



# FY2019-2020 Final Evaluation Report

## Section B: Strategy-Level Reports



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# Socioemotional Well-Being in Preschool and Early Childhood Education Settings



## 2019-2020 OFCY Strategy Report

The three programs funded under the Socioemotional Well-Being in Preschool and Early Childhood Education Strategy provide support to early childhood educators and parents to promote healthy emotional and social development. This report draws on an interview with two partners from a funded mental health collaborative, administrative records, and program reports to summarize strategy achievements and progress to date.

“ *Sometimes the work seems subtle and then it has a very clear, concrete effect in the classroom. It can be hard for people to see that, because it can feel slow, because it is a quieter, more subtle approach. But ultimately,, if we're doing [consultation] well, it really empowers the teacher and it really allows for things to shift in the classroom.*

*-Staff, Family Paths, Early Childhood Mental Health Consultation Collaboration*

## STRATEGY ACHIEVEMENTS



**2,487** young children benefited



**7,537** hours of consultation provided



**55** ECE centers served

## FUNDED PROGRAMS

- Family Paths, Inc. - Early Childhood Mental Health Consultation Collaborative
- Jewish Family & Community Services East Bay - Integrated Early Childhood Consultation Program
- Lincoln - Early Child Mental Health Consultation (ECMHC)

**Total Funding: \$999,999**



# Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

## Program Achievements – How much did we do?

Number of Mental Health Consultation Hours Provided	7,537
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## Program Performance and Quality - How well did we do it?

Total Hours of Service: Average progress toward projected total hours of service	87%
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Diversity and Inclusion: Percent of teachers who say the consultant has a good understanding of the diversity of the community	*
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Supportive environment: Percent of teachers who say that the consultant supports them	*
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## Participant Outcomes – Is Anyone Better Off?

Knowledge of development: Percent of teachers who say working with the consultant has deepened their understanding of child behavior	*
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Teacher confidence: Percent of teachers who say their work with the consultant has made them more confident as a teacher	*
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Connection to resources: Percent of teachers who say that the consultant connects parents to resources	*
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*\* Survey results not available in FY19-20 due to shelter-in-place order.*

The remainder of this report includes the following sections aligned with this RBA framework:

- 1) Achievements: How much did the programs provide?
- 2) Performance and Program Quality: How well did programs do it?
- 3) Outcomes: Is anyone better off as a result of the strategy's work?

# Achievements: 7,537 Hours of Consultation Provided

Licensed mental health professionals consult with early childhood educators around the mental health and developmental needs of children in their classroom, provide individualized mental health services and referrals to children and families, and deliver parent education workshops.

Consultants partnered with 55 early childhood education centers across Oakland.



The three programs funded under this strategy partnered with 55 Head Start sites and Oakland Unified School District Child Development Centers (CDCs) that served 2,487 infants, toddlers, and preschoolers across Oakland.<sup>1</sup> The consultants integrate child development services and direct therapeutic work into a proven mental health consultation model to support children's healthy social-emotional development and promote learning readiness. Individual consultants spent anywhere from three to eight hours at each site, depending on the size of the early childhood center.

## Consultation During the Shelter-in-Place Order

After the shelter-in-place order was implemented, consultants supported sites by participating in team meetings through video conferencing or conference calls as well as supporting individual staff members around their work with the families. In the words of a staff member, "Our work has shifted to keeping that web of relationship and contact going." Consultants also gathered resources for staff and families, provided direct support to families and children as needed, offered trainings to staff, and offered emotional support to staff when requested as the staff dealt with the trauma of the public health crisis.

“*OFCY has made it possible for us to [provide consultation] more comprehensively. Instead of just being at a site for an hour or two to troubleshoot, we're able to be there and actually build these great relationships and start having meetings and working in a grander way.*

*-Staff, Family Paths – Early Childhood Mental Health Consultation Collaborative*

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<sup>1</sup> Based on projected enrollment at the early childhood centers.

# Performance and Program Quality

**The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first indicator assesses progress toward the total hours of consultation that programs projected they would provide over the course of the year.

In addition to this performance measure, Socio-emotional Well-Being programs are assessed on indicators that signal quality in the areas of support and diversity and inclusion. These indicators are measured by an annual educator survey administered in the spring. Because of the obstacles posed by the shelter-in-place, and to avoid placing additional burdens on educators, the survey was not administered this year. The evaluation will report on these indicators in future years when educator survey data is available.

## Performance and Quality Indicators



### Total Hours of Service

Average progress toward projected total hours of service.

