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CITY OF OAKLAND
AGENDA REPORT

To: **2010 MAY 13 PM 1:42**
Office of the City Administrator
Attn: Dan Lindheim, City Administrator
From: Department of Human Services
Date: May 25, 2010

RE: **An Informational Report and Update of the Oakland Fund For Children And Youth
Interim Evaluation Reports Fiscal Year 2009-2010**

SUMMARY

Two interim evaluation reports for the Oakland Fund for Children and Youth were submitted to the City Council Life Enrichment Committee on April 13, 2010 concerning the first two quarters of grantee activity for FY2009-2010. This report provides additional information requested concerning the evaluator's work on the assessment of the quality of grantee services through mid-April, 2010, and responses to the questions posed at the LEC meeting. The addendum reports from the evaluation firms Public Profit and See Change are included in *Attachment A and B*. OUSD site support plans are included in *Attachment C* for six improving programs.

FISCAL IMPACT

There are no fiscal impacts associated with this report.

BACKGROUND

In May 2009, the City approved the selection of two firms to conduct the 2009-2010 evaluation for OFCY. OFCY's evaluation spans 135 individual grantees within the OFCY program strategy areas. Public Profit and See Change began contracted services as of July 1, 2009. The interim evaluation reports were prepared for early submission in February for Council information based on two quarters of grantee activity reported as of January 2010. The Planning and Oversight Committee and its evaluation subcommittee received the interim reports in separate meetings on May 5, 2010 and April 26, 2010, respectively.

KEY ISSUES AND IMPACTS

Evaluation Timeline and Grant Selection

After approval of the grants by June, and the establishment of grant agreements, grantee activity data are tracked through Cityspan and reported over four quarterly reporting periods from July 1st through June 30th.

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Timeline for the 2009-2010 evaluation:

- (June '09 - July '09) Grant agreements are established; Activities and participant data input in Cityspan.
- (July '09 - Sept. '09) In the first quarter, outcomes are established. Individual meetings with grantees, coupled with the OFCY grantee meetings, lay the foundation for the evaluation. The evaluation plans are finalized.
- (Feb. '10 - March '10) The evaluator uses the first two quarters of the Cityspan reported data to prepare an interim report on participation and retention, activities and services delivered, and demographic data. The purpose of this initial report is to determine if programs are on track to meet their annual participation and/or attendance goals. Participation and attendance goals vary based on the type of program or population served.
- (July'09 - April '10) The evaluators conduct site visits and use quality assessment tools beginning in July for summer programs and through April for all other strategies. This work will be folded into the interim report and provided to the POC in April, for forwarding to the City Council.
- (Feb. '10 - April '10) Programs that are not on target to meet their participation goals or which are identified through the evaluation quality assessment will develop plans to address support and improvement if needed. After school programs are supported by the OUSD After School Programs Office to identify any technical assistance needed.
- (March '10 - May '10) POC grant selection or renewal process begins in February. The POC receives findings from the complete prior year's evaluation in March as proposals are being reviewed for recommendation by sub-committee. The current year's participation or quality assessment findings are made available in April to the POC.
- (May '10 - June '10) The City Council receives the interim report with quality assessment findings in May/June in time for renewal decision and grant recommendations for next year.
- (July '10) By, July 15th, grantees report activity completed through year end, June 30th.
- (August '10 - September '10) Evaluators finalize reports based on full year of data and prepare reports analysis outcome and OUSD data, if provided.
- (Oct. '10 - Nov. '10) Evaluation final report is provided to the POC followed by City Council.
- (April '11 - June '11) The prior year's final evaluation report is used for the grants selection or renewal process, in combination with the current year's interim evaluation data, with action by the POC in April/May and City Council in June.

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Program Quality Assessments from Public Profit

The Public Profit evaluation covers 64 after school programs and 8 community based after school programs. Public Profit's site visit protocol tool is used to assess where programs show strength or need support in the key areas of operational foundations, program schedule, vision and mission, qualified and supported staff, physical safety, supportive relationships, access, equity and inclusion, meaningful learning opportunities, neighborhood and community connections, parent involvement.

The table in *Attachment A* includes Public Profit's quality observation scores for the areas of "physical and emotional safety", "equity, access and inclusion", "meaningful learning opportunities", and "academic support", and the overall rating for each program. OFCY and OUSD receive the reports in March and April. The OUSD office works with the after school site coordinator and school leadership to develop the school site support plan toward improving program quality and performance.

Program Quality Assessments from See Change

The See Change evaluation covers 58 OFCY programs among four different strategy areas of early childhood, summer, physical and behavioral health, and older youth academic and career readiness and leadership programs. See Change uses a program quality assessment (PQA) tool for observation and rating of key elements of program delivery such as physical and emotional safety, presence of caring adults, skill building, youth engagement, supportive peers, and diversity and identity. *Attachment B* includes the See Change addendum with quality assessment scores for each grantee.

Support Plans for Six Grantees from FY08-09 Final Evaluation

A summary of the updated information from OFCY site visits for each of six grantees was included in the prior report (April 13, 2010 LEC meeting) and is resubmitted in *Attachment C*. Additionally, the OUSD School Site Support Plan for each of the six after school programs is provided in *Attachment C*.

Additional Committee Questions on the Interim Evaluation Reports Presented April 13, 2010

Use of Attendance and Participation Metrics

Attendance is a key measure particularly for school based after school programs. Research shows that regular attendance affects the benefit of these programs. Additionally, after school programs are funded through the state based on meeting attendance targets. Thus, tracking attendance is a requirement of continued state funding for after school programs.

For older youth programs, attendance is less important. However, OFCY is comparing each program's actual participation to their contracted projected participation to answer the question - are programs actually serving the number of students they are contracted to serve? As a performance measure, examining participation and the number of youth served is more meaningful than reporting on the number of hours delivered. The full year evaluation will contain a richer analysis of program outcomes (see below).

Further Analysis Based on the Completed 2009-10 Program Year

The statement that the OFCY participants and OUSD students (based on 2008-2009 student data) are statistically equivalent is useful from an evaluation standpoint. It indicates that OFCY programs are not serving “better” students or “worse” students relative to OUSD as a whole based on student test data. Since the data available is limited for the interim report, the comparison of OFCY participants to OUSD as a whole is merely meant as a baseline. For the final report, there will be more complete analysis of any change in OFCY students from the 2008-09 school year to the 2009-10 school year, relative to changes in OUSD students as a whole.

Variation among Programs

The interim report provides limited data which are not very useful for across the board comparisons among programs. It provides the first examination of new Cityspan data which is useful for program monitoring, correction, and possibly, the development of standards by type of program in the future.

For the older youth, physical and behavioral health programs, and early childhood programs, there is great variation in the outcomes expected and the activities provided. The evaluator begins the evaluation year with individual grantee meetings to develop the logic modeling framework to reflect variation in resources, outcomes, etc. The final report will provide a more complete analysis of survey data to reflect variation in the type of program.

The final evaluation reports will include comparison of participants’ academic performance to themselves over time, and comparison of participants’ skill growth, satisfaction, and social development by level of program participation in 2009-10. Depending on the data and resources available, evaluators may analyze the differences between youth who have been in OFCY programs for two or more years and those who have not.

Activities Data

Public Profit’s interim report includes a chart (Figure 9, page 17) to describe the average amount of time that youth spend in different activities for the four after school program types. The chart is based on aggregate data from multiple programs for each program type, elementary after school, middle school after school, community based after school, and high school after school. Individual program profiles with activities data will be available for the final evaluation report. Additional data on the average number of hours youth spend in program activities is included in the appendix of the Public Profit evaluation report.

