ATTACHMENT

A

OFCY Final Report for
FY 2015-2016
prepared by SPR

Final Report
FY2015-2016

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Oakland Fund for Children and Youth

Final Evaluation Summary - October 2016

FY2015-2016

Background

The Oakland Fund for Children and Youth (OFCY), created in 1996 through a ballot initiative, represents a large investment on the part of Oakland residents to support the dreams and voices of young people and their families. OFCY provides strategic funding to programs for children and youth, with the goal of helping them to become healthy, happy, educated, engaged, powerful, and loved community members.

This Final Evaluation Report focuses on the performance, quality, and outcomes of 65 OFCY community-based programs. Data was drawn from Cityspan data, OFCY's youth survey, surveys of parents and instructors engaged in early childhood progams, staff surveys, interviews with 28 program staff, observations of 34 programs using the Program Quality Assesment (PQA), and information gathered during in-depth site visits to six programs. Due to limitations in the data, the evaluation findings are not generalizable to all OFCY participants but instead reflect trends.

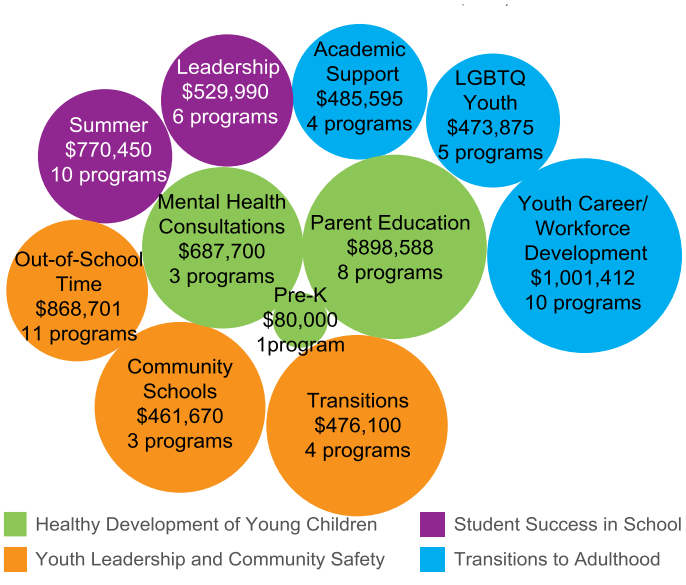
- *I used to think that I never could do anything and when I came [to this program], they told me that I could do anything that I put my mind to.*
  – Youth Participant

- *I think it's the difference between staying at home and watching TV and being isolated in your home. So it's a difference between having a place to go and not having a place to go.*
  – Program Staff

Overview of Programs

OFCY funds a wide variety of programs in order to meet the diverse needs of youth and families. While they share a common focus on empowering Oakland residents, programs vary considerably along many dimensions, including their size, target populations, and approaches to youth development. The 65 programs summarized in this report include programs with a focus on early childhood, student success in school, youth leadership and community safety, and the transition to adulthood, including youth workforce development.

OFCY programs provide direct services to support children and youth from birth to 20 years. OFCY funding strategies each have a more focused target population including children from birth to 5 and their parents, middle school students transitioning to high school, and LGBTQ youth and families.



Key findings on programs:

- During FY2015-2016, OFCY committed $6,734,081 to programs, excluding school-based after school programs. On average, OFCY programs received $103,601 in funding, with grants ranging from $30,000 to $321,875.
- OFCY funding, which provided 49% of programs' budgets on average, plays a pivotal role in supporting early childhood and youth programming in Oakland. Programs in the *Healthy Development of Young Children* area relied most heavily on OFCY funding.
- Programs used a number of strategies to enhance their programming within their limited budget, including partnering with other organizations for programming space, supportive services, training, and mentoring; recruiting volunteers; and utilizing youth participants as interns.

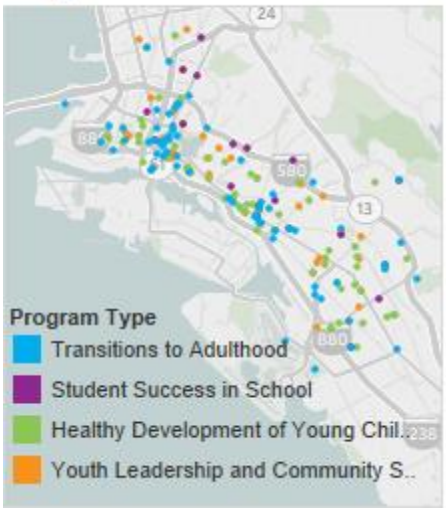
Overview of Participants

During FY2015-2016, OFCY programs served 17,522 youth and 2,136 adults across all neighborhoods in Oakland, with over 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and 40% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. The *Student Success in School* (31%) strategy served the most participants, followed by *Youth Leadership and Community Safety* (29%), and *Healthy Development of Young Children* (27%).

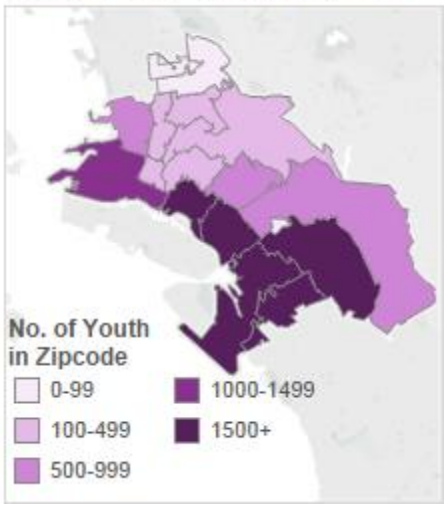
Key findings on participants:

- The vast majority of OFCY youth participants were children and youth of color, with African American (33%) and Hispanic (37%) children and youth making up most of the participants, followed by Asian/Pacific Islander (12%), multiracial (3%), and Caucasian/White children and youth (3%).
- Close to 40% of youth receiving services from OFCY-funded programs received "light touch" services (fewer than 10 hours), while 26% received "intensive" services (120 hours or more).
- The age ranges most frequently served were 13-14 year olds (23%), 15-16 year olds (16%), 3-4 year olds (14%), and 11-12 year olds (12%). Less than 1% of youth participants were older than 20 years old, the upper range of OFCY's target age range.

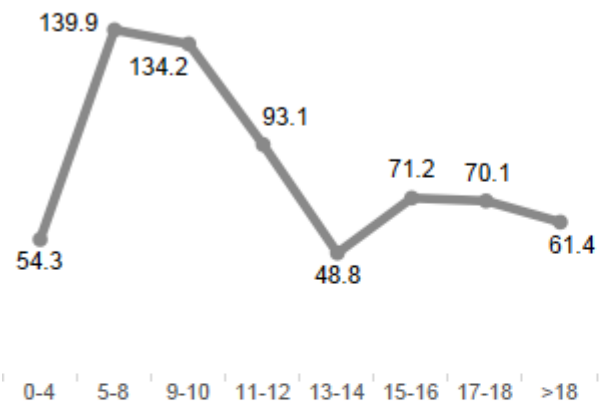
Program Site Location



Participants' Home Zipcode

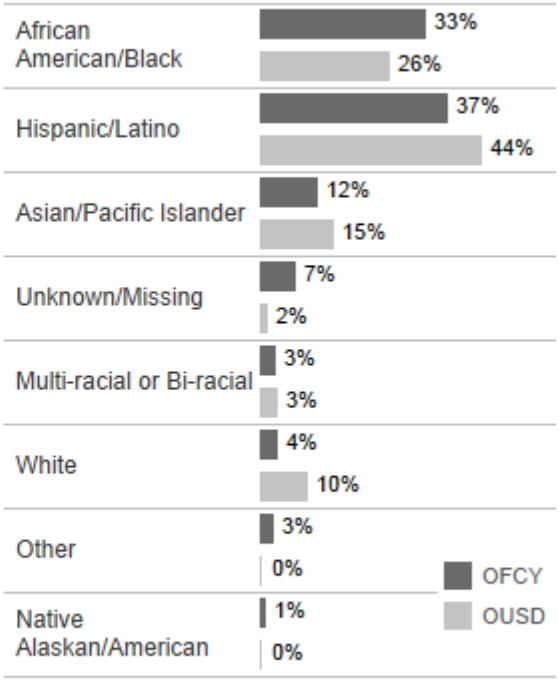


Avg. Hours of Service by Age



Avg. Hours of Service By Funding Area

Ethnicity



Note: This graphic includes ethnicity information for youth enrolled in OUSD for SY15-16.

Performance

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Results are highlighted below. SPR also used two additional measures, including percentage of participants who receive 40 or more hours of service (72% met this threshold) and percentage of participants who complete a participant survey (51% of all participants).

Percent of Programs Meeting OFCY Performance Threshold

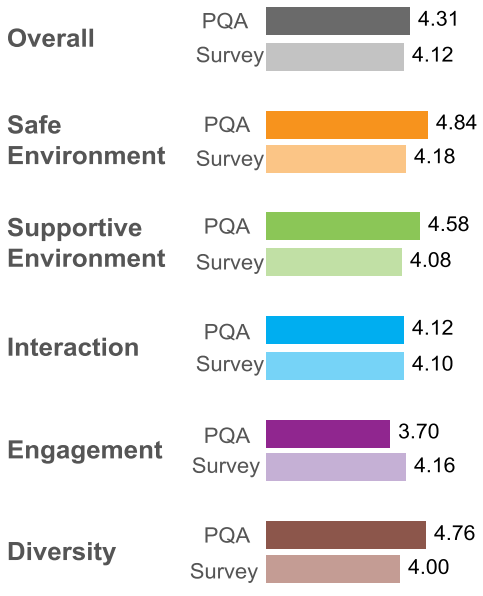
Key findings for performance:

- Programs made good progress toward enrollment and units of service projections. Across all programs, 88% met the threshold for enrollment, and 85% met the threshold for units of service.
- Overall, 51% of OFCY participants completed a participant survey, an increase of 8% over FY2014-2015.
- Close to three-quarters of programs provided an average of at least 40 hours of service to youth participants. Youth Leadership and Community Safety programs were the most likely to meet this target.

Quality

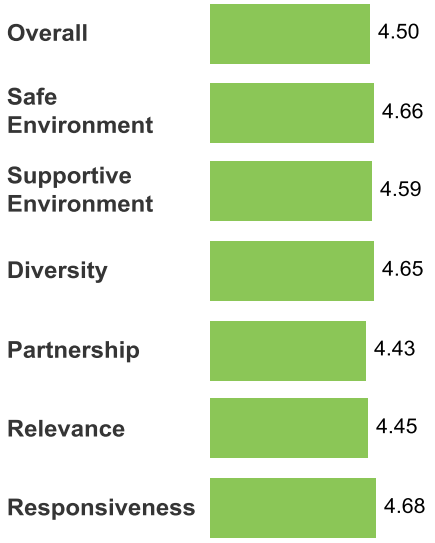
OFCY draws on multiple data sources to assess program quality, including structured observations using the Program Quality Assessment (PQA) and the annual participant surveys. The survey and PQA tool capture quality along five dimensions on a 5-point scale. SPR added *diversity* to these dimensions and, responding to grantee feedback, we also added *partnerships, relevance, and responsiveness* for *Healthy Development of Young Children* programs.

Youth Programs



Healthy Development of Young Children Programs

(caregiver and educator survey results only)



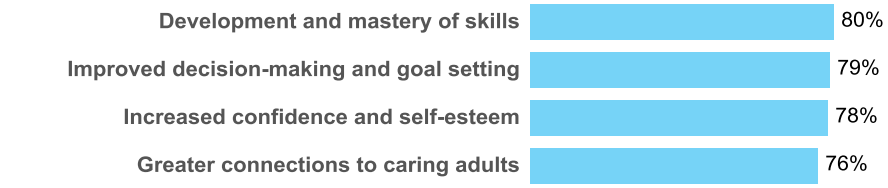
Key findings for program quality:

- Consistently high Program Quality Assessment (PQA) scores and youth survey results point to the generally high quality of OFCY programs.
- Overall, youth programs received the highest scores in the area of Safety. With a PQA score of 3.7 across programs, engagement is the only area where programs averaged less than a 4 (on a 5-point scale).
- Healthy Development of Young Children programs received the highest scores for responsiveness (averaging 4.68) and safe environment (averaging 4.66).
- Programs that provided more intensive services generally received higher quality scores from participants.
- Youth perception of program quality differed by age. Across program strategies, older youth gave higher scores in all quality dimensions, with the largest difference being in the areas of engagement and diversity.

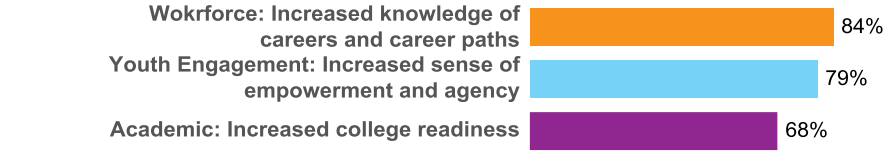
Outcomes

OFCY's goal is to put young people on the "right track" so that they can thrive and become healthy and happy members of Oakland's community. Results from participant surveys indicate that programs are making strong progress towards this goal:

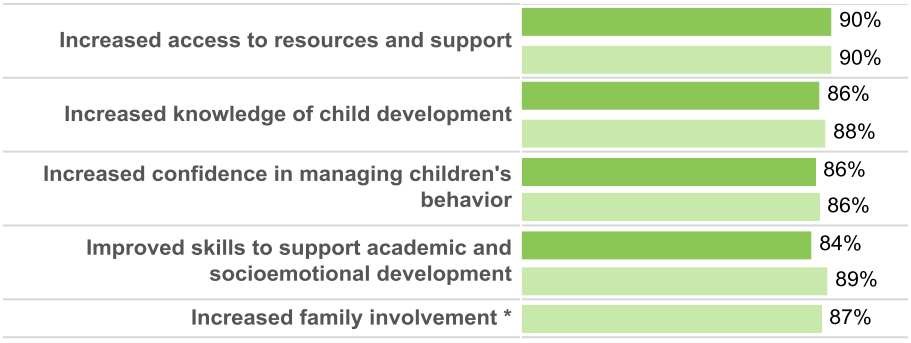
General Youth Development Outcomes



Select Framework-Specific Outcomes



Early Childhood Outcomes



* n/a for Mental Health Consultation programs.

Quotes from Focus Groups

"For our family, it's been really helpful, just having professionals who can offer us feedback about parenting our children, even just little ways of handling situations so that it wouldn't escalate to a whole tantrum. It's really helped us a lot."

"It changed my thinking about school… I'm about to enter high school, and this year, my eighth grade year going into freshman year, it's like, "okay, I need to get this, and this." My grades this year have not gone below a B… I said to my friend, in tenth grade I'm going to start college classes."

"[The program] teaches us to communicate about what we dislike and how we can change how we act. [It teaches us] how we can change how we act towards peers and how to approach someone when we don't like something instead of yelling or [using] violence."

"I gained self-confidence. [Before the program], I always hated my body so much… Now, I don't give a flying freak about society's expectations. I love my body and I love myself."

Key findings for youth outcomes:

- Despite a small decrease in scores compared to FY2014-2015, youth outcomes were very positive.
- Youth in programs with smaller enrollment reported more progress towards making connections to caring adults.
- Different types of programs excelled in different areas of youth development. For example, youth from Youth Workforce Development programs were the most likely to agree to questions mapped to *improved decision-making and goal setting* as well as *development and mastery of skills,* while youth from Youth Engagement programs showed the greatest progress toward the outcome *greater connections to caring adults.*

Key findings for early childhood outcomes:

- Educator outcomes for Mental Health Consultation programs increased significantly compared to FY2014-2105, while parent outcomes in parent and child engagement programs decreased modestly.
- Both caregivers and educators showed the greatest progress toward *increased access to resources and support*, demonstrating the important role that OFCY programs play in connecting families and early childhood programs to the community.

INTRODUCTION

> *I used to think that I never could do anything and when I came [to this program], they told me that I could do anything that I put my mind to. – Youth Participant*

The Oakland Fund for Children and Youth (OFCY) was created through a ballot initiative in 1996: OFCY's mission is to provide steady and strategic funding for programs that serve children and youth from birth through age 20. Through its funding, OFCY promotes the core values of social and economic equity, child and youth development, and community and collaboration so that young people can become healthy, happy and engaged community members who, like the young person quoted above, feel that they can do anything they put their minds to.

Social Policy Research Associates (SPR) was contracted by OFCY to evaluate 65 programs, representing 51% of the programs funded by OFCY in FY2015-2016.[1] These 65 community-based programs operate throughout the City of Oakland and reach young people of all ages, from infancy through young adulthood. The early childhood programs also serve adults that interact with and support young children, particularly parents, caregivers, and educators. (Program descriptions are included as Appendix A.) This Final Report includes a description of the children, youth, and adults served by these programs during FY2015-2016, as well as an assessment of the services provided, program quality and performance, and outcomes.

Data Sources

The Final Report draws on quantitative and qualitative data sources, summarized in Exhibit 1. These data are used to describe OFCY programs and their participants, measure program quality, assess programs' ability to meet service projections, and explore progress towards outcomes.

Exhibit 1: Data Sources

Data Source	Description
Cityspan	OFCY's client management system, Cityspan, is used to track youth and adult characteristics and hours and types of services received. Youth and adults who enrolled in at least one program activity were included in the Final Report. During FY2015-2016, data were available for 17,522 children and youth and 2,136 adults that received program services.
Youth Surveys	Participant surveys gathered participants' perspectives on program quality and program outcomes. A total of 4,026 youth surveys were completed by youth in grade 3 or higher.
Parent/Caregiver and Educator Surveys	Parents and caregivers in parent and child engagement programs and educators who received services from mental health consultation programs also completed surveys. In all, 140 educators and 291 caregivers submitted surveys.

[1] During FY2015-2016, OFCY funded 127 programs, including 65 community- and school-based programs and 62 school-based, afterschool programs.

Program Quality Assessment (PQA) Observations	Certified site visitors conducted structured observations at 34 of OFCY's 65 community-based programs (52%) using the Weikart Program Quality Assessment (PQA) tool. The PQA tool captures four key dimensions of program quality: safety, supportive environment, interaction, and engagement using over 60 questions, which observers rate on a scale of 1, 3, or 5. For programs that did not receive a PQA visit to assess for quality, SPR staff conducted phone interviews or in-depth site visits in Spring 2016.[2]
Program Director Interviews	During spring 2016, SPR interviewed program directors at all Early Childhood strategies (12 programs), Career and Youth Workforce Development (10 programs), and Youth Leadership and Community Safety programs (6 programs). These interviews gathered information on (1) agency and program, (2) program structure, (3) recruitment strategies and youth characteristics, (4) program approaches, (5) diversity and inclusion, (6) evaluation processes, and (7) program strengths and challenges.
In-depth Site Visits	During spring 2016, SPR conducted half-day site visits to six programs, including one program from each of the following strategies: Career and Youth Workforce Development, Youth Leadership and Community Safety programs, Parent and Child Engagement in Early Learning and Development, Academic Support for Older Youth, Community-Based Out-of-School Time, and Safe Community Spaces for LGBTQ Youth. Each visit consisted of an interview with the program director (see above), focus groups with youth participants, an interview with a program partner (when applicable), and an observation of program activities. The purpose of these site visits was to gain an in-depth understanding of these programs, as well as to surface promising practices and lessons learned.
Program Survey	In Fall 2015, 64 of 65 program directors completed the program survey. The survey captured information about program resources, staffing (including race/ethnicity, gender, and tenure), funding, partnerships, and evaluation practices.

Overview of the Report

The report begins with an overview of OFCY community-based programs, including information about program size, location, and capacity. It then describes the characteristics of OFCY program participants (e.g. age ranges, race and ethnicity, gender, neighborhoods where participants live) and the types and intensity of services they received. Next, it describes findings on program performance and quality and highlights key youth development outcomes. We conclude with considerations for OFCY and for grantees as they continue their efforts to strengthen programs to ensure positive outcomes for Oakland children and youth.

[2] As an alternative to the structured PQA observations, program quality at all Early Childhood strategies, Career and Youth Workforce Development programs, and Youth Leadership and Community Safety programs were assessed through interviews and in-depth site visits in spring 2016. In addition, SPR conducted in-depth site visits in lieu of structured PQA observations at three selected programs from the Academic Support for Older Youth, Community-Based Out-of-School Time, and Safe Community Spaces for LGBTQ Youth strategies.

PROGRAMS

> *The planning that goes into the program, the commitment from the staff who are just really dedicated to the mission of what we're trying to do – because we want to see these kids go on to a higher education and to dream big – those things continue to be strengths. – Program Director*

For FY2015-2016, OFCY committed to investing $11.1 million to support programs located throughout Oakland.[3] All programs aim to support Oakland's children and youth, from birth to 20 years of age, to become healthy, happy, educated, engaged, powerful, and loved community members. Programs vary considerably, however, along many dimensions, including their size, target population, and approaches to youth development. The 65 programs summarized in this report fall under four main areas, each comprising multiple funding strategies:

- Healthy Development of Young Children programs include early interventions and supports for families and young children to set the stage for healthy development and future outcomes. Specific funding strategies in this area include: *Mental Health and Developmental Consultations in Early Childhood Care* (3 programs), *Parent and Child Engagement in Early Learning and Development* (8 programs), and *Pre-Kindergarten Summer Camp* (1 program).
- Student Success in School programs support the transformative goals of the community schools' movement in Oakland and contribute to positive outcomes for children and youth. Specific funding strategies in this area include: *Transition Programs for Youth into Middle and High School* (4 programs) and *Youth Leadership in Community Schools* (3 programs).[4]
- Youth Leadership and Community Safety programs are designed to provide safe and supportive environments for youth while providing enriching, high quality programming, and to nurture youth and community leadership. Specific funding strategies in this area include: *Community-Based Out-of-School Time* (11 programs), *Summer* (10 programs) and *Youth Leadership and Community Safety* (6 programs).
- Transition to Adulthood programs address two critical needs facing youth as they grow into self-sufficient adults: 1) understanding of and connections to the workforce; and 2) the skills and qualifications to be able to achieve their career goals. Specific funding strategies in this area include: *Youth Career and Workforce Development* (10 programs), *Academic Support for Older Youth* (4 programs), and *Safe Community Spaces for LGBTQ Youth* (5 programs).

