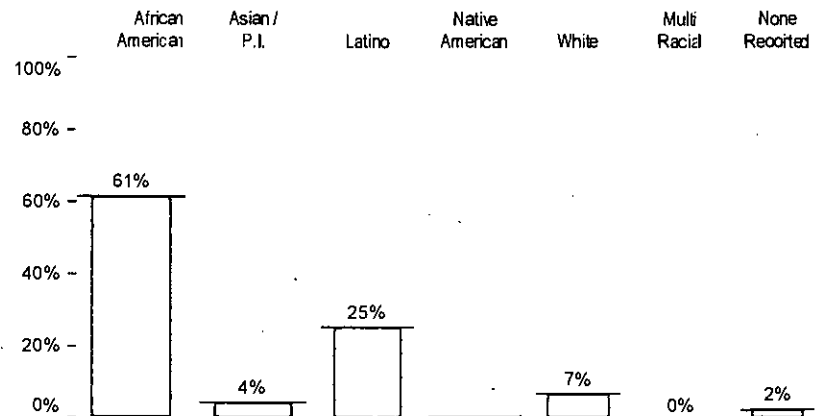
Race / Ethnicity

African American	61%
Asian / P.I.	4%
Latino	25%
Native American	
White	7%
Multi Racial	0%
None Reported	2%

Bar (|) = Overall

Progress Towards OFCY Outcomes

ABOUT OUTCOMES

The following table summarizes the OFCY-defined outcome measures for Wellness & Healthy Transitions – Conflict Resolution programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes. Students' self-reports are the basis for addressing these direct outcomes.

To see a full listing of survey items and responses that were used to calculate these outcomes, see page 3.

	This Program	Overall
Increase in communication and problem solving in real life settings.	77%	77%
Young people feel empowered to create positive school climate.	76%	76%
	N=96	96

Sources: Youth survey, March 2012- May 2012. Data is not reported for questions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 3. Overall figures are provided for citywide average for this strategy.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 1 visit from the evaluation team. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

(on a scale of 1-5, *horizontal bar* = *citywide average for the* strategy)

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	3%	3%	79%	79%
Supportive Environment	3%	3%	80%	80%
Interaction	17%	17%	66%	66%
Engagement	13%	13%	38%	38%
Overall	7%	7%	71%	71%

Description of Quality Domains

Safe Environment: Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

What the Ratings Mean

(1) 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

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

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

POS Quality Ratings

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.

I. Safe Environment: Youth Survey Responses	This Program	Overall
In this program, I have been made fun of for the way I look or talk (% disagree).	84%	84%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around (% disagree).	93%	93%
I feel like people are happy to see me here.	87%	87%
I feel safe in this program.	96%	96%

II. Supportive Environment: Youth Survey Responses		
In this program, I usually wish 1 was doing something else.	75%	75%
The staff in this program expects me to try hard to do my best.	95%	95%
The staff here tells me when 1 do a good job.	89%	89%
I learn new things here.	90%	90%

III. Interaction: Youth Survey Responses		
In this program, I get to help other people.	90%	90%
1 feel like I belong at this program.	98%	98%

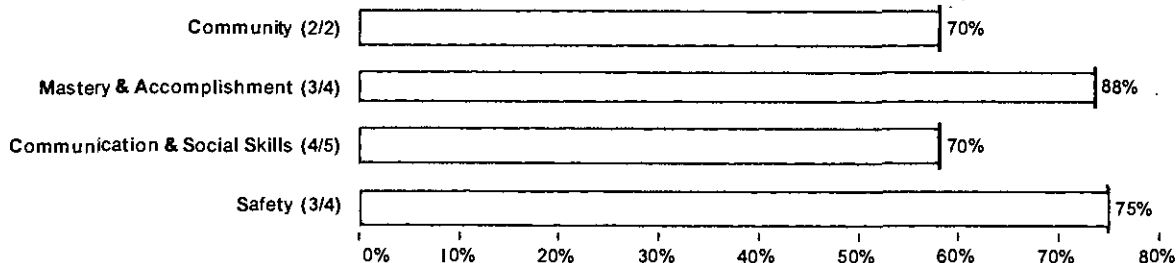| IV. Engagement: Youth Survey Responses		
In this program, 1 get to decide things like activities and group agreements.	78%	78%
The staff members here listen to what 1 have to say.	91%	91%

The above reported results represent the % of Youth who answered "Yes" to the survey item.
Sources: Youth survey, March 2012-May 2012. Data is not reported for questions with less than 5 respondents. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Wellness & Healthy Transitions – Conflict Resolution

Progress Towards OFCY Outcomes

Overall Averages by Outcomes

Communiation & Problem Solving (2/2)	77%
Positive School Climate (3/4)	76%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Increase in communication and problem solving skills in real life settings.	This Program	Overall
I learned how to make our school a safer place in this program.	80%	80%
Things we do in this program help make our school a better place.	92%	92%

Young people feel empowered to create a positive school climate.		
Since coming to this program, I make better decisions.	79%	79%
Since coming to this program, I am better at setting goals for myself.	76%	76%
Since coming to this program, I am more of a leader.	85%	85%
Since coming to this program, I am better at taking care of problems without violence or fighting.	79%	79%

The above reported results represent the % of Youth who answered "Yes" to the survey item
Sources: Youth survey, March 2012 - May 2012. Data is not reported for quesfions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Wellness & Healthy Transitions – Conflict Resolution

Overall by Strategy

All Wellness & Healthy Transitions - Youth Leadership

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	993	750	121,186	128%	73,278	104%	32	29
Overall	993	750	121,186	128%	73,278	104%	32	29

Enrollment The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.

Participant Demographics

Gender & Age

	This Program	Overall
Female	51%	51%
Male	49%	49%
Ages 0-5	1%	1%
Ages 6-10	1%	1%
Ages 11-14	29%	29%
Ages 15-20	62%	62%
Age 21+	1%	1%
Age Missing	6%	6%

Sources: CitySpan Attendance System
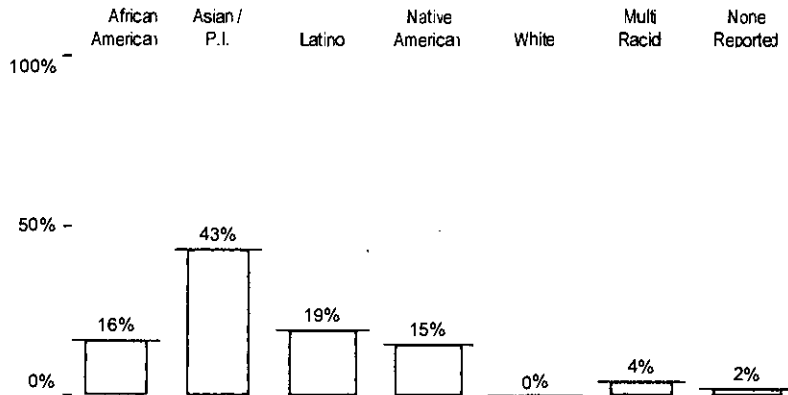
Race / Ethnicity

African American	Asian/P.I.	Latino	Native American	White	Multi Racial	None Reported
16%	43%	19%	15%	0%	4%	2%

Bar (|) = Overall

Progress Towards OFCY Outcomes

ABOUT OUTCOMES

The following table summarizes the OFCY-defined outcome measures for Wellness & Healthy Transitions – Youth Leadership programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes. Students' self-reports are the basis for addressing these direct outcomes.

To see a full listing of survey items and responses that were used to calculate these outcomes, see page 3.

	This Program	Overall
Youth are more aware about the ways to change their behavior, school, or community climate that promotes improved health and wellbeing.	88%	88%
Youth have greater confidence in their ability to lead.	85%	85%
Youth have increased ability to make better decisions about their health and wellbeing.	86%	86%
Youth leaders have increased confidence to address and resolve problems in school and physical health.	87%	87%
	N=245	245

Sources: Youth survey, March 2012- May 2012. Data is not reported for quesfions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 3. Overall figures are provided for citywide average for this statsgy.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 1 visit from the evaluation team. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

Overall	Safe	Supportive	Interaction	Engagement
4.51	4.57	4.67	4.27	4.52

(on a scale of 1-5, horzontal bar = citywide average for the strategy)

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	5%	5%	81%	81%
Supportive Environment	2%	2%	87%	87%
Interaction	7%	7%	72%	72%
Engagement	4%	4%	77%	77%
Overall	4%	4%	80%	80%

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement: Youth experience positive challenges and pursue leeming. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

What the Ratings Mean

(1) 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

(3) A rating of three (3) indicates that the practice is implemented relatively consistentiy across staff and activiies.

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

POS Quality Ratings

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 Detined as a site with an overall average score between 3 and 4.5.