PROJECT DESCRIPTION

OFCY’s evaluations are based on “best practices” for assessing youth programs. Each firm has developed logic models to identify the context, resources, inputs, and measurements required to assess the achievement of better outcomes for children and youth. The evaluator then conducts site visits, administers surveys to parents, youth, and providers, and applies a quality assessment tool based on best practices by program type for each grant program. Participant tracking and linkage to student outcome data will enable analysis at the strategy level as well as individual grantee evaluation.

SUSTAINABLE OPPORTUNITIES

Economic: Evaluators hired and trained approximately 20 youth to be youth evaluators. The OFCY evaluation system encourages grantees to increase productivity and cost effectiveness.

Environmental: The OFCY evaluation does not result in known environmental opportunities.

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

DISABILITY AND SENIOR CITIZEN ACCESS

This report has no direct impact on disability and senior citizen access issues.

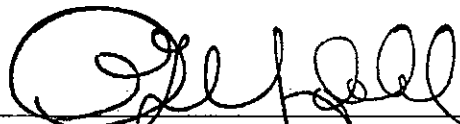
RECOMMENDATION(S) AND RATIONALE

There are no recommendations associated with this report.

ACTION REQUESTED OF THE CITY COUNCIL

There is no action requested.

Respectfully submitted,



ANDREA YOUNGDAHL
Director, Department of Human Services

Prepared by: Sandra Taylor
Children and Youth Services Manager

ATTACHMENTS:

Attachment A - Public Profit Program Quality Assessments – School/Community based AS
Attachment B - Site Tool, Program Quality Assessments Addendum (See Change)
Attachment C -Table A - Grantees with Missed 2008-2009 Performance Indicators
OUSD School Site Support Plans

APPROVED AND FORWARDED TO THE LIFE ENRICHMENT COMMITTEE:



Office of the City Administrator

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ATTACHMENT A

Oakland After School Programs

Point-of-Service Quality Observation -- Site-Level Ratings Guide

Service Quality Matrix Element	Description
Number of Ratings	Observations completed for the individual site by April 16, 2010. For school based sites, the maximum number of visits to date is 2. For charter/community, 1.
Overall Rating	Average score for all quality rating items.
Physical and Emotional Safety	Based on 12 observational items to assess progress in reaching best practices in this domain. Defined as: <i>Youth and staff are physically safe while in the program, and participants build skills to help them make good decisions about their own and others' safety. Participants have the opportunity to use pro-social conflict mediation skills and to share their thoughts and feelings.</i>
Equity, Access, and Inclusion	Based on 3 observational items to assess progress in reaching best practices in this domain. Defined as: <i>Youth of all cultural, racial, linguistic, and developmental backgrounds participate in after school, and participants are actively encouraged to interact with a variety of peers. Staff model inclusive attitudes and behaviors.</i>
Meaningful Learning Opportunities	Based on 8 observational items to assess progress in reaching best practices in this domain. Defined as: <i>After school programs engage students as active learners in challenging, relevant, and enriching learning experiences that provide rich opportunities for youth to learn new skills that draw on their personal interests.</i>
Academic Support	For activities with a clearly academically-oriented component. Based on 7 observational items to assess progress in reaching best practices in this domain. Defined as: <i>Academic support activities (including homework help, tutorials, and academic enrichment) extend upon key skills and concepts covered during the school day, incorporate multiple learning styles, and help youth build targeted academic skills.</i>
Evaluator's Notes - Program's Areas of Strength and Areas of Improvement	Unedited notes from Evaluation Team member who observed the program. In some cases, the Evaluation Team has not visited the site. For these programs, additional detail is provided to explain whether the site never responded to requests for a visit, or if a visit has yet to take place.

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Oakland After School Programs

Point-of-Service Quality Observation Scores for Programs Observed between October 1, 2009 - April 16, 2010

See prior page for heading definitions.

OFCY Grantee	Program Site	Number of Ratings	Overall Rating	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
Elementary							
AspiraNet	Acorn Woodland	2	2.02	2.09	2.00	2.00	2.00
Higher Ground	Allendale	1	1.95	2.00	2.00	1.80	2.00
Oakland LEAF	Ascend	2	2.18	2.26	2.17	2.25	2.14
East Bay Asian Youth Center (EBAYC)	Bella Vista	1	2.00	2.00	2.00	Not yet rated.	2.00
Bay Area Community Resources (BACR)	Bridges Academy	2	1.83	1.98	1.75	1.88	1.72
Higher Ground	Brookfield	1	2.00	2.00	2.00	2.00	2.00
Learning for Life	Burckhalter	2	1.87	1.94	2.00	1.75	1.80
AspiraNet	Carl Munck	2	2.00	2.00	2.00	2.00	2.00
Oakland Asian Student Educational Services (OASES)	Cleveland	1	2.00	2.00	2.00	2.00	2.00
AspiraNet	Community United	2	2.11	2.00	2.00	2.00	2.43
AspiraNet	East Oakland Pride	2	1.82	1.95	2.00	1.60	1.72
BACR	Emerson	2	2.05	1.99	2.00	2.00	2.22
AspiraNet	Encompass Academy	2	2.14	2.08	2.10	2.03	2.34
BACR	Esperanza Academy	1	1.80	1.67	2.00	1.80	1.71
EBAYC	Franklin	1	2.00	2.00	2.00	Not yet rated.	2.00
BACR	Fred T. Korematsu	1	1.80	1.67	2.00	1.80	1.71
Learning for Life	Fruitvale	0	NA	NA	NA	NA	NA
AspiraNet	Futures Elementary	1	2.00	2.00	2.00	2.00	2.00
EBAYC	Garfield	2	2.00	2.00	2.00	2.00	2.00
BACR	Glenview	2	1.96	1.90	2.00	1.92	2.00
BACR	Global Family School	2	1.94	2.00	2.00	1.75	2.00
AspiraNet	Grass Valley	1	1.77	1.58	2.00	1.50	2.00
BACR	Greenleaf	2	2.00	2.00	2.00	2.00	2.00
BACR	Hoover	2	1.99	1.97	2.00	2.00	2.00
Learning for Life	Horace Mann	2	2.02	2.00	2.00	2.06	2.00
AspiraNet	Howard	1	1.63	1.58	2.00	1.38	1.57
AspiraNet	International Community School	2	1.89	2.00	2.00	1.84	1.72
EBAYC	La Escuelita	2	1.93	1.94	2.00	2.00	1.84
BACR	Lafayette	2	2.00	2.00	2.00	2.00	2.00
Ujima Foundation	Lakeview	1	2.08	2.33	2.00	2.00	2.00
PMA Consulting	Laurel	2	2.05	2.13	2.00	2.00	2.17
Spanish Speaking Citizens' Foundation	Lazear	2	1.98	2.00	2.00	1.92	2.00
BACR	Learning Without Limits	2	1.94	2.00	2.00	1.75	2.00
OASES	Lincoln	2	2.20	2.47	2.25	2.00	2.07

Based on a three-point rating scale.
 1 = Limited evidence
 2 = Sufficient evidence
 3 = Ample evidence