Community-Based Out-of-School Time made up the largest percentage of grantees (17%), followed by *Youth Career and Workforce Development* and *Summer Programs* (15% each). As in the previous year, the smallest funding strategies in terms of number of programs continued to be *Pre-Kindergarten Summer Camp* (2%; 1 program), *Mental Health and Developmental Consultations in Early Care and Education* (5%; 3 programs), and *Youth Leadership in Community Schools* (5%; 3 programs).

[3] Of the $11.1 million invested by OFCY, $6.7 million supported the 65 youth programs covered in this report, and $4.4 million supported the 62 school-based after school programs covered in a separate report, prepared by Public Profit.

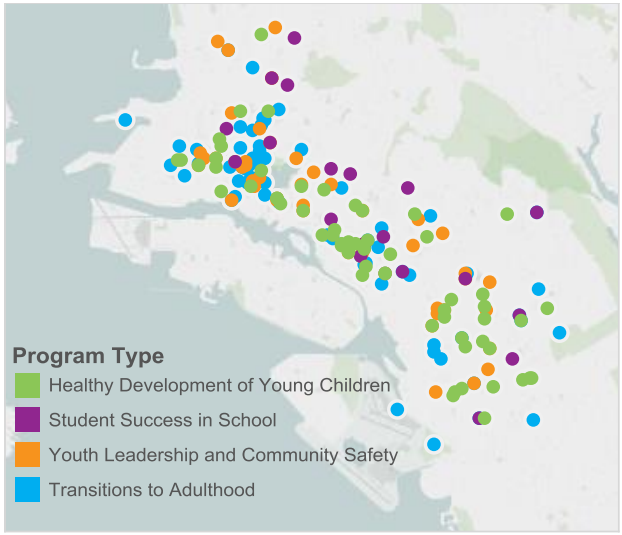
[4] This strategy area also includes programs under the *School-Based After School Programming for Elementary and Middle School Children* funding strategy (62 programs), which are not included in this report.

Exhibit 2 illustrates key characteristics of OFCY programs, including the location of their sites, OFCY funding amount, program budget, and OFCY grant as a percentage of program budget. With some exceptions, programs maintained the same funding, budget, and reliance on OFCY as in FY2014-2015 as well as many of the same locations.

Location

Exhibit 2: Overview of OFCY Programs in FY2015-2016

Location



Program Location (Zipcode and Neighborhood)

94601: Fruitvale, East Oakland	19%
94607: West Oakland and Chinatown	12%
94612: Downtown	12%
94606: Highland Park, San Antonio, East Lake	11%
94621: East Oakland: Webster Tract, East of Coliseum	10%
94605: Eastmont, Seminary, Havenscourt, Millsmont	9%
94603: Sobrante Park, Elmhurst, E. 14th Street	7%
94609: Temescal, Pill Hill, Bushrod Park	6%
94619: Maxwell Park, Leona Heights, Redwood Heights	5%
94610: Adams Point, Lakeshore, Crocker Highlands	4%
94608: San Pablo and Market Street Corridor	3%
94602: Glenview, Lincoln, Oakmore	2%
94611: Piedmont Avenue and Montclair	1%

Zip codes with fewer than 1% of program sites: 94618, 94577, and 94103

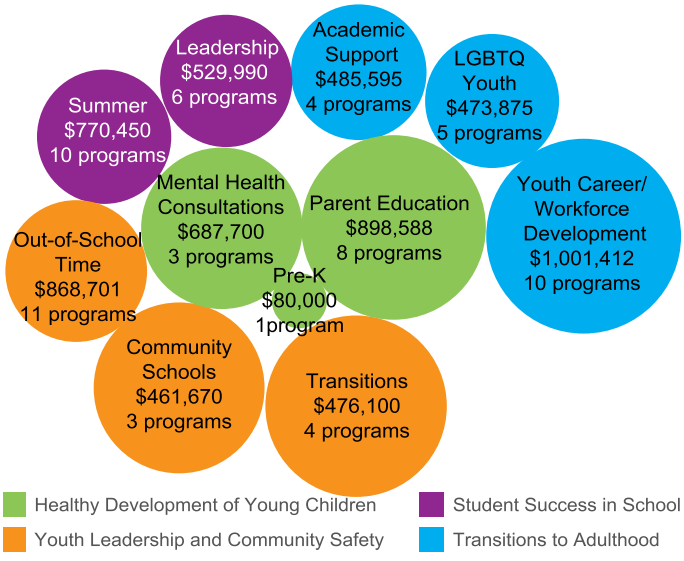
Funding

Total Funding

$6,734,081

By Funding Area

Youth Leadership and Community Safety	$2,169,141
Transitions to Adulthood	$1,960,882
Healthy Development of Young Children	$1,666,288
Student Success in School	$937,770



Budget

Average Projected Program Budget

$247,342

Less than $150K	29%
$150K-$250K	38%
$250K-$350K	14%
$350K+	18%

Average Grant

$103,601

Less than 50K	14%
$50K-99K	38%
100K-$150K	29%
$150K+	18%

Avg. Grant as Percentage of Program Budget
(How much of the budget comes from OFCY?)

49%

Up to 20%	5%
Above 20%-40%	40%
Above 40%-60%	22%
Above 60%-80%	34%

OFCY programs, excluding school-based afterschool programs,[5] continued to be hosted at sites located throughout Oakland. The greatest concentration (19%) of program sites is located in the 94601 zip code, clustered along International Boulevard and in Fruitvale. Uptown and Downtown Oakland (94612, 12%) are home to a large concentration of programs, as is Chinatown and West Oakland (94607, 12%). Program sites are clustered in areas participants live in (East Oakland, Fruitvale) or that are readily accessible by public transportation networks (Downtown and Chinatown).

Between the second and third year of the grant, the total number of program sites decreased by about 10%. *Youth Career and Workforce Development* and *Transition Programs for Youth into Middle and High School* dropped the most sites while *Community-based Out-of-School Time* added the most sites. *Youth Career and Workforce Development*, despite dropping some program locations, continued to have the most sites due to a wide variety of job placement opportunities for youth, including those in transportation (Caltrans, BART), hospital and health clinics (e.g., Alta Bates, Kaiser Permanente, and Children's Hospital & Research Center Oakland), parks and recreation (YMCA, Coliseum, Metro Golf Links), and city agencies (e.g., East Bay Municipal Utilities District (EBMUD), City of Oakland - Public Works Agency).

Several program staff mentioned that one of their biggest concerns is making sure that young people are safe while participating in programs, especially given the level of violence in the communities where they live and attend programs. This concern appeared most relevant for those youth participating in programs that work on community improvement projects—projects that require participants to be out in the community. A staff member said, "we want [youth] to be visible in the community, but [the violence] is something that all of us worry about."

Foundation and government grants are the most common types of external support for OFCY programs. Examples of external funding sources for OFCY-funded programs include Wells Fargo Foundation, The California Endowment, College Bound Brotherhood, Gap Foundation, the East Bay College Fund, SAMHSA, Workforce Innovation Opportunity Act, and Alameda County.

Many programs receive in-kind support and funding from their sponsoring agencies. For example, the YouthBridge Career and Workforce Development Program received funding from Better Health East Bay, a foundation supported by the Alta Bates Summit Medical Center, Eden Medical Center and Sutter Delta Medical Center.

OFCY Funding

During FY2015-2016, OFCY funded a portfolio of programs with a total funding amount of $6,734,081. On average, programs received $103,601 in funding, with grants ranging from $30,000 (Prescott Circus Theatre, a small, emerging *Summer Program*) to $321,875 (Integrated Early Childhood Consultation Program at the Jewish Family & Children's Services of the East Bay, a collaborative of three agencies under the *Mental Health and Developmental Consultations in Early Care and Education* strategy). A total of nine programs received grants of less than $50,000, and only four programs received grants of $200,000 or more.

OFCY programs are expected to diversify their funding sources and draw on outside funding to augment their program budgets. It is expected that they secure a targeted match of at least 25% of their total OFCY grant. Examples of projected matches include leveraged support from sponsoring agencies and grant funding from foundations or government agencies. Of 65 programs, at the mid-

[5] Throughout the remainder of this report, we refer to OFCY programs, excluding school-based afterschool programs, as *OFCY programs*. School-based afterschool programs are summarized in a separate report, prepared by Public Profit.

point of FY2015-2016, 64 programs anticipated a funding match of 25% or more, with one program just shy of the target.[6]

During FY2015-2016, OFCY programs continued to rely extensively on OFCY funding, with OFCY grants making up on average 49% of programs' projected budgets. This underscores the important role that OFCY plays in supporting early childhood and youth programming in Oakland, as well as the challenges programs face in procuring other sources of funding.

Programs varied in how much they relied on OCFY funding. Programs in the funding strategies under *Healthy Development of Young Children* were most dependent on OFCY funding (69% of program budget on average) while programs in the funding strategies under *Transitions to Adulthood*, excluding *Safe Community Spaces for LGBTQ Youth* programs, were the least dependent (34% of program budget on average).[7] As in the previous year, smaller programs with budgets under $150,000 (29% of programs) were significantly more likely to rely on OFCY funding than larger programs with budgets over $350,000 (20% of programs): OFCY grants comprised, on average, 58% of smaller program budgets versus 34% of larger program budgets.

Program Size and Capacity

> *The challenges are when we have to turn people away, because we are full. That is the hardest part, … I think if we were larger, we'd be able to add more… times or more days. – Program Director*

Although OFCY programs vary significantly in size, most tend to be small, with an average annual budget of just under $250,000. In the final year of the grant cycle, Prescott Circus Theatre Summer Program ($40,000) and La Clinica de La Raza's Juntos program ($60,931) remained the smallest programs with relatively constant budgets while the largest programs, Alameda Health System's Model Neighborhood Program ($694,196) and College Track-Oakland ($995,660), increased their budgets by 22% and 14% respectively.[8]

Similar to FY2014-2015, limited funding challenged many organizations. To address these challenges, programs continued to use many of the same strategies they used in FY2014-2015 to enhance their programming and build capacity without requiring additional staff or funding. For example, some programs relied on youth interns to provide an "extra set of hands" and administrative support. Other programs partnered with other partner organizations to provide services the program current staff could not offer, such as one-on-one mentoring, internships, staff training, guest speakers, and donated facility space. Some programs used consultants to provide discrete services as a way to reduce labor costs.

Staff turnover presented another challenge to organizational capacity. In fact, half of the programs we interviewed reported experiencing staffing transitions over the last year. Program directors identified multiple ways turnover affected the experience of program participants: slowing the development of trust between participants and the program and disrupting the sense of collaboration among staff. Programs that experienced low staff turnover provided professional

[6] The only program whose project match was not at least 25% of its OFCY grant was program Health Initiatives for Youth's LGBTQIQ Youth Safe Space Initiative (24.22%)

[7] Programs under two of the strategies in *Transitions to Adulthood* did not rely as heavily on OFCY funding: *Academic Support for Older Youth* (32%) and *Youth Career and Workforce Development* (34%). However, programs under *Safe Community Spaces for LGBTQ Youth* relied considerably on OFCY funding (67% of program budget).

[8] The larger program budgets in FY2015-2016 could be due, in part, to inconsistencies in reporting match funds.

development opportunities and built clear pathways for advancement within the organization to retain staff.

Several programs found ways to train staff at little or no cost by integrating reflection activities into staff meetings and partnering with educational institutions, such as Cal State East Bay or First 5. One organization filmed staff members while delivering programming and used the videos as an opportunity for staff to reflect on their practice and receive feedback from their colleagues.

PARTICIPANTS

> *The youth that we're serving are at-risk youth. We're in this community, and there's issues that youth here have that youth in other areas don't have… the kids will come in and [say], "Yeah, there was a shooting by my house yesterday," like it's not a big deal. –Program Staff*

During FY2015-2016, 17,522 youth and 2,136 adults participated in OFCY-funded community-based programs. Programs under the area of *Student Success in School* served the most participants (31%), followed by *Youth Leadership and Community Safety* (29%) and *Healthy Development of Young Children* (27%). Enrollment also varied by individual programs: four programs served less than 25 youth children or youth, while one program (Pass 2 Peer Mentoring Program, Oakland Kids First) served over 2,000. While children and youth participants were spread across all programs and funding strategies, over 66% of adult participants received services through *Parent and Child Engagement in Early Learning and Development* programs.

This section describes the characteristics of participants in OFCY programs, how they are recruited, and the hours of services they received. Due to limited available data on adult participants, the discussion of participant characteristics focuses on youth served by OFCY programs, summarized in Exhibit 4 on page 11.

Program staff are diverse but do not mirror the race/ethnicity of participants. During FY2015-2016, a third of staff were African American (33%), followed by Hispanic (22%) and white (16%). *Mental Health and Developmental Consultations in Early Care and Education* programs had the highest proportion of white staff (55%) while programs under *Youth Leadership and Community Safety* had the highest percentage of Hispanic staff (43%) and *Safe Community Spaces for LGBTQ Youth* had the highest percentage of African American staff (59%). For the most part, programs serving predominantly one racial/ethnic group were led by staff of the same race/ethnicity, while programs that served a more diverse group of participants were generally operated by a diverse team of staff with no more than 60% of staff from one particular group.

Recruitment

> *Enrollment has increased over time…Recruitment is not an issue. We're able to recruit people throughout the year. The most effective recruitment strategy has been the word-of-mouth from the young people themselves. – Program Director*

Of the program staff we interviewed, most said that recruitment went well during the FY2015-2016 program cycle. Several programs that had struggled with recruitment early in the three-year funding cycle found that it became much easier after they had established a reputation within the community for providing valuable services. The most frequently cited recruitment practices were encouraging youth participants and parents to conduct outreach on behalf of the program, consistently reaching out and doing presentations at key partners (particularly schools), providing stipends to older youth, and engaging and building relationships with the families of younger youth. Furthermore, a few of the parent-child engagement programs formally hired former participants to conduct outreach for the program.

Program staff did cite challenges, however, in keeping youth consistently engaged and in recruiting hard-to-reach populations such as systems-involved youth, foster youth, youth on probation, and new immigrant populations. Staff reported that these populations are hard to reach because of the sheer challenges they face, including most predominantly housing instability, making it difficult for them to commit to programs.

Other obstacles to program recruitment include limited transportation to and from the programs and establishing set hours of operation to accommodate participants, given that OUSD schools often operate on different schedules. Youth are also very busy with school, work and family responsibilities, which can make it challenging for them to consistently participate in programs. One program indicated that they are working hard to be flexible with students so that they know that they "might take a break because of sports or something like that and then come back in April again."

> Kids are really, really busy…. Between their studies, their sports, their families, and some work, time is a real issue. As we get better and better at serving kids, there are more and more opportunities that come along, so it gets to be difficult to find time for kids to have the experiences.
>
> – Program Staff

Participant Characteristics

OFCY programs provide direct services to children and youth from birth to 20 years and their parents. Within this broad age group, specific OFCY funding strategies have a more focused target population including children from birth to 5 and their parents, middle school students transitioning to high school, and LGBTQ youth and families. During FY2015-2016, OFCY programs served participants from all neighborhoods in Oakland, with over 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and over 45% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. Although, as discussed above, nearly 15% of program sites are located in the Downtown and Uptown neighborhoods in 94612, only 2% of participants lived in this zip code.

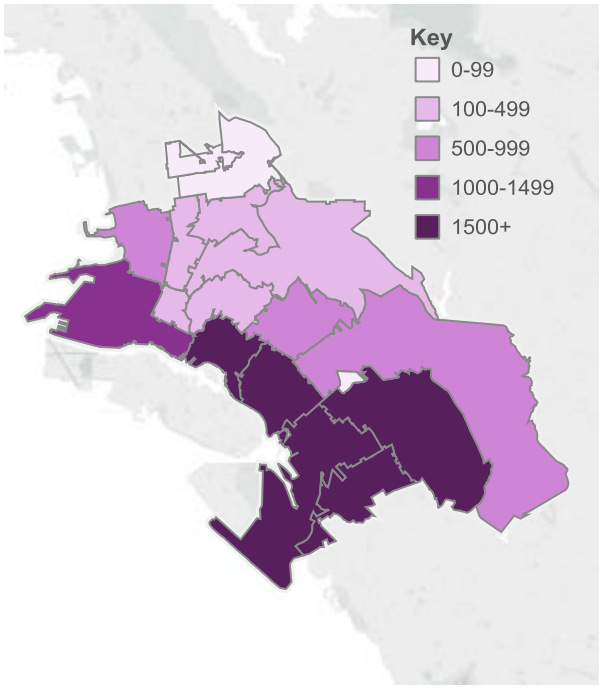
Following are trends in participant characteristics, illustrated in Exhibit 3 on page 9:

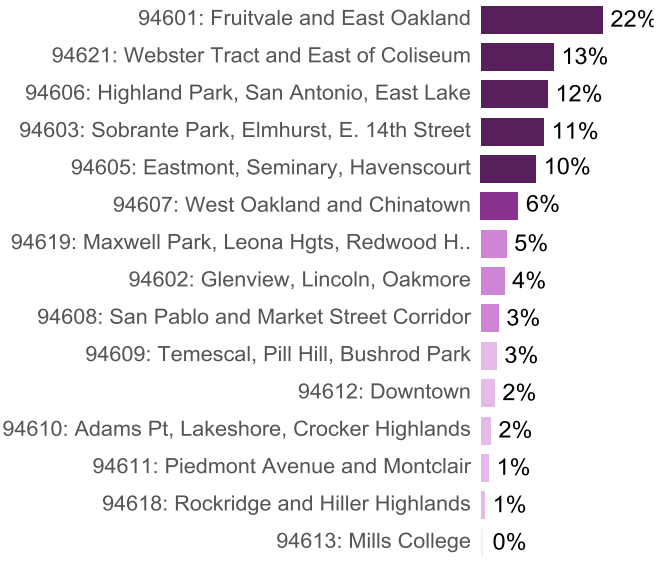
- **OFCY programs continued to reach a very diverse population**. The vast majority of OFCY youth participants were children and youth of color, with African American (33%) and Hispanic (37%) children and youth making up most of the participants, followed by Asian/Pacific Islander (12%), and multiracial children and youth (3%). Caucasian/white children and youth made up only 3% of those served. Compared to the Oakland Unified School District (OUSD), OFCY programs served a higher percentage of African American youth and lower percentages of Hispanic and Caucasian/white youth.
- **Approximately 9% of programs targeted specific racial/ethnic group for services.** These programs included programs sponsored by ethnic-specific agencies, such as Youth Law Academy at Centro Legal de La Raza and EBAYC: API Youth Promoting Advocacy and Leadership. Diversity of populations served went beyond race and ethnicity. For example, early childhood programs targeted special populations that were not captured in Cityspan data, including migrant populations, new immigrants, children with disabilities or developmental delays, and LGBTQ families.

Exhibit 3: Overview of Participants

Home Neighborhoods and Zip Code of Participants

Darker areas correspond to more participants

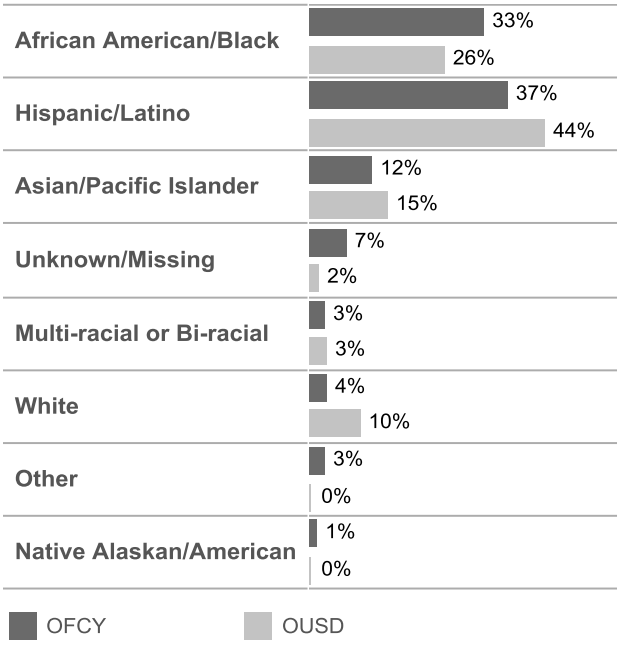




Note: Fewer than 1% of participants were missing zip code information.