87%



### Supportive Environment

Percent of teachers who say that the consultant supports them

n/a



### Diversity and Inclusion

Percent of teachers who say the consultant has a good understanding of the diversity of the community

n/a



### Connection to Resources

Percentage of parents and caregivers that report that staff refer them to other organizations.

n/a

“ *[Consultation involves] relationship building on every single level that you can think of. The teachers, the teaching teams, the center director, family advocate, parents, and children of course. And that is all part of their job, which is to help develop the social, emotional wellbeing of children and families... So all the consultants supports on an individual child level, on a program level and on a systems level.*

*-Staff, Family Paths, Early Childhood Mental Health Consultation Collaboration*

## Educator Outcomes: Is Anyone Better Off?

Through an interview with collaborative partners from one grantee, SPR learned about the diverse activities that support the educator outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Knowledge of Development



Consultants share their knowledge around trauma-informed practices, appropriate developmental expectations, and strategies to support social-emotional wellbeing through coaching, reflective staff meetings, and trainings. Coaching often involves helping educators understand children's behavior so that they can best support children in their classroom. When children manifest challenging behaviors, consultants work with educators in the moment and in reflective conversations afterward to help them identify why a child may be behaving in a particular way and integrate that knowledge into how they approach their students.

### Teacher Confidence



Consultants use reflective meetings to help teachers identify and build upon the assets and knowledge that they bring. As one staff member explained, "Teachers are used to being told what they have to do more of or less of, there's a lot of that feeling of 'I'm not doing enough.' [Helping educators] see what they are doing and doing well is so important and to help them feel seen for that is also really important." Consultants also use monthly reflective meetings with educators to help the teachers build their ability to mindfully self-regulate with stress-reduction techniques so that they can better manage challenging behaviors with the children and help the children co-regulate.

### Connection to Resources



Consultants help educators and center directors identify children in need of additional support and intervention. Consultants partner with centers and parents to create child action plans as necessary and assist in connecting children to specialized resources, including developmental specialists employed at the partner agencies. Consultants also circulate knowledge about other services provided by their agencies and their partners, such as parenting groups and workshops.

# Parent Engagement and Support

## 2019-2020 OFCY Strategy Report

The programs funded under OFCY's Parent Engagement and Support strategy are designed to strengthen the capacity of parents and caregivers to support the healthy development of their children through services offered in community-based settings. Parents and caregivers with young children (birth to age 8) received linguistically and culturally relevant family supports and participated in family engagement activities that promoted attachment and positive parent-child interactions.

This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS



### FUNDED PROGRAMS

- Alameda County Health Care Services Agency – Oakland WIC Father Cafes
- City of Oakland Parks Recreation & Youth Development – Community Adventure Pre-K Playgroups
- Family Paths, Inc. – Abriendo Puertas/ Opening Doors Parent Education
- LifeLong Medical Care – Project Pride
- Oakland Promise – Brilliant Baby
- Our Family Coalition – Building Strong Children in LGBTQ Families
- Prescott-Joseph Center for Community Enhancement, Inc. – Fr. Charles D. Burns, SVD Pre-Pre-School Program
- Refugee & Immigrant Transitions – Parent & Tot Initiative (PTI)
- SAFE PASSAGES – Safe Passages Baby Learning Communities Collaborative

**Total Funding: \$1,585,488**





# Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

## Program Achievements – How much did we do?

Number of children served	684
Number of parents/caregivers served	1,103
Total hours of service provided	39,617

## Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of children served <sup>2</sup>	89%
Average progress toward projected number of adults served	85%
Average Hours of Service: Average progress toward projected average hours of service	92%
Total Hours of Service: Average progress toward projected total hours of service	73%
Diversity and Inclusion: Percent of parents and caregivers who say that program staff work well with families of different backgrounds	*
Supportive environment: Percent of parents and caregivers who say that program staff make them feel comfortable and supported	*

## Participant Outcomes – Is Anyone Better Off?

Knowledge of development: Percent of parents and caregivers who say the program helps them to identify their child's needs	*
Skills to manage behavior: Percent of parents and caregivers who say the program helps them to respond effectively when their child is upset	*
Connection to resources: Percent of parents/caregivers that report that staff refer them to other organizations	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 4) Achievements: How much did the programs provide?
- 5) Performance and Program Quality: How well did programs do it?
- 6) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>2</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

# Achievements: 684 children and 1,103 adults served

Programs served families across Oakland, particularly focusing on those from under-resourced neighborhoods.

The Parent Engagement and Support strategy served a diverse target population, including low-income families and newcomer parents and caregivers.