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OFCY Grantee	Program Site	Number of Ratings	Overall Rating	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
BACR	M.L. King, Jr.	1	2.02	2.08	2.00	2.00	2.00
EBAYC	Manzanita Community School	2	1.87	2.00	2.00	1.70	1.79
Learning for Life	Manzanita Seed	1	2.00	2.00	2.00	2.00	2.00
BACR	Markham	1	2.00	2.00	2.00	2.00	2.00
Learning for Life	Marshall	2	2.07	2.06	2.00	2.00	2.22
Learning for Life	Maxwell Park	2	2.00	2.00	2.00	2.00	2.00
Higher Ground	New Highland Academy	2	1.95	1.96	2.00	1.94	1.93
Girls, Inc.	Parker	2	2.01	2.00	2.00	1.97	2.07
BACR	Peralta	2	1.98	2.09	2.00	2.00	1.84
AspiraNet	Piedmont Avenue	1	2.00	2.00	2.00	2.00	2.00
BACR	Place @ Prescott	1	1.76	1.92	2.00	1.29	1.86
NA	Reach Academy	1	2.18	2.33	2.00	2.38	2.00
AspiraNet	Rise Community School	2	2.01	2.09	2.00	1.94	2.00
BACR	Sankofa	1	2.00	2.00	2.00	2.00	2.00
BACR	Santa Fe	1	1.93	2.00	2.00	2.00	1.71
East Bay Agency for Children	Sequoia	2	2.17	2.29	2.00	2.25	2.15
Higher Ground	Sobrante Park	2	2.08	2.29	2.00	2.00	2.00
AspiraNet	Think College Now	1	2.00	2.00	2.00	2.00	2.00
Average			1.98	2.01	2.01	1.93	1.97
Middle							
Higher Ground	Alliance Academy	2	2.27	2.25	2.50	2.00	2.34
Murphy and Associates	Bret Harte	2	1.92	1.84	2.17	1.75	1.92
BACR	Claremont	2	1.92	2.13	2.25	1.50	1.79
AspiraNet/Safe Passages	Coliseum College Prep Academy	2	2.28	2.36	2.50	2.06	2.22
Safe Passages	Edna Brewer	2	2.30	2.37	2.50	2.00	2.34
BACR	Elmhurst Community Prep	1	1.97	1.94	2.00	1.94	2.00
YMCA of the East Bay	Explore College Prep	1	1.68	1.75	2.67	1.00	1.29
Safe Passages	Frick	2	2.07	2.34	2.44	1.73	1.76
BACR	Madison	1	1.77	1.90	2.00	Not yet rated.	1.40
AspiraNet	Melrose Leadership	2	2.26	2.19	2.50	1.93	2.42
EBAYC	Roosevelt	1	2.64	2.75	3.00	2.25	2.57
AspiraNet/Safe Passages	Roots	1	2.01	2.00	2.00	2.00	2.04
Safe Passages	United For Success	2	2.16	2.38	2.50	1.75	2.00
Oakland LEAF	Urban Promise Academy	1	2.96	2.92	3.00	Not yet rated.	Not yet rated.
Ujima Foundation	West Oakland Middle	1	2.34	2.75	3.00	1.62	2.00
Eagle Village Community Center	Westlake	2	2.21	2.35	2.50	1.88	2.13
Average			2.17	2.26	2.47	1.82	2.01

Based on a three-point rating scale.
1 = Limited evidence
2 = Sufficient evidence
3 = Ample evidence

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OFCY Grantee	Program Site	Number of Ratings	Overall Rating	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
Charter/Community							
Ala Costa Center	Ala Costa Centers	1	2.03	2.11	2.00	2.00	2.00
Civicorps	Civicorps Charter	0	NA	NA	NA	NA	NA
Lighthouse Community Charter	Lighthouse Community Charter	1	2.00	2.00	2.00	2.00	2.00
East Oakland Youth Development Center	Community After School Program	1	1.98	2.00	2.00	2.00	1.93
EBAC	Hawthorne Family Resource Center	1	2.00	2.00	2.00	2.00	2.00
Oakland Parks and Recreation	OPR Inclusion Center	1	2.00	2.00	2.00	Not applicable.	2.00
Camp Fire USA	Kids With Dreams	1	2.00	2.00	2.00	2.00	2.00
American Indian Child Resource Center	Nurturing Native Pride	1	2.00	2.00	2.00	2.00	2.00
Oakland Parks and Recreation	Oakland Discovery Centers	1	2.17	2.00	2.00	Not applicable.	2.50
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	1	2.00	2.00	2.00	2.00	2.00
Average			2.02	2.01	2.00	2.00	2.05
High							
NA	Bunche	1	1.74	2.00	2.00	1.57	1.38
NA	Coliseum College Prep Academy	1	2.03	2.00	2.00	2.00	2.10
NA	College Prep & Architecture	1	1.91	1.96	1.60	2.00	2.08
NA	Dewey	0	NA	NA	NA	NA	NA
NA	EXCEL	2	1.93	2.02	2.06	2.00	1.75
NA	Far West	1	1.96	2.00	1.86	2.00	2.00
NA	Life Academy	1	2.09	2.05	2.11	2.18	2.00
NA	Mandela	2	1.91	1.98	1.80	1.92	1.94
NA	Media Academy	2	2.00	2.02	1.80	2.00	2.18
NA	Met West	1	2.08	2.03	2.00	2.00	2.29
NA	Oakland High	2	1.90	2.00	1.92	1.86	1.84
NA	Oakland Technical	1	1.80	2.00	2.00	1.71	1.50
NA	Robeson	2	1.85	1.98	1.80	1.90	1.73
NA	Rudsdale Continuation	1	2.01	2.00	2.00	2.00	2.05
NA	Skyline	1	1.95	2.00	1.67	2.00	2.13
NA	Street Academy	1	1.99	1.95	2.00	2.00	2.00
NA	Youth Empowerment School	1	2.05	2.00	2.00	2.00	2.20
Average/Total			1.95	2.00	1.91	1.95	1.95

Based on a three-point rating scale.
1 = Limited evidence
2 = Sufficient evidence
3 = Ample evidence

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Update on Grantees With Missed 2008-2009 Performance Indicators

Safe Passages – Edna Brewer ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
269	106%	7,733	39%	97%	29	68%	96.91 %	96.94%

- On target to meet enrollment and attendance targets. Campus activities were organized and orderly. Staff member’s interactions with program participants were in a supportive and respectful manner.
- Additional staff were now present to support academic and enrichment activities.
- Students were fully engaged, focused and participating in activities that included drumming, soccer, figure drawing, and creative writing.
- System of referral to ASP for students who need the services the most (i.e. GPA’s under 2.0) is a priority.

Safe Passages - CCPA ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
120	NR	4,503	29%	72%	2	75%	95.79 %	95.50%

- Program is not on target to reach the attendance and retention goals.
- Students were fully engaged in activities that included cooking, computers, Urban Arts/Graffiti. Outdoor activities were canceled due to rain. Students instead were playing board games and video Wii.
- Staff member’s interactions with program participants were in a supportive and respectful manner.

OUSD - West Oakland Middle School ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
230	107%	9,885	49%	124%	42	80%	92.91 %	94.12%

- New site coordinator was hired -- Campus activities were orderly and well managed.
- Students were fully engaged in activities that included cooking, computer, outdoor recreation, and photography. Negative behavior exhibited by students was handled professionally by all staff observed.
- The daily schedule was posted prominently throughout the campus and in the main office. Also, when questioned, staff and/or program participants were versed on program operations and expectations.
- Noted schedule of staff development efforts include Kagan Training (improved ethnic relations, enhanced self-esteem, and harmonious classroom climate); Plato Training (math); conflict resolution; cultural awareness.

Update on Grantees With Missed 2008-2009 Performance Indicators

Learning For Life – Thurgood Marshall, Program Inspire ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
109	110%	5,900	39%	98%	54	93%	95.13 %	96.67%

- Students were fully engaged and highly focused in activities ranging from reading circles, yoga, art-making, jazz dance, and crafts. Staff member’s interactions with program participants were in a supportive and respectful manner.
- Principal expressed efforts to improve coordination and timeliness of data collection and reporting. Performance Indicators for FY09-10 have since been submitted to OFCY staff on time.
- ASP Program Manager explained that regular meetings with the Academic Liaison and After School Coordinator are in place to ensure program cohesion and improve the strength of the partnership.

Aspiranet – Encompass ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
117	118%	6,387	43%	106%	55	94%	117	118%

- Observed enrichment activities and staff/youth interactions.
- Encompass has hired a part-time program assistant who is charged with data collection and reporting back to the site coordinator and school principal.
- Principal expressed her full support and appreciation of the ASP. ASP staff report that the principal has been more active in providing resources and coordination for afterschool programs.