Youth Characteristics (17,522)

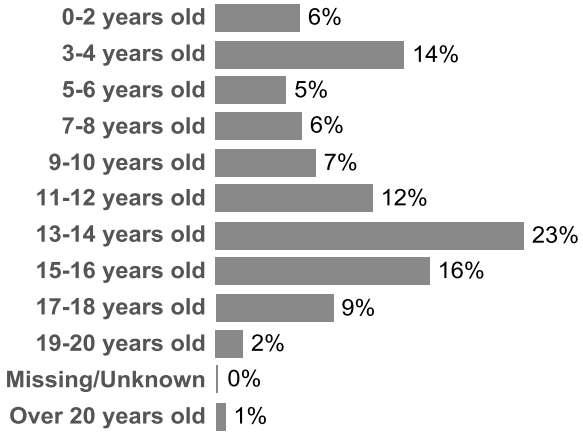
Ethnicity: OFCY Participants Compared to OUSD



Gender

Note: Fewer than 1% of youth either identified as transgender or were missing gender information.

Age



- **The ethnicity of participants varied by the type of program.** As was observed in the FY2014-2015 Final Report, Healthy Development of Young Children programs served fewer African American and Asian/Pacific Islander participants than other programs did.[9] For example, in FY2015-2016, 59% of participants from Safe Community Spaces for LGBTQ Youth were African American, compared to 18% of child participants in the Parent and Child Engagement strategy. Programs in the Youth Leadership and Community Safety strategy served the highest proportion of Asian/Pacific Islander youth (24% of compared to 12% for programs overall), primarily because one of the largest of the five organizations in this strategy specifically focuses on Asian/Pacific Islander youth.

- **Ages of participating children and youth continued to vary greatly, depending on program and funding strategy.** Across all programs, the age ranges most frequently served were 13-14 year olds (23%), 15-16 year olds (16%), 3-4 year olds (14%), and 11-12 year olds (12%). As to be expected, the vast majority of children under the age of 5 were served through programs funded through *Healthy Development of Young Children*; the average age of these participants was 4. On the other end of the spectrum, the majority of youth aged 19 and above were served through programs under *Transitions to Adulthood*. The average age for participants in these programs was 16. Across all programs, less than 1% of youth participants were older than 20 years old, the upper range of OFCY's target age range.

Most program staff are female, but staff gender varies by strategy and program. Across all OFCY-funded programs 70% of program staff were female. Over 90% of staff at early childhood programs under *Healthy Development of Young Children* were female while males made up roughly half of staff members at *Youth Leadership and Community Safety* (50%), *Youth Career and Workforce Development* (46%), and *Safe Community Spaces for LGBTQ Youth* (45%) programs. A total of 5 programs were led entirely by male staff while 13 programs were led by all female staff during FY2015-2016.

- **Improved adult participant data suggests OFCY programs are reaching diverse parents, most often female and in their thirties.** With demographic data available for 65%-75% of adult participants, a picture of parent and caregiver participants is beginning to emerge. Of the parents with ethnicity information in Cityspan, most were Hispanic/Latino (41%) or African American (21%) and female (65%). Across all parent play group programs, the average age was 36, and 40% were between 30 and 40 years of age. Important to note is that while OFCY programs served a diverse group of parents, the individual programs themselves often attracted a specific population and were less diverse themselves. Of the seventeen programs that served at least ten adults, eight of the programs served primarily one ethnicity[10].

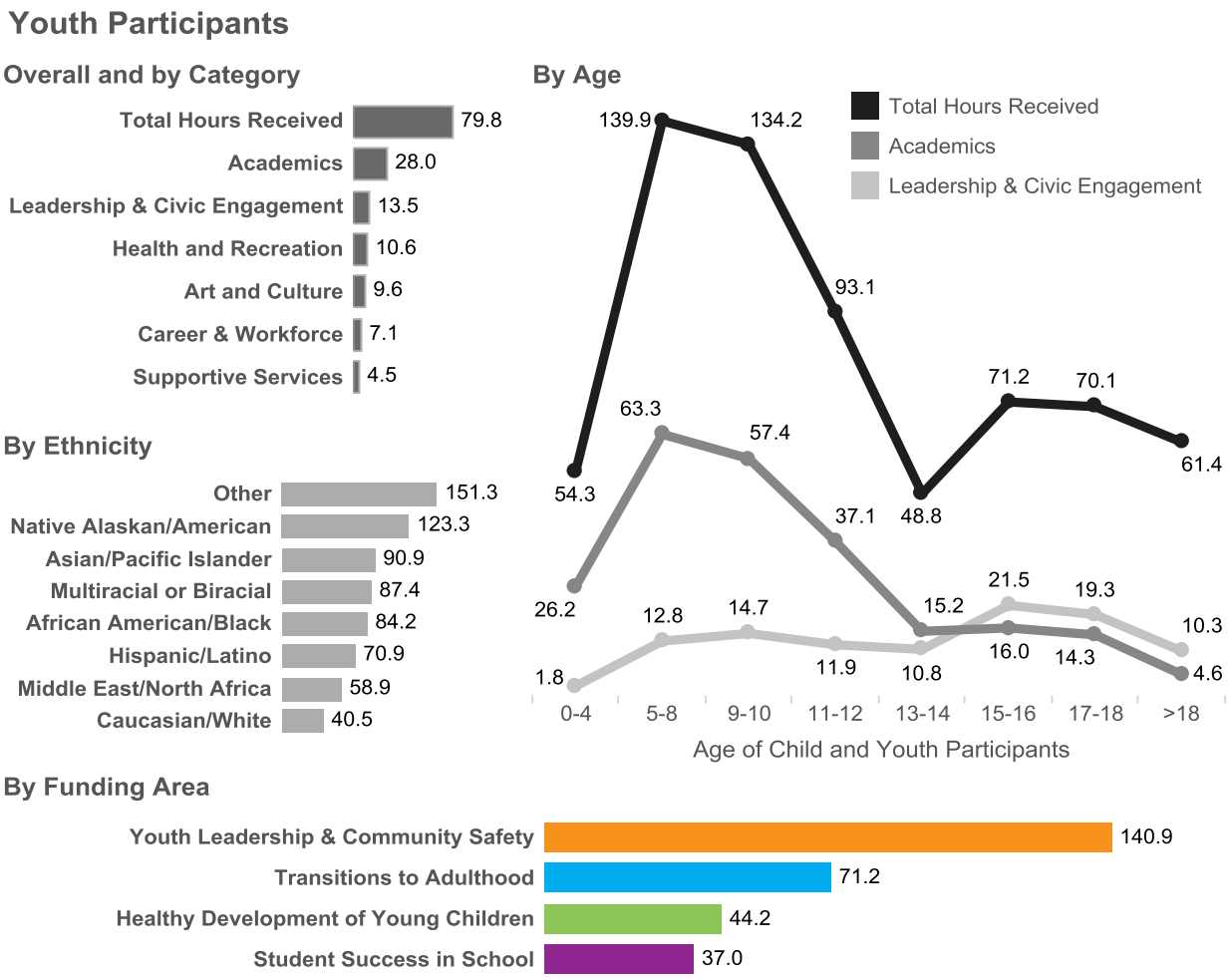
[9] The relatively smaller number of Asian children served by Healthy Development of Young Children programs may be attributed to demographic patterns within Oakland. Asian children account for 6% of all Oakland children under the age of 5, while they account for 13% of all children ages 5-19 (U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates).

[10] Defined as having at least two-thirds of participants with known ethnicity coming from one ethnic group.

Services Received

OFCY programs provide a broad range of services that vary in intensity depending on the particular program and the target population. As illustrated in Exhibit 4, the three largest service areas for youth participants in OFCY programs were 1) academics, 2) youth leadership and civic engagement, 3) and health and recreation. In comparison, adult participants received the most hours in family engagement and academics, as illustrated in Exhibit 5 on the following page.

Exhibit 4: Total and Average Hours of Service Received for Children and Youth



Key findings about services received by youth include the following:[11]

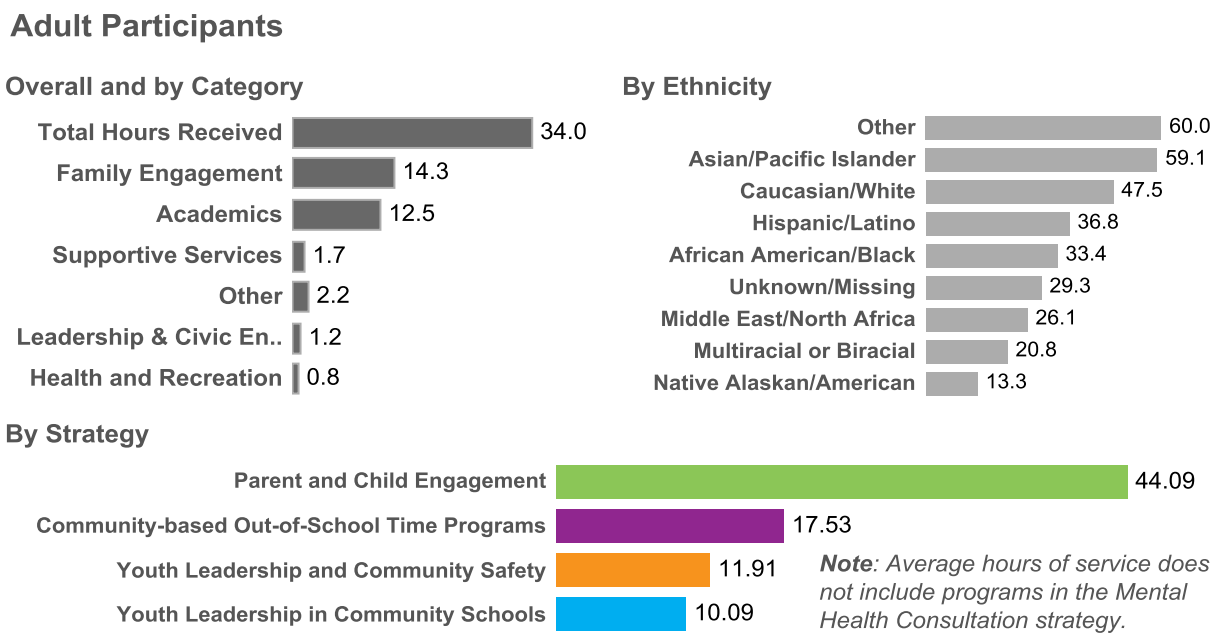
- Close to 40% of youth receiving services from OFCY-funded programs received "light touch" services (fewer than 10 hours), while 26% received "intensive" services (120 hours or more). There are likely several reasons that participants receive "light touch" or more "intensive" services. First, some services provided by OFCY programs, such as workshops or transition services, are designed to be light touch but with a broad reach. Second, programs experience higher rates of attrition at the start of their programs, as individuals may "try out"

[11] The findings related to average hours of service do not include programs in the Mental Health and Developmental Consultation in Early Care and Education strategy because services for that strategy are provided at a classroom, not participant, level.

a number of programs and activities before committing for a longer period. As a result, participants who decided not to continue participating in programming appear to have received lighter touch services.

- **Average hours of service was highest for children aged 5-10.** Average hours of service peaked for children aged 5-8 (140 hours) and youth aged 9-10 (134 hours) with a considerable dip for youth aged 13-14 (49 hours). The marked decline in hours of service for youth aged 13-14 could be explained by the participation of a high number of 13-14 year olds in *Transitions programs*, most of which delivered relatively light-touch services in the spring, possibly in the form of workshops or transition support for moving into high school the following fall.
- **Average hours of service for youth varied widely across funding strategies and programs.** Across all of the programs, average hours of service per child or youth participant ranged from seven hours to 409 hours. At the end of FY2014-2015, programs under the *Safe Community Spaces for LGBTQ Youth* funding strategy had the fewest average hours of service (22) per youth participant while Summer Programs had the most (164). Other funding strategies that, on average, provided a high-level of service to children and youth were *Youth Leadership and Community Safety* (45), *Youth Career and Workforce Development* (114), and *Community-based Out-of-School Time Programs* (115). Summer programs provide more hours of service because youth are able to attend the programs for full days over the summer. Variations in hours of service for year-round programs likely are due to program design, in that some programs have a more light-touch service model.

Exhibit 5: Total and Average Hours of Service Received for Adult Participants



Key findings about services received by adults include the following:

- **On average, parents and caregivers received less hours of services than youth received.** On average, adult participants received 34 hours of service, versus an average of 80 hours of service for youth participants. Academic and family engagement services accounted for almost all services received.

- **The level of service received by parents and caregivers varied by strategy and race/ethnicity but not by gender or age.** On average, adult participants in *Parent and Child Engagement in Early Learning and Development* programs received 44 hours of services, more than any other strategy that served at least 20 adult participants.[12] Across all playgroup programs, 31% of adult participants received 40 hours or more of services. In comparison, only 10% of adults in other programs received 40 hours or more of services. This difference is driven by program design, as *Parent and Child Engagement in Early Learning and Development* programs serve parents as the primary client, while other programs focus primarily on youth and serve parents as a means to enhance their services to youth. Unlike youth participants, white adult participants received more than the average hours of service (51.5), while African American parents received about the average (33). Similar to youth, there were no significant differences in the hours of service received by male and female adult participants.

PERFORMANCE AND QUALITY

> *We used OFCY's data… We spent quite a bit of time going through the data and looking at the student survey results. Actually, the teachers were very, very engaged and responsive around some of the student support [and interaction] data that was reported. –Program Staff Member*

As indicated in the quote above, OFCY provides programs with individual data reports that they can use to support professional development and improve their programs over time. In this way, the OFCY performance measures and program quality data are a vital feedback mechanism for OFCY staff, Oakland city council, OFCY-funded programs, and key stakeholders across the city.

Because OFCY programs are diverse, OFCY focuses on the most universal of program elements: Is the program enrolling youth or participants? Is the program safe? Are participants engaged? Are participants staying with the program long enough to get a significant level of service? Do participants have opportunities to provide input on the program and how it provides services?

OFCY measures program quality through structured program observations, using the Weikart Program Quality Assessment (PQA) tool, Cityspan data, and participant surveys. In this section, we highlight key findings on performance and identify strategies that programs might use to strengthen their performance on individual measures.

OFCY Performance Measures

OFCY has two official performance measures for funded programs: program enrollment and progress towards projected units of service (total hours of service). At the beginning of each fiscal year, programs set their anticipated enrollment and units of service in their work plans. Each quarter, programs are checked against their targets. The specific performance thresholds for the end of the year are the following:

- **OFCY Thresholds for Enrollment by the end of the Year:** By the end of Quarter 4, all programs have enrolled at least 80% of projected unduplicated youth[13] for the fiscal year.
- **OFCY Thresholds for Units of Service by the end of the Year:** By the end of Quarter 4, all programs have achieved at least 80% of their projected units of service for the fiscal year.

[12] This analysis does not include adults served by Mental Health Consultation programs.

[13] OFCY asks programs project the number of unduplicated youth and adult participants. The term *youth* is used for participants ranging from birth to 20, including children served by programs under *Healthy Development of Children*.

In addition to these official performance measures, this Final Report presents two additional performance measures for OFCY programs, which are designed to provide targets for OFCY programs in the areas of levels of service and survey completion rate.

- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that the amount of hours of services youth and adults receive is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the amount of service provided to youth and adult participants, and to encourage programs to aim for higher levels of service.
- **Percentage of participants who complete an OFCY participant survey**. A benchmark for response rates for the participant survey is important because the survey serves as a critical data source for understanding participant experiences in the OFCY-funded programs as well as progress towards outcomes.

Findings related to progress towards projections, summarized in Exhibit 6 on the following page, include:[14]

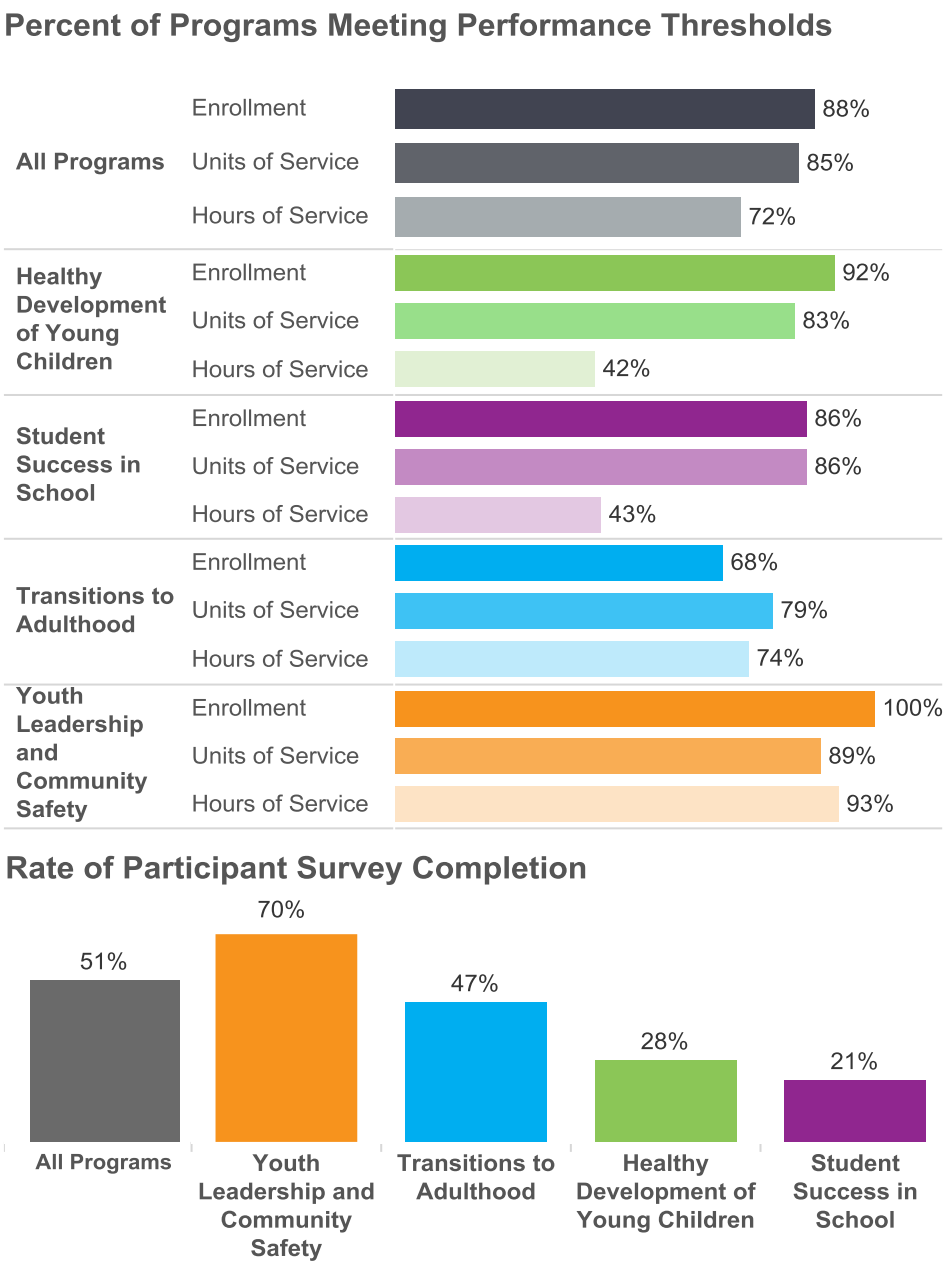
- **Programs made good progress toward enrollment and units of service projections.** Across all programs, 88% met the threshold for enrollment, and 85% met the threshold for units of service. Only two programs fell short in both areas.
- **There was some variation in progress by both overall funding area and specific funding strategy.** Programs under *Youth Leadership and Community Safety* made the most consistent progress towards both enrollment and units of service, with all programs meeting their enrollment targets and 89% of programs meeting their units of service target. *Safe Community Spaces for LGBTQ Youth* programs, which fall under the *Transitions to Adulthood* funding area, were the least likely to meet their performance targets in both areas.
- **Overall, 51% of OFCY participants completed a participant survey, an increase of 8% over FY2014-2015**.[15] The response rate was highest among *Youth Leadership and Community Safety* programs (70%) and lowest among *Student Success in School* programs (21%). Smaller programs and programs that provided more intensive services generally had higher response rates than other programs.[16]
- **Close to three-quarters of programs provided an average of at least 40 hours of service to youth participants.** Youth Leadership and Community Safety programs were the most likely to meet this target.

[14] For progress toward enrollment and units of service goals by individual program, see Appendix A.

[15] Survey respondents include youth in grades three and above, caregivers in the *Parent and Child Engagement in Early Learning and Development* programs, and educators in the *Mental Health and Developmental Consultations* programs. *Mental Health and Developmental Consultation* programs were not included in the count of participants who completed a survey because these programs did not have a target survey completion rate.

[16] The response rate among programs that served less than 150 youth was 62%, compared to 37% for other programs. The response rate among programs that provided at least 40 hours of service per youth was 60%, compared to 18% for other programs.