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

I. Safe Environment: Youth Survey Responses	This Program	Overall
In this program, I have been made fun of for the way I look or talk (% disagree).	95%	95%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around (% disagree).	98%	98%
I feel like people are happy to see me here.	95%	95%
I feel safe in this program.	97%	97%

II. Supportive Environment: Youth Survey Responses		
In this program, I usually wish I was doing something else.	87%	87%
The staff in this program expects me to try hard to do my best.	97%	97%
The staff here tells me when I do a good job.	93%	93%
I learn new things here.	97%	97%

III. Interaction: Youth Survey Responses		
In this program, I get to help other people.	90%	90%
I feel like I belong at this program.	97%	97%

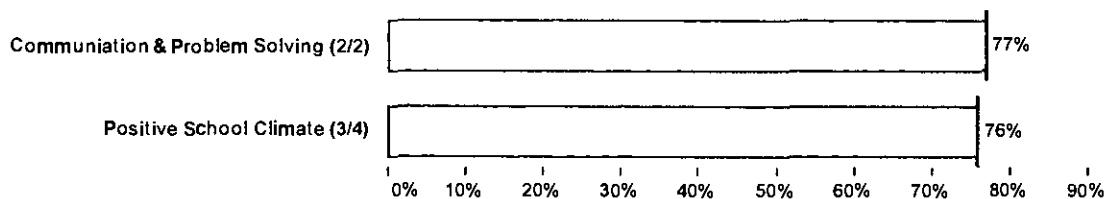| IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	79%	79%
The staff members here listen to what I have to say.	98%	98%

The above reported results represent the % of Youth who answered "Yes" to the survey item

Progress Towards OFCY Outcomes

COMPOSITE SCORES *The table below lists the composite scores for each OFCY-defined outcome. The percentage is calculated based on youth respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is noted in parenthesis with the outcome domain.*

Overall Averages by Outcomes

Outcome	Percentage
Healthy Behaviors (1/1)	88%
Leadership (3/4)	85%
Healthy Decisions (1/1)	86%
Problem Solving (1/1)	87%

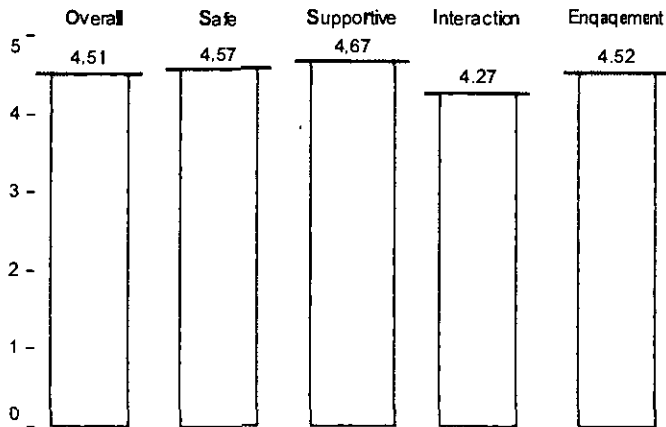|	This Pro-	Overall
Youth are more aware about the ways to change their behavior, school, or community climate that promotes gram improved health and wellbeing		
I can help other people make healthy choices.	88%	88%
Youth have greater confidence in their ability to lead.		
Since coming to this program, I make better decisions.	91%	91%
Since coming to this program, I am better at setting goals for myself.	89%	89%
Since coming to this program, I am more of a leader.	86%	86%
Since coming to this program, I am better at taking care of problems without violence or fighting.	84%	84%
Youth have increased ability to make better decisions about their health and wellbeing.		
This program helps me make good choices about my health.	86%	86%
Youth have increased confidence to address and resolve problems in school and physical health.		
I learned about the factors that affect people's health in this program.	87%	87%

The above reported results represent the % of Youth who answered "Yes" to the survey item.
Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents. Overall figures are provided for citywide average for this strategy.

All Wellness & Healthy Transitions – Youth Leadership

Overall by Strategy

All Early Childhood Education: Community Playgroups Programs

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	Average Days Attended	11-12 Average Days Attended
This Program	1,239	1,133	91,595	119%	81,851	105%	20	21
Overall	1,239	1,133	91,595	119%	81,851	105%	20	21

Enrollment The number of undupli-cated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involve-ment; drop in activities are not included i..

Participant Demographics

Gender & Age Served

	This Program	Overall
Female	46%	46%
Male	54%	54%
Ages 0-5	93%	93%
Ages 6 - 10	4%	4%
Ages 11 - 14	1%	1%
Ages 15-20	0%	0%
Age 21+	0%	0%
Age Missing	3%	3%

Sources: CitySpan Attendance System

Race / Ethnicity

African American	Asian P.I.	Latino	Native American	White	Multiple Race/Ethnicity	None Reported
16%	13%	55%	0%	3%	7%	6%

Progress Towards OFCY Outcomes

ABOUT OUTCOMES

The following table summarizes the OFCY-detined outcome measures for ready child-hood programs, and provides a snapshot of available evidence of grantees' progress to-ward these priority outcomes. Parents' self-reports are the basis for addressing these direct outcomes.

To see a till listing of survey items and re-sponses that were used to calculate these Outcomes, see page 2.

	This Program	Overall
The community playgroup is designed to improve children's readiness to enter kindergarten.	64%	64%
Families' involvement in their child's learning and growth is increased.	61%	61%
Parents/caregivers improve interactions with their children and better support children's developmental progress.	63%	63%
Children and their families have access to development support services when needed and which may otherwise be unavailable.	90%	90%
The program supports children's positive behavior management techniques and promotes positive interpersonal relationships among children.	53%	53%
	N= 230	230

Sources: Parent survey, Spring 2012. Data is not reported for questions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 2. Overall tigures are provided for citywide average for this strategy.

Site visits provide observationally based data about key components of program quality. Each site received 1 visit from the evaluation team. Visits were conducted between September 2011 and May 2012 using a site observation tool developed by See Changa

POS Quality Rating:

Overall	Safe	Environment	Content & Curriculum	Interaction	Collaboration	Cultural Competence	Profession -alism
4.69	4.65	4.92	4.31	4.54	4.70	4.67	5.00

(on a scale of 1-5, horzontal bar = citywice average for the strategy)

POS Quality Ratings

Thriving: 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: Provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement Detined as a site with an overall average score between 3 and 4.5.
Emerging: Not yet providing high-quality service Detined as a site that has an overall average < 3.

What the Ratings Mean

(1) 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
(3) A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
(5) A tive (5) rating indicates that the practice was implemented consistently and well across staff and activities.

COMPOSITE SCORES The table below lists the composite scores for each OFCY-defined outcome. The percentage is caiouiated based on Parents' responses who respond positively to a proportion of the total number of survey items within each domain; that proportion is noted in parenthesis with the outcome domain.

	Readiness (1 of 1)	64%
	Family Involvement in Learning (1 of 1)	61%
	Interaction (2 of 2)	63%
	Access to Support Services (1 of 1)	90%
	Positive Behavior Management (2 of 3)	53%

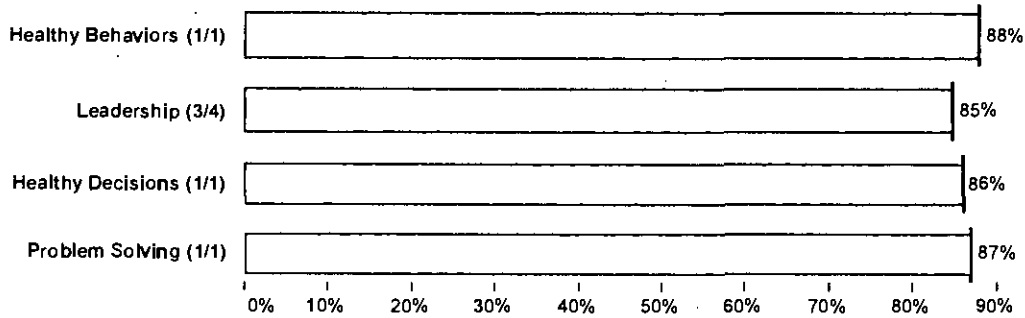|	This Program	Overall
The community playgroup is designed to improve children's readiness to enter kindergarten.		
As a result of this program, I have learned new things abou how to help my child be ready for school.	64%	64%
Families' involvement in their child's learning and growth is increased.		
As a result of this program, I have spent more jime reading to my child.	89%	89%
Parents/caregivers improve interactions with their children and better support children's developmental progress.		
As a result of this program, I have learned new things about ways to help my child behave well (changing their focus, giving choices, etc).	67%	67%
As a result of this program, I have developed a more positive relationship with my child.	92%	92%
Children and their families have access to development support services when needed and which may otherwise be unavailable.		
As a result of this program, I have learned about community resources that can help my child or family.	90%	90%
Program supports children's positive behavior management techniques & promotes positive interpersonal relationships among children.		
As a result of this program, my child has learned more about how to play with other children.	66%	66%
As a result of this program, my child has learned more about how to control his or her emotions.	48%	48%
As a result of this program, my child has learned more about how to talk about his or her needs.	50%	50%

The above reported results represent the % of Parents who answered "Yes" to the survey item
Sources: Parent Survey, Spring 2012. Data is not reported for questions with less than 5 respondents. Data is not reported for questions with less than 5 respondents. Overall tigures are provided for citywide average for this strategy.

Overall by Strategy

All Early Childhood Education: Mental Health Consultation Programs

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	2,353	2,416	538,927	172%	687,982	162%	60	63
Overall	2,353	2,416	538,927	172%	687,982	162%	60	63

Enrollment The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement drop in activities are not included in calculation.

Participant Demographics

Gender & Age Served

	This Program	Overall
Female	50%	50%
Male	50%	50%
Ages 0-5	95%	95%
Ages 6-10	2%	2%
Ages 11-14	0%	0%
Ages 15-20	0%	0%
Age 21+	0%	0%
Age Missing	4%	4%

Sources: CitySpan Attendance System

Race / Ethnicity

African American	Asian P.I.	Latino	Native American	White	Multiple Race/Ethnicity	None Reported
25%	16%	46%	0%	1%	2%	10%

Bar ( ) = Overall

Progress Towards OFCY Outcomes*

ABOUT OUTCOMES

The following table summarizes the OFCY-defined outcome measures for early childhood programs, and provides a snapshot of available evidence of grantees' progress toward these priority outcomes. Parents' self-reports are the basis for addressing these direct outcomes.

To see a full listing of survey items and responses that were used to calculate these outcomes, see page 2.
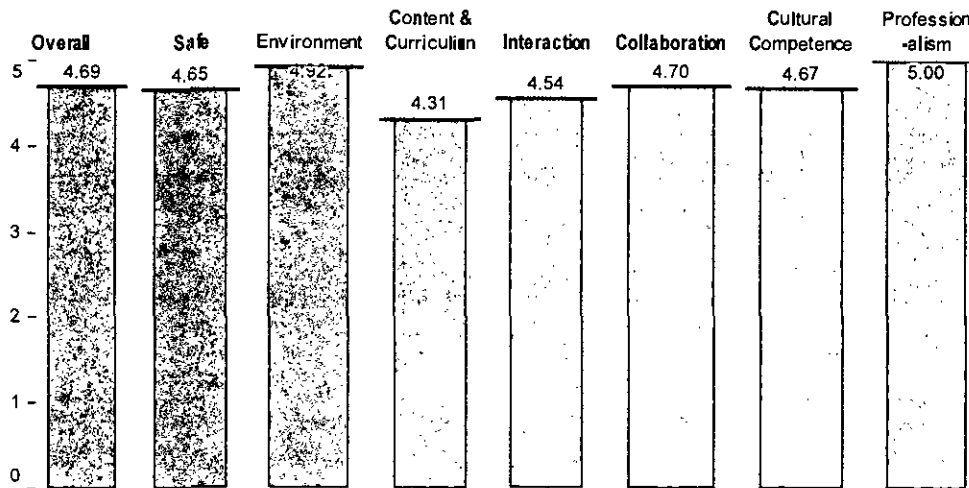
	This Program	Overall
Parents have an increased ability to engage with teachers/educators.	94%	94%
Parents have increased awareness and access to resources and support services that help their child reach their educational and developmental milestones.	97%	97%
Families gain understanding of their child's developmental needs.	87%	87%
	N= 31	31

*Additional Outcomes for this program - funded in the OFCY Early Childhood Mental HealthConsultation Strategy - are available in the 2011-12 Annual Findings Report.