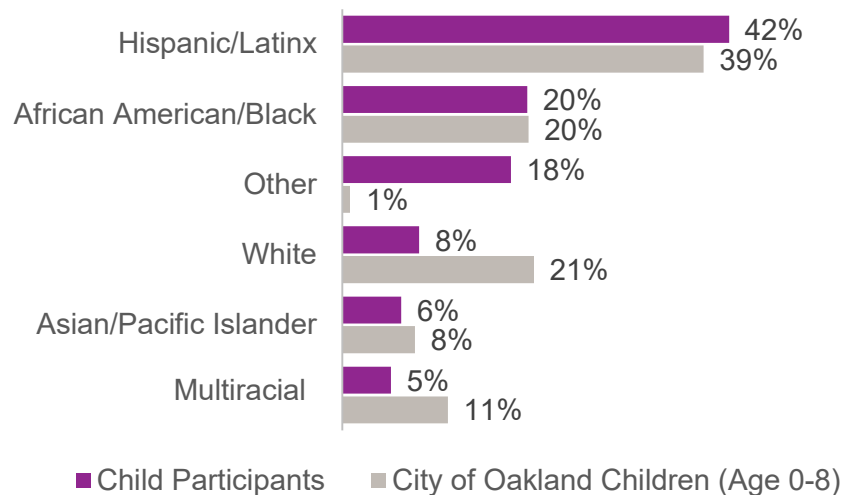
“We did a class in four languages [and had interpreters] – English, Spanish, Vietnamese, and Cantonese. It was just amazing to see how all this came together. (Parents) were laughing together and trying to understand each other.

-Staff, Family Paths, Inc.  
Abriendo Puertas/Opening Doors Parent Education

During FY2019-2021, 684 children and 1,103 adults participated in Parent Engagement and Support programs. These programs serve diverse populations of parents and caregivers with young children from birth to age 8 and prioritize families most in need. Programs typically recruit families through word of mouth and work with local partners, such as Head Start, Alameda County Social Services Agency, 211 Alameda County, and Alameda County Behavioral Health Care Services to identify families who may benefit from participation in Parent Engagement and Support programs. In addition, some programs provide tailored services and activities to specific populations, such as low-income fathers enrolled in the Alameda County Women, Infants, and Children Supplemental Nutrition program (WIC), immigrant and refugees, women and children in a residential treatment program, and LGBTQ+ families.

As shown in the graph below, over 61% of child participants identified as Hispanic/Latinx or African American/Black, reflecting OFCY’s target population.<sup>3</sup> “Other” includes child participants who identified as “Middle East/North African,” who account for 14% of participants.

**Race/Ethnicity of OFCY Child Participants**



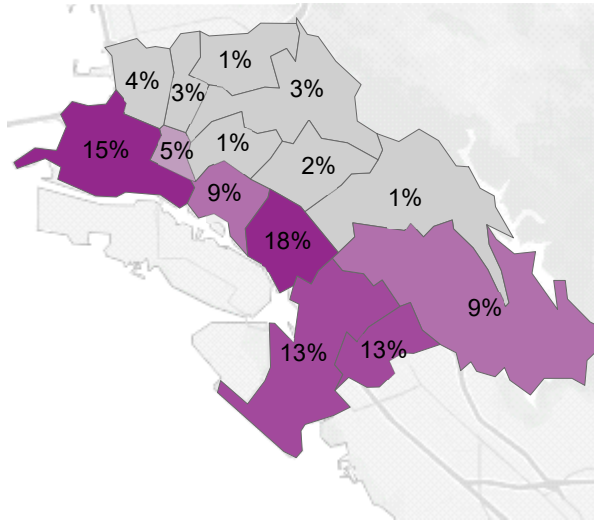
<sup>3</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS.

Many families live in neighborhoods that experience some of the highest levels of community stress in Oakland.



As illustrated below, most families lived in zip codes located along the 880 corridor and in West Oakland that experience the highest levels of community stress in the city, including Fruitvale, Webster Track, Sobrante Park, Highland Park and Eastmont. Among other stressors, these neighborhoods have a particularly high percentage of unemployment, unaffordable housing, and unsheltered homelessness.<sup>4</sup>

**Zip Code of Residence**



94601: Fruitvale	19%
94621: Webster Track, Coliseum	14%
94605: Eastmont, Havenscourt	9%
94607: West Oakland, Chinatown	16%
94603: Sobrante Park, Elmhurst	14%
94606: Highland Park, East Lake	10%
94612: Downtown	5%

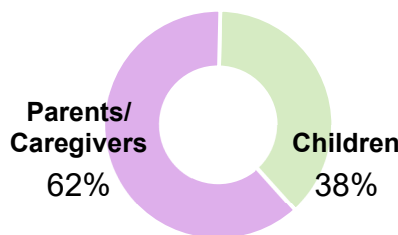
List includes zip codes where at least 5% of participants live.