Exhibit 6: Performance by Funding Strategy

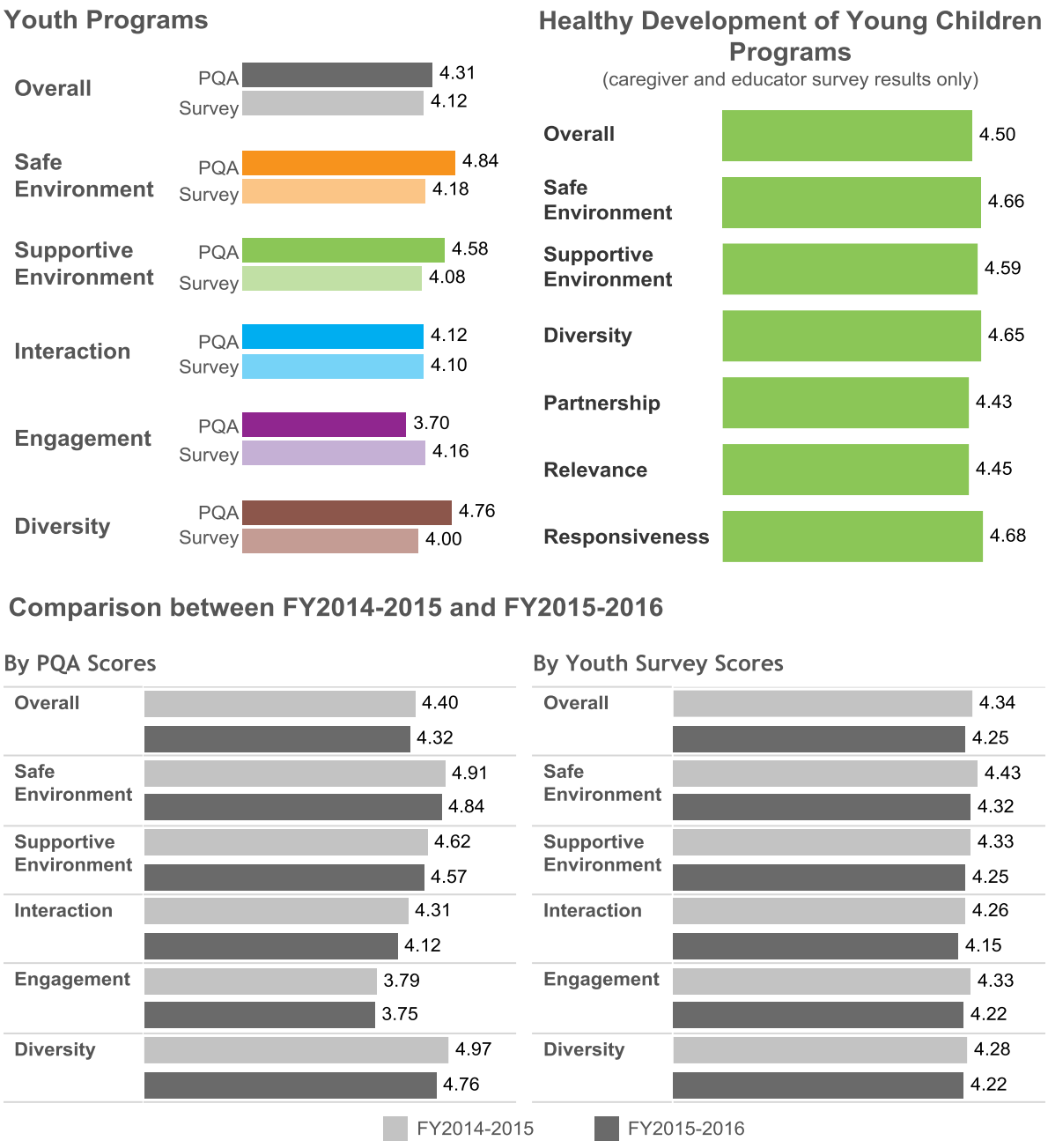


Quality

OFCY draws on multiple data sources to assess program quality, including structured observations using the Program Quality Assessment (PQA) and the annual participant surveys. Both the structured observation tool and the youth surveys are aligned to five dimensions of program quality that research has identified as important for ensuring high quality youth programs: 1) *safety*;

2) *supportive environment*; 3) *interaction;* 4) *engagement, and 5) diversity.*[17] In this section, we highlight findings on each of these core dimensions of program quality by drawing on PQA, youth survey data, and qualitative interview data.

Exhibit 7: Average Program Quality Scores



[17] SPR added the dimension of diversity to the PQA observation tool and surveys in fall 2014. All but one of the programs visited in Summer and Fall 2015 received overall scores of either *Performing* or *Thriving*, the two highest categories of performance. Programs that received overall scores of 4.5 or higher (on a 5-point scale) across all four dimensions were categorized as *Thriving;* programs that received average scores between from 3.0 up to 4.5 were categorized *Performing;* and programs that received average scores below 3.0 were categorized as emerging.

Safe Environment

> *We provide a real safe place for people to come and get emotional nourishment. And so I think that's the greatest strength I think of all. People come because they get to feel real safe. They get to let things down that they don't let down, but they need to process. And we are also constantly building community. — Program Director*

The PQA tools define safety along two key dimensions: physical and emotional, with the majority of the measures focused on the physical environment. Physical safety measures address the presence of emergency supplies and procedures as well as the extent to which the program environment is free of health hazards, contains appropriate furniture, and includes healthy food and drinks. The emotional aspect of safety focuses primarily on the promotion of a positive climate—in this way it overlaps slightly with the *supportive environment* quality dimension.

Strategies for Promoting Physical and Emotional Safety

Ensuring the physical safety and emotional well-being was described as a high priority for our interview respondents, with several noting that this is particularly important, given the presence of trauma in their communities. Strategies for promoting safety include:

- **Having clear procedures and trained staff for dealing with violence**. While episodes of violence are rare within program spaces, staff underscored the importance of being *prepared* for such events, given the presence of violence in the community or in the home. Strategies for ensuring violence preparedness include having clear lockdown procedures and dedicated staff that are trained to address violent behavior. Multiple respondents highlighted the expertise of their staff in ensuring safety.
- **Ensuring the physical space supports safety.** Program interview respondents shared that "paying attention to the environment" and making sure that it promotes a feeling of safety is critical. For early childhood programs, this may mean holding parent groups in rooms across from the nursery and keeping doors open so that parents can easily see their children. It may also mean having security guards on hand so that families experiencing domestic violence can feel safe in the program space. One staff from a youth program shared that her program provides a "quiet room" that youth can go to if they feel agitated or need a separate space for calm.
- **Having staff trained to address mental health issues and conflict resolution**. Several programs have mental health workers on staff or rely on partners with mental health expertise to support the emotional health of participants and program staff and to address issues as they arise. Program respondents also underscored the benefits of having staff with strong conflict mediation skills, who can step in with tools such as calming exercises or restorative circles to ease tensions and address conflicts.
- **Focusing on relationship-building**. Staff emphasized the importance of relationship building and "community building" as a core component of their efforts to create a safe space for their participants. Frequent "one-on-ones" with staff and participants was cited several times as a core strategy, as was the development of community agreements to ensure a positive environment that supports relationship building, and the facilitation of relationships across program participants.

As was true in FY2015-2016, survey results and site visit scores were highest in the safety domain, indicating that programs excel in providing a safe environment for children and youth. Survey results for respondents in the early childhood programs were especially high, with a mean rating of 4.6 across all survey items. Youth survey results were also fairly high in this area, with some interesting

variances. As with FY2014-2015, white youth gave slightly higher safety ratings compared to other racial groups, with a mean score of 4.21 (the lowest scores came from the "other/decline to state" category, whose mean score was 3.98). While youth survey results indicate that, on average, youth are most likely to report feeling that the adults in the program support the youth and treat them fairly, they were less likely to respond as positively with respect to their peers--the only survey item in this domain that received mean scores less than 4.0 were in response to the survey item: *Youth at this program respect each other*, which had a mean score of 3.99.

Supportive Environment

> *I'd been talking to [staff members] about things and problems I have in school since sophomore year. Like all the ups and downs. So I feel like they know me pretty well. Every time…as we come in and walk in class [the staff member] just asks me, oh, how are you doing? Not just as a greeting. It's more of a sincere…checking in if we're okay, [or] not okay. And with me, specifically, if I feel like I'm not okay I can tell them about it and they give me solutions. – Youth Participant*

The PQA tool defines a supportive environment as one that allows "adults to support youth in learning and growing and by providing opportunities for active learning, skill building, and the development of healthy relationships." This dimension, therefore, reflects the ability of youth to form positive relationships with adults within the organization in a way that supports their own autonomy and growth.

Strategies for Connecting to Young People's Lives Outside of the Program

The youth survey results suggest that one area for program growth is making sure that there are adults within the programs that understand what is occurring in young people's lives outside of the context of the program. The following are key strategies, identified by program staff members and youth, for how programs can make that link.

- **Formal intake process that includes a counseling session**. The intake process is a key time that some programs use to get to know youth in detail, and helps to build a foundation on which program staff can understand the behaviors and engagement in the program.
- **One-on-one meetings with staff**. These provide an opportunity for youth to talk about the really challenging issues in their lives. Due to staffing limitations at many programs, these meetings can occur only a couple of times during a program cycle. The more frequently they happen, however, the more likely youth will have the developed the trust they need in order to open up about what is happening in their lives. One program staff described that through these meetings staff, "get a strong sense of what is going on with young people, and also young people get to see us in action in terms of listening to them."
- **Parent orientations and outreach**. Having an open and honest dialogue with parents can be key to understanding what youth are dealing with in school or in their community. Parent outreach provides an opportunity for staff to meet with parents, forming an essential connection for follow-up if needed. This has an added benefit of helping with program retention as buy-in from parents is a key to ensuring that youth are able to attend the program regularly.
- **Referrals to therapists and counseling if needed (and wanted)**. It is useful for youth to know that program can connect them with additional counseling support if needed.

In general, site visitors ranked programs relatively high on the dimension of supportive environment (4.6 on a 5-point scale).[18] Program staff went out of their way, for instance, to provide a welcoming atmosphere and in pacing activities in a way that is appropriate to youth. Programs received lower average scores when it came to clearly articulating what skills young people were developing, using open-ended questions, and providing opportunities for youth to make connections between the activities and their prior knowledge.

Youth surveys rated this dimension lower than did site visitors, but on par with other dimensions of quality (4.2 out of a 5-point scale). The lowest rating on the survey was in response to the prompts, "at least one adult here understands what my life is like outside of the program" and "there is at least one adult in this program who notices when I'm upset about something." The highest ratings were to the prompts "the adults in this program tell me what I am doing well," and there is "an adult at this program that cares about me."

Interaction

> *They're teaching us how to present ourselves to people. Like how to hold yourself to higher standards, how to communicate with people, [and] how to act in public and stuff like that… I see [the program leader] as like a mother figure in some way. – Youth Participant*

The PQA tool defines interaction as the promotion of "a positive peer culture where youth support each other, experience a sense of belonging, participate in small groups as members and as leaders, and have opportunities to partner with adults." This dimension, therefore, focuses on opportunities for participants to positively interact with one another and includes aspects of youth leadership, such as opportunities for youth to help one another.

Although this dimension was high overall (4.1 on a 5-point scale), it ranked on the lower end of the PQA core quality dimensions. Programs received lower scores on dimensions related to encouraging children to manage feelings and resolve conflicts appropriately. For instance, site visitors noted that, when in a conflict, staff did not ask youth to explain the situation or look for possible solutions. Programs received much higher ratings on promoting a sense of belonging and interacting with youth and children in positive ways by, for instance, making eye-contact with youth, circulating among children, and providing structured opportunities for youth to interact.

Youth survey results for interaction were in keeping with the PQA scores (4.1 on a 5-point scale) and like the PQA they showed that programs were better at promoting belonging than at strengthening problem solving skills. On average, in surveys youth indicated that programs have helped them to get along with other young people their age and that they "feel like they belong at" the program. They were less positive about whether program participation has strengthened their ability to handle problems and challenges when they arise.

[18] The tool uses a scale of 1, 3, and 5 with descriptions of the ratings at each level for each of the questions. In general, rating of 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 3 indicates that the practice is implemented relatively consistently across staff and activities, and a rating of 5 indicates that the practice was implemented consistently and well across staff and activities.

Strategies for Helping Youth Manage Conflict and Challenges

One area for program improvement emerging from the quality data is the ability of programs to support young people in navigating interpersonal and life challenges. In the context of most youth development programs, youth are developing skills to interact with peers, program staff, teachers or parents. In the context of a youth workforce program, on the other hand, youth often need support in learning how to interact with supervisors and colleagues. The following are strategies that program staff and youth identified as useful key strategies for supporting these skills.

- **Conflict mediation and restorative justice techniques**. Some programs provide structured workshops for youth on communication and conflict resolution skills, such as how to cool down emotionally, listen attentively, not jump to conclusions, propose solutions, and be willing to forgive. Youth also learn strategies for mediating one another's conflicts.
- **Weekly small group to address interpersonal conflicts**. One program leader said that they hold a weekly meeting to address interpersonal conflicts and bullying, much of which has occurred through electronic communication (e.g. text messaging or social media). This group provides a forum for youth to talk through these issues in a face-to-face format.
- **Meaningful collaborative work**. Almost all of the program staff who were interviewed mentioned the importance of having youth work collaboratively together. These types of context were viewed as essential for building interpersonal skills, and if the tasks are sufficiently challenging they realize how they can better achieve their goals if they work together.
- **Community and team-building activities**. Program staff members highlighted a variety of activities designed to build relationships and deepen a sense of trust with those in the program. These include ice-breakers and discussion circles, where youth can talk about their challenges.

Engagement

> *We are given an opportunity to put our voice out into public. Like not just within our school… We were given the opportunity to have an open dialogue with someone who can make change and to express our own ideas to that person, which was really cool to me.*
>
> *– Youth Participant*

The PQA tool defines engagement as the promotion of youth agency and leadership, particularly the opportunity for young people to "plan, make choices, reflect, and learn from their experiences." This dimension overlaps with "interaction" in key respects, particularly when it comes to opportunities for youth to lead their peers, but is focused more narrowly on opportunities for youth to provide feedback, make plans, and have choices about what they do in the program.

As was true last year, site visitors gave programs the lowest ratings for engagement (3.7 on a 5-point scale). This is at least in part because assessing this dimension during a one-time observation is challenging. Programs, for instance, received lower scores in dimensions related to youth having opportunities "to make plans" and "reflect on their experiences." Programs performed most positively on promoting opportunities for youth to make choices based on their interests. It is notable that youth leadership and safety programs scored higher than other programs on this dimension (3.8), while transitions to adulthood programs scored the lowest (3.6).

In contrast to the relatively low PQA scores on this dimension, youth survey results show engagement to be on par with other dimensions of quality (4.2 on a 5-point scale). Youth were most likely to

respond positively to the prompt, "In this program, I try new things" and "I am interested in what we do at this program." They were less likely to respond positively to the prompt, "I have been asked for my opinion on how to make this program better. This resonates well with the PQA findings in that, while youth are building skills in key areas of interest, the programs could be better at promoting youth leadership and decision-making.

Strategies to Promote Youth Input, Feedback and Reflection

A key part of engagement is making sure that youth have opportunities to provide input, feedback and reflection. The following are strategies that program staff identified as key strategies during our interviews and focus groups. To increase this aspect of program quality, programs can increase the types and frequency of these opportunities.

- **Evaluation forms and surveys**. Several of the program staff members who were interviewed indicated that they gathered youth input and feedback through evaluation forms and year-end surveys. These were generally used by program staff to help them plan for the next program cycle. Several programs also said that they have "grievance forms" that youth can fill out if they have an issue with a particular staff member or an aspect of the program.
- **Group debrief after activities or "check-out" at end of the program day**. Several program staff mentioned that they do a daily close-out activity where youth reflect on what they learned during the day, what they liked, and what could be improved. At least one program said they focus on soliciting positive reflections on the activities of the day.
- **Journals and written reflections**. A few programs have youth write reflections in journals on a daily or weekly basis. For instance, at one youth workforce program, youth give a recap of their day at the worksite, obstacles that they faced, how obstacles were addressed, and questions or concerns moving forward. This format is particularly useful for revealing and working through interpersonal issues that youth are having with colleagues or supervisors.
- **Leadership Committees**. Youth leadership or advisory committees are a key strategy for ensuring that youth get a voice in program design and in important governance decisions. Although this was not a common strategy among OFCY grantees interviewed for this report, one workforce program has a youth committee that takes the lead in getting feedback from program participants, while another has youth serve on the organization's board.

Diversity

> *We certainly try to talk about different cultural backgrounds or different needs of different families, how they may be interpreting a certain behavior based on their own culture, which may be different from the family's culture. I think we have to be willing to raise the question and the issue. They may not be willing to go there with us but at least we've raised it.*
>
> – Program Director

In 2014 Oakland was named the "most diverse city in America"[19] and Oakland's rich diversity is indeed one of the city's greatest strengths. In order to explore the ways in which OFCY-funded programs understand, support, and embrace the diversity of the children, youth, and families they serve, SPR added diversity-focused measures to all data collections tools (i.e. the PQA as well as all surveys and interview protocols.) These questions focus on: (1) program staff's ability to understand

[19] http://www.eastbayexpress.com/CultureSpyBlog/archives/2014/12/17/oakland-named-the-most-diverse-city-in-america

and work well with participants from diverse backgrounds, (2) the extent to which attending to diversity is a priority for the program, (3) specific activities programs engage in to address diversity, and (4) the extent to which programs support youth in feeling comfortable in diverse settings.

Survey data are largely positive with respect to diversity. As with last year, survey respondents in early childhood programs gave high ratings in terms of staff diversity competency. Parents participating in pre-K programs and playgroups gave staff high ratings in terms of their ability to work with families from different backgrounds (4.68 average). This satisfaction may stem from the fact that the staff of pre-K and playgroup programs are generally diverse and consistently represent the primary racial groups served in the program. Teachers also gave early childhood mental health consultants high ratings around their understanding of the diversity of the community they serve and how to effectively and appropriately support them (4.43 average). While youth survey scores were fairly strong with respect to the extent to which program participation enabled them to feel more comfortable around people who were different from them (4.06 average), their ratings on the extent to which program staff understood their family's culture were not as strong (3.81 average). Average scores across both of these youth survey items are lower than last year (4.21 and 3.98 respectively).

Strategies to Support Diversity and Inclusion

Program staff described a variety of strategies for promoting and nurturing diversity in their programs. These strategies address diversity and inclusion at multiple levels, including staff, participants, and curricula:

- **Embracing language**. Multiple interview respondents shared the importance of honoring linguistic diversity and reducing language barriers by having bilingual staff and ensuring that program materials are translated into different languages. Other respondents noted the importance of practicing sensitivity around language in general, e.g. making sure to use participants' preferred gender pronouns.
- **Engaging in diversity-focused activities.** Several programs engage in cultural celebrations to honor the ethnic diversity in their community while others go deeper, encouraging their participants to "connect to their roots" or immersing participants in ethnic studies curriculum. Respondents also noted that an important aspect of embracing diversity includes adapting to changing demographics (e.g. the rise in Central American population or the Yemeni community).
- **Attending to staff diversity**. Program directors note the importance of having staff that reflect the diversity of the participants they serve. Respondents note that having staff that speak the same language, come from the same cultural background, or live in the same neighborhoods as program participants makes it easier for participants to feel comfortable and form trusting connections with staff.
- **Encouraging reflection**. Respondents highlighted the importance of creating an intentional space to encourage staff to reflect about diversity and inclusion. One respondent emphasized the importance of working with program staff to consider how race and culture impact their work, to consider how cultural differences might be a factor in the classroom or in staff's behavior or response to participant behavior.
- **Engaging in targeted recruitment**. Some programs reported engaging in targeted recruitment efforts to meet desired diversity levels, not just in terms of racial and ethnic diversity but also in gender diversity. Some strategies include intentional recruitment of target populations while others partner with agencies that serve these populations.

PQA data on diversity is mixed. While all programs visited received the highest rating of 5 with respect to the extent to which program staff model inclusive, tolerant attitudes and behaviors, their scores on the extent to which their program space, materials and content reflect the diversity of youth served averaged 4.33. One challenge for this particular measure is that not all programs own their program space—some share space with other programs or institutions and they are thus not always able to create a space that is more reflective of the cultures of their participants.

Additional Early Childhood Quality Dimensions

OFCY-funded early childhood programs operate differently from youth programs. A key difference is that in their efforts to support the healthy development of young children, early childhood programs focus on providing quality services to the *adults* that are instrumental to their development (i.e. parents, caregivers, and educators). Quality measures for this strategy are comprised of six domains—three which they hold in common with the other strategies (safety, supportive environment, and diversity) and three additional domains that are unique to this strategy: partnerships, relevance, and responsiveness.

- Partnerships. Programs score higher on this domain if they strategically build and leverage partnerships to improve service delivery. Survey scores were relatively high in this domain, with EC MHC grantees receiving a mean score of 4.18 and Pre-K and Playgroup programs receiving a mean score of 4.39. EC programs underscored the importance of these partnerships, sharing that they relied on their partners to connect families with necessary resources, to share facilities and resources, and to leverage the connections and expertise of those partners. As one respondent noted, "Org-to-org lateral learning is a really important resource. It's an important strategy for learning how to serve our community better."
- Relevance. This dimension assesses the program's ability to promote access to relevant, high quality content and curriculum. As with last year, average parent agreement ratings in this domain were favorable (4.43), with the highest ratings in this domain being in response to the prompt *the staff seem knowledgeable about children's needs* (4.65). Educator scores were somewhat lower in this domain (4.24 average) but this score was higher than last year's mean score of 4.15. To ensure program relevance, a common strategy used by multiple programs includes child-specific assessments (the most frequently named assessment was the ASQ).
- Responsiveness. Program are "responsive" if they have a clear process for assessing and responding effectively to participant needs. Participants in the playgroup and Pre-K programs gave programs high ratings in the area of responsiveness, with an average score of 4.7. A common strategy for ensuring responsiveness includes frequent and consistent check-ins with parents and working with partner programs to help ensure that families get the resources they need. The mean score for responsiveness in the EC MHC programs was 4.48, which is higher than last year's score of 4.39. Strategies for ensuring better responsiveness include reaching out to participants to remind them of staff availability, conducting participant surveys, and holding staff meetings to discuss emerging issues.