Sources: Parent survey, Spring 2012. Data is not reported for questions with less than 5 respondents. To see a full list of survey questions related to OFCY Outcomes, see page 2. Overall figures are provided for citywide average for this strategy.

Progress Towards OFCY Outcomes*

COMPOSITE SCORES *The table below lists the composite scores for each OFCY-defined outcome. The percentage is calculated based on Parents' responses who respond positively to a proportion of the total number of survey items within each domain; that proportion is noted in parenthesis with the outcome domain.*

Overall Averages by Outcomes

Engage with Teachers/Educators (1 of 1)	94%
Increased Awareness & Access to Resources (2 of 2)	97%
Gain Understanding of Child's Developmental Needs (2 of 2)	87%

0% 20% 40% 60% 80% 100%
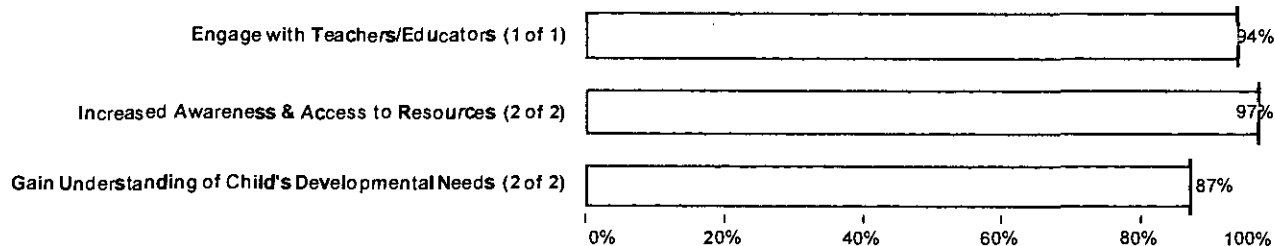
	This Program	Overall
Parents have an increased ability to engage with teachers/educators.		
% Parents surveyed agree/strongly agree that they are more comfortable or confident when talking with their child's teacher.	94%	94%
Parents have increased awareness and access to resources and support services that help their child reach their educational and developmental milestones.		
% Parents surveyed agree/strongly agree that they are aware of more resources to help their children learn and grow.	97%	97%
% Parents surveyed agree/strongly agree that they have used one or more of the resources the Mental Health Consultant gave them.	87%	87%
Families gain understanding of their child's developmental needs.		
% Parents surveyed agree/strongly agree that they better understand what their child needs to grow and learn.	94%	94%
% Parents surveyed agree/strongly agree that they feel more confident managing child's behavior.	90%	90%

Additional Outcomes for this program - funded in the OFCY Early Childhood Mental Health Consultation Strategy - are available in the 2011-12 Annual Findings Report.

The above reported results represent the % of Parents who answered "Yes" to the survey item. Overall figures are provided for citywide average for this strategy.

Sources: Parent Survey, Spring 2012. Data is not reported for questions with less than 5 respondents.

All Early Childhood Education: Mental Health Consultation Progr..

Overall by Strategy

All Out of School - Summer

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	10-11 UOS % Towards Target	11-12 Units of Service	11-12 UOS % Towards Target	10-11 Average Days Attended	11-12 Average Days Attended
This Program	2,000	1,687	400,268	188%	324,422	78%	24	24
Overall	2,000	1,667	400,268	188%	324,422	76%	24	24

Enrollment The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Average Days Attended: Indicates the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement drop in activities are not included in calcdation.
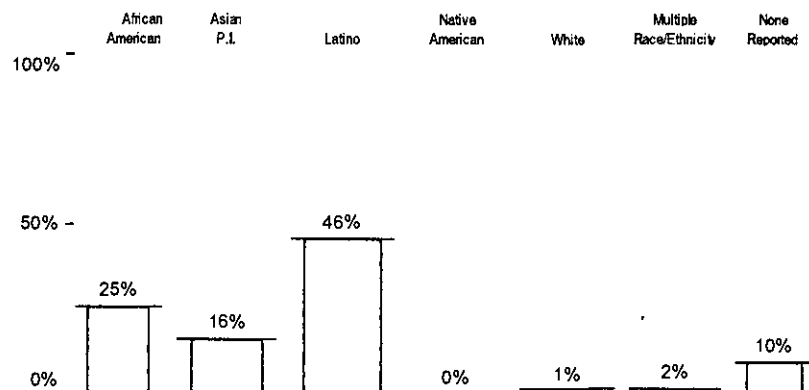
Participant Demographics

Gender & Age Served

	This Program	Overall
Female	56%	56%
Male	44%	44%
Ages 0-5	2%	2%
Ages 6-10	48%	48%
Ages 11-14	41%	41%
Ages 15-20	6%	6%
Age 21+	0%	0%
Age Missing	3%	3%

Sources: CitySpan Attendance System

Race / Ethnicity

African American 47%, Asian P.I. 17%, Latino 26%, Native American 0%, White 2%, Multiple Race/Ethnicity 5%, None Reported 3%

(FOR THE SUMMER OF 2012)
Oakland Out of School Time Program Domain Scores by Site

Strategy	Program Name (Grantee)	I. Safe Environment			II. Supportive Environment			III. Interaction			IV. Engagement			V. Academic Climate			Overall Score		
		I. Score	I. %1	I. %5	II. Score	II. %1	II. %5	III. Score	III. %1	III. %5	IV. Score	IV. %1	IV. %5	V. Score	V. %1	V. %5	Score (Excluding Academic Climate)	OVERALL %1	OVERALL %5
Summer	Aim High - Oakland (Aim High for High School)	5.00	0%	100%	4.61	0%	86%	4.25	0%	67%	4.17	0%	63%	5.00	0%	100%	4.51	0%	85%
Healthy Trans	Bridge To Success (East Bay Asian Youth Center)	5.00	0%	100%	4.36	0%	70%	3.83	0%	50%	4.17	0%	63%	4.83	0%	90%	4.34	0%	76%
Summer	Camp Destiny (Destiny Arts Center)	5.00	0%	100%	4.85	0%	91%	4.67	0%	87%	4.67	0%	83%	4.56	10%	90%	4.80	1%	91%
Summer	College Track Summer Program (College Track)	4.92	0%	94%	4.78	0%	90%	4.67	0%	83%	5.00	0%	100%	5.00	0%	100%	4.84	0%	93%
Summer	Concordia Park Summer Program (Girls Inc. of Alameda County)	4.51	0%	72%	4.48	0%	68%	4.42	0%	73%	3.42	8%	33%	Not Rated	--	--	4.21	1%	64%
Summer	Eureka! Summer Program (Girls Inc. of Alameda County)	5.00	0%	100%	4.61	0%	85%	4.50	0%	75%	4.33	0%	75%	4.78	0%	90%	4.61	0%	87%
Summer	Kinship Summer Youth Program (Family Support Services of the Bay Area)	4.90	0%	94%	4.48	0%	75%	4.67	0%	83%	4.83	0%	88%	4.78	0%	90%	4.72	0%	85%
Healthy Trans	LEAP (Aspiranet)	4.82	0%	89%	4.72	0%	81%	3.50	8%	33%	2.83	13%	13%	4.00	0%	56%	3.97	3%	63%
Summer	Oakland Freedom School (Leadership Excellence)	4.80	0%	89%	4.09	0%	55%	4.38	0%	73%	3.33	0%	17%	4.78	0%	90%	4.15	0%	65%
Summer	OASES Summer Science Series (Assumed by EBAYC)	4.60	0%	78%	4.07	0%	57%	4.67	0%	87%	4.33	0%	58%	4.78	0%	90%	4.42	0%	72%
Summer	Pivotal Point Youth Services (Pivotal Point Youth Services)	4.50	12%	82%	5.00	0%	100%	4.17	0%	55%	3.67	0%	38%	Not Rated	--	--	4.33	4%	77%
Summer	Prescott Circus Summer Program (Prescott Circus Theatre)	4.84	0%	88%	4.74	0%	86%	5.00	0%	100%	4.54	0%	75%	Not Rated	--	--	4.78	0%	88%
Summer	San Antonio Summer Learning (East Bay Asian Youth Center)	5.00	0%	100%	4.71	0%	90%	4.67	0%	87%	4.58	0%	75%	4.56	0%	80%	4.74	0%	88%
Summer	Summer Camp Explosion (City of Oakland- Office of Parks and Recreation)	4.90	0%	94%	4.30	5%	66%	4.38	0%	73%	3.92	0%	42%	3.94	10%	60%	4.37	3%	70%
Summer	Summer Cultural Enrichment Program (East Oakland Youth Development Center)	4.80	0%	89%	4.61	0%	85%	4.25	0%	67%	4.17	0%	63%	4.56	10%	90%	4.46	1%	81%
Summer	Career Try Out (Youth Employment Partnership)	Program did not respond to our request.																	
	Total (N=15)	4.84	12%	91%	4.56	5%	79%	4.40	8%	73%	4.13	10%	59%	4.63	10%	85%	4.48	2%	79%

Oakland Out of School Time
2011 - 12 Program Profile

All Elementary Schools

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 Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	11-12 Units of Service	10-11 UOS % Towards Target	11-12 UOS % Towards Target	10-11 Progress Toward Attendance (CDE)	11-12 Progress Toward Attendance (CDE)	10-11 Participation Rate	11-12 Participation Rate
This Program	190	178	71,587	63,230	111%	133%	106%	105%	87%	85%
Overall	190	178	71,587	63,230	111%	133%	106%	105%	87%	85%

Enrollment: The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Attendance Goal: The targeted attendance goal is set at 85% of the program's capacity, per CDE Progress towards that goal is measured by unique visits.