Over half of child participants were under two years old.

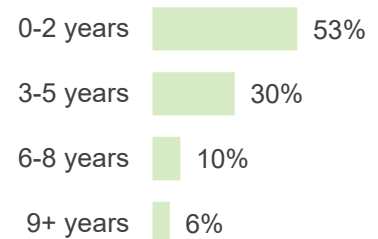


In line with the focus on strengthening the capacity of families to support the healthy development of their young children, this strategy served parents and caregivers, and their children ages 0-8. As shown in the graphs below, parents/caregivers represented over 60% of all participants, and children ages 0 to 2 represented over 50% of child participants served by this strategy.

**Participant Types**



**Age of Child Participants**



<sup>4</sup> Oakland Stressors Index, Updated June 23, 2020. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

# Achievements: 39,617 Hours of Service Provided

To meet the diverse needs of families, programs offer a range of service models that offer opportunities for varied levels of engagement, based on their capacity and need.

Over 60% of parents and caregivers and 45% of children spent less than 10 hours in their program.

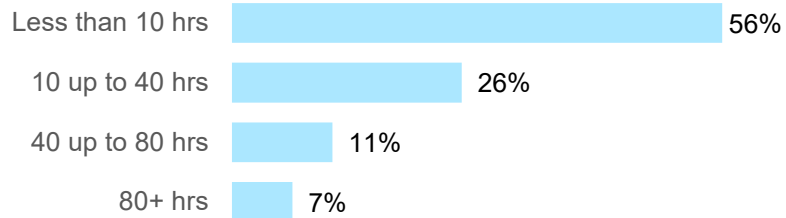


Children in OUSD's Summer Pre-K program and programs that offered ongoing playgroups and parent support groups spent the most time engaged in programming.



As shown below, the amount of time children and families engaged in Parent Support and Engagement services varied significantly.

### Hours of Participation

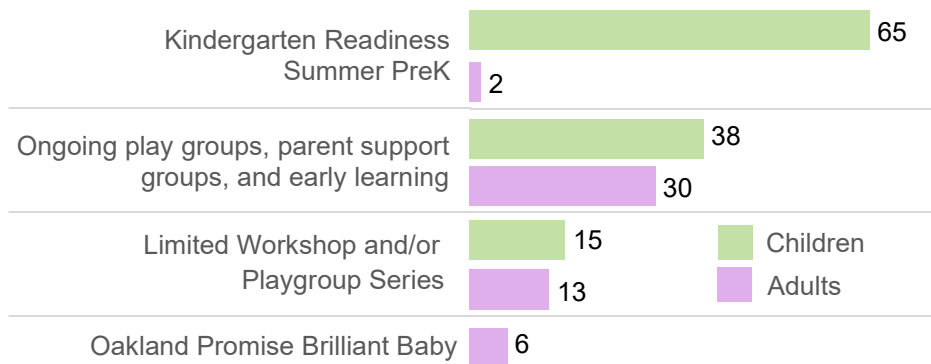


The level of engagement was generally determined by the design of the program. Programs fell into one of the following categories:

- Six programs facilitated ongoing playgroups, early learning activities, and parent support groups that families could attend all year. Two programs also offered supportive services.
- Two programs offered limited workshop and/or playgroup series with six to eight sessions. One of these programs also provided case management to some participating families.
- Oakland Unified School District's Kindergarten Readiness Summer PreK offered a 4-week transitional kindergarten over the summer with a parent engagement component.
- Oakland Promise: Brilliant Baby helped low-income families open a college savings account and provided financial coaching to over three hundred parents and caregivers.

The chart below demonstrates how average hours of service varied across these types of program models.