Overall Findings Related to Program Quality

The following are overarching findings related to program quality.

- Data consistently points to the generally high quality of OFCY programs. Although there are differences in how site visitors and youth rank different dimensions of program quality, the PQA and survey ratings are consistently high. When looking across both the PQA and the

youth survey results, engagement (3.7 on the PQA) is the only area where programs averaged less than a 4 (on a 5-point scale).

- **Programs that offered more hours of service per participant received higher quality scores overall.** Youth programs that provided at least 60 hours of service per youth received higher PQA scores, especially in the dimensions of safety, engagement and interaction. Youth from these programs gave higher scores overall and especially in the area of interaction, although the difference was not statistically significant. Although the difference in youth survey scores were not statistically significant, they were notable overall and in the dimension of interaction. Parent and child engagement programs that offered at least 40 hours of service excelled in the dimensions of relevance and partnership.
- **Ethnic-specific programs (those serving 60% or more of one ethnicity) received higher survey scores**. For youth programs, the difference was statistically significant in the area of safety. Ethnically specific playgroup programs received higher overall scores in safety, relevance, and partnership.
- **Older youth tended to rate programs higher than younger youth**. On average, out-of-school youth and 11th and 12th grade youth gave programs higher ratings in all quality dimensions, with the largest difference being in the areas of engagement and diversity.

OUTCOMES

The OFCY evaluation of community-based programs draws on surveys and qualitative data to assess five distinct sets of outcomes. Four sets of outcomes are for youth participants, grade 3 and higher, while one set of outcomes is for the parents, caregivers and educators who are engaged through OFCY's early childhood development programs. The following section begins with a discussion of youth outcomes, followed by an overview of parent outcomes, and concludes with a comparison to outcome scores from FY2014-2015. Detailed logic models for how programs contribute to each of these sets of outcomes are included in Appendix B. [20]

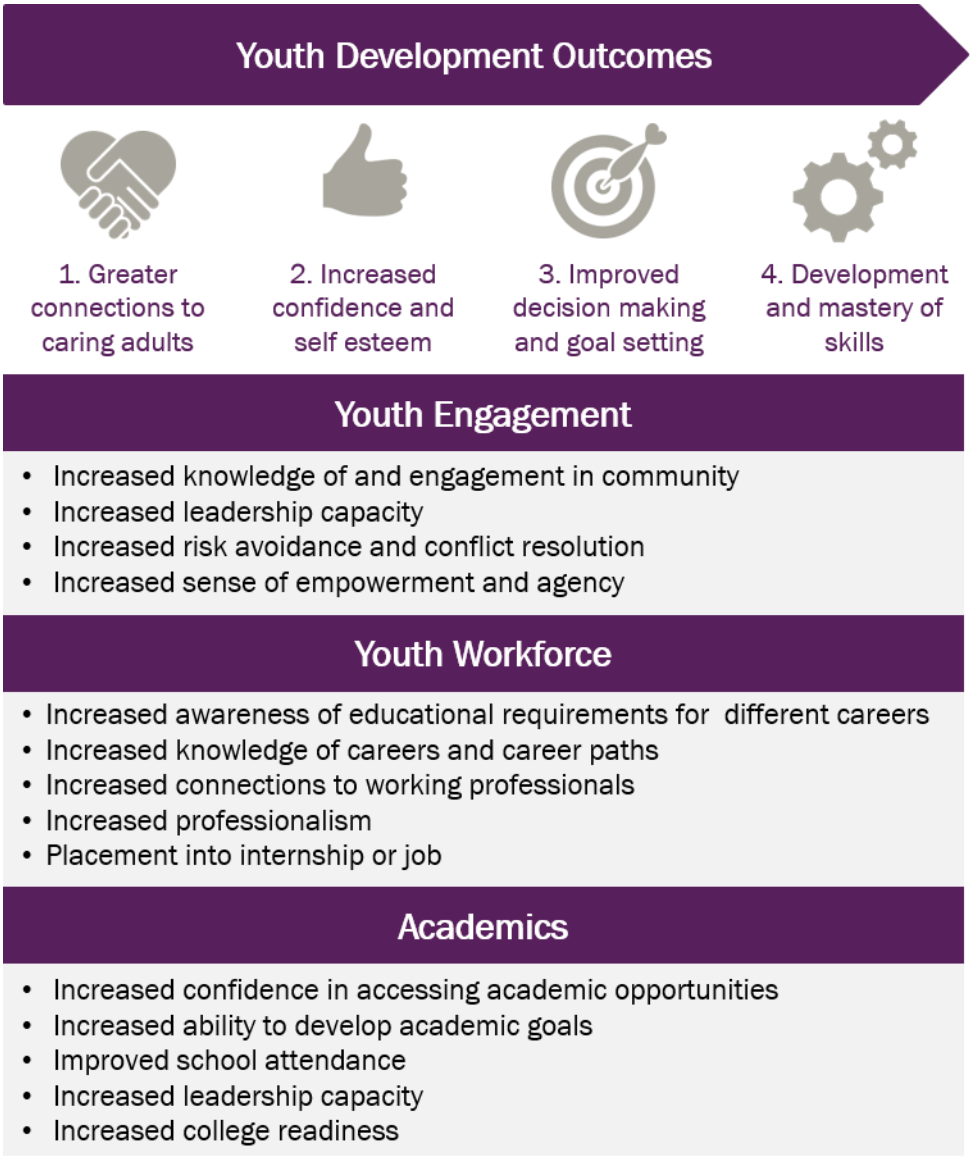
Youth Outcomes

Exhibit 8 illustrates the specific outcomes that the evaluation is tracking for youth participants. As illustrated in the exhibit, the evaluation assumes that effective youth programs provide a strong foundation for youth development. Programs are assessed, therefore, on their ability to support core youth development outcomes, such as greater connections to adults, increased confidence, improved decision-making, and the development of skills and interests.

Beyond promoting general youth development, OFCY youth programs specialize in supporting specific sets of skills and experiences. Youth engagement programs focus on building knowledge of community, leadership, risk avoidance, and individual agency. Academic support programs aim to build academic confidence and goal-setting, promote school attendance, and enhance college awareness and readiness. Finally, youth workforce programs focus on enhancing young peoples' understanding of careers, increasing their connections with professionals, and orienting them to professional expectations and behaviors.

[20] These frameworks were developed with input from OFCY grantees. For the most part, they align with OFCY's funding strategies for the 2013-2016 funding cycle, although some adjustments were made in mapping specific programs to frameworks.

Exhibit 8: Youth Outcome Measures



Each of these sets of outcomes are discussed in the subsequent sections.

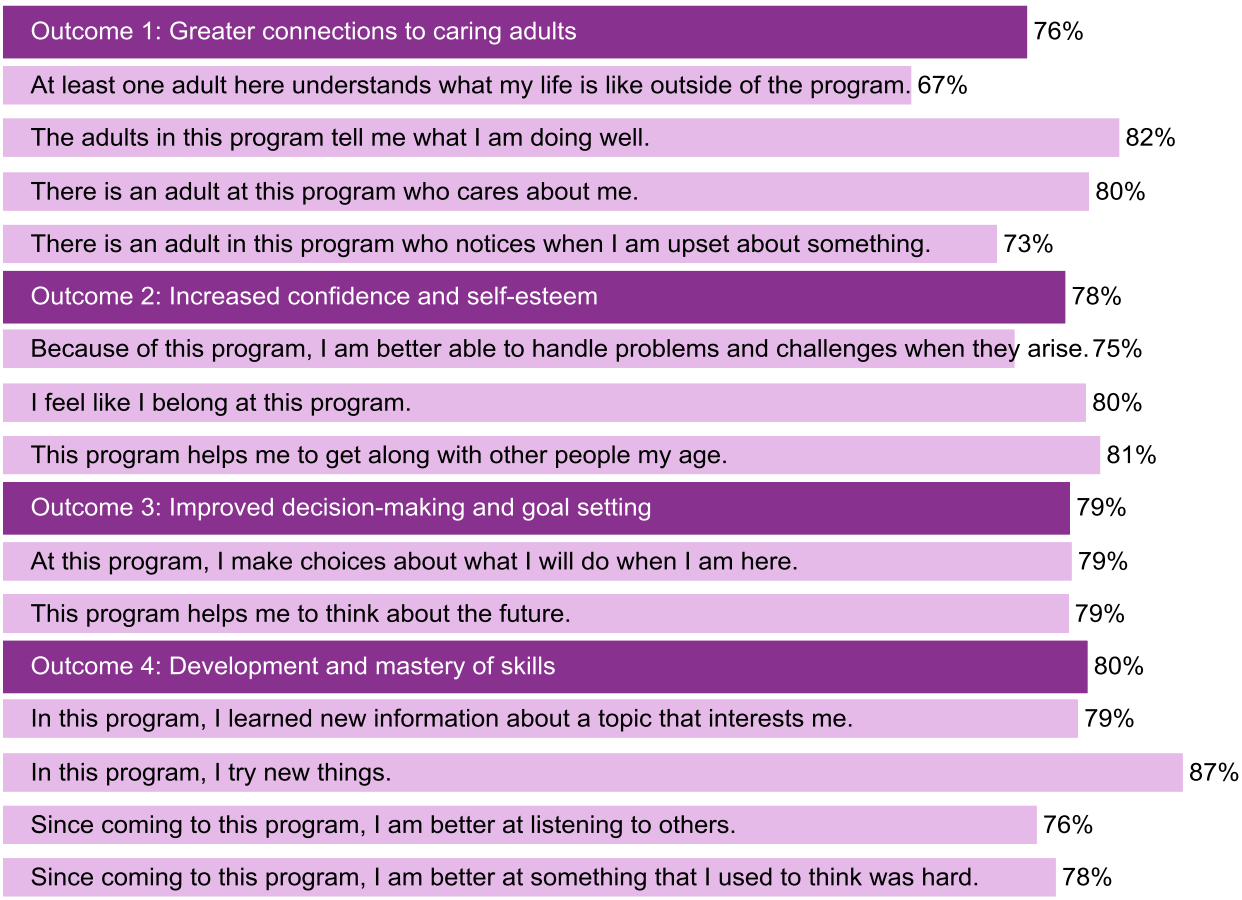
Youth Development Outcomes

We examined progress towards the following youth development outcomes for all youth programs: (1) *connections to caring adults*, (2) *increased confidence and self-esteem*, (3) *improved decision-making and goal setting*, and (4) *development and mastery of skills*.

As illustrated in Exhibit 9, youth generally reported very positive outcomes. Youth showed the most progress in the area of *developing and mastering skills*, followed by *improved decision making and goal setting*. Youth showed the most room for growth in developing *greater connections to caring adults*. Across all of the questions mapped to youth development outcomes, youth were least likely to agree or strongly agree with the statement "at least one adult here understands what my life is

like outside the program" (67%) and most likely to agree with the statement "in this program, I try new things" (87%).

Exhibit 9: Progress Towards Youth Development Outcomes
(Percent of respondents who agree or strongly agree)
(n = 4,026 youth in 51 programs)



Key findings related to general youth development outcomes:

- **Youth in programs with smaller enrollment reported more progress towards making connections to caring adults.** On average, 80% of youth in programs that enrolled fewer than 150 youth agreed or strongly agreed with the questions mapped to *greater connections to caring adults* compared to 76% of youth in larger programs. This finding suggests that programs that enroll more than 150 youth could benefit from additional support to promote strong relationships between adults and participants, perhaps drawing on some of the best practices from the smaller programs.
- **Older youth show the greatest outcomes.** Youth in grade 11 and 12, as well as those that are out- of-school, showed the highest outcomes. For example, on average 87% of older youth agreed or strongly agreed with the questions mapped to development and mastery of skills compared 78% of youth in 10th grade and below.
- **Different types of programs excelled in different areas of youth development.** For example, youth from Youth Workforce Development programs were the most likely to agree to questions mapped to *improved decision-making and goal setting* as well as *development*

and mastery of skills, while youth from Youth Engagement programs showed the greatest progress toward the outcome *greater connections to caring adults.*[21] In general, youth from academic programs were the least likely to meet youth development outcomes, suggesting that these programs may benefit from a stronger integration of youth development within the academic programming.

- **Asian and Pacific Islander youth had lower outcomes than other ethnic groups.** The average youth development outcome score was four percentage points lower for Asian and Pacific Islander youth compared to other youth. Across all programs, 72% of Asian and Pacific Islander youth agreed with questions tied to the outcome greater connections to caring. *adults*, compared to 76% of youth from other ethnicities.

Participant Perspectives on Youth Development Outcomes

Connections to Caring Adults

It's deep connection in conversation and a sense of family and, even if you've done something bad, they'll always be here for you.

[A staff member] creates a sacred space…. It is a zone where you could say anything… She doesn't push you beyond your limit, so it creates a safe space.

Increased Confidence and Self Esteem

I gained self-confidence. [Before the program], I always hated my body so much…I could pick out all the things wrong with my body… I used to be so self-conscious about my body because of society's expectations. Now, I don't give a flying freak about society's expectations. I love my body and I love myself.

It helps me grow up. It helps me be mature. It helps me be the person I am today, because without [this program], I wouldn't be open to so many things.

Development and Mastery of Skills

I took this leadership role [in the program], and I feel like that really, really boosted my confidence a lot, not just because I got to boss the other kids…. I felt a sense of responsibility and I feel like that sense of responsibility that I developed [in this program] carried on into my daily life. I feel like a leader.

Youth Engagement Outcomes

Youth engagement is the first of the three focal framework areas for youth programs. The majority of OFCY programs fall into the category of youth engagement, including transition programs, community-based afterschool programs, and youth leadership and community safety. As illustrated in Exhibit 10, youth enrolled in programs mapped to the youth engagement evaluation framework completed questions, designed to capture progress towards the following youth engagement-specific outcomes: (1) *knowledge of and engagement in community*, (2) *increased leadership capacity*, (3) *increased risk avoidance and conflict resolution*, and (4) *increased sense of empowerment and agency*.

[21] On average, 92% of youth from Workforce Development programs agreed or strongly agreed with questions mapped to *improved decision-making and goal setting, compared an average of 80% at other programs. On average, 79% of youth from Youth Engagement programs agreed or strongly agreed with questions mapped to greater connections to caring adults, compared to an average of 76% of youth from other programs.*

Exhibit 10: Progress Towards Youth Engagement Outcomes
(Percent of respondents who agree or strongly agree)
(n = 2,608 youth in 31 programs)

Youth showed the most progress in the areas of *increased sense of empowerment and agency* (79%) and similar progress in areas of *increased leadership capacity (76%) and increased risk avoidance* (74%). Youth in the youth engagement programs showed the most room for growth in developing an *increased knowledge of and engagement in community* (71%). However, programs that enrolled fewer than 150 youth reported greater outcomes in this area than larger programs, by about five percentage points. Looking across all of the questions mapped to youth engagement outcomes, youth were least likely to agree or strongly agree with the statement "Since coming to this program, I did volunteer work or community service" (62%) and most likely to agree with the statement, "In this program, adults listen to what I have to say" (84%) and "this program taught me how to stand up for myself" (79%).

Overall, year-round programs received higher outcome scores than summer programs did, especially in the area of *increased sense of empowerment and agency* (83% versus 77%) and *increased knowledge of and engagement in community* (74% versus 70%), suggesting that programs are more likely to meet these outcomes when youth are engaged over a longer period of time. In keeping with the youth development findings, older youth were most likely to meet youth engagement outcomes, while Asian and Pacific Islander youth were the least likely.

Youth Perspectives on Youth Engagement Outcomes

Knowledge of and Engagement in Community

We talk about African American, Japanese, Chinese and also Hispanic injustices in the United States, like internment camps. We talked about housing difficulties for African American's right after the Civil Rights Movement… We learned a lot about different events that effect different groups of people.

Increased Risk Avoidance and Conflict Resolution

I have trouble communicating my concerns to the staff at my school. So [the program staff] gave me advice, step by step, what I should do first if I have like a conflict or a situation I want to give my perspective on. So, like, talk to your teacher, then go up the chain of staff… I feel like that was really beneficial for me.

[The program] teaches us to communicate about what we dislike and how we can change how we act. [It teaches us] how we can change how we act towards peers and how to approach someone when we don't like something instead of yelling or [using] violence.

Increased Sense of Empowerment and Agency

[This program] makes me realize how important one person's voice is…. I shouldn't just keep everything bottled up and just complain about it later. But, [instead I should] try to make a change. … I feel like [the program] gives me a more general perspective that everyone is a valuable asset in a community. Everyone can make a change. Everyone has an impact.

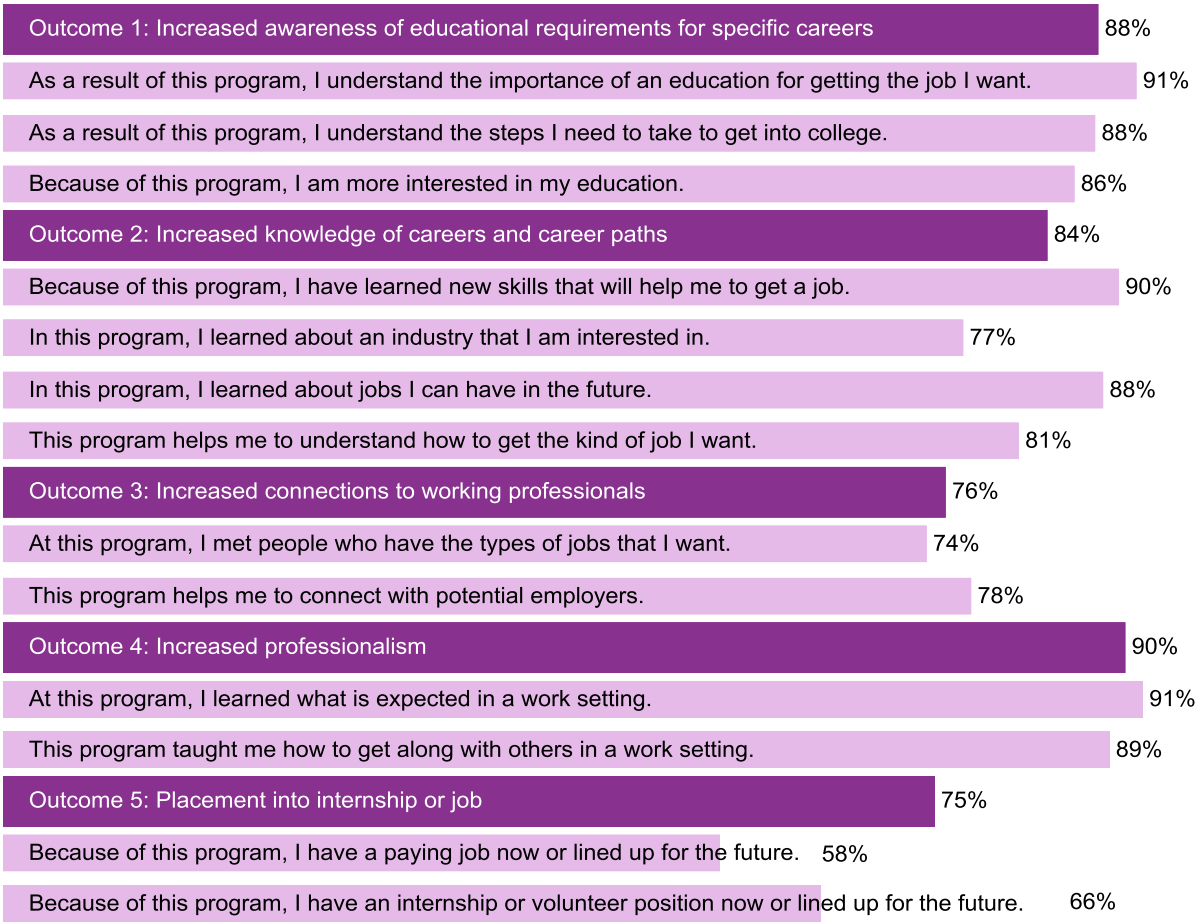
Youth Workforce Development Outcomes

Youth workforce development is the second of the three focal framework areas. As illustrated in Exhibit 11, youth enrolled in the 11 year-round youth workforce programs completed additional questions, designed to capture progress towards the following youth workforce development-specific outcomes: (1) *increased awareness of educational requirements for specific careers*, (2) *knowledge of careers and career paths*, (3) *connections to working professionals*, (4) *increased professionalism*, and (5) *placement into internships or jobs*.

Youth in these programs made the most progress in the areas of *increased professionalism* (90%), *increased awareness of educational requirements for specific careers* (88%), and *increased knowledge of careers and career paths* (84%). Youth showed less progress in the other two outcome areas: *increased connections to working professionals* (76%) and *placement into internship or job* (75%). As in the case of the youth development and youth engagement outcomes, older youth were more likely to meet workforce development outcomes than their younger peers were.

Across all of the questions mapped to workforce development-focused programs, youth were least likely to agree or strongly agree with the statement "Because of this program, I have a paying job now or lined up for the future" (58%). Youth were most likely to agree or strongly agree with the statements: "At this program, I learned what is expected in a work setting" (91%) and "As a result of this program, I understand the importance of an education for getting the job I want" (91%).