Participation Rate: Measures the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.
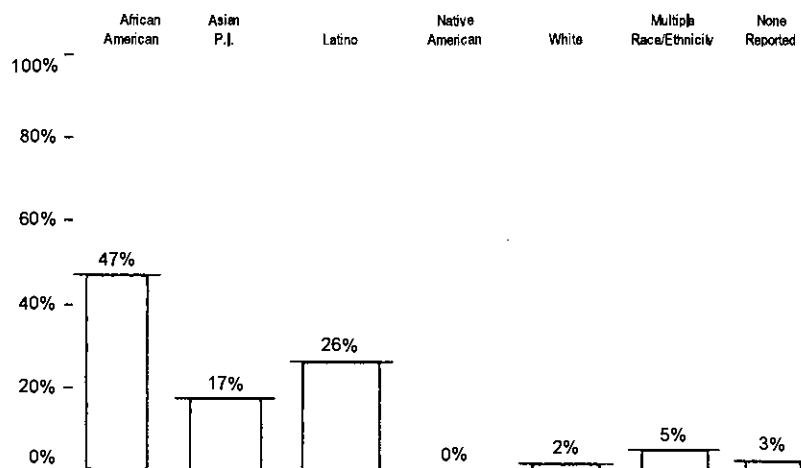
Sources: CitySpan Attendance System

Participant Demographics

Gender, Grade Level, & ELL

	This Program	Overall
Female	50%	50%
Male	50%	50%
Kindergarten	11%	11%
1st Grade	17%	17%
2nd Grade	20%	20%
3rd Grade	20%	20%
4th Grade	16%	16%
5th Grade	14%	14%
English Lanugage Learners	36%	36%

Sources: CitySpan Attendance System

Race / Ethnicity

African American 36%
Asian Pacific Islander 12%
Native American
White 4%
Latino 44%
Multiple Race/Ethnicity 0%
None Reported 4%

(I) Bars are marked with the Overall average

Youth Outcomes by Theme

ABOUT YOUTH 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. Students' self-reports are the basis for addressing these direct outcomes. The figures reported on this table are composite measures. See page 3 on how these are calculated.

Parent/Caregivers and host school staff are also surveyed for this purpose. To see a full listing of survey items and responses, see page 3.

	This Program	Overall
Caring Adults	95%	95%
Communication and Social Skills	79%	79%
School Engagement	80%	80%
Sense of Mastery & Accomplishment	89%	89%
Decision Making	87%	87%
Career Exploration	76%	76%
Wellness	77%	77%
	N=2,869	2,869

Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents.

Site visits provide observationally based data about key components of program quality. Each site received 2 visits; one from the evaluation team and one from OUSD. Visits were conducted between September 2011 and May 2012 using the School Age Program Quality Assessment (SAPQA).

POS Quality Rating:

Horizontal lines across bars = citywide average for the grade group

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement: Youth experience positive challenges and pursue leeming. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

Academic Climate Activities in the program intentionally promote the development of key academic skills and content-area knowledge

What the Ratings Mean

(1) 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

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

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

POS Quality Ratings

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

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	1%	1%	93%	93%
Supportive Environment	4%	4%	66%	66%
Interaction	4%	4%	62%	62%
Engagement	12%	12%	37%	37%
Academic Climate	7%	7%	51%	51%
Overall	5%	5%	65%	65%

- -

COMPOSITE SCORES The table to the right lists the composite scores for each Point of Service domain. The percentage is calculated based on respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.

	Safety Youth = 3/4	Supportive Youth = 2/3	Interaction Youth = 2/2	Engagement Youth = 2/2	Academic Youth = 2/2
This Program	71%	95%	81%	70%	50%
Overall	71%	95%	81%	70%	50%

I. Safe Environment: Youth Survey Responses	This Program	Overall
I feel safe in this program.	90%	90%
In this program, I have been made fun of for the way I look or talk. (% disagree)	62%	62%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around. (% disagree)	69%	69%
I feel like people are happy to see me here.	87%	87%

II. Supportive Environment: Youth Survey Responses		
I learn new things here.	90%	90%
The staff in this program expects me to try hard to do my best.	96%	96%
The staff here tells me when I do a good job.	91%	91%

III. Interaction: Youth Survey Responses		
I feel like I belong at this program.	90%	90%
In this program, I get to help other people.	88%	88%

IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	78%	78%
The staff members here listen to what I have to say.	86%	86%

V. Academic Climate: Youth Survey Responses		
This program has helped me feel more confident about going to college.	54%	54%
This program has helped me to learn good study skills (like reading directions, taking tests).	88%	88%

All Elementary Schools

Direct Outcomes

COMPOSITE SCORES *The table below lists the composite scores for each direct outcome domain. The percentage is calculated based on respondents who respond positively to a proportion of the number of survey items within each domain; that proportion is listed under each domain header below.*

Teachers were asked to select what they see as the top 3 areas of strength for the OST program, as well as the top 3 areas of improvement. Teachers had a variety of options to select from, and survey items are included below, but not reported as a composite.

	Safety Youth = NA Parent = 2/2	Caring Adults Youth = 2/3 Parent = 2/3	Family Engagement Youth = NA Parent = 5/6	Communication Social Skills Youth = 3/4 Parent = NA	School Engagement Youth = 2/2 Parent = NA	Sense of Mastery & Accomplishment Youth = 2/3 Parent = 1/1	Decision Making Youth = 1/1 Parent = NA	Career Exploration Youth = 1/1 Parent = 1/1	Academic Behavior Youth = NA Parent = 1/1	Wellness Youth = 3/4 Parent = 1/1
Youth	NA See POS	95%	NA	79%	80%	89%	87%	76%	NA See POS	77%
Overdl	NA See POS	95%	NA	79%	80%	89%	87%	76%	NA See POS	77%
Parent	88%	96%	54%	NA	NA	89%	NA	63%	93%	87%
Overdl	69%	96%	54%	NA	NA	89%	NA	63%	93%	87%

Safety

	This Program	Overall
Parent: The after school program is a safe place for my student.	99%	99%
Parent: Selected that they worry less about their student during OST hours.	70%	70%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Keeping students safe" as one of their top 3 ranked choices. **182 of 4..** **182 of 428**

Caring Adults

	This Program	Overall
Youth: I trust the adults in this program.	92%	92%
Youth: There is an adult at this program who really cares about me.	93%	93%
Youth: I can ask an adult for help if I have a serious problem.	93%	93%
Parent: My student feels comfortable with the after school staff.	96%	96%
Parent: At least one after school program staff recognizes me when I visit.	97%	97%
Parent: There is an adult in this program my student can talk to about her or his problems.	86%	86%

Family Engagement

	This Program	Overall
Parent: There is opportunity for parent participation in this program.	89%	89%
Parent: Selected that they know more about what goes on in the school day.	57%	57%
Parent: Selected that they get chances to see what their student is learning (through events like performances and presentations).	68%	68%
Parent: I feel better prepared to support my student in school and in life.	63%	63%
Parent: I feel more comfortable at my child's school.	63%	63%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Engaging parents/caregivers with their child's school" as one of their top 3 ranked choices. **46 of 428** **46 of 428**

Communication and Social Skills

	This Program	Overall
Youth: This program helps me talk about my feelings.	72%	72%
Youth: This program helps me listen to others.	85%	85%
Youth: In this program, I get to help other people.	88%	88%
Youth: This program helps me to make friends.	83%	83%

School Engagement

	This Program	Overall
Youth: This program has helps me feel like part of my school.	87%	87%
Youth: This program has helps me care about my school.	88%	88%

Sources: Youth survey, March 2012 - May 2012.
Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted.

All Elementary Schools

Direct Outcomes

Sense of Mastery & Accomplishment/ Self-Esteem	This Program	Overall
Youth: 1 am better at something that I used to think was hard.	83%	83%
Youth: This program has helps me work hard toward my goals.	90%	90%
Youth: This program helps me feel good about my skills.	89%	89%
Parent: In this program, my student has opportunities to develop leadership skills.	89%	89%

Decision Making		
Youth: This program helps me to take care of problems without having to fight.	87%	87%

Career Exploration		
Youth: This program helps me to think about the future.	76%	76%
Parent: In this program, my student learns about college and career options.	63%	63%
Teacher: This program supports the following goal for our school - College exploration and readiness.	48%	48%

	This Program	Overall
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Providing career exploration opportunities" as one of their top 3 ranked choices.	8 of 428	8 of 428

Academic Behavior		
Parent: This program helps my student get his or her homework done on time.	93%	93%
Teacher: The after school program supports the following goals for our school - English Learner student's language development.	55%	55%
Teacher: The after school program supports the following goals for our school - Student academic success.	85%	85%

	This Program	Overall
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Providing homework assistance " as one of their top 3 ranked choices.	275 of 428	275 of 428
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve their academic content knowledge" as one of their top 3 ranked choices.	56 of 428	56 of 428
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve study skills " as one of their top 3 ranked choices.	56 of 426	56 of 428
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help EL students improve fluency and comprehension " as one of their top 3 ranked choices.	18 of 428	18 of 428
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve their test-taking skills " as one of their top 3 ranked choices.	7 of 428	7 of 428

Wellness		
Youth: This program helps me make good choices about my health.	83%	83%
Youth: This program helps me eat more healthy foods (like fruits and vegetable).	80%	80%
Youth: This program helps me learn about healthy foods to eat.	80%	80%
Youth: This program helps me like to exercise more.	84%	84%
Parent: In this program, my student learns about healthy eating.	87%	87%
Teacher: This program supports the following goals of our school - Student fitness and health.	87%	87%

	This Program	Overall
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Helping students eat healther " as one of their top 3 ranked choices.	12 of 428	12 of 428
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Helping students exercise more " as one of their top 3 ranked choices.	98 of 428	98 of 428

	This Program	Overall
Youth Survey N =	2,869	2,869
Parent Survey N =	2,544	2,544
Teacher Survey N =	458	456

Sources: Youth survey, March 2012 - May 2012.
Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted. Data is not reported for questions with N < 5.