Aspiranet – Grass Valley ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
131	101%	6,607	44%	110%	50	79%	96.90 %	97.23%

- Students were fully engaged in activities that included computer literacy, nutrition/cooking, and visual arts.
- Increased professional development opportunities were evidenced in weekly staff meetings. Areas of ASP staff support included literacy and math lesson creation, general lesson planning, classroom management and other topics as needed.
- Newly hired Site Coordinator noted as increasing coordination and communication between Academic Liaison, ASP and day school instructors, by the school’s principal.

OUSD After School Site Support Plan for Coliseum College Prep Academy

The Site Support Plan outlines the services and support that a school site may expect to receive over the course of the school year from the After School Programs Office Program Manager. The Site Support Plan is developed in consultation with the Principal, After School Site Coordinator, and Lead Agency, and outlines customized support based on the specific needs of the school site and its after school program.

	Strengths	Need/Gap	Planned Support to Site	By When
Student Achievement & School Day Alignment	<ul style="list-style-type: none"> • Communication between ASP and school day instructors • Student engagement and classroom management. • Visibility of learning targets during class instruction • Homework/academic program structure • Alignment with regular school day mission, vision and structure 	<p>Instructors' development of learning targets and evidence of lesson planning</p> <p>Balance of teacher and student talk time in class.</p>	<p>OUSD ASPO will offer site program professional development in:</p> <ul style="list-style-type: none"> • student engagement strategies • structuring lessons • the development of learning targets <p>It is recommended that the Site Coordinator:</p> <ul style="list-style-type: none"> • conduct daily class observations and follow up with ASP instructors • prioritize collecting lesson plans from instructors <p>Site might consider creating opportunities for teachers to share best practices or observe one another.</p>	Ongoing Fall 2009 - Spring 2010
Quality Programming & Program Components	<ul style="list-style-type: none"> • Buy in of students staff and school administration • Student behavior plan 	N/A		
Operations & Compliance	<ul style="list-style-type: none"> • Meeting expectations for program compliance and safety 	N/A		
Attendance	<ul style="list-style-type: none"> • Operation of an extended day program • Consistently high attendance 	Program was without Citispan access at the start of the school year	<p>Work with OUSD ASPO and OFCY to resolve Citispan issues.</p> <p>Program will have to update attendance reports effected by Citispan glitch</p>	Fall 2009

C-3/8

OUSD After School Site Support Plan Template for Edna Brewer Middle School

The Site Support Plan outlines the services and support that a school site may expect to receive over the course of the school year from the After School Programs Office Program Manager. The Site Support Plan is developed in consultation with the Principal, After School Site Coordinator, and Lead Agency, and outlines customized support based on the specific needs of the school site and its after school program.

	Strengths	Need/Gap	Planned Support to Site	By When
Student Achievement & School Day Alignment	<ul style="list-style-type: none"> Communication between ASP and school day instructors 	Instructors' presentations of learning objectives and evidence of lesson planning	<p>OUSD ASPO will offer site program professional development in:</p> <ul style="list-style-type: none"> student engagement strategies structuring lessons the development and visibility of learning targets <p>It is recommended that the Site Coordinator:</p> <ul style="list-style-type: none"> conduct daily class observations and follow up with ASP instructors prioritize collecting lesson plans from instructors check in regularly with the Principal to exchange program and school areas of need, support opportunities and updates <p>SC should continue to work with AL on structuring peer tutoring and strengthening the incentive program for homework club.</p>	Ongoing Fall 2009 - Spring 2010
Quality Programming & Program Components	<ul style="list-style-type: none"> Opportunities for student leadership Diverse program offerings 	N/A		
Operations & Compliance	<ul style="list-style-type: none"> Seamless transitions Staff attentiveness to students Meeting expectations for safety and compliance 	Visibility of SSO	<p>It is recommended that the Site Coordinator</p> <ul style="list-style-type: none"> share with the SSO clear directions and expectations of where they should patrol, their role in transitioning students off campus who are not in the program and visibility during programming. schedule a weekly check in with SSO on program safety and operations. 	Fall 2009 - Spring 2010
Attendance	<ul style="list-style-type: none"> Consistently high attendance Popularity of programming with students and parents Program maintains a sizeable waiting list 	N/A	Enrichment providers will be expected to share ownership in reaching out to families with the Site Coordinator.	Ongoing Fall 2009 - Spring 2010

C-4/8

OUSD After School Site Support Plan for Encompass Academy Elementary School

The Site Support Plan outlines the services and support that a school site may expect to receive over the course of the school year from the After School Programs Office Program Manager. The Site Support Plan is developed in consultation with the Principal, After School Site Coordinator, and Lead Agency, and outlines customized support based on the specific needs of the school site and its after school program.

	Strengths	Need/Gap	Planned Support to Site	By When
Student Achievement & School Day Alignment	<ul style="list-style-type: none"> • Student engagement • Homework support • Academic Intervention • Alignment with school day mission, vision, etc. 	N/A		
Quality Programming & Program Components	<ul style="list-style-type: none"> • Classroom management • Consistent and clear expectations • Activities are engaging, have clear learning targets, and are age/grade appropriate 	Site Coordinator would like to implement more project based learning activities into program.	OUSD ASPO will provide professional development and resources in the following: <ul style="list-style-type: none"> ▪ Student engagement ▪ Project based learning ▪ Applied learning strategies 	On – Going through out 2009-10
Operations & Compliance	<ul style="list-style-type: none"> • Meeting expectations for program compliance and safety 	N/A		
Attendance	<ul style="list-style-type: none"> • Consistently meeting attendance numbers 	N/A		

C-5/8

OUSD After School Site Support Plan for Grass Valley Elementary School (Fall 2009)

The Site Support Plan outlines the services and support that a school site may expect to receive over the course of the school year from the After School Programs Office Program Manager. The Site Support Plan is developed in consultation with the Principal, After School Site Coordinator, and Lead Agency, and outlines customized support based on the specific needs of the school site and its after school program.

	Strengths	Need/Gap	Planned Support to Site	By When
Student Achievement & School Day Alignment	<ul style="list-style-type: none"> • Student engagement • Homework structure 	<ul style="list-style-type: none"> • Improve communication between ASP Site Coordinator and Principal. • Improve alignment between school day and ASP rules, expectations, conduct, etc. 	<ul style="list-style-type: none"> • OUSD ASPO will facilitate meetings btw. Site Coordinator and Principal to address areas of concern, identify corrective actions, timeline next steps, etc. <p>It is recommended that the Site Coordinator:</p> <ul style="list-style-type: none"> • conduct daily class observations and follow up with ASP instructors • prioritize collecting lesson plans from instructors <p>All ASP Staff will receive training in TRIBES.</p>	<ul style="list-style-type: none"> • October 2009 • On – Going through out 2009-10 • October 2009
Quality Programming & Program Components		<ul style="list-style-type: none"> • Improve classroom management • Create consistency and clarity in expectations • Offer enrichment based on student interest 	<p>OUSD ASPO will offer site program professional development in:</p> <ul style="list-style-type: none"> • student engagement strategies • structuring lessons <p>All ASP Staff will receive training in TRIBES.</p>	<ul style="list-style-type: none"> • On – Going through out 2009-10 • October 2009
Operations & Compliance	<ul style="list-style-type: none"> • Meeting expectations for program compliance and safety 	N/A		
Attendance	<ul style="list-style-type: none"> • Consistently meeting attendance numbers 	N/A		

C-6/8

OUSD After School Site Support Plan for Marshall Elementary School

The Site Support Plan outlines the services and support that a school site may expect to receive over the course of the school year from the After School Programs Office Program Manager. The Site Support Plan is developed in consultation with the Principal, After School Site Coordinator, and Lead Agency, and outlines customized support based on the specific needs of the school site and its after school program.