### Average Hours by Type of Program

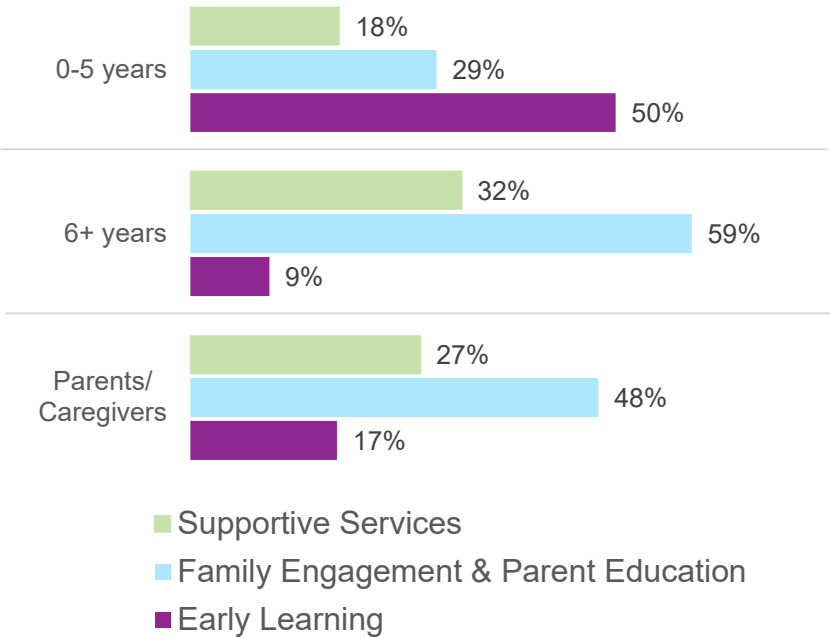


Children five and under spent the most time engaged in early learning, while parents spent the most time in family engagement and parent education.



As shown in the graph below, how participants spent their time in programs varied by age. Children ages five and under spent half their time engaged in early learning activities, while older children (ages six and older) and parents/caregivers spent around half of their time participating in family engagement and parent education activities. Families also spent a significant amount of time receiving supportive services.

**Percent Time Spent Participating in Common Activities by Age**



**Parent Support During the Shelter-in-Place Order**

After the shelter-in-place order, many programs began offering virtual sessions and provided technical assistance to families to support engagement. Refugee & Immigrant Transitions’ Parent & Tot Initiative (PTI) began using WhatsApp for its women’s class and small groups, delivered learning materials to the homes of families and created YouTube content for parents and caregivers to engage their children in learning at home. PTI also made phone calls to families to check in and offer navigation support for needed services. Programs that continued to meet in person implemented safety precautions. For example, Project Pride implemented quarantining and COVID-19 testing for incoming residents prior to introducing them to the residential community, reduced the size of group sessions, and shifted doctor appointments and family visits to Zoom calls.

# Performance and Program Quality

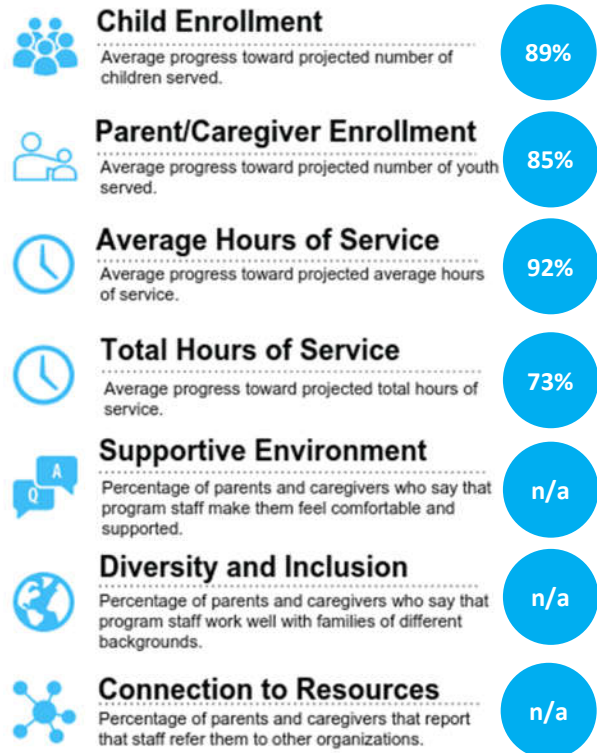
## The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>5</sup> Program progress on these measures must be considered in the context of the COVID-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service” measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter.

In addition to these performance measures, the Parent Support and Engagement strategy has indicators that are signs of program quality. Participant perceptions of supportive environment, diversity and inclusion, and connection to resources will be assessed in future years when participant survey data is available.

### Performance and Quality Indicators



“ We are uniquely positioned to [support] because of our partnerships and reputation in the community and the connections to the families. A lot of our staff members represent the communities that we serve.

-Staff, Refugee and Immigrant Transitions (RIT), Parent and Tot Initiative

<sup>5</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. These activities, tailored to meet the diverse needs of Oakland families, include peer-to-peer support groups, parent/child play groups, parenting and child development workshops, financial coaching sessions, referral and service navigation support, and leadership development opportunities. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Knowledge & skills to support child development



**Family Paths' Abriendo Puertas/Opening Doors Parent Education** offers a 10-session parent program based in popular education to increase parents' knowledge and skills in early learning, brain development, and fun educational activities to support healthy child development.