All Elementary Schools

Contributory Outcomes

EL Redesignation Rate

% Redesignated youth in this program	16%
N =	2,803
All programs in this grade level	16%
N =	2,803

Redesignated Youth by ASP Days Attended

1 - 30 days	7%
31 - 60 days	5%
61 or more days	89%

0% 20% 40% 60% 80% 100%

N =441
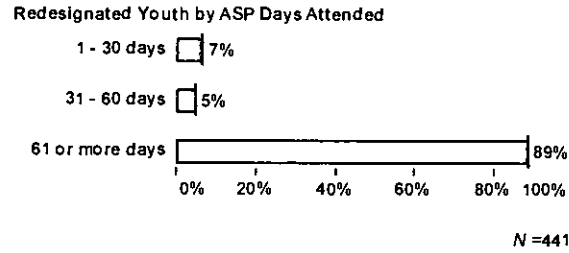
School Day Attendance Rate

School day attendance rate for youth in this program	96%
N =	7,230
All programs in this grade level	88%
H =	7,230

California Standards Test Results for ASP Participants

		N=		Below / Far Below			Basic			Proficient / Advanced		
		This Program	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12
CST: ELA Results by Participant Demographics	African American	1,017	1,017	30%	28%	28%	32%	33%	33%	39%	39%	39%
	American Indian	8	8	25%	25%	25%	25%	0%	0%	50%	76%	75%
	Asian / Pacific Islander	440	440	12%	10%	10%	24%	27%	27%	64%	64%	64%
	Hispanic / Latino	1,490	1,490	33%	29%	29%	32%	35%	35%	35%	36%	36%
	Race/Ethnicity Unknown	137	137	28%	18%	18%	21%	30%	30%	50%	52%	52%
	White	76	76	13%	16%	16%	14%	12%	12%	72%	72%	72%
	ELL	1,055	1,055	51%	43%	43%	37%	41%	41%	13%	16%	16%
	Overall	3,168	3,168	28%	25%	25%	30%	32%	32%	42%	42%	42%
CST: Math Results by Participant Demographics	African American	1,013	1,013	26%	24%	24%	24%	26%	26%	49%	50%	50%
	American Indian	8	6	25%	13%	13%	38%	25%	25%	38%	63%	63%
	Asian / Pacific Islander	441	441	5%	5%	5%	10%	14%	14%	85%	82%	82%
	Hispanic / Latino	1,492	1,492	20%	21%	21%	24%	24%	24%	56%	55%	55%
	Race/Ethnicity Unknown	137	137	17%	18%	18%	18%	21%	21%	65%	61%	61%
	White	76	75	7%	8%	8%	15%	12%	12%	79%	80%	80%
	ELL	1,067	1,057	28%	28%	28%	31%	29%	29%	41%	43%	43%
	Overall	3,166	3,166	19%	19%	19%	22%	23%	23%	59%	58%	58%

Sources: Cityspan Attendance System, OUSD
Data above is for youth both 2010-11 and 2011-12 data is available. Results for any groups where N < 5 is masked for confidentiality reason.

All Elementary Schools

Oakland Out of School Time
2011 - 12 Program Profile

All Middle Schools

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	11-12 Units of Service	10-11 UOS % Towards Target	11-12 UOS % Towards Target	10-11 Progress Toward Attendance (CDE)	11-12 Progress Toward Attendance (CDE)	10-11 Participation Rate	11-12 Participation Rate
This Program	409	355	73,944	63,696	235%	124%	119%	119%	74%	75%
Overall	409	355	73,944	63,696	235%	124%	119%	119%	74%	75%

Enrollment: The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Attendance Goal: The targeted attendance goal is set at 85% of the program's capacity, per CDE Progress towards that goal is measured by unique visits.

Participation Rate: Measures the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.

Sources: CitySpan Attendance System

Participant Demographics

Gender, Grade Level, & ELL

	This Program	Overall
Female	48%	48%
Male	52%	52%
6th Grade	32%	32%
7th Grade	37%	37%
8th Grade	23%	23%
English Lanugage Learners	26%	26%

Sources: CitySpan Attendance System

Race / Ethnicity

African American	Asian Pacific Islander	Native American	White	Latino	Multiple Race/Ethnicity	None Reported
35%	12%	0%	3%	47%	0%	2%

(I) Bars are marked with the Overall average

Youth Outcomes by Theme

ABOUT YOUTH 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. Students' self-reports are the basis for addressing these direct outcomes. The figures reported on this table are composite measures. See page 3 on how these are calculated.

Parent/Caregivers and host school staff are also surveyed for this purpose. To see a full listing of survey items and responses, see page 3.

	This Program	Overall
Caring Adults	0%	84%
Family Engagement	0%	64%
Communication and Social Skills	0%	59%
School Engagement	0%	69%
Sense of Mastery & Accomplishment	0%	76%
Decision Making	0%	69%
Career Exploration	0%	55%
Wellness	61%	62%
	N=1,560	1,560

Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 2 visits; one from the evaluation team and one from OUSD. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

Horizontal lines across bars = citywide average for the grade group

Description of Quality Domains

Safe Environment: Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

Academic Climate: Activities in the program intentionally promote the development of key academic skills and content-area knowledge

What the Ratings Mean

(1) 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

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

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

POS Quality Ratings

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.

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	0%	0%	90%	90%
Supportive Environment	2%	2%	77%	77%
Interaction	4%	4%	45%	45%
Engagement	7%	7%	42%	42%
Academic Climate	6%	6%	59%	59%
Overall	3%	3%	68%	68%

- -

COMPOSITE SCORES *The table to the right lists the composite scores for each Point of Service domain. The percentage is calculated based on respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.*

	Safety Youth = 3/4	Supportive Youth = 3/4	Interaction Youth = 2/2	Engagement Youth = 2/2	Academic Youth = 3/4
This Program	75%	83%	66%	64%	71%
Overall	75%	83%	66%	64%	71%

I. Safe Environment: Youth Survey Responses	This Program	Overall
I feel safe in this program.	82%	82%
In this program, I have been made fun of for the way I look or talk. (% disagree)	75%	75%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around. (% disagree)	82%	82%
I feel like people are happy to see me here.	82%	82%

II. Supportive Environment: Youth Survey Responses		
I learn new things here.	84%	84%
The staff in this program expects me to try hard to do my best.	92%	92%
The staff here tells me when I do a good job.	85%	85%
In this program, I usually wish I was doing something else.	54%	54%

III. Interaction: Youth Survey Responses		
I feel like I belong at this program.	83%	83%
In this program, I get to help other people.	74%	74%

IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	72%	72%
The staff members here listen to what I have to say.	82%	82%

V. Academic Climate: Youth Survey Responses		
This program has helped me feel more confident about going to college.	72%	72%
This program has helped me to learn good study skills (like reading directions, taking tests).	74%	74%
This program has helped me to understand what is being taught in school.	76%	76%
This program has helped me feel more confident about graduating from high school.	81%	81%

All Middle Schools

COMPOSITE SCORES *The table below lists the composite scores for each direct outcome domain. The percentage is calculated based on respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.*

Teachers were asked to select what they see as the top 3 areas of strength for the OST program, as well as the top 3 areas of improvement. Teachers had a variety of options to select from, and survey items are included below, but not reported as a composite.

	Safetv Youth = NA Parent = 2/2	Caring Adults Youth = 2/3 Parent = 2/3	Family Engagement Youth = 1/1 Parent = 5/6	Communication Social Skills Youth = 3/4 Parent = NA	School Enaaoement Youth = 2/2 Parent = NA	Sense of Mastery & Accomplishment Youth = 3/4 Parent = 1/1	Decision Making Youth = 3/4 Parent = NA	Career Exploration Youth = 2/2 Parent = 1/1	Academic Behavkv Youth = NA Parent = 1/1	Wellness Youth = 2/3 Parent = 1/1
Youth	NA See POS	0%	0%	0%	0%	0%	0%	0%	NA See POS	61%
Overall		84%	64%	59%	69%	76%	69%	55%		62%
·Parent	69%	89%	41%	NA	NA	83%	NA	72%	84%	74%
Overall	69%	89%	41%			83%		72%	84%	74%

Safety	This Program	Overall
Parent: The after school program is a safe place for my student.	95%	95%
Parent: Selected that they worry less about their student during OST hours.	70%	70%
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Keeping students safe" as one of their top 3 ranked choices.	87 of 146	87 of 146

Caring Adults		
Youth: I could go to a staff member at this program for advice if I have a serious problem.	78%	78%
Youth: The staff here cares about me.	85%	85%
Youth: The staff can be trusted.	81%	81%
Parent: My student feels comfortable with the after school staff.	92%	92%
Parent: At least one after school program staff recognizes me when I visit.	87%	87%
Parent: There is an adult in this program my student can talk to about her or his problems.	79%	79%

Family Engagement		
Youth: Since coming to this program, I talk with my family about school more often.	64%	64%
Parent: There is opportunity for parent participation in this program.	70%	70%
Parent: Selected that they know more about what goes on in the school day.	44%	44%
Parent: Selected that they get chances to see what my student is learning (through events like performances and presentations).	59%	59%
Parent: I feel better prepared to support my student in school and in life.	61%	61%
Parent: I feel more comfortable at my child's school.	52%	52%
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Engaging parents/caregivers with their child's school" as one of their top 3 ranked choices.	8 of 146	8 of 146

Communication and Social Skflls		
Youth: Since coming to this program, I am better at telling others about my ideas and feelings.	63%	63%
Youth: Since coming to this program, I am better at listening to other people.	75%	75%
Youth: The after school program has helped me get to help other people.	74%	74%
Youth: This program helped me to make friends.	72%	72%
Youth: Since coming to this program, I work better with others on a team.	77%	77%
Youth: Since coming to this program, I get along better with other people my age.	79%	79%

School Engagement		
Youth: This program has helped me to feel like a part of my school.	77%	77%
Youth: This program has helped me to care about my school.	74%	74%

Sources: Youth survey, March 2012 - May 2012.
Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted.