Exhibit 11: Progress Towards Youth Workforce Development Outcomes
(Percent of respondents who agree or strongly agree)
(n = 451 youth in 10 programs)

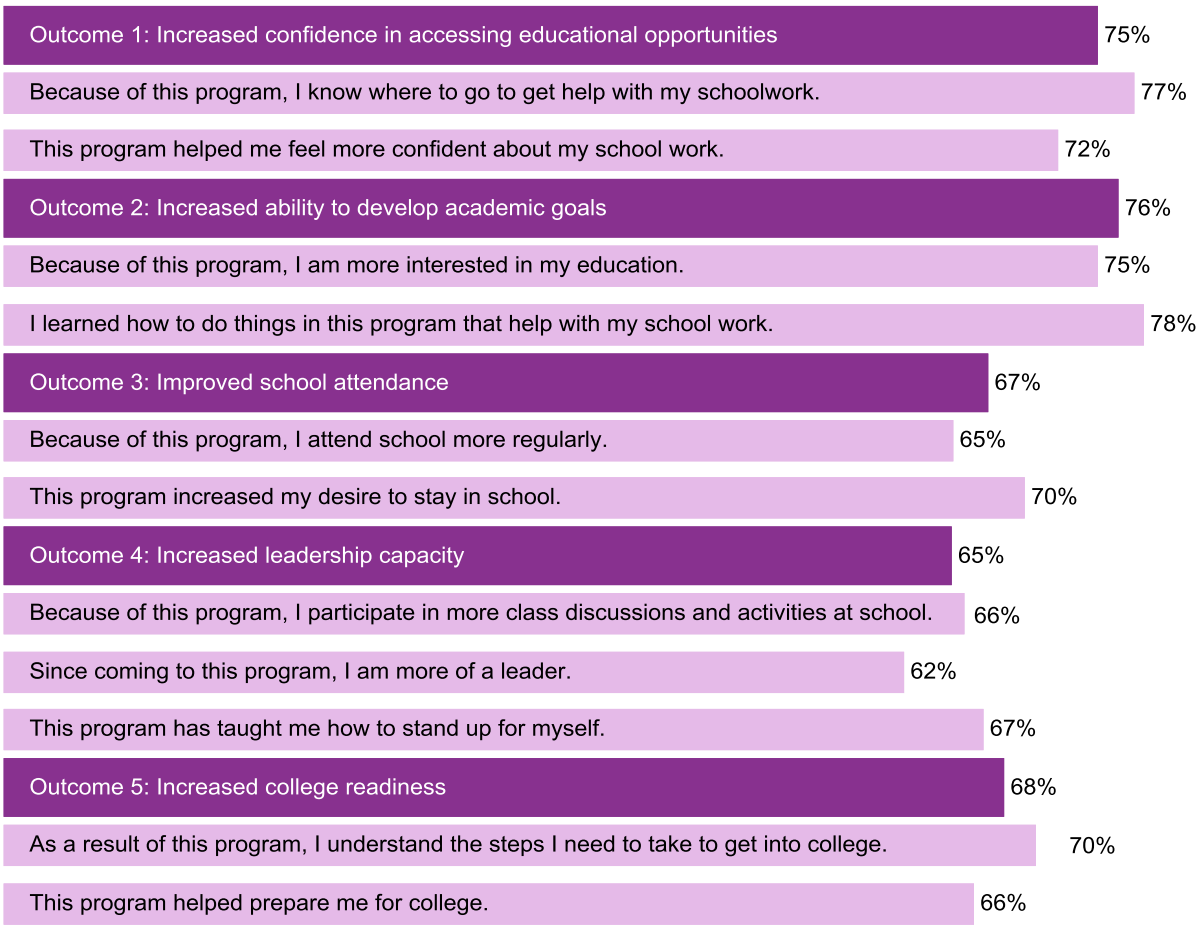


*Note: Outcome 5 identifies the percentage of youth who were placed into an internship *or* a job. Therefore, the percentage of youth met Outcome 5 is greater than the average of those who met the sub-outcomes under Outcome 5.

Academic Outcomes

Academic focused programs mapped to the third framework area. As illustrated in Exhibit 12, youth enrolled in programs mapped to the academic evaluation framework completed additional questions designed to capture progress towards the following academic-specific outcomes: (1) *confidence in accessing educational opportunities*, (2) *ability to develop academic goals*, (3) *improved school attendance*, (4) *increased leadership capacity*, and (5) *college readiness*.

Exhibit 12: Progress Towards Academic Outcomes
(Percent of respondents who agree or strongly agree)
(n = 967 youth in ten programs[22])



Youth in academic-focused programs showed the most progress in the areas of *increased college readiness* and *increased ability to develop academic goals*, followed by *increased confidence in accessing educational opportunities*. Across all academic outcomes questions, youth were least likely to agree or strongly agree with the statement "Since coming to this program, I am more of a leader" (62%). Youth were also less likely to agree to prompts such as "because of this program, I attend school more regularly," "this program helped prepare me for college," (66%) and "Because of this program I participate in more class discussions and activities at school" (66%). In contrast, students were most likely to agree with the statement "I learned how to do things in this program that help with my school work" (78%) and "Because of this program, I know where to go to get help with my schoolwork" (77%).

In general, programs that provided 60 hours or more of services exhibited more progress towards academic outcomes, especially in the area of *improved school attendance*. These programs were able to provide more intensive services, which likely helped to support stronger outcomes. Programs that enroll fewer than 150 youth had significantly higher scores for the outcome *increased college*

[22] Of the 375 surveys completed by youth enrolled in academic-focused programs, 10 surveys did not have completed academic-specific questions, the second page of the survey.

readiness (on average 87% compared to 67% of larger programs). As we found for other youth programs, older youth consistently made more progress on academic outcomes than their younger peers.

Youth Perspectives on Academic Outcomes

Academic engagement

[Before the program], I didn't like school a lot. I still don't like school, but I like school a little bit more than I used to… I know that after school I'm coming here, so it makes it feel better to go into school than going to school like I used to and then just going home.

Academic goals

It changed my thinking about school… I'm about to enter high school, and this year, my eighth grade year going into freshman year, it's like, "okay, I need to get this, and this." My grades this year have not gone below a B… I said to my friend, in tenth grade I'm going to start college classes.

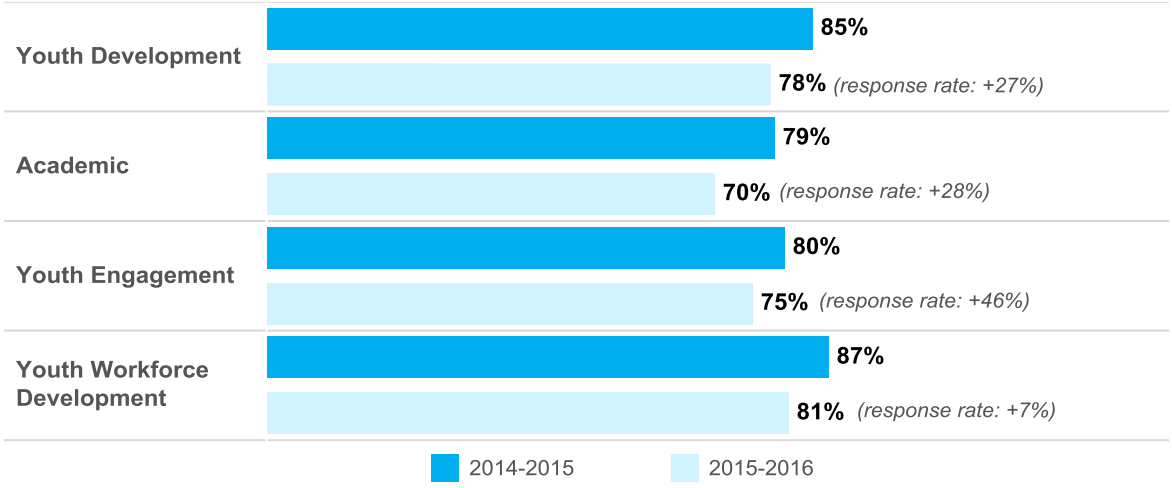
Increased leadership capacity

I notice that in my school discussions, I'm getting a lot better at saying what I have to say and not going on tangents. I think that's for the most part because of [this program]. Because, there's always an active discussion going on. We've been building that since day one.

Changes in Youth Outcomes Over Time

Overall, as illustrated in Exhibit 13, the percentages of youth meeting outcome measures for FY2015-2016 are between five and nine percentage points lower than they were in FY2014-2015. This shift may be caused by an increased survey response rate. Survey completion increased dramatically among youth programs this year, due to efforts to gather surveys from all participants, including those who were not involved in year-round programming. This may have resulted in a higher response rate among youth participants who received "light touch" services or that were loosely attached to the program.

Exhibit 13: Changes in Youth Outcomes Over Time (FY2014-2015 and FY2015-2106)

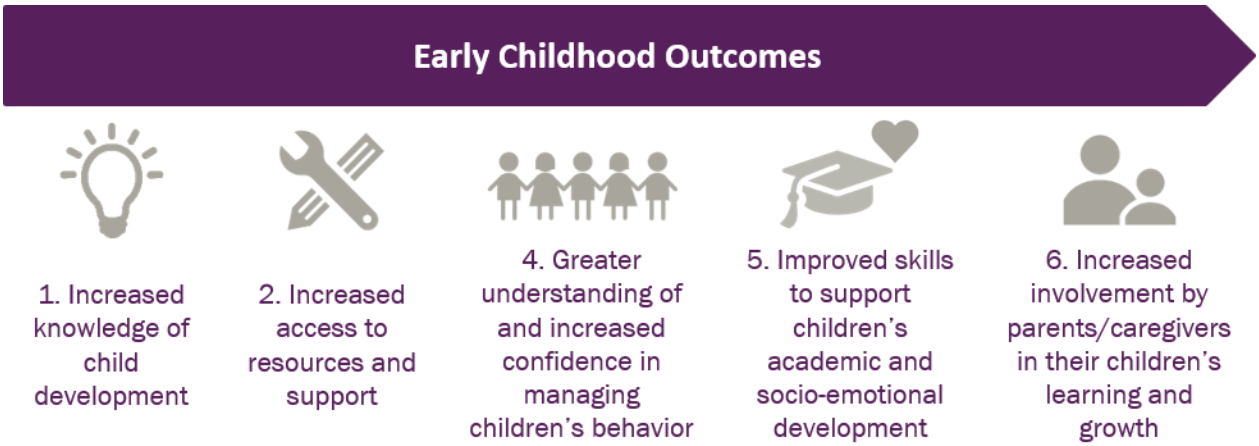


Early Childhood Outcomes

Programs focused on early childhood differ significantly from youth-focused programs, as this strategy concentrates on improving outcomes for *adults* (parents, caregivers, and educators) who interact with children ages 0-5. This strategy therefore warrants a very different set of expected outcomes than those of youth programs. The participants surveyed for this strategy were parents and caregivers participating in community playgroups or whose children were participants in the summer pre-kindergarten program, and educators receiving support from mental health consultants. Adult participant surveys, parent focus group data, and interview data with directors of all early childhood programs make up our key data sources for measuring progress on outcomes in this area.

As demonstrated in Exhibit 14, key outcomes for this funding strategy are (1) *increased knowledge of child development*, (2) *increased access to resources and support*, (3) *greater understanding of and increased confidence in managing children's behavior*, (4) *improved skills to support children's academic and socio-emotional development*, (5) *increased involvement by parents/caregivers in their children's learning and growth*.

Exhibit 14: Early Childhood Outcomes

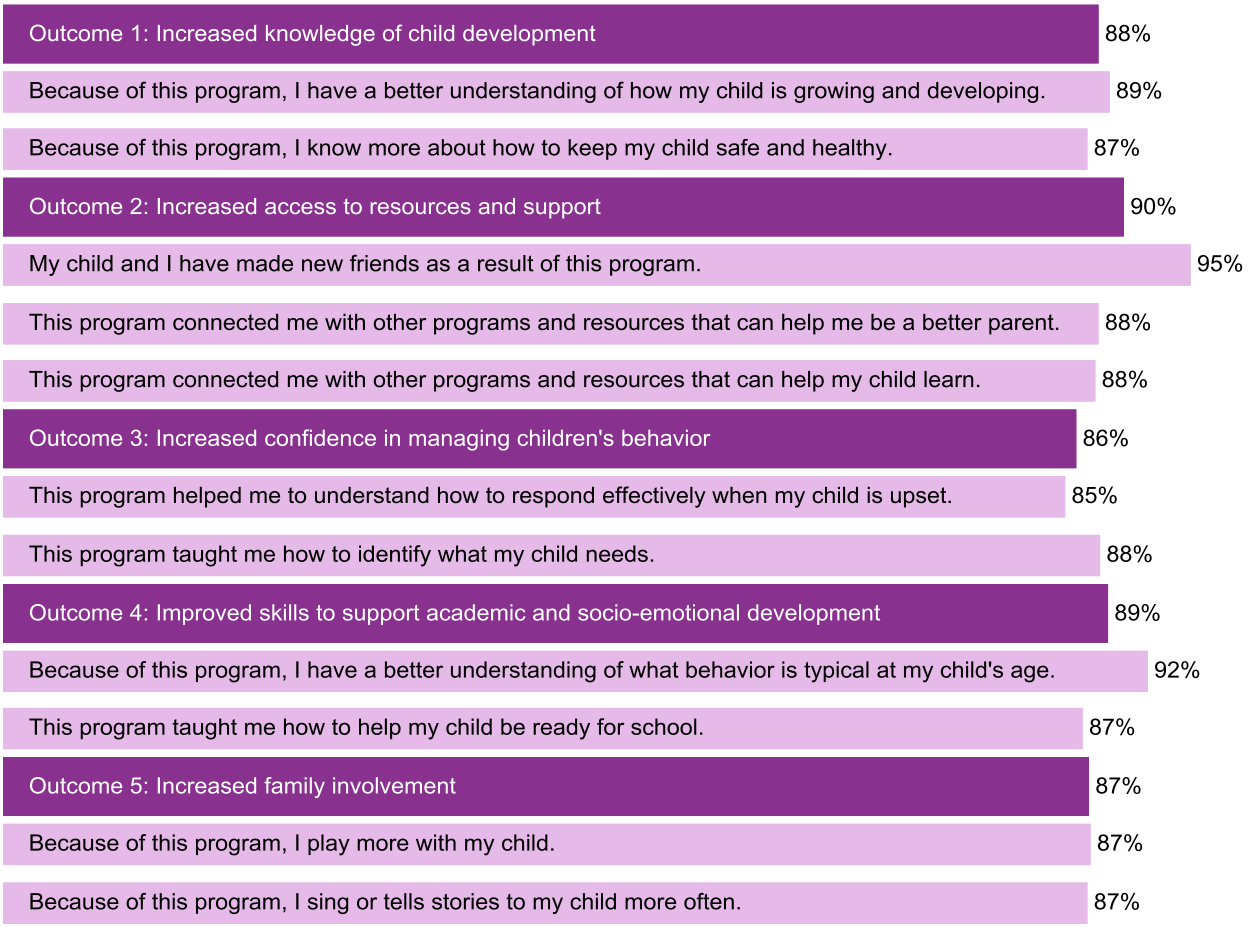


Parent Outcomes

Results from parent and caregiver surveys are consistently positive across all outcome domains. The lowest scoring outcome area was outcome 3: *increased confidence in managing children's behavior,* which received the lowest average agreement rating, though that rating was still fairly strong at 86%. Within this outcome area, parents most positively responded to the prompt asking whether programs "helped them to identify their child's needs" (88%), and least positively to the prompt about "understanding how to respond effectively when their child is upset" (85%). That this was the lowest scoring survey item across all survey measures is a good indicator that the programs are achieving their overall goals of supporting parents and caregivers in ensuring stronger developmental outcomes for their children. This finding is consistent with qualitative data. One parent in the focus group described how playgroup program staff helped increase her confidence around behavior management:

> *For our family, it's been really helpful, just having professionals who can offer us feedback about parenting our children, even just little ways of handling situations so that it wouldn't escalate to a whole tantrum. It's really helped us a lot.*

Exhibit 15: Progress Towards Parent Outcomes
(Percent of respondents who agree or strongly agree)
(n = 291 parents and caregivers in nine programs[23])



The outcome area that showed the greatest progress overall (90%) was outcome 2: *increased access to resources and support*. Within this outcome area, the survey measure that received the highest average agreement rating (95%) was *My child and I have made new friends as a result of this program.* This indicates that programs are successful at meeting core goals of relationship building across parents and caregivers and reducing their sense of isolation. Several parents and a grandparent in the caregiver focus groups affirmed this finding, saying how important it is for them to "be around other parents and learn from each other." At least two shared that they live in small apartments and do not have ready access to places where they can meet other parents while providing their toddlers with safe spaces to play. One focus group participant shared how playgroups were particularly helpful for building a sense of community for fathers:

[23] Of the 375 surveys completed by youth enrolled in academic-focused programs, 10 surveys did not have completed academic-specific questions, the second page of the survey.

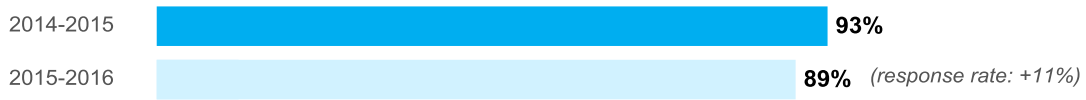
We've been coming since my six-year old was six months and I know that for my husband--he was the main one that has been bringing her—they provided a really strong community for him to feel connected and, as a dad, just feeling like he wasn't the only dad that was caring for his babies.

Having a solid understanding of child development at different ages and stages and being able to confidently apply that understanding provides parents and caregivers with a strong foundation to effectively nurture and support their children. Survey results indicate that parents and caregivers made strong progress on this front, particularly in their increased understanding of child development (89%), their ability to identify their child's needs (88%), and in their greater understanding of what kinds of behavior is typical at their child's age (92%). Moreover, results indicate that parents and caregivers participating in these programs are gaining access to other resources to help them be a better parent and to help their children learn (88%).

Certain program characteristics were associated with higher outcome scores. Specifically, larger budgets, lower enrollment, and greater average hours of service were all related to higher scores. Not surprisingly, these findings suggest that parents benefit from most from programs that provide more intensive services and are well resourced.

Finally, when compared to last year's results, there was a slight decrease in scores across all survey measures, although the drop was smaller among parent-playgroup programs than it was for youth programs.[24]

Exhibit 16: Average Parent Outcome Scores for CY2014-2015 and FY2015-2016

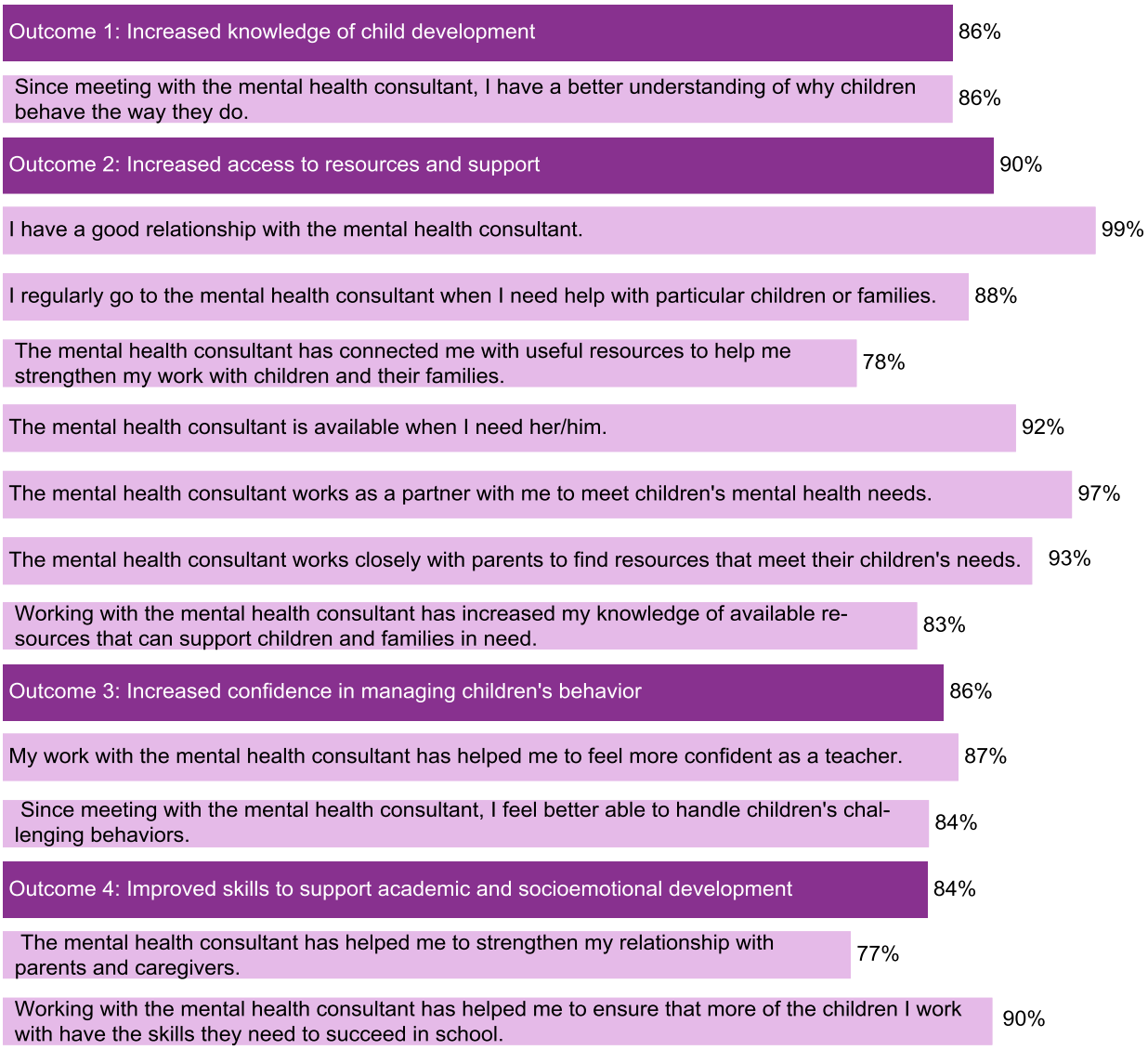


Educator Outcomes

Survey data indicate that, as was true last year, mental health consultation programs were strongest in meeting their goals for outcome area 2: *increased access to resources and support* (90%, as compared to 85% last year). The survey measures that received the highest scores overall fell in this outcome area and, interestingly, indicates that the respondents highly valued the *relationship* they had with their mental health consultants. The survey measure that received the highest individual score was *I have a good relationship with the mental health consultant* (99%), followed by *the mental health consultant works as a partner with me to meet children's mental health needs (97%).*

[24] The decrease was statistically significant for the overall composite score and the following outcomes: *increased knowledge of child development, increased confidence in managing children's behavior,* and *improved skills to support academic and socio-emotional development.* The comparison to last year's scores does not include the Summer Pre-K program because they used a different version of the parent survey last year and thus did not have comparable outcome scores.