	Strengths	Need/Gap	Planned Support to Site	By When
Student Achievement & School Day Alignment	<ul style="list-style-type: none"> • Student engagement • Homework support • Academic Intervention • Alignment with school day mission, vision, etc. • Inclusion of students with special needs • Communication and collaboration between site coordinator, principal and academic liaison 	<ul style="list-style-type: none"> • Increase support and “buy-in” from the school day faculty 	USD ASPO will provide support and strategies to improve the relationship between the ASP and school Day. (Note this is an issue with a few of the school day teachers. The ASP leadership team wish that ALL teachers would be supportive and embrace the program).	Ongoing 2009-10
Quality Programming & Program Components	<ul style="list-style-type: none"> • Classroom management • Consistent and clear expectations • Activities are engaging, have clear learning targets, and are age/grade appropriate • Weekly lesson planning for enrichment and academic programs. 	N/A		On – Going through out 2009-10
Operations & Compliance	<ul style="list-style-type: none"> • Meeting expectations for program compliance and safety • Extremely well managed and organized. 	N/A		
Attendance	<ul style="list-style-type: none"> • Consistently meeting attendance numbers. 	N/A		

C-7/8

OUSD After School Site Support Plan for West Oakland Middle School

The Site Support Plan outlines the services and support that a school site may expect to receive over the course of the school year from the After School Programs Office Program Manager. The Site Support Plan is developed in consultation with the Principal, After School Site Coordinator, and Lead Agency, and outlines customized support based on the specific needs of the school site and its after school program.

	Strengths	Need/Gap	Planned Support to Site	By When
Student Achievement & School Day Alignment	<ul style="list-style-type: none"> • Communication between ASP and school day instructors • Classroom management 	Work with staff on student engagement strategies and movement around classroom.	<p>OUSD ASPO will offer site professional development in:</p> <ul style="list-style-type: none"> • student engagement strategies • structuring lessons • the development and visibility of learning targets <p>Academic Liaison and Site Coordinator should conduct routine instructional observations and feedback for program staff.</p> <p>It is recommended that the Site Coordinator:</p> <ul style="list-style-type: none"> • conduct daily class observations and follow up with ASP instructors • prioritize collecting lesson plans from instructors 	Ongoing Fall 2009 - Spring 2010
Quality Programming & Program Components	<ul style="list-style-type: none"> • Site Coordinator is knowledgeable about the needs of students • Staff relationships with students 	N/A		
Operations & Compliance	<ul style="list-style-type: none"> • Staff attentiveness to students 	Program does not have an emergency response plan and practice drills in place.	<p>Utilize OUSD ASPO as needed for support with compiling mandated CPM documentation.</p> <p>Work with site administration on implementing an emergency response plan that is aligned with the school site and practice of emergency response drills.</p>	Fall 2009
Attendance	<ul style="list-style-type: none"> • The first half of the program operates as an extended day. 	N/A		

C-8/8

Program Name: _____ Observer Initials: _____

Program Name: _____	Activity observed: _____	
Observer Initials: _____	Hosting Adult: _____	
Visit Date: _____	Start Time: _____	End Time: _____
Age range of observed participants: _____	Number of participants: _____	

OVERVIEW

Evidence of your ratings should only come from direct observation and conversations/interviews with staff.

The major elements of the protocol include:

- Program Quality Assessment Interview Tool
- Program Quality Assessment Observation Tool

SCALE

The following scale is used to rate nearly every element in the protocol:

- **Ample Evidence:** Based on observations and conversations during the visit, the program exceeds expectations.
- **Sufficient Evidence:** Based on observations and conversations during the visit, the program meets expectations.
- **Limited Evidence:** Based on observations and conversations during the visit, the program does not meet expectations.
- **Not Observed:** Observer did not have the opportunity to observe element during the visit or the element is not applicable to the program.
- **Not Applicable:** Based on observations and conversations during the visit, this element in the protocol is not applicable to the program.

USE OF THE Program Quality Assessment PROTOCOL

Site visits and Program Quality Assessment are a key element of ongoing efforts to support Summer, Physical & Behavioral Health and Older Youth Programs. Results are used to facilitate ongoing improved outcomes and determine areas for potential technical assistance and training.

Completed site visit protocols will be shared with Executive Directors, Program Directors, See Change staff and OFCY. EDs are welcome to share results with their staff, youth, and community partners.

B-1/17

Program Name: _____ Observer Initials: _____

TYPICALITY

How typical is what is being observed today?		
Is there anything unusual or out of the ordinary happening today?		

NOTES:

ORGANIZATION AND MISSION

1. What is the name of the program?
2. What activity was observed?
3. What is the name of the See Change observer?
4. What is the program's mission?
5. Does the program achieve its mission?
6. What is the turnover rate of leadership within the organization?
7. What is the turnover rate of staff?
8. What is your operating budget?
9. What percentage of your budget is funded by OFCY?

NOTES:

CONTINUOUS PROGRAM IMPROVEMENT

B-2/17

Program Name: _____ Observer Initials: _____

- 10. What outcomes and indicators does the program track?
- 11. Who sees the results of any outcomes and indicators tracked? Please send See Change copies of any assessment tools that the program uses or has used.

NOTES:

B- 3/17

Program Name: _____ Observer Initials: _____

OPERATIONAL FOUNDATIONS	YES	NO
12. Are staff policies written down?	<input type="radio"/>	<input type="radio"/>
13. Are emergency protocols in existence?	<input type="radio"/>	<input type="radio"/>
14. Are personnel records for all staff available?	<input type="radio"/>	<input type="radio"/>
15. Do staff have professional development support?	<input type="radio"/>	<input type="radio"/>
16. Are there schedules for conference/ continuing education event attendance?	<input type="radio"/>	<input type="radio"/>
NOTES:		
CARING ADULTS	YES	NO
17. Does the program use sign in sheets or some other method of attendance tracking (note method)?	<input type="radio"/>	<input type="radio"/>
18. Is there a drop-off and pick-up process? Describe...	<input type="radio"/>	<input type="radio"/>
19. Does the program have a written curriculum?	<input type="radio"/>	<input type="radio"/>
20. Do the youth see the same adults at predictable times?	<input type="radio"/>	<input type="radio"/>
NOTES:		
EQUITY AND ACCESS	YES	NO
21. Are program information and registration forms available for youth & families in their primary language?	<input type="radio"/>	<input type="radio"/>
22. Do all program staff participate in diversity training?	<input type="radio"/>	<input type="radio"/>
23. Do program staff represent the cultural diversity of the youth in the program and or in Oakland?	<input type="radio"/>	<input type="radio"/>
24. Does curriculum address cultural elements?	<input type="radio"/>	<input type="radio"/>
25. Can the program accommodate learning disabilities or special needs?	<input type="radio"/>	<input type="radio"/>
26. Is the program physically accessible and ADA compliant?	<input type="radio"/>	<input type="radio"/>

Program Name: _____ Observer Initials: _____

PHYSICAL & EMOTIONAL SAFETY					
Notes	Ample Evidence	Sufficient Evidence	Limited Evidence	Not Observed	Not Applicable
27. Physical club location & space is adequate & welcoming. For example, space is well-lit, well-maintained, ADA accessible, and fire exits clearly marked.	3	2	1	0	
28. Adult uses positive behavior management techniques. This includes setting limits, communicating clear behavior expectations, disciplining firmly without using accusations, threats or anger. Adults also reward youth for positive behavior.	3	2	1	0	
29. Adult encourages the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They do not favor students. Youth ask adults questions.	3	2	1	0	
30. Well organized activities. Adult ensures activity is well-organized, has clear goals/objectives and has a clear lesson plan that can be completed in the timeframe available. If needed, special materials are available.	3	2	1	0	
31. Behavioral norms exist among youth. Friendliness and respect are evident.	3	2	1	0	