All Middle Schools

Direct Outcomes		

Sense of Mastery & Accomplishment/ Self-Esteem	This Program	Overall
Youth: 1 am better at something that 1 used to think was hard.	76%	76%
Youth: This program has helped me work hard toward my goals.	80%	80%
Youth: This program has helped me to be more confident in my skills and abilities.	82%	82%
Youth: This program has helped me to expect good things from myself.	82%	82%
Parent: In this program, my student has opportunities to develop leadership skills.	83%	83%

Decision Making		
Youth: Since coming to this program, 1 am better at taking care of problems without violence or fighting.	65%	65%
Youth: Since coming to this program, 1 am more of a leader.	69%	69%
Youth: Since coming to this program, 1 make better decisions.	79%	79%
Youth: Since coming to this program, 1 am better at setting goals for myself	79%	79%

Career Exploration		
Youth: In this program, I've learned about the kinds of jobs I'd like to have in the future.	65%	65%
Youth: This program has helped me to understand how to get the kind of job 1 want.	70%	70%
Parent: In this program, my student learns about college and career options.	72%	72%
Teacher: This program supports the following goal for our school- College exploration and readiness.	61%	61%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Providing career exploration opportunities" as one of their top 3 ranked choices.	4 of 146	4 of 146

Academic Behavior		
Parent: This program helps my student get his or her homework done on time.	84%	84%
Teacher: This program supports the following goals for our school - English Learner student's language development	42%	42%
Teacher: This program supports the following goals for our school - Student academic success.	88%	88%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Providing homework assistance " as one of their top 3 ranked chokes.	97 of 146	97 of 146
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve their academic content knowledge" as one of their top 3 ranked choices.	18 of 1..	18 of 146
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve study skills " as one of their top 3 ranked choices.	13 of 1..	13 of 146
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help EL students improve fluency and comprehension " as one of their top 3 ranked choices.	2 of 146	2 of 146
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve their test-taking skills " as one of their top 3 ranked choices.	1 of 146	1 of 146

Sources: Youth survey, March 2012 - May 2012.
Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted. Data is not reported for questions with less than 5 respondents.

All Middle Schools

Direct Outcomes

Wellness	This Program	Overall
Youth: This program helps me make good choices about my health.	66%	68%
Youth: Since joining this program, I eat healthier.	51%	51%
Youth: Since joining this program, I exercise more.	67%	67%
Parent: In this program, my student learns about healthy eating.	74%	74%
Teacher: This program supports the following goals of our school- Student fitness and health.	90%	90%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Helping students eat healther " as one of their top 3 ranked choices.   2 of 1..   2 of 146

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item " Helping students exercise more " as one of their top 3 ranked choices.   32 of ..   32 of 146
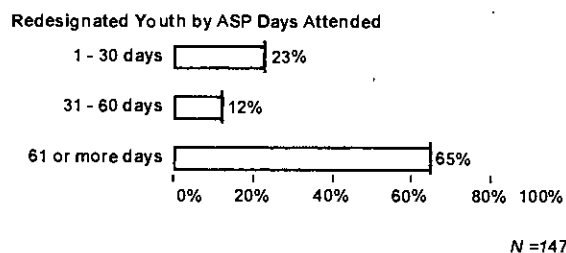
	This Program	Overall
Youth Survey N =	1,560	1,560
Parent Survey N =	594	594
Teacher Survey N =	154	154

All Middle Schools

Contributory Outcomes

EL Redesignation Rate

% Redesignated youth in this program	12%
N =	1,193
All programs in this grade level	12%
N =	1,193

Redesignated Youth by ASP Days Attended

1 - 30 days	23%
31 - 60 days	12%
61 or more days	65%

N =147

School Day Attendance Rate

School day attendance rate for youth in this program	96%
N =	4,420
All programs in this grade level	96%
N =	4,420

California Standards Test Results for ASP Participants

	N=		Below / Far Below			Basic			Proficient / Advanced		
	This Program	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12

CST: ELA Results by Participant Demographics

	This Program	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12
African American	1,042	1,042	33%	34%	34%	33%	32%	32%	34%	34%	34%
American Indian	4	4	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian / Pacific Islander	421	421	21%	20%	20%	29%	29%	29%	50%	61%	51%
Hispanic / Latino	1,497	1,497	28%	31%	31%	37%	35%	35%	35%	35%	35%
Race/Ethnicity Unknown	43	43	26%	28%	28%	26%	35%	35%	49%	37%	37%
White	84	84	19%	18%	18%	19%	14%	14%	62%	68%	68%
ELL	751	751	61%	60%	60%	33%	33%	33%	6%	7%	7%
Overall	3,091	3,091	29%	30%	30%	34%	32%	32%	37%	38%	38%

CST: Math Results by Participant Demographics

	This Program	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12
African American	1,031	1,031	37%	54%	54%	29%	26%	26%	34%	20%	20%
American Indian	2	2	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian / Pacific Islander	420	420	18%	22%	22%	17%	24%	24%	65%	S4%	54%
Hispanic / Latino	1,492	1,492	28%	41%	41%	28%	30%	30%	45%	30%	30%
Race/Ethnicity Unknown	43	43	23%	40%	40%	23%	35%	35%	53%	26%	26%
White	84	84	15%	18%	18%	17%	26%	26%	68%	56%	56%
ELL	747	747	50%	62%	62%	28%	2S%	25%	23%	13%	13%
Overall	3,072	3,072	29%	42%	42%	26%	27%	27%	45%	30%	30%

Sources: Cityspan Attendance System, OUSD
Data above is for youth both 2010-11 and 2011-12 data is available. Results for any groups where N < 5 is masked for contidentiality reason.

All Middle Schools

All Healthy Transitions Programs

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	11-12 Units of Service	10-11 UOS % Towards Target	11-12 UOS % Towards Target	10-11 Progress Toward Attendece (CDE)	11-12 Progress Toward Attendece (CDE)	10-11 Participation Rate	11-12 Participation Rate
This Program	924	1,375	17,249	16,673	213%	167%	0%	0%	55%	56%
Overall	924	1,375	17,249	16,673	213%	167%	0%	0%	55%	56%

Enrollment The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Attendance Goal: The targeted attendance goal is set at 85% ot the program's capacity, per CDE Progress towards that goal is measured by unique visits.

Participation Rate: Measures the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.
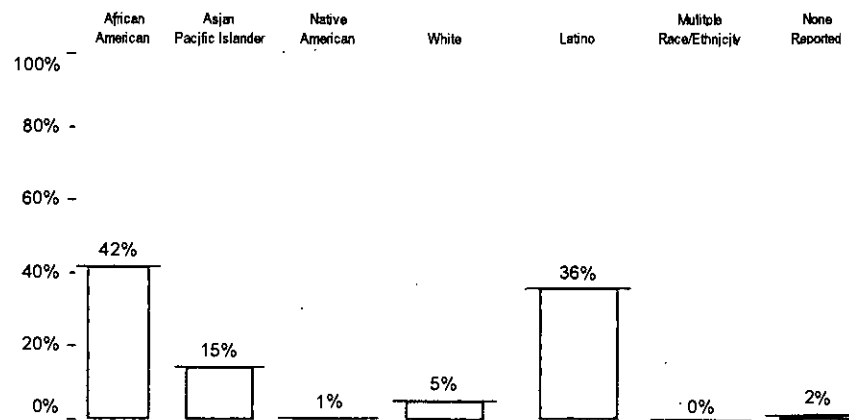
Sources: City Span Attendance System

Participant Demographics

Gender, Grade Level, & ELL

	This Program	Overall
Female	51%	51%
Male	49%	49%
6th Grade	35%	35%
7th Grade	16%	16%
8th Grade	9%	9%
9th Grade	25%	25%
10th Grade	8%	8%
11th Grade	5%	5%
12th Grade	0%	0%
English Lanugage Learners	18%	18%

Race / Ethnicity

Sources: City Span Attendance System

African American	Asian Pacific Islander	Native American	White	Latino	Mutitple Race/Ethnicity	None Reported
42%	15%	1%	5%	36%	0%	2%

(‡) Bars are marked with the Overall average

Youth Outcomes by Theme

ABOUT YOUTH 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. Students' self-reports are the basis for addressing these direct outcomes.

Parent/Caregivers and host school Staff are also surveyed for this purpose. To see a full listing of survey items and responses, see page 3.

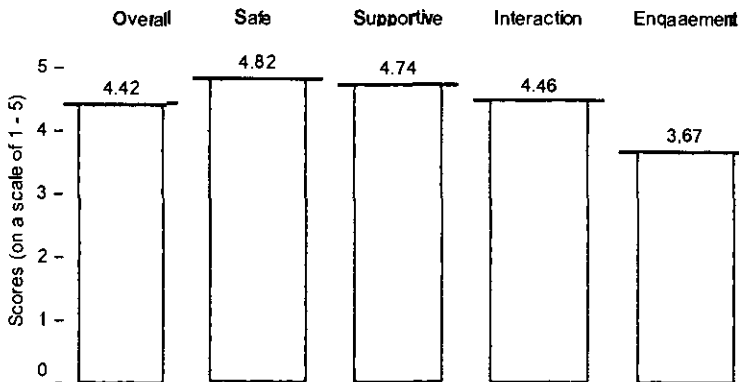|	This Program	Overall
Caring Adults	94%	94%
Family Engagement	72%	72%
Communication and Social Skills	74%	74%
School Engagement	84%	84%
Sense of Mastery & Accomplishment	90%	90%
Decision Making	86%	86%
Career Exploration	66%	66%
Wellness	58%	58%
	N=226	226

Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site one from the evaluation team. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

	Overall	Safe	Supportive	Interaction	Engagement
	4.42	4.82	4.74	4.46	3.67

Scores (on a scale of 1 - 5)

Horizontal lines across bars = citywide average for the grade group

% 1 Ratings / % 5 Ratings

	This Program	Overall	This Program	Overall
Safe Environment	1%	1%	89%	89%
Supportive Environment	1%	1%	88%	88%
Interaction	0%	0%	70%	70%
Engagement	6%	6%	44%	44%
Overall	2%	2%	78%	78%

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
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.
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.
Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

What the Ratings Mean

(1) 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
(3) A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
(5) A tive (5) rating indicates that the practice was implemented consistently and well across staff and activities,

POS Quality Ratings

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 Detined 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.