Exhibit 17: Progress Towards Educator Outcomes
(Percent of respondents who agree or strongly agree)
(n = 140 educators in three programs[25])



Outcome area 4: improved skills to support children's academic and socioemotional growth received the lowest scores, though these scores improved significantly when compared to last year (84% this year, as compared to 75% last year). This outcome area contains the lowest scoring measure across all domains: "the mental health consultant has helped me to strengthen my relationship with parents and caregivers" (77%) received the lowest score, though this score reflects a healthy improvement over last year's score of 69%.

One important change to highlight is the strong improvement in outcome area 3: increased confidence in managing children's behavior. Last year, this was one of the lowest-scoring outcome areas (75%) and it was signaled as an area for growth for program directors in this

[25] Of the 375 surveys completed by youth enrolled in academic-focused programs, 10 surveys did not have completed academic-specific questions, the second page of the survey.

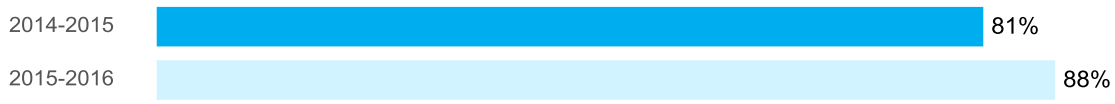
strategy, who described their goals in this area as working towards teacher empowerment and helping teachers feel good about their work. This year the scores in this outcome area improved significantly, to an average of 86%--an 11% increase.

Moreover, the survey measure around teacher confidence received the highest increase (12%) in scores, coming in at 87% this year as compared to last year's score of 75%. This may be a reflection of their efforts to better engage staff and build relationships with teachers and their partners. One program staff described it as part of their collaborative process:

> *We work very closely with the child development specialist in figuring out what a specific child needs, and then talking to the teacher about that. It really varies from teacher-to-teacher, but it's really just about trying to talk about it and figure it out together…There's definitely more of a concerted effort to meet and talk things out and co-create what's needed.*

Finally, in keeping with the findings presented in this section, it is notable that educators were the only respondent group to consistently demonstrate more positive outcomes in FY2015-2016 than in FY2014-2015. This increase was across all measures, with the biggest increase reflected in outcome 3: increased confidence in managing children's behavior (from 75% last year to 86% this year—an 11% increase). [26]

Exhibit 18: Average Educator Outcome Scores for CY2014-2015 and FY2015-2016



CONCLUSION

> *When the Oakland City Council supported a ballot initiative to reauthorize another 12 years of dedicated funding from the city's unrestricted general revenues to programming for youth under age 21, they signaled their commitment to out-of-school time (OST).*[27]

This quote is from a 2011 report by the National League of Cities (NLC), commissioned by the Wallace Foundation, that highlighted Oakland as one of 27 municipalities that have the "most highly developed out-of-school time (OST) systems," with a track record of "bringing key partners together around a shared vision for supporting young people." As OFCY moves forward with its next three-year funding cycle, staff members and key stakeholders should continue to focus on systems and data improvements that can strengthen Oakland's unique city-wide approach to supporting families and youth.

The NLC report identifies a number of best practices for municipalities looking to strengthen their afterschool programming, with a focus on the iterative nature of system and program improvement. Among these is a focus on multi-year planning, increasing the reliability of information, expanding participation, and an ongoing commitment to promoting program quality. OFCY has invested in the

[26] The difference in outcome scores was statistically significant overall and for *increased confidence in managing children's behavior* and *improved skills to support academic and socioemotional development.*

[27] National League of Cities Institute for Youth, Education, and Families (2011). Municipal Leadership for AfterSchool: Citywide Approaches Spreading Across the Country.

core building blocks of a strong system, through its strategic planning process, use of common Management Information System (MIS), transparent approach to sharing data with grantees and the community, and efforts to strengthen programs over time. The following are suggestions for how OFCY can continue to improve its data systems and tools moving forward.

- Make adjustments to evaluation tools to allow for more detailed analysis of respondent characteristics and outcomes. In our analysis this year, SPR identified a number of tweaks that would be useful for strengthening OFCY's evaluation tools moving forward. For instance, it would be useful to add demographic fields to adult surveys, so that outcomes for parents and teachers participating in early childhood interventions can be examined by ethnicity. Similarly, the youth surveys would benefit from the addition of several questions focused on the intensity and frequency of their involvement in program activities.
- Develop additional performance measures. SPR's decision to include the survey response rate as a performance measure has led to a marked increase in the survey response rate. It would be useful for OFCY to identify additional performance measures based on its goals and priorities. For instance, OFCY can develop threshold performance measures for specific dimensions that are common across programs, such as "participants report learning something new." This is an area where most programs score very high, so it would be a red flag if a program did not perform well in this area.
- Continue to nurture a learning community among OFCY grantees. Beyond funding, one of the greatest ways that OFCY can help expand the strength of youth programming in Oakland is to support networking and peer exchange. The grantee meetings are a great opportunity for grantees to exchange ideas and form connections, but they are infrequent (3-4 times a year). OFCY may want to think about other ways to support program exchange. For instance, OFCY might consider gathering a list of program activities, resources, and/or events through a monthly online survey, which then could be shared back out with grantees in an informal newsletter. Such a newsletter could also include trainings or resources available through city agencies. This could help program leverage resources and services from one another.
- Increase capacity-building support for grantees. Grantee interviews and convening survey responses indicate a strong desire for grantees to increase their knowledge, skills, and their organizational capacity to better support the communities they serve. Beyond providing funding resources specifically for capacity building, there are other, cost-effective ways in which OFCY can support grantee capacity building. For example, building on the point highlighted above, OFCY could develop a monthly list of online or local in-person trainings provided by partner agencies, such as First 5 Alameda County. It could also consider devoting the second half of their grantee convenings to trainings designed to focus on specific capacity building needs of grantees, which could be identified through surveys or through the analysis of quality and performance data. OFCY experimented with this format last year by holding a training on trauma-informed care during the second half of a grantee convening-- survey results indicate it was extremely successful—suggesting that this may be a good strategy to pursue moving forward.

OFCY plays a critical role in sustaining and strengthening the ecosystem of child- and youth-focused programs in Oakland. OFCY's consistent and thoughtful support enables grantees to grow and leverage their formidable strengths in service of Oakland's children and families—to improve outcomes for the children and youth of Oakland and to ensure that the adults charged with their development and care are equipped with the knowledge and skills to ensure that all of Oakland's children can thrive.

APPENDIX A: PROGRAM-LEVEL INFORMATION

The following table provides program-level information at the end of FY2015-2016, including the number of unduplicated youth who participated in program activities and progress towards projected enrollment for the fiscal year, actual units of service and progress towards projected units of service for the fiscal year, average hours of service per youth participant, and overall PQA score, if applicable. Please note that not all programs received a Program Quality Assessment site visit and therefore may not have a PQA score.

			Enrollment		Units of Service[28]				
Strategy	Agency	Program	Actual	% Projected	Actual	% Projected	Average Hours	Overall PQA Score	Overall Survey Score
Academic Support for Older Youth	Centro Legal de la Raza	Youth Law Academy	68	92%	2824	101%	41		4.4
Academic Support for Older Youth	College Track	College Track Oakland	295	107%	26038.92	128%	88	4.67	4.08
Academic Support for Older Youth	Youth Radio	Pathways to Higher Education and Careers	212	265%	5530.9	118%	26	4.67	3.88
Academic Support for Older Youth	Youth Together, Inc.	Youth Together's Academic Support For Older Youth	413	203%	7259.33	57%	18	4.17	4.29
Community-based Out-of-School Time Programs	American Indian Child Resource Center	Culture Keepers	41	137%	5803.08	85%	141	3.99	3.69
Community-based Out-of-School Time Programs	Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	44	98%	3932.92	90%	74	4.48	4.45
Community-based Out-of-School Time Programs	City of Oakland - Office of Parks and Recreation	Oakland Discovery Centers	379	84%	33977.92	112%	90	3.8	4.33
Community-based Out-of-School Time Programs	Dimensions Dance Theater, Inc.	Rites of Passage	159	133%	24216.5	168%	152	4.76	4.3

[28] For programs in the Parent and Child Engagement in Early Learning and Development strategy, Units of Service includes service provided to both children and parents, while Average Hours only includes hours of service provided to child participants.

Strategy	Agency	Program	Enrollment		Units of Service[28]		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Community-based Out-of-School Time Programs	East Bay Asian Local Development Corporation	Lion's Pride Afterschool and Summer Youth Program	91	114%	26383.17	78%	290	4.1	3.81
Community-based Out-of-School Time Programs	East Oakland Boxing Association	SmartMoves Education and Enrichment Program	481	80%	100176.4	157%	208		4.16
Community-based Out-of-School Time Programs	Girls Incorporated of Alameda County	Girls in Oakland Achieve and Lead	208	149%	9072.08	120%	44	4.42	4.22
Community-based Out-of-School Time Programs	Native American Health Center	Indigenous Youth Voices	306	191%	32096.42	109%	101	4.29	4.3
Community-based Out-of-School Time Programs	Refugee Transitions	Newcomer Community Engagement Program	345	173%	17792.25	120%	34	3.99	4.04
Community-based Out-of-School Time Programs	San Francisco Study Center (Brothers on the Rise)	Brothers, UNITE!	156	312%	10796.75	112%	69	4.55	3.94
Community-based Out-of-School Time Programs		Media After School (MAS)	134	134%	13674.67	196%	102	4.5	4
Mental Health and Developmental Consultations in Early Care and Education	Family Paths	The Early Childhood Mental Health Collaborative	1164	101%	3806.45	97%	17		4.33
Mental Health and Developmental Consultations in Early Care and Education	Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	911	125%	5387.67	159%	30		4.18

Strategy	Agency	Program	Enrollment		Units of Service[28]		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Mental Health and Developmental Consultations in Early Care and Education	Lincoln Child Center	Early Childhood Mental Health Consultation	404	115%	2459.92	99%	80		4.43
Parent and Child Engagement in Early Learning and Development	Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	246	378%	9668.9	86%	22		4.51
Parent and Child Engagement in Early Learning and Development	City of Oakland - Office of Parks and Recreation	Sandboxes to Community Empowerment	175	175%	29825	216%	94		4.3
Parent and Child Engagement in Early Learning and Development	East Bay Agency for Children	Parent Child Education Support Program	67	93%	8118.5	231%	46		4.85
Parent and Child Engagement in Early Learning and Development	Lotus Bloom Child & Family Center	Multicultural Playgroups	295	246%	44511.43	142%	78		4.62
Parent and Child Engagement in Early Learning and Development	Oakland Parents Together	Listening to Children Parent Cafes	43	54%	3902.5	46%	34		4.33
Parent and Child Engagement in Early Learning and Development	Our Family Coalition	Building Strong Children in LGBTQ Families	183	166%	6593.25	269%	16		4.23
Parent and Child Engagement in Early Learning and Development	Safe Passages	Safe Passages Baby Learning Communities	283	81%	8380.28	111%	18		4.76

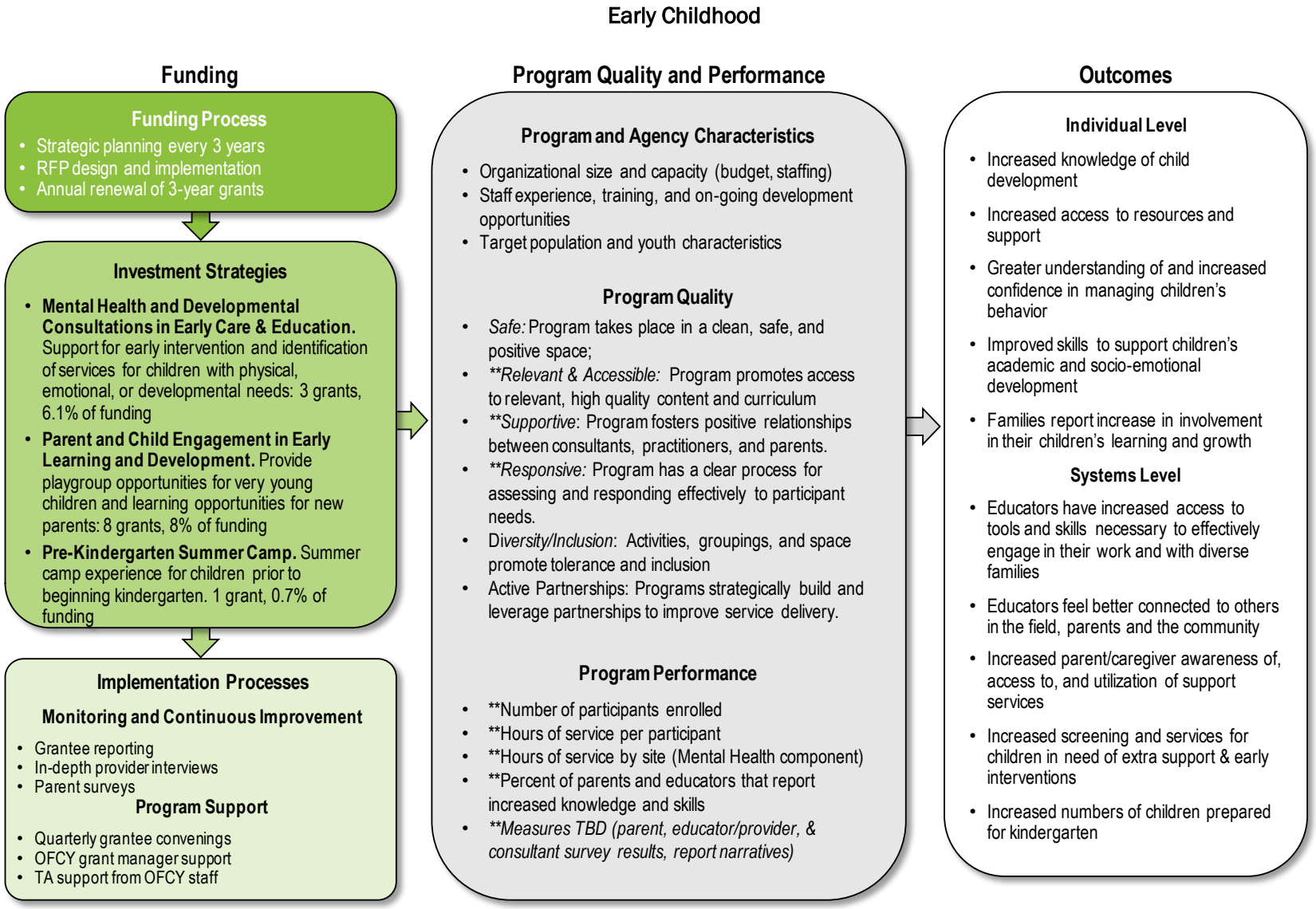
Strategy	Agency	Program	Enrollment		Units of Service[28]		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Parent and Child Engagement in Early Learning and Development	Through the Looking Glass	Chatterbox	19	158%	2116.08	132%	59		4.95
Pre-Kindergarten Summer Camp	Oakland Unified School District	OUSD Summer Pre-K	68	189%	2544.25	53%	37		4.07
Safe Community Spaces for LGBTQ Youth	AIDS Project East Bay	Save Our LGBTI-Youth (SOL)	74	49%	2067.42	83%	27	4.05	
Safe Community Spaces for LGBTQ Youth	Destiny Arts Center	Moving in the Movement	20	69%	3379.33	102%	136		4.56
Safe Community Spaces for LGBTQ Youth	Health Initiatives for Youth (HIFY)	Health Initiatives for Youth's LGBTQIQ Youth Safe Space Initiative	162	191%	1233.67	89%	7	2.94	3.77
Safe Community Spaces for LGBTQ Youth	La Clinica de La Raza	Juntos	15	21%	705.5	65%	47	4.45	4.18
Safe Community Spaces for LGBTQ Youth	Youth UpRising	YU's Queer & Allies Initiative	79	67%	1002	92%	12	3.97	4.07
Summer Program	Aim High for High School	Aim High / Oakland - 3 Sites	395	100%	61715.58	109%	156	4.53	3.93
Summer Program	City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	617	206%	109073	151%	177	4.18	3.95
Summer Program	College Track	College Track Summer Program	194	255%	13109	149%	68	4.83	3.97
Summer Program	Destiny Arts Center	Camp Destiny	143	102%	6008.25	92%	42	4.4	3.77
Summer Program	East Bay Asian Youth Center (EBAYC)	Summer Matters	566	162%	76090.5	176%	134	4.4	3.89
Summer Program	East Oakland Youth Development Center	Summer Cultural Enrichment Program	224	112%	91629.5	263%	409	4.41	4.21

Strategy	Agency	Program	Enrollment		Units of Service[28]		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Summer Program	Family Support Services of the Bay Area	Kinship Summer Youth Program	55	100%	9161	109%	167	4.63	4.64
Summer Program	Girls Incorporated of Alameda County	Concordia Park Summer Program	113	153%	14645.5	116%	130	4.65	3.66
Summer Program	Lincoln Child Center	Oakland Freedom School	140	140%	22514.5	128%	161	4.4	4.18
Summer Program	Prescott Circus Theatre	Prescott Circus Theatre Summer Program	42	140%	5234.25	140%	125	4.57	4.21
Transition programs for youth into middle and high school	Alternatives in Action	Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	808	367%	28347.75	52%	35	3.95	3.98
Transition programs for youth into middle and high school	East Bay Asian Youth Center (EBAYC)	Break The Cycle	392	196%	18325.72	147%	47	3.93	3.7
Transition programs for youth into middle and high school	Oakland Kids First	PASS-2 Peer Mentoring Program	2224	124%	23687.67	121%	11	4.77	4.34
Transition programs for youth into middle and high school	Safe Passages	Safe Passages Transitions Program	206	41%	41433	128%	201	4.16	4.54
Youth Career and Workforce Development	Alameda Health System	Model Neighborhood Program	162	74%	14076.95	105%	87		4.15
Youth Career and Workforce Development	Beyond Emancipation	Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	45	180%	5135	76%	114		4.31
Youth Career and Workforce Development	Center for Media Change	Hack the Hood Summer Bootcamp	21	117%	1964.5	93%	94		4.22