CARING ADULTS					
Notes	Ample Evidence	Sufficient Evidence	Limited Evidence	Not Observed	Not Applicable
32. Adult values youth's uniqueness. Adults show interest in youth as an individuals, and engage about events in their lives.	3	2	1	0	
33. Adult engages with youth. For example, adult looks at youth when they speak, and acknowledges what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are doing.	3	2	1	0	
34. Youth interact positively with the adults. For example, youth smile at staff, laugh or share good natured jokes, and ask for help when needed. Youth are not defiant.	3	2	1	0	

B-5/17

Program Name: _____ Observer Initials: _____

35. Adult is available to youth during activities and drop-in times.	3	2	1	0	
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SKILL BUILDING					
Notes	Ample Evidence	Sufficient Evidence	Limited Evidence	Not Observed	Not Applicable
36. Varied teaching strategies for different learning styles. Adults engage youth with different learning styles including direct instruction, coaching, modeling, demonstrating, use of media, kinesthetic approaches, or others.	3	2	1	0	
37. Activity challenges students intellectually and/or creatively.	3	2	1	0	
38. Adults help youth to gauge their progress. For example, adults give verbal feedback , provide time for asking questions, or provide opportunities to do a 1 st & 2 nd draft.	3	2	1	0	
39. Activity requires developmentally-appropriate analytical thinking. Activity calls on students to think about and solve meaningful problems and/or juggle multiple age-appropriate dimensions.	3	2	1	0	

FUN					
Notes	Ample Evidence	Sufficient Evidence	Limited Evidence	Not Observed	Not Applicable
40. Adults design activities that are engaging and fun for the youth. Adults exhibit positive energy and playfulness.	3	2	1	0	

Program Name: _____ Observer Initials: _____

SUPPORTIVE PEERS		Ample Evidence	Sufficient Evidence	Limited Evidence	Not Observed	Not Applicable
Notes						
41. Youth are friendly with one another. Youth are informal, welcoming, relaxed and seem to enjoy their interactions with each other. Youth are not shy, or they don't know each other, are not relaxed or not getting to know each other.		3	2	1	0	
42. Youth show respect for one another. Youth consider one another's viewpoints and refraining from causing disruptions that interfere with others. If disagreements occur, they are handled constructively amongst peers.		3	2	1	0	
43. Youth participate in team work. Youth work together on complex projects such as performance, creative media, sports. Youth do not take over the project individually or prevent other group members from helping with the activity.		3	2	1	0	
44. Youth listen and respond actively to peers. They provide concrete and constructive feedback about ideas or actions. Youth do not use put downs/insults or sarcasm as a means of providing feedback.		3	2	1	0	
45. Adults guide positive peer interactions. They teach interpersonal skills through planned activity or intervening constructively to address bullying/ teasing behavior.		3	2	1	0	
46. Participation is even and equitable across group of youth. Cliques and isolation of individuals are not apparent. Youth do not participate in scapegoating or alienation.		3	2	1	0	

YOUTH ENGAGEMENT		Ample Evidence	Sufficient Evidence	Limited Evidence	Not Observed	Not Applicable
Notes						
47. Adult encourages youth to contribute. Contributions include opinions, ideas, and other concerns. Adult ask 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate or concretize their answers.		3	2	1	0	

B-7/17

Program Name: _____ Observer Initials: _____

48. Youth contribute opinions, ideas and/or concerns. Youth discuss/express their ideas, respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A. Disruptively talking out of turn is not part of this item.	3	2	1	0	
49. Youth are responsible for an entire activity or the program overall. Youth are expected to play a critical role in planning activities or program direction.	3	2	1	0	

13-8/17

Program Name: _____ Observer Initials: _____

DIVERSITY/IDENTITY
 (race, color, national origin, religion, sex, gender, physical or mental or learning differences, medical condition, ancestry, marital status, age, or sexual orientation)

Notes	Ample Evidence	Sufficient Evidence	Limited Evidence	Not Observed	Not Applicable
50. Adults challenge language or practices that would stereotype individuals or groups.	3	2	1	0	
51. Youth feel comfortable sharing about their cultural backgrounds. Youth are not criticized or made fun of for their cultural background by their peers.	3	2	1	0	
52. Youth are presented with positive models with which they can identify.	3	2	1	0	
53. Adult support youth in exploring their emerging identities. Adults are aware of and support youth goals, careers and future plans. Resources for exploring identity (booklets, posters, books, videos, etc.) are readily available.	3	2	1	0	
54. Youth are encouraged to make connections/deepen bonds with peers and communities with which they identify.	3	2	1	0	
55. Youth are made aware of and encouraged to value individuals and communities that are different from their own.	3	2	1	0	

13-9/17

Program Name: _____ Observer Initials: _____

Areas of Excellence:

Areas for Improvement:

Suggested follow up (circle one):

1. No substantial concerns about program quality
2. One or more substantial concerns about program quality
3. Multiple serious concerns about program quality

B-10/17

Program Name: _____ Observer Initials: _____

B- 11/17

Program Quality Assessment
(Addendum to the See Change Interim Report)
for Early Childhood, Older Youth,
Physical and Behavioral Health, & Summer Programs

Oakland Fund for Children and Youth

May, 2010

Presented to: The Oakland Fund for Children and Youth

Presented by:

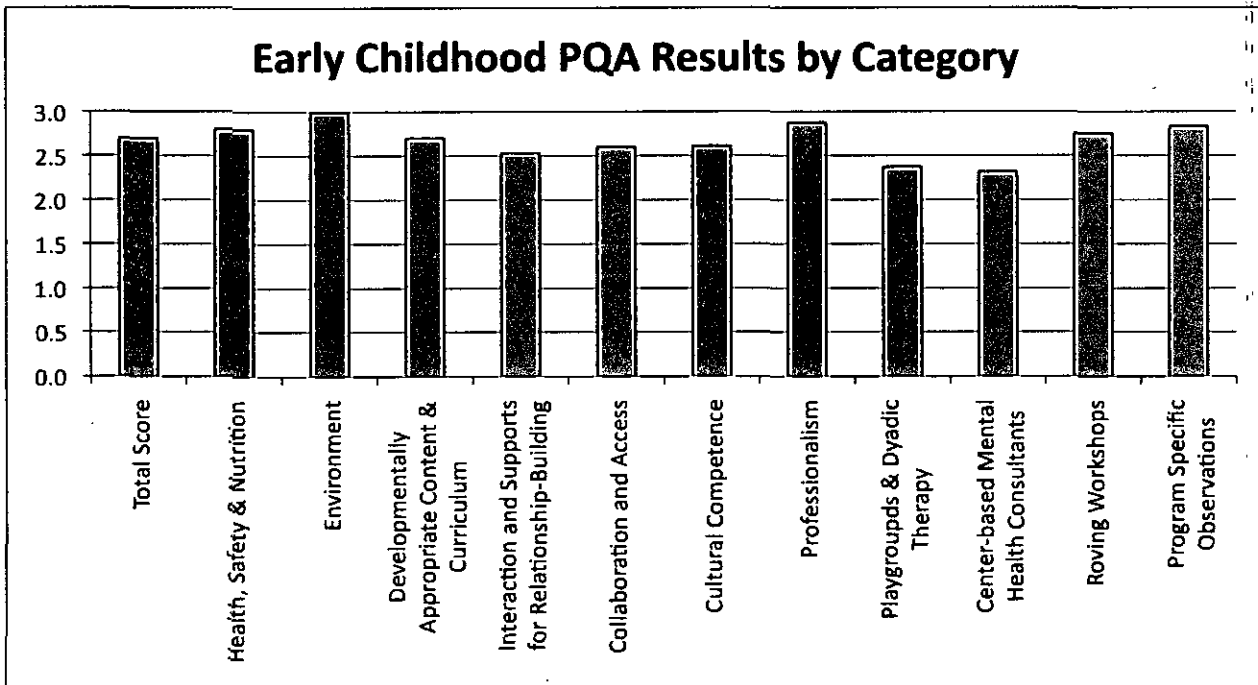
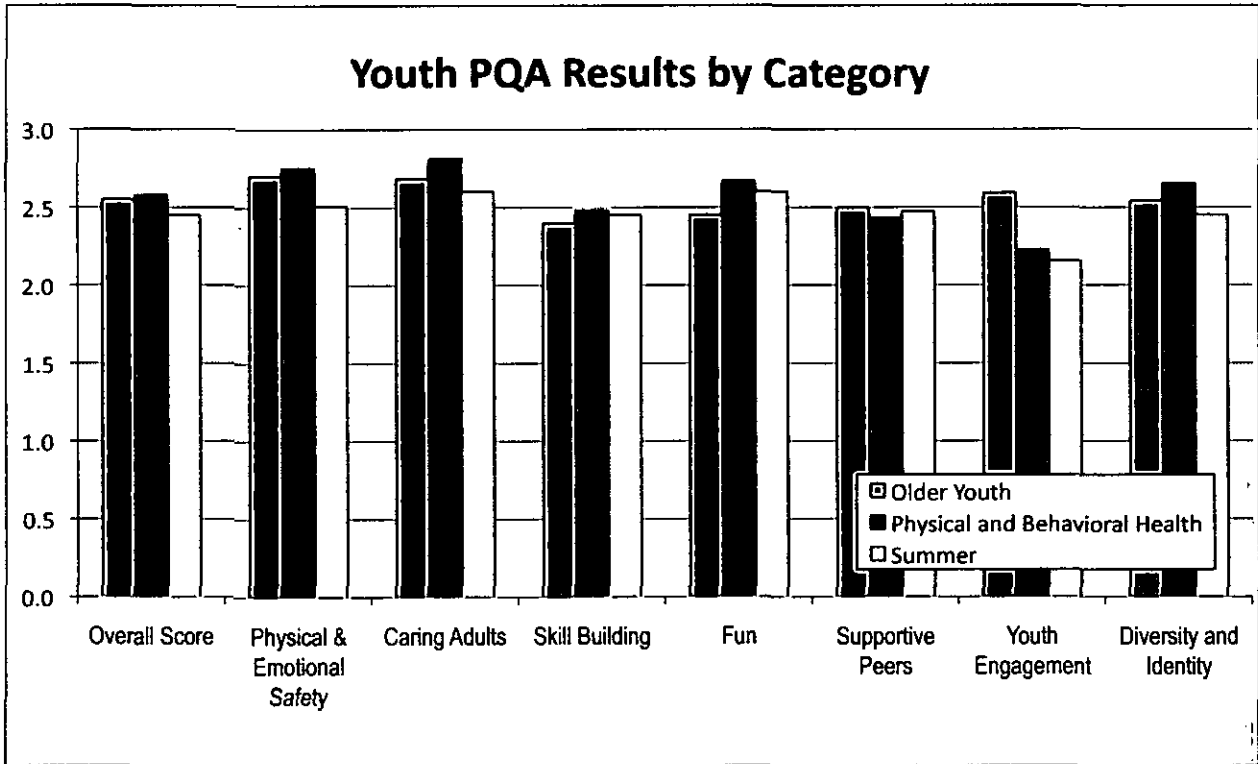


B-12/17



see change

Graphical Summary of Program Quality Assessment - See Change OFCY Evaluation



Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.

B- 13/17



Summer Program Quality Assessment - See Change OFCY Evaluation

Program Name	Overall Score	PHYSICAL & EMOTIONAL SAFETY	CARING ADULTS	SKILL BUILDING	FUN	SUPPORTIVE PEERS	YOUTH ENGAGEMENT	DIVERSITY/IDENTITY
Summer Strategy Area**	2.45	2.5	2.6	2.5	2.6	2.5	2.2	2.5
Aim High	2.25	2.4	2.0	2.3	2.0	2.2	2.7	not observed
Alta Bates Summit Foundation	2.16	2.2	2.7	2.8	2.0	2.0	1.3	not observed
American Indian Child Resource Center - Summer Urban Rez	2.19	2.2	2.3	1.8	3.0	1.8	1.3	3.0
Destiny Arts	2.50	2.8	2.5	2.7	3.0	2.5	2.0	2.0
East Bay Asian Youth Center - San Antonio Summer Sports Initiative SASSI	2.32	2.2	2.3	2.5	3.0	2.2	2.0	2.0
East Oakland Youth Development Center - SCEP	2.42	2.6	2.3	2.3	2.0	3.0	2.3	not observed
Family Support Services of the Bay Area (FSS) - Kinship Summer Youth Program	2.35	2.2	2.5	1.8	3.0	2.7	2.3	2.0
Girls Inc. of Alameda County - Concordia Park Young Girls Summer Program	2.04	1.8	2.5	2.3	2.0	2.0	1.7	not observed
Girls Inc. - Eureka Teen Achievement Summer Program	2.32	2.6	2.5	2.5	3.0	2.2	1.5	2.0
Leadership Excellence - Oakland Freedom School	2.66	2.8	2.8	2.8	2.0	2.7	2.7	3.0
Marcus A. Foster Educational Institute - Prescott Circus Theatre Summer Program	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Oakland Leaf - Oakland Peace Camp	2.78	2.8	3.0	3.0	2.0	2.7	3.0	3.0
OASES - Summer Playhouse	2.79	2.8	3.0	2.8	3.0	3.0	2.5	2.5
OPR - Oakland Discovery Center (Summer)	2.82	3.0	3.0	2.8	3.0	3.0	3.0	2.0
OPR - Summer Camp Explosion!	2.16	2.2	2.8	1.8	3.0	2.3	1.0	not observed

*Because of the limited observations originally in the Diversity/Identity category of the PQA tool, this category was not observed for all summer programs. The PQA tool was updated with additional observational items for Fall and Spring programs (Older Youth and Physical and Behavioral Health Strategy Areas.)

**YEP was not observed in summer 2009, due to confusion about whether this was a Summer or Older Youth program.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.