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COMPOSITE SCORES *The tabio to the right lists the composite scores for each Point of Service domain. The percentage is calculated based on respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.*

	Safety Youth = 3/4	Supportive Youth = 3/4	Interaction Youth = 2/2	Engagement Youth = 2/2
This Program	90%	93%	85%	84%
Overall	90%	93%	85%	84%

I. Safe Environment: Youth Survey Responses	This Program	Overall
I feel safe in this program.	98%	98%
In this program, I have been made fun of for the way I look or talk, (% disagree)	80%	80%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around. (% disagree)	93%	93%
I feel like people are happy to see me here.	91%	91%

II. Supportive Environment: Youth Survey Responses		
I learn new things here.	93%	93%
The staff in this program expects me to try hard to do my best.	99%	99%
The staff here tells me when I do a good job.	97%	97%
In this program, I usually wish I was doing something else.	24%	24%

III. Interaction: Youth Survey Responses		
I feel like I belong at this program.	94%	94%
In this program, I get to help other people.	91%	91%

IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	87%	87%
The staff members here listen to what I have to say.	96%	96%

All Healthy Transitions Programs

COMPOSITE SCORES *The table below lists the composite scores for each direct outcome domain. The percentage is calculated based on youth respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.*

	Safety	Caring Adults	Family Engagemst	Communication Social Skills	School Engagemant	Sense of Mastery & Accomplishment	Decision Making	Career Exploration	Wellness
Youth	NA *See POS*	94%	72%	74%	84%	90%	86%	66%	58%
Overall		94%	72%	74%	84%	90%	86%	66%	58%

Caring Adults

1 could go to a staff member at this program for advice if I have a serious problem.	88%	88%
The staff here cares about me.	96%	96%
The staff can be trusted.	94%	94%

Family Engagement

Since coming to this program, I talk with my family about school more often.	72%	72%

Communication and Social Skills

Since coming to this program, 1 am better at telling others about my ideas and feelings.	81%	81%
Since coming to this program, 1 am better at listening to other people.	86%	66%
The after school program has helped me get to help other people.	91%	91%
This program helped me to make friends.	75%	75%
Since coming to this program, 1 work better with others on a team.	88%	88%
Since coming to this program, I get along better with other people my age.	87%	87%

School Engagement

This program has helped me to feel like a part of my school.	92%	92%
This program has helped me to care about my school.	88%	88%

Sense of Mastery & Accomplishment/ Self-Esteem

1 am better at something that 1 used to think was hard.	84%	84%
This program has helped me work hard toward my goals.	89%	89%
This program has helped me to be more confident in my skills and abilities.	91%	91%
This program has helped me to expect good things from myself	96%	96%

Decision Making

Since coming to this program, I am better at taking care of problems without violence or fighting.	81%	81%
Since coming to this program, 1 am more of a leader.	91%	91%
Since coming to this program, 1 make better decisions.	87%	87%
Since coming to this program, 1 am better at setting goals for myself.	90%	90%

Career Exploration

In this program, I've learned about the kinds of jobs I'd like to have in the future.	73%	73%
This program has helped me to understand how to get the kind of job i want.	76%	76%

Wellness

This program helps me make good choices about my health.	71%	71%
Since joining this program, 1 eat healthier.	54%	54%
Since joining this program, I exercise more.	56%	56%

Youth Survey N =	226	226

Sources: Youth survey, March 2012 - May 2012.
Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted.

All Healthy Transitions Programs

Oakland Out of School Time
2011 - 12 Program Profile

All High Schools

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	11-12 Units of Service	10-11 UOS % Towards Target	11-12 UOS % Towards Target	10-11 Progress Toward Attendance (CDE)	11-12 Progress Toward Attendance (CDE)	10-11 Participation Rate	11-12 Participation Rate
This Program	571	582	51,204	45,750	26%	19%	95%	98%	55%	49%
Overall	571	582	51,204	45,750	26%	19%	95%	98%	55%	49%

Enrollment: The number of unduplicated children and youth served.

Units of Service (UOS): The number of service hours, a key measure of program capacity.

Attendance Goal: The targeted attendance goal is set at 85% of the program's capacity, per CDE Progress towards that goal is measured by unique visits.

Participation Rate: Measures the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.
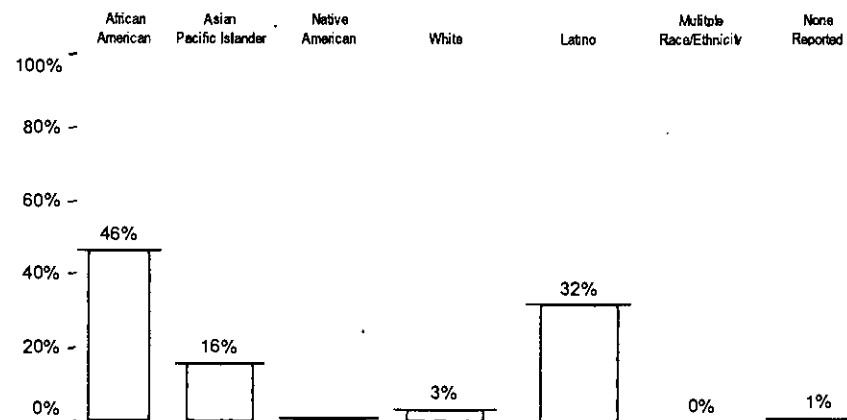
Sources: CitySpan Attendance System

Participant Demographics

Gender, Grade Level, & ELL

	This Program	Overall
Female	49%	49%
Male	51%	51%
9th Grade	26%	26%
10th Grade	22%	22%
11th Grade	49%	49%
12th Grade	2%	2%
English Lanugage Learners	16%	16%

Sources: CitySpan Attendance System

Race / Ethnicity

African American 46%, Asian Pacific Islander 16%, Native American, White 3%, Latino 32%, Multiple Race/Ethnicity 0%, None Reported 1%

( ) Bars are marked with the Overall average

Youth Outcomes by Theme

ABOUT YOUTH 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 sodd skills and peer relations, and stronger connections with school and the work world. Students' self reports are the basis for addressing these direct outcomes. The figures reported on this table are composite measures. See page 3 on how these are calculated.

Parent/Caregivers and host school staff are also surveyed for this purpose. To see a full listing of survey items and responses see page 3.

	This Program	Overall
Caring Adults	95%	95%
Family Engagement	76%	76%
Communication and Social Skills	78%	78%
School Engagement	87%	87%
Sense of Mastery & Accomplishment	92%	92%
Decision Making	86%	86%
Career Exploration	72%	72%
Wellness	72%	
	N=603	603

Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents.

Site visits provide observationally based data about key components of program quality. Each site received 2 visits; one from the evaluation team and one from OUSD. Visits were conducted between September 2011 and May 2012 using the Youth Program Quality Assessment (YPQA).

POS Quality Rating:

	Overall	Safe	Supportive	Interaction	Engage-ment	Academic
Score	4.31	4.87	4.76	4.03	3.57	4.47

Scores (on a scale of 1 - 5)

Horizontal lines across bars = citywide average for the grade group

Description of Quality Domains

Safe Environment Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

Academic Climate: Activities in the program intentionally promote the development of key academic skills and content-area knowledge

What the Ratings Mean

(1) 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

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

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

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	1%	1%	93%	93%
Supportive Environment	0%	0%	88%	88%
Interaction	4%	4%	55%	55%
Engagement	6%	6%	35%	35%
Academic Climate	0%	0%	74%	74%
Overall	2%	2%	76%	76%

POS Quality Ratings

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.

- -

COMPOSITE SCORES *The table to the right lists the composite scores for each Point of Service domain. The percentage is calculated based on respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.*

	Safety Youth = 3/4	Supportive Youth = 3/4	Interaction Youth = 2/2	Engagement Youth = 2/2	Academic Youth = 3/4
This Program	92%	90%	85%	81%	87%
Overall	92%	90%	85%	81%	87%

I. Safe Environment: Youth Survey Responses	This Program	Overall
I feel safe in this program.	95%	95%
In this program, I have been made fun of for the way I look or talk. (% disagree)	89%	89%
In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around. (% disagree)	96%	96%
I feel like people are happy to see me here.	94%	94%

II. Supportive Environment: Youth Survey Responses		
I learn new things here.	92%	92%
The staff in this program expects me to try hard to do my best.	98%	98%
The staff here tells me when I do a good job.	95%	95%
In this program, I usually wish I was doing something else.	36%	36%

III. Interaction: Youth Survey Responses		
I feel like I belong at this program.	95%	95%
In this program, I get to help other people.	89%	89%

IV. Engagement: Youth Survey Responses		
In this program, I get to decide things like activities and group agreements.	83%	83%
The staff members here listen to what I have to say.	96%	96%

V. Academic Climate: Youth Survey Responses		
This program has helped me feel more confident about going to college.	90%	90%
This program has helped me to learn good study skills (like reading directions, taking tests).	86%	86%
This program has helped me to understand what is being taught in school.	85%	85%
This program has helped me feel more confident about graduating from high school.	93%	93%

All High Schools

COMPOSITE SCORES The table below lists the composite scores for each direct outcome domain. The percentage is calculated based on respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.

Teachers were asked to select what they see as the top 3 areas of strength for the OST program, as well as the top 3 areas of improvement. Teachers had a variety of options to select from, and survey items are included below, but not reported as a composite.