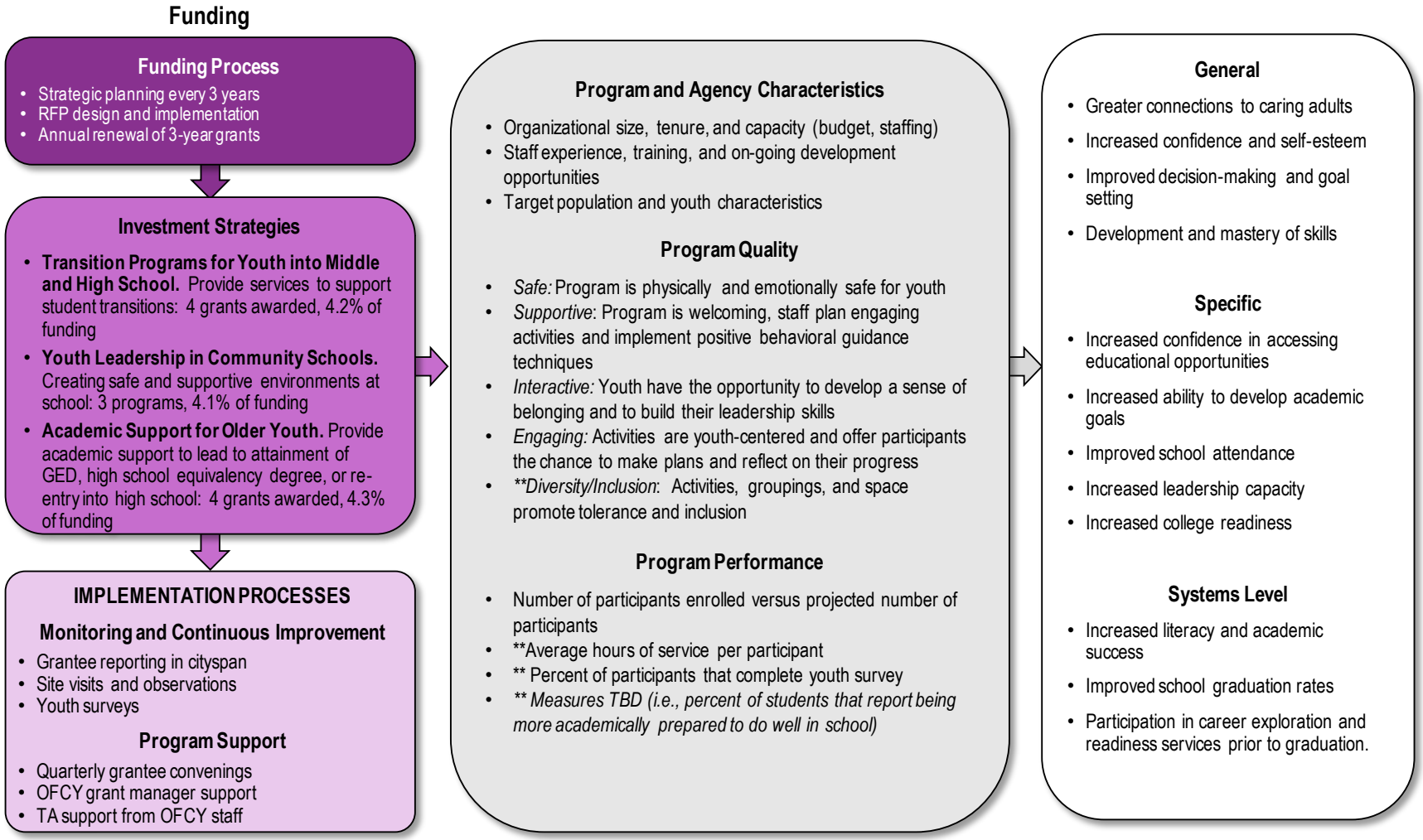
Strategy	Agency	Program	Enrollment		Units of Service[28]		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Youth Career and Workforce Development	East Side Arts Alliance	ArtWorks at ESAA	78	52%	20181.75	83%	255		4.54
Youth Career and Workforce Development	Juma Ventures	Pathways to Advancement	128	191%	5610	83%	44		4.16
Youth Career and Workforce Development	OUSD College & Career Readiness Office	Exploring College & Career Options in Oakland (ECCO!)	93	107%	14106	100%	152		4.13
Youth Career and Workforce Development	The Unity Council	Oakland Youth Engaged (OYE)	85	160%	7420.5	51%	84		4.24
Youth Career and Workforce Development	Youth Employment Partnership	Career Try-Out	90	125%	14696.92	102%	163		3.62
Youth Career and Workforce Development	Youth Radio	Pathways to Digital	152	217%	16822.05	95%	111		4.1
Youth Career and Workforce Development		Youth Bridge Career and Workforce Development Program	218	242%	22831	119%	105		4.36
Youth Leadership and Community Safety	East Bay Asian Youth Center (EBAYC)	API Youth Promoting Advocacy and Leadership (AYPAL)	118	118%	39554	113%	335		4.53
Youth Leadership and Community Safety	Human Services Department	Friday Night in the Park Program Support	31	129%	1736.75	113%	56		3.89
Youth Leadership and Community Safety	La Clinica de La Raza	Youth Brigade	37	123%	3517.75	76%	93		3.86
Youth Leadership and Community Safety	Peace Development Fund	BAY-Peace: Better Alternatives for Youth	128	160%	8825.58	112%	69		
Youth Leadership and Community Safety	Project Re-Connect	Project Re-Connect	33	82%	1338.5	49%	28		4.18
Youth Leadership and Community Safety	Safe Passages	Get Active Urban Arts Program	124	168%	13707.75	117%	111		4.26
Youth Leadership in Community Schools	Alternatives in Action	Life Academy	850	131%	93339.5	95%	108	4.9	3.86

Strategy	Agency	Program	Enrollment		Units of Service[28]		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Youth Leadership in Community Schools	Oakland Unified School District	OUSD Peer Restorative Justice Program	1186	86%	7971	183%	7	4.97	4.34
Youth Leadership in Community Schools	Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	248	216%	7857	98%	29	3.38	4.01

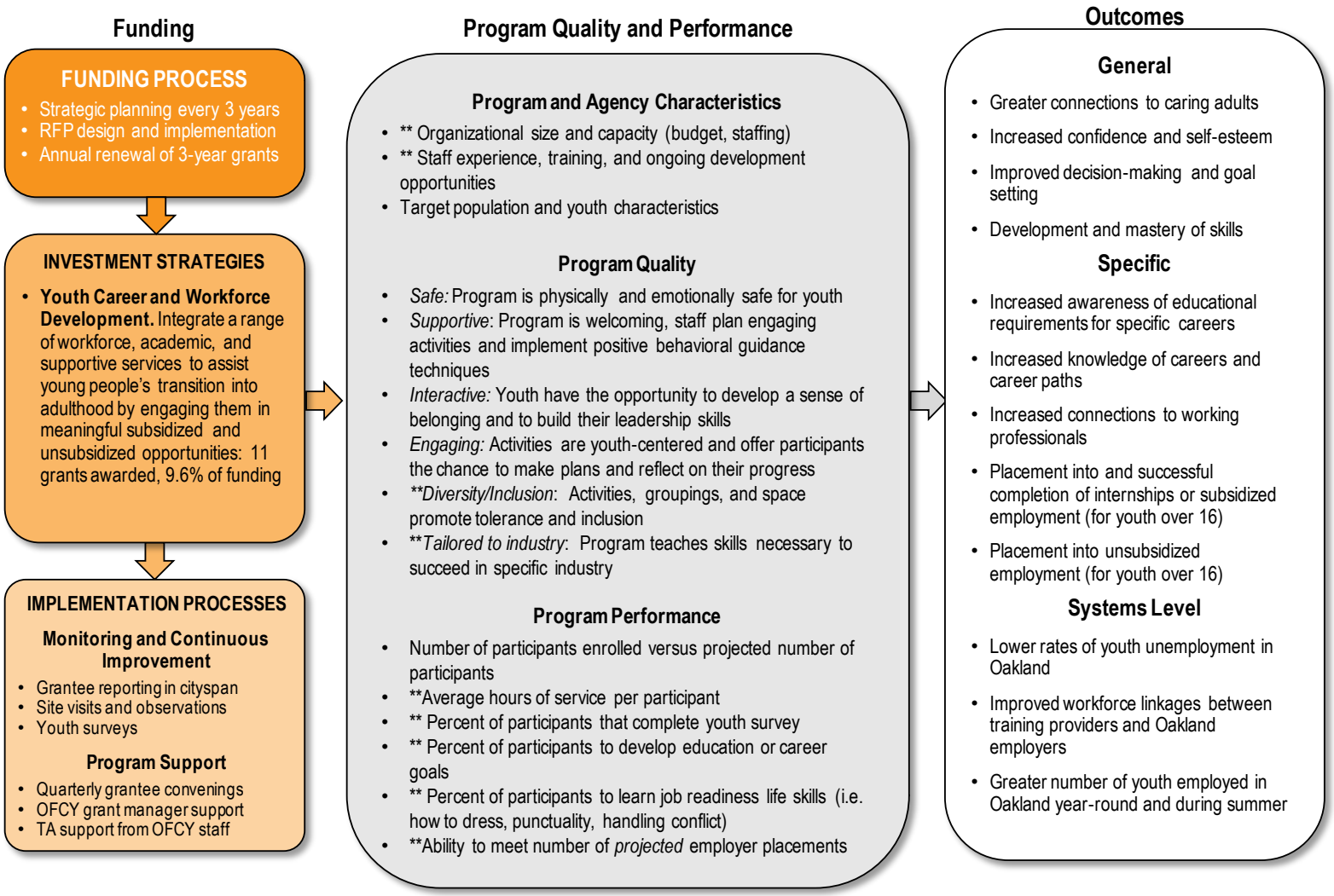
APPENDIX B: EVALUATION FRAMEWORKS

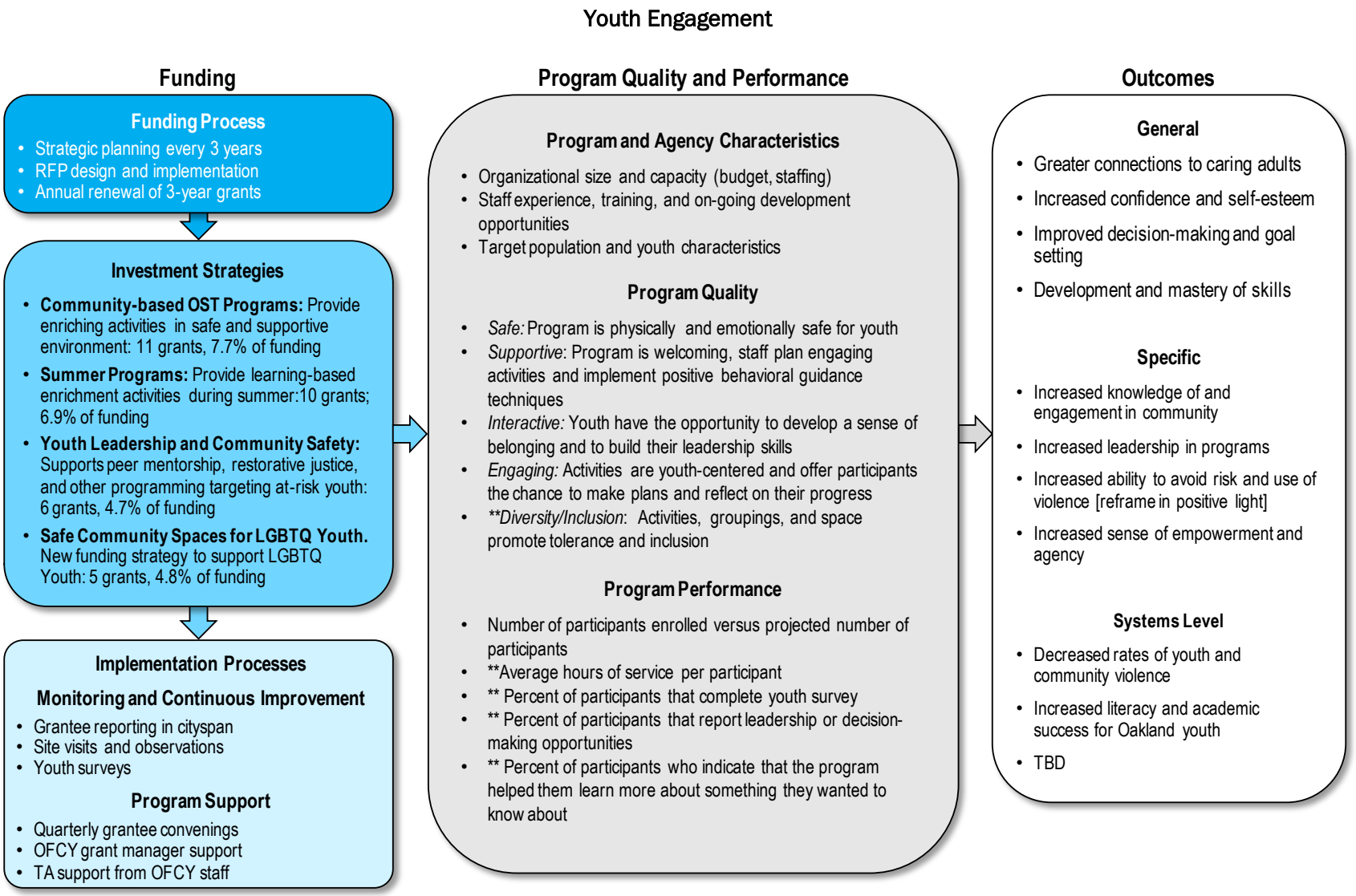


Academic Support



Youth Workforce Development




Youth Engagement
Funding
Funding Process
• Strategic planning every 3 years
• RFP design and implementation
• Annual renewal of 3-year grants
Investment Strategies
• Community-based OST Programs: Provide enriching activities in safe and supportive environment: 11 grants, 7.7% of funding
• Summer Programs: Provide learning-based enrichment activities during summer:10 grants; 6.9% of funding
• Youth Leadership and Community Safety: Supports peer mentorship, restorative justice, and other programming targeting at-risk youth: 6 grants, 4.7% of funding
• Safe Community Spaces for LGBTQ Youth. New funding strategy to support LGBTQ Youth: 5 grants, 4.8% of funding
Implementation Processes
Monitoring and Continuous Improvement
• Grantee reporting in cityspan
• Site visits and observations
• Youth surveys
Program Support
• Quarterly grantee convenings
• OFCY grant manager support
• TA support from OFCY staff
Program Quality and Performance
Program and Agency Characteristics
• Organizational size and capacity (budget, staffing)
• Staff experience, training, and on-going development opportunities
• Target population and youth characteristics
Program Quality
• Safe: Program is physically and emotionally safe for youth
• Supportive: Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques
• Interactive: Youth have the opportunity to develop a sense of belonging and to build their leadership skills
• Engaging: Activities are youth-centered and offer participants the chance to make plans and reflect on their progress
• **Diversity/Inclusion: Activities, groupings, and space promote tolerance and inclusion
Program Performance
• Number of participants enrolled versus projected number of participants
• **Average hours of service per participant
• ** Percent of participants that complete youth survey
• ** Percent of participants that report leadership or decision-making opportunities
• ** Percent of participants who indicate that the program helped them learn more about something they wanted to know about
Outcomes
General
• Greater connections to caring adults
• Increased confidence and self-esteem
• Improved decision-making and goal setting
• Development and mastery of skills
Specific
• Increased knowledge of and engagement in community
• Increased leadership in programs
• Increased ability to avoid risk and use of violence [reframe in positive light]
• Increased sense of empowerment and agency
Systems Level
• Decreased rates of youth and community violence
• Increased literacy and academic success for Oakland youth
• TBD

APPENDIX C: MAPPING OF PROGRAMS TO FRAMEWORKS BY FUNDING STRATEGY

Program	Agency	Framework	Funding Strategy
Early Childhood Mental Health Consultation	Lincoln Child Center	ECE	Mental Health and Developmental Consultations in Early Care and Education
Integrated Early Childhood Consultation Program	Jewish Family & Children's Services of the East Bay	ECE	Mental Health and Developmental Consultations in Early Care and Education
The Early Childhood Mental Health Collaborative	Family Paths	ECE	Mental Health and Developmental Consultations in Early Care and Education
Building Strong Children in LGBTQ Families	Our Family Coalition	ECE	Parent and Child Engagement in Early Learning and Development
Chatterbox	Through the Looking Glass	ECE	Parent and Child Engagement in Early Learning and Development
Integrated Developmental Playgroups Program	Children's Hospital & Research Center Oakland	ECE	Parent and Child Engagement in Early Learning and Development
Listening to Children Parent Cafes	Oakland Parents Together	ECE	Parent and Child Engagement in Early Learning and Development
Multicultural Playgroups	Lotus Bloom Child & Family Center	ECE	Parent and Child Engagement in Early Learning and Development
Parent Child Education Support Program	East Bay Agency for Children	ECE	Parent and Child Engagement in Early Learning and Development
Safe Passages Baby Learning Communities	Safe Passages	ECE	Parent and Child Engagement in Early Learning and Development
Sandboxes to Community Empowerment	City of Oakland - Office of Parks and Recreation	ECE	Parent and Child Engagement in Early Learning and Development
OUSD Summer Pre-K	Oakland Unified School District	ECE	Pre-Kindergarten Summer Camp
Break The Cycle	East Bay Asian Youth Center (EBAYC)	Academic	Transition programs for youth into middle and high school
Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	Alternatives in Action	Academic	Transition programs for youth into middle and high school
PASS-2 Peer Mentoring Program	Oakland Kids First	Academic	Transition programs for youth into middle and high school
Safe Passages Transitions Program	Safe Passages	Academic	Transition programs for youth into middle and high school
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	Academic	Youth Leadership in Community Schools
Life Academy/ McClymonds	Alternatives in Action	Academic	Youth Leadership in Community Schools
Aim High / Oakland - 3 Sites	Aim High for High School	Academic	Summer Program
College Track Summer Program	College Track	Academic	Summer Program
College Track Oakland	College Track	Academic	Academic Support for Older Youth
Pathways to Higher Education and Careers	Youth Radio	Academic	Academic Support for Older Youth
Youth Law Academy	Centro Legal de la Raza	Academic	Academic Support for Older Youth
Youth Together's Academic Support For Older Youth	Youth Together, Inc.	Academic	Academic Support for Older Youth

Program	Agency	Framework	Funding Strategy
OUSD Peer Restorative Justice Program	Oakland Unified School District	Youth Engagement	Youth Leadership in Community Schools
Brothers, UNITE!	San Francisco Study Center (Brothers on the Rise)	Youth Engagement	Community-based Out-of-School Time Programs
Culture Keepers	American Indian Child Resource Center	Youth Engagement	Community-based Out-of-School Time Programs
Girls in Oakland Achieve and Lead	Girls Incorporated of Alameda County	Youth Engagement	Community-based Out-of-School Time Programs
Indigenous Youth Voices	Native American Health Center	Youth Engagement	Community-based Out-of-School Time Programs
Lion's Pride Afterschool and Summer Youth Program	East Bay Asian Local Development Corporation	Youth Engagement	Community-based Out-of-School Time Programs
Media After School (MAS)	Community Initiatives	Youth Engagement	Community-based Out-of-School Time Programs
Newcomer Community Engagement Program	Refugee Transitions	Youth Engagement	Community-based Out-of-School Time Programs
Oakland Discovery Centers	City of Oakland - Office of Parks and Recreation	Youth Engagement	Community-based Out-of-School Time Programs
Rites of Passage	Dimensions Dance Theater, Inc.	Youth Engagement	Community-based Out-of-School Time Programs
SmartMoves Education and Enrichment Program	East Oakland Boxing Association	Youth Engagement	Community-based Out-of-School Time Programs
Sports & Recreation for Youth with Physical Disabilities	Bay Area Outreach & Recreation Program	Youth Engagement	Community-based Out-of-School Time Programs
Camp Destiny	Destiny Arts Center	Youth Engagement	Summer Program
Concordia Park Summer Program	Girls Incorporated of Alameda County	Youth Engagement	Summer Program
Kinship Summer Youth Program	Family Support Services of the Bay Area	Youth Engagement	Summer Program
Oakland Freedom School	Lincoln Child Center	Youth Engagement	Summer Program
Prescott Circus Theatre Summer Program	Prescott Circus Theatre	Youth Engagement	Summer Program
Summer Camp Explosion	City of Oakland - Office of Parks and Recreation	Youth Engagement	Summer Program
Summer Cultural Enrichment Program	East Oakland Youth Development Center	Youth Engagement	Summer Program
Summer Matters	East Bay Asian Youth Center (EBAYC)	Youth Engagement	Summer Program
API Youth Promoting Advocacy and Leadership (AYPAL)	East Bay Asian Youth Center (EBAYC)	Youth Engagement	Youth Leadership and Community Safety
BAY-Peace: Better Alternatives for Youth	Peace Development Fund	Youth Engagement	Youth Leadership and Community Safety
Friday Night in the Park Program Support	Human Services Department	Youth Engagement	Youth Leadership and Community Safety
Get Active Urban Arts Program	Safe Passages	Youth Engagement	Youth Leadership and Community Safety
Project Re-Connect	Project Re-Connect	Youth Engagement	Youth Leadership and Community Safety
Youth Brigade	La Clinica de La Raza	Youth Engagement	Youth Leadership and Community Safety
Health Initiatives for Youth's LGBTQIQ Youth Safe Space Initiative	Health Initiatives for Youth (HIFY)	Youth Engagement	Safe Community Spaces for LGBTQ Youth

Program	Agency	Framework	Funding Strategy
Juntos	La Clinica de La Raza	Youth Engagement	Safe Community Spaces for LGBTQ Youth
Moving in the Movement	Destiny Arts Center	Youth Engagement	Safe Community Spaces for LGBTQ Youth
Save Our LGBTI-Youth (SOL)	AIDS Project East Bay	Youth Engagement	Safe Community Spaces for LGBTQ Youth
YU's Queer & Allies Initiative	Youth UpRising	Youth Engagement	Safe Community Spaces for LGBTQ Youth
ArtWorks at ESAA	East Side Arts Alliance	Youth Workforce	Youth Career and Workforce Development
Career Try-Out	Youth Employment Partnership	Youth Workforce	Youth Career and Workforce Development
Exploring College & Career Options in Oakland (ECCO!)	OUSD College & Career Readiness Office	Youth Workforce	Youth Career and Workforce Development
Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	Beyond Emancipation	Youth Workforce	Youth Career and Workforce Development
Hack the Hood Summer Bootcamp	Center for Media Change	Youth Workforce	Youth Career and Workforce Development
Model Neighborhood Program	Alameda Health System	Youth Workforce	Youth Career and Workforce Development
Oakland Youth Engaged (OYE)	The Unity Council	Youth Workforce	Youth Career and Workforce Development
Pathways to Advancement	Juma Ventures	Youth Workforce	Youth Career and Workforce Development
Pathways to Digital	Youth Radio	Youth Workforce	Youth Career and Workforce Development
Youth Bridge Career and Workforce Development Program	Alta Bates Summit Foundation	Youth Workforce	Youth Career and Workforce Development