### Increased family involvement



With a focus on nurturing parenting and celebrating families, **LifeLong Medical Care's Project Pride** provides dyadic parent/child therapy, parent education, family therapy, and case management to women and their children who are enrolled in LifeLong's residential treatment program.

### Increased parent leadership



In addition to promoting healthy child development, **Family Path's Abriendo Puertas/Opening Doors Parent Education** facilitators guide parents in discussing what they can do as a community, and as individual parents, to support their children to be ready for school. APOD also developed a parent ambassador component that offers graduates of the program a stipend to help with subsequent classes and support new parents.

### Increased access to resources



**Refugees Transitions' Parent & Tot Initiative** provides supportive services to parents to reduce linguistic and social isolation and support their child's development in a new country through trauma-informed case management and workshops on a variety of topics such as nutrition, mental health, and early learning.

“*We've seen an increased number of refugees and immigrant families who had limited access to (English and citizenship) classes that provide childcare and wraparound services, so we identified this need. It's so nice to be able to provide that service and that families feel comfortable enough to come in, go to the English classes, and then drop off their children for early childhood education programming.*

– Staff, Refugee & Immigrant Transitions' Parent and Tot Initiative Collaborative

# Family Resource Centers

## 2019-2020 OFCY Strategy Report

The six Family Resource Centers (FRCs) funded by OFCY serve as welcoming centers in the community that meet the holistic needs of families where they live, and support the development and learning of young children to ensure that they are happy, healthy, and better prepared for success in kindergarten and elementary school. This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS



**900** parents/caregivers served



**823** children served



**47,313 hours** of service provided



**27 hours** average participation



### FUNDED PROGRAMS

- BANANAS, Inc - Healthy Havenscourt Early Care & Kinder Readiness Hub
- East Bay Agency for Children - Central Family Resource Center
- East Bay Agency for Children - Hawthorne Family Resource Center
- Lincoln - New Highland Academy and Rise Community School (NH/R)
- Lotus Bloom - Multicultural Family Resource Centers
- Lotus Bloom - School Readiness Playgroups

**Total Funding: \$1,196,907**

“ *[The FRC] has allowed us to reach more families, make deeper connections, be able to help families to be more confident in their parenting, and more knowledgeable around the resources that are available to them and how to access them.*

*– Staff, East Bay Agency for Children – Central FRC*



# Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

## Program Achievements – How much did we do?

Number of children served	823
Number of parents/caregivers served	900
Total hours of service provided	47,313

## Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of children served <sup>6</sup>	93%
Average progress toward projected number of adults served	89%
Average Hours of Service: Average progress toward projected average hours of service	139%
Total Hours of Service: Average progress toward projected total hours of service	91%
Diversity and Inclusion: Percent of parents and caregivers who say that program staff work well with families of different backgrounds	*
Supportive environment: Percent of parents and caregivers who say that program staff make them feel comfortable and supported	*

## Participant Outcomes – Is Anyone Better Off?

Knowledge of development: Percent of parents and caregivers who say the program helps them to identify their child's needs	*
Skills to manage behavior: Percent of parents and caregivers who say the program helps them to respond effectively when their child is upset	*
Connection to resources: Percent of parents/caregivers that report that staff refer them to other organizations	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 7) Achievements: How much did the programs provide?
- 8) Performance and Program Quality: How well did programs do it?
- 9) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>6</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

# Achievements: 823 children served

**FRCs served families across Oakland, focusing specifically on neighborhoods with low rates of participation in formal early childhood education and that experience extreme economic hardships that impact the health and well-being of the entire family.**

FRCs provide comprehensive support to low-income families, immigrants, and other families that would benefit from additional support.



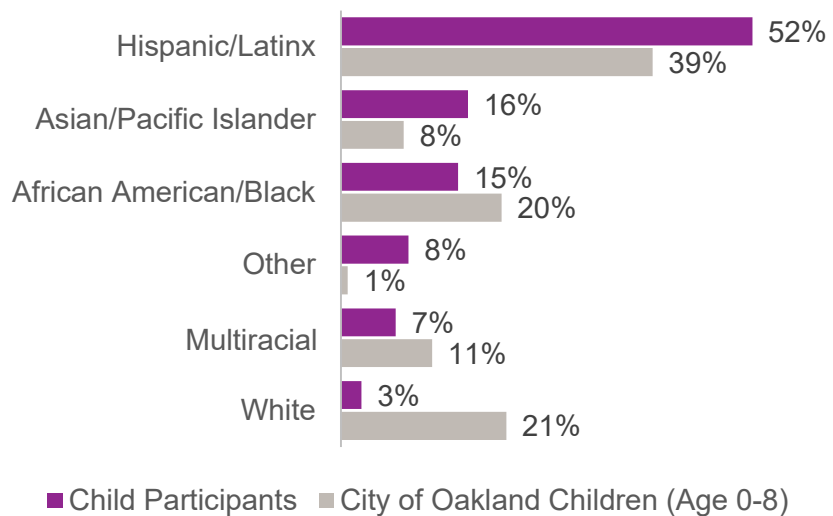
During FY2019-2020, 823 unduplicated children and 900 adults were served by FRCs, which are located in under-resourced neighborhoods and geared to serve families with highest needs. These include diverse low-income populations struggling to meet basic needs in the Bay Area’s prohibitively high-priced economy, as well as a host of immigrant and newcomer populations that speak a range of languages, including Spanish, Hmong, Mam, and Arabic. These families benefit not only from FRCs’ early childhood programming and public benefits enrollment support, but also from ESL classes and systems navigation supports to give them the knowledge, tools and confidence to self-advocate and strengthen their foundation for resiliency.