B-14/17



Older Youth Program Quality Assessment - See Change OFCY Evaluation

Program Name	Suggested follow-up:	Overall Score	PHYSICAL & EMOTIONAL SAFETY	CARING ADULTS	SKILL BUILDING	FUN	SUPPORTIVE PEERS	YOUTH ENGAGEMENT	DIVERSITY/IDENTITY
Older Youth Strategy Area		2.60	2.7	2.7	2.4	2.5	2.5	2.6	2.5
Alameda County Health Care Services Agency: Young Men in Leadership (YMIL) Project	No substantial concerns	2.19	2.8	1.7	1.8	2.0	2.5	2.3	2.3
Alameda County Medical Center: Model Neighborhood Program	No substantial concerns	2.58	2.8	2.5	2.4	2.0	2.4	3.0	3.0
Alameda Family Services: Dreamcatcher	No substantial concerns	2.40	2.8	3.0	1.8	2.0	2.5	2.5	2.2
Alternatives in Action: HOME Project Oakland Program (HPOP)	No substantial concerns	2.44	2.6	2.8	2.6	2.0	2.5	2.3	2.3
Asian Community Mental Health Services: AYPAL	No substantial concerns	2.62	3.0	2.5	2.2	3.0	2.8	2.5	2.3
Centro Legal de la Raza: Youth Law Academy	No substantial concerns	2.88	2.8	3.0	3.0	3.0	2.6	2.8	3.0
East Bay Asian Youth Center: Wildcats Wellness Center	No substantial concerns	2.73	2.8	3.0	2.6	3.0	2.6	2.6	2.5
Eastside Arts Alliance: ESAA Youth Arts Program	No substantial concerns	2.67	2.8	2.3	2.8	3.0	2.6	2.7	2.6
Family Violence Law Center: RAP Project: Relationship Abuse Prevention Project	No substantial concerns	2.45	2.6	2.8	2.4	2.0	2.2	2.8	2.3
Girls Inc of Alameda County: Eureka! Teen Internship Program	No substantial concerns	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Leadership Excellence: Youth Leadership Program	No substantial concerns	2.81	2.8	3.0	2.4	3.0	2.7	2.8	3.0
Next Step Learning Center: Success at Seventeen Plus	No substantial concerns	2.32	2.4	2.8	2.6	2.0	2.2	2.3	2.0
Oakland Kids First: Real Hard	No substantial concerns	2.92	3.0	3.0	3.0	3.0	2.9	2.9	2.7
OASES SOAR New Immigrant Services (NIS) High School	No substantial concerns	2.27	2.0	2.5	2.4	2.0	2.3	2.2	2.6
Opera Piccola: Artgate Advance	No substantial concerns	2.49	2.4	2.3	2.6	3.0	2.4	2.4	2.4
SSCF: Libre	No substantial concerns	2.18	2.4	2.8	1.8	1.0	2.3	2.3	2.7
SSCF: Youth Leadership, Academic and Career Collaborative (YLACC)	No substantial concerns	2.37	2.8	3.0	2.0	2.0	2.4	2.1	2.3
Youth ALIVE!: Teens on Target Prevention	No substantial concerns	2.65	2.4	3.0	2.4	3.0	2.3	2.7	2.7
Youth Together, Inc.: Building Leadership, Building Community	No substantial concerns	2.56	2.8	2.5	2.2	3.0	2.3	2.6	2.5
Youth UpRising: Youth Grants 4 Youth Action	See Change's only concern is the consistency of youth involved in the program.	2.44	2.8	2.8	2.2	2.0	2.5	2.3	2.5

*YEP was not observed in summer 2009, due to confusion about whether this was a Summer or Older Youth program.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.

B-15/17



Physical and Behavioral Health Program Quality Assessment - See Change OFCY Evaluation

Program Name	Suggested follow-up	Total Score	PHYSICAL & EMOTIONAL SAFETY	CARING ADULTS	SKILL BUILDING	FUN	SUPPORTIVE PEERS	YOUTH ENGAGEMENT	DIVERSITY/IDENTITY
Physical and Behavioral Health Strategy Area		2.59	2.8	2.8	2.5	2.7	2.4	2.2	2.7
AIDS Project of the East Bay: SMAAC	No substantial concerns	2.40	2.4	2.8	2.0	2.0	2.2	2.5	3.0
America SCORES Bay Area: Oakland SCORES	No substantial concerns	2.54	2.8	3.0	2.6	3.0	2.4	1.7	2.3
American Lung Association: Oakland Kicks Asthma	No substantial concerns	2.23	2.4	2.5	2.2	2.0	2.1	1.9	2.5
Bay Area Outreach and Recreation Program: Sports and Recreation for Disabled Youth	No substantial concerns	2.79	3.0	3.0	3.0	3.0	2.6	2.5	2.5
Big Brothers Big Sisters of the Bay Area: Community Based Youth Mentoring Services	No substantial concerns	2.64	2.8	3.0	2.6	3.0	2.3	2.3	2.5
First Place for Youth: Healthy Transitions Project	No substantial concerns	2.43	3.0	3.0	2.6	2.0	2.0	2.0	n/a
Native American Health Center: Indigenous Youth Voices	No substantial concerns	2.87	3.0	3.0	2.8	3.0	2.7	2.6	3.0
Oakland Based Urban Garden OBUGS: Planting A Future	No substantial concerns	2.30	1.8	2.3	2.6	3.0	2.2	2.3	2.0
Oakland International High School	No substantial concerns	2.93	3.0	3.0	3.0	3.0	2.7	2.8	3.0
Playworks: Sports4Kids After School Program	No substantial concerns	2.76	3.0	2.8	2.4	3.0	2.7	2.5	3.0
Project Re-Connect	No substantial concerns	2.40	2.8	2.5	2.0	2.0	2.2	2.5	2.8
Unity Council: Neighborhood Sports Initiative	No substantial concerns	2.77	3.0	3.0	2.6	3.0	2.6	2.5	2.7
Early Childhood Strategy Area*									
La Clinica de La Raza: Teens and Tots Program	No substantial concerns	2.51	2.8	2.8	2.4	2.0	2.0	3.0	2.7

*Through the Looking Glass was evaluated using the Early Childhood Program Quality Assessment tool because of its focus on early childhood programming.

**La Clinica de La Raza was evaluated using the Youth Program Quality Assessment tool because of its focus on helping teen parents.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.

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Early Childhood Program Quality Assessment

The Early Childhood Program Quality Assessment tool was created in partnership with the programs themselves. Because of the diversity of programs in the Early Childhood Strategy Area, not all categories applied to every program. Categories which did not match the type of program intervention were scored as "Not applicable", or "NA".

Program Name	Suggested follow-up:	Overall Score	Health, Safety & Nutrition	Environment	Developmentally Appropriate Content & Curriculum	Interaction and Supports for Relationship-Building	Collaboration and Access	Cultural Competence	Professionalism	Playgroups & Dyadic Therapy	Center-based Mental Health Consultants	Roving Workshops	Program Specific Observations
Early Childhood Strategy Area*		2.70	2.8	3.0	2.7	2.5	2.6	2.6	2.9	2.4	2.3	2.8	2.8
Bring Me a Book Foundation	No substantial concerns about program quality	2.49	2.6	3.0	2.5	2.3	2.2	3.0	3.0	1.3	NA	NA	NA
Children's Hospital & Research Center at Oakland	No substantial concerns about program quality	2.76	2.8	3.0	2.5	2.8	3.0	3.0	2.8	2.7	NA	NA	2.3
City of Oakland - San Antonio Even Start	No substantial concerns about program quality	2.78	3.0	3.0	3.0	2.5	2.6	2.3	3.0	NA	NA	NA	NA
East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support	No substantial concerns about program quality	2.78	3.0	3.0	2.5	2.8	3.0	2.0	3.0	3.0	NA	NA	NA
Family Paths, Inc. - The Oakland Early Childhood Mental Health Collaborative	No substantial concerns about program quality	2.60	2.0	NA	2.3	2.8	2.0	3.0	3.0	2.5	2.8	NA	3.0
Jumpstart	No substantial concerns about program quality	2.82	3.0	3.0	2.8	2.5	NA	2.5	3.0	NA	NA	NA	3.0
Mocha	No substantial concerns about program quality	2.55	NA	3.0	2.8	2.0	2.3	2.3	2.5	NA	NA	2.8	2.8
OPR - Sandboxes	No substantial concerns about program quality	2.80	3.0	3.0	2.8	2.8	2.8	2.3	3.0	NA	NA	NA	NA
The Link to Children	No substantial concerns about program quality	2.75	NA	NA	3.0	NA	3.0	3.0	2.7	NA	1.8	NA	3.0
Physical and Behavioral Health Strategy Area**													
Through the Looking Glass	No substantial concerns about program quality	2.74	NA	NA	2.3	2.3	3.0	3.0	2.8	NA	NA	NA	3.0

*La Clinica de La Raza was evaluated using the Youth Program Quality Assessment tool because of its focus on helping teen parents.

**Through the Looking Glass was evaluated using the Early Childhood Program Quality Assessment tool because of its focus on early childhood programming.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.

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