	Safety Youth = NA Parent = 2/2	Carina Adults Youth = 2/3 Parent = 2/3	Family Engagement Youth = 1/1 Parent = 4/5	Communication Social Skills Youth = 5/6 Parent = NA	School Engagement Youth = 2/2 Parent = NA	Sense of Mastery & Accomplishment Youth = 3/4 Parent = 1/1	Decision Making Youth = 3/4 Parent = NA	Carea Exploration Youth = 2/2 Parent = 1/1	Academic Behavior Youth = NA Parent = 2/3	Wellness Youth = 2/3 Parent = 1/1
Youth	NA See POS	95%	76%	78%	87%	92%	86%	72%	NA See POS	72%
Overoll		95%	76%	78%	87%	92%	86%	72%		72%
Parent	77%	89%	52%	NA	85%	90%	NA	88%	88%	83%
Overall	77%	89%	52%		85%	90%		88%	88%	83%

Safety	This Program	Overall
Parent: The after school program is a safe place for my student.	95%	95%
Parent: Selected that they worry less about their student during OST hours.	80%	80%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item "Keeping students safe" as one of their top 3 ranked choices. | 28 of 66 | 28 of 66

Caring Adults		
Youth: I could go to a staff member at this program for advice if I have a serious problem.	92%	92%
Youth: The staff here cares about me.	94%	94%
Youth: The staff can be trusted.	94%	94%
Parent: My student feels comfortable with the after school staff.	92%	92%
Parent: At least one after school program staff recognizes me when I visit.	81%	81%
Parent: There is an adult in this program my student can talk to about her or his problems.	88%	88%

Family Engagement		
Youth: Since coming to this program, I talk with my family about school more often.	76%	76%
Parent: There is opportunity for parent participation in this program.	80%	80%
Parent: Selected that they know more about what goes on in the school day.	60%	60%
Parent: Selected that they get chances to see what my student is learning (through events like performances and presentations).	72%	72%
Parent: Selected that they feel better prepared to support their student in school and in life.	71%	71%
Parent: Selected that they feel more comfortable at their child's school.	67%	67%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Engaging parents/caregivers with their child's school" as one of their top 3 ranked choices. | 2 of 66 | 2 of 66

Communication and Social Skills		
Youth: Since coming to this program, I am better at telling others about my ideas and feelings.	82%	82%
Youth: Since coming to this program, I am better at listening to other people.	89%	89%
Youth: The after school program has helped me get to help other people.	89%	89%
Youth: This program helped me to make friends.	83%	83%
Youth: Since coming to this program, I work better with others on a team.	90%	90%
Youth: Since coming to this program, I get along better with other people my age.	88%	88%

School Engagement		
Youth: This program has helped me to feel like a part of my school.	92%	92%
Youth: This program has helped me to care about my school.	91%	91%

Sources: Youth survey, March 2012 - May 2012.
Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted.

All High Schools

Direct Outcomes

Sense of Mastery & Accomplishment/ Self-Esteem	This Program	Overall
Youth: 1 am better at something that 1 used to think was hard.	89%	89%
Youth: This program has helped me work hard toward my goals.	92%	92%
Youth: This program has helped me to be more confident in my skills and abilities.	94%	94%
Youth: This program has helped me to expect good things from myself.	93%	93%
Parent: In this program, my student has opportunities to develop leadership skills ·	90%	90%

Decision Making		
Youth: Since coming to this program, I am better at taking care of problems without violence or fighting.	85%	85%
Youth: Since coming to this program, I am more of a leader.	85%	85%
Youth: Since coming to this program, I make better decisions.	90%	90%
Youth: Since coming to this program, 1 am better at setting goals for myself	91%	91%

Career Exploration		
Youth: In this program, I've learned about the kinds of jobs I'd like to have in the future.	81%	81%
Youth: This program has helped me to understand how to get the kind of job 1 want.	83%	83%
Parent: In this program, my student gets support with college exploration and preparation.	88%	88%
Teacher: The ASP supports the following goal for our school - College exploration and readiness.	77%	77%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item "Providing career exploration opportunities" as one of the their top 3 ranked choices.	11 of 66	11 of 66

Academic Behavior		
Parent: This program helps my student get his or her homework done on time.	84%	84%
Parent: In this program, my student can make up missing credits.	84%	84%
Parent: In this program, my student gets support to pass the CA High School Exit Exam.	87%	87%
Teacher: This program supports the following goals for our school - English Learner student's language development	59%	59%
Teacher: This program supports the following goals for our school - Student academic success.	96%	91%
Teacher: This program supports the following goals for our school - Improve graduation rates	91%	96%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Providing homework assistance " as one of their top 3 ranked choices.	29 of 66	29 of 66
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve their academic content knowledge" as one of their top 3 ranked choices.	4 of 66	4 of 66
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve study skills " as one of their top 3 ranked choices.	6 of 66	6 of 66
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Help EL students improve fluency and comprehension " as one of their top 3 ranked choices.	0 of 66	0 of 66
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Help students improve their test-taking skills " as one of their top 3 ranked choices.	0 of 66	0 of 66
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Providing CAHSEE Prep " as one of their top 3 ranked choices.	3 of 66	3 of 66
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Providing credit recovery " as one of their top 3 ranked choices.	7 of 66	7 of 66

Sources: Youth survey, March 2012 - May 2012.
Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted. Data is not reported for questions with less than 5 respondents.

All High Schools

Direct Outcomes

Wellness	This Program	Overall
Youth: This program helps me make good choices about my health.	80%	80%
Youth: Since joining this program, I eat healthier.	67%	67%
Youth: Since joining this program, I exercise more.	72%	72%
Parent: In this program, my student is learning how to make healthy choices (like eating well and avoiding drugs and alcohol).	83%	83%
Teacher: This program supports the following goals of our school - Student fitness and health.	77%	77%

	This Program	Overall
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Helping students eat healther " as one of their top 3 ranked choices.	2 of 66	2 of 66
Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 19 possible choices. The figure on the right indicates the number of teachers who selected the item " Helping students exercise more " as one of their top 3 ranked choices.	10 of 66	10 of 66

	This Program	Overall
Youth Survey N =	603	603
Parent Survey N =	156	156
Teacher Survey N =	76	76

All High Schools

Contributory Outcomes

EL Redesignation Rate

% Redesignated youth in this program	7%
N =	702
All programs in this grade level	7%
N =	702

Redesignated Youth by ASP Days Attended

1 - 30 days	46%
31 - 60 days	15%
61 or more days	38%

0% 20% 40% 60% 80% 100%

N =52
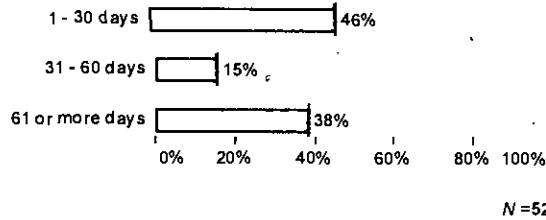
School Day Attendance Rate

School day attendance rata for youth in this program	96%
N =	4,511
All programs in this grade level	96%
N =	4,511

California Standards Test Results for ASP Participants

	N=		Below / Far Below			Basic			Proficient / Advanced		
	This Program	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12
African American	683	683	43%	53%	53%	33%	27%	27%	24%	20%	20%
American Indian	14	14	50%	29%	29%	21%	43%	43%	29%	29%	29%
Asian / Pacific Islander	353	353	14%	20%	20%	32%	27%	27%	54%	53%	53%
Hispanic / Latino	577	577	34%	36%	36%	33%	36%	36%	33%	28%	28%
Race/Ethnicity Unknown	19	19	26%	42%	42%	47%	26%	26%	26%	32%	32%
White	82	82	10%	11%	11%	15%	21%	21%	76%	68%	68%
ELL	242	242	71%	70%	70%	26%	27%	27%	3%	3%	3%
Overall	1,728	1,728	32%	38%	38%	32%	30%	30%	36%	32%	32%
African American	635	635	76%	87%	87%	17%	11%	11%	6%	3%	3%
American Indian	14	14	64%	93%	93%	36%	0%	0%	0%	7%	7%
Asian / Pacitic Islander	340	340	41%	48%	48%	26%	26%	26%	33%	26%	26%
Hispanic / Latino	547	547	69%	69%	69%	19%	21%	21%	12%	10%	10%
Race/Ethnicity Unknown	18	18	44%	44%	44%	39%	44%	44%	17%	11%	11%
White	76	76	37%	51%	51%	21%	21%	21%	42%	28%	28%
ELL	229	229	84%	77%	77%	11%	14%	14%	5%	9%	9%
Overall	1,630	1,630	64%	71%	71%	20%	18%	18%	16%	11%	11%

CST: ELA Results by Particpant Demographics (rows African American through Overall, first block)

CST: Math Results by Particcpant Demographics (rows African American through Overall, second block)

A to G Completion Rate*

% ASP Participants in that completed A to G	31%
N =	1,267
All ASP H.S. Participants	31%
N =	1,267

Credits Earned (To date)*

Average number of credits earned	167
N =	3,383
All ASP H.S. Participants	167
N =	3,383

California High School Exit Exam (CAHSEE) Pass Rate*

% Passed Math	76%
% Passed ELA	79%
% Passed Both	70%

0% 20% 40% 60% 80% 100%

N = 2,917
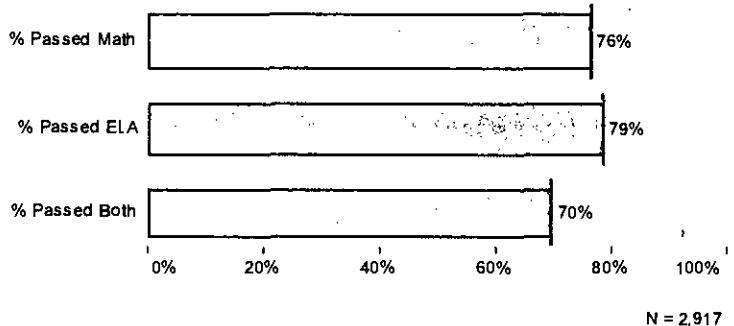
*Data for credits earned, CAHSEE, and A to G completion rates for youth grades 10 through 12 only.

Sources: Cityspan Attendance System, OUSD
Data above is for youth both 2010-11 and 2011-12 data is available. Results for any groups where N < 5 is masked for confidentiality reason.

All High Schools