As shown in the graph below, two-thirds of child participants identified as Hispanic/Latinx or African American/Black, reflecting OFCY’s target population. A comparison to the population of Oakland shows that the city’s Latinx/Hispanic populations were most likely to be served by OFCY FRCs.<sup>7</sup>

Latinx/Hispanic children comprised just over half of children served by FRCs.



**Race/Ethnicity of FRC Child Participants**



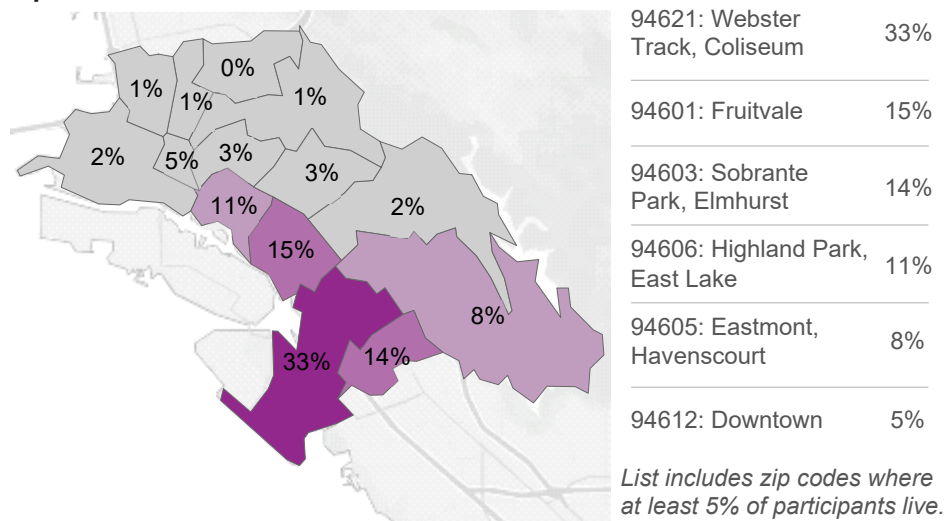
<sup>7</sup> City of Oakland child data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS.

Over 85% of participants reside in East Oakland.



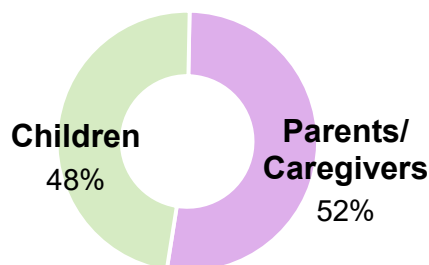
As illustrated below, most participants lived in zip codes located along the 880 corridor that experience the highest levels of community stress in the city, including Fruitvale, Webster Track, Sobrante Park, and Eastmont.<sup>8</sup>

**Zip Code of Residence**

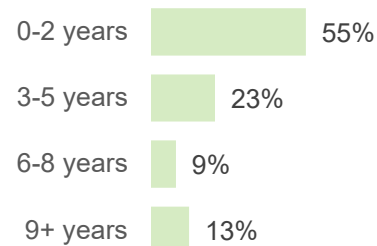


Early childhood support provided through FRCs serve both children *and* parents, affording young children with opportunities for learning and positive social interaction, and providing parents and caregivers with knowledge, resources, and skills to support the healthy development of their children and the overall wellbeing of their families. As shown in the graphs below, over half of participants in FRC programs were parents or caregivers, and over half of the children served were under 3 years old.

**FRC Participant Types**



**Age of FRC Child Participants**



<sup>8</sup> Oakland Stressors Index, Updated June 23, 2020. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

# Achievements: 47,313 Hours of Service Provided

Given its focus on supporting whole families as well as young children, FRCs offer a broad range of activities. Accordingly, the number of participation hours varied greatly, depending on the nature of the activity.

“ [OFCY funding helped us] be able to expand our services, to have more meaningful interactions and services beyond the really light touch services that we were doing before.

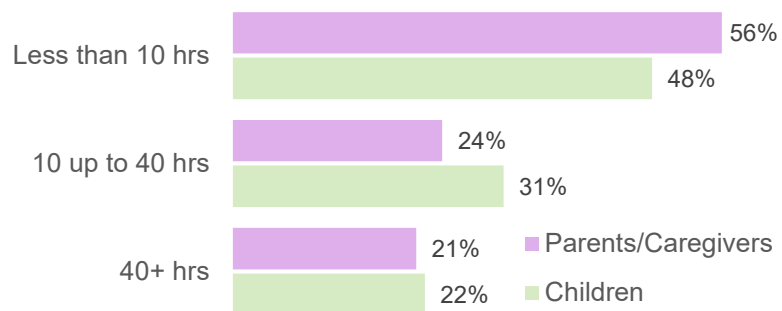
– Staff, East Bay Agency for Children - Central FRC

FRC programs tailor services to the developmental needs of children at different ages and stages.



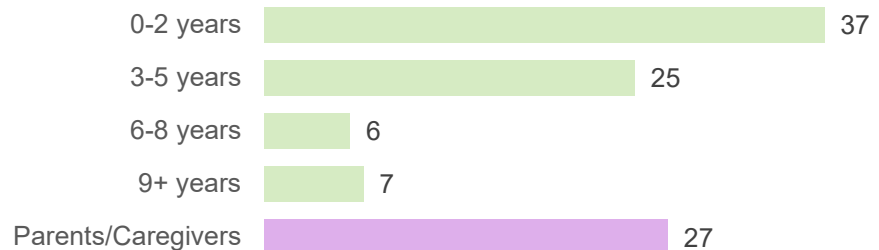
As shown below, over 20% of participants spent more than 40 hours in programs; just over half spent less than 10 hours in programs. Service hours varied by grantee. For example, East Bay Agency for Children’s Hawthorne FRC served less than 100 participants, but these participants received an average of 78 hours of service. In comparison, Lincoln’s New Highland Academy and Rise Community School FRC served 510 participants, but those participants received an average of 10 hours of service.<sup>9</sup>

Hours of Participation (per program)



In line with its early childhood focus, children under 3 years old spent the most time in programming, followed by children ages 3-5. While the grant was focused on early childhood support, FRCs also provide comprehensive support to whole families, and thus, older siblings also benefitted from the FRC programming.

Average Hours of Participation by Age



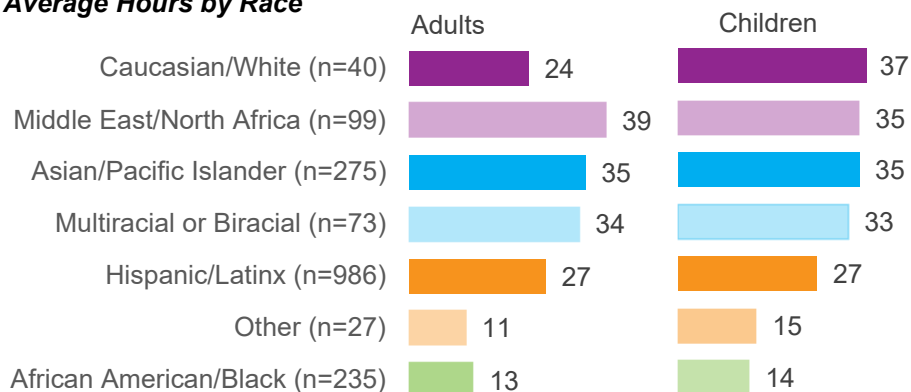
<sup>9</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

The time participants spent in programming varied by race and ethnicity.



As shown in the graph below, some racial/ethnic groups tended to spend more time in programming than others. Specifically, White, Middle Eastern/North African families and Asian/Pacific Islander families had the highest average hours of service overall.

#### Average Hours by Race



Though COVID-19 caused many FRCs to shut their doors, program staff continued to find creative support families in need.



#### FRC Support During the Shelter-in-Place Order

Because of the shelter-in-place order, most family resource centers had to shut their doors—but that did not stop their efforts to support Oakland families. FRCs continued to distribute food and Central FRC partnered with local churches to add food delivery services for isolated families. Staff from Lincoln assisted immigrant families in navigating technology and supported at least 41 immigrant families in seeking and applying for extra financial assistance to help them persist through their financial hardships. Staff from at least two FRCs shared that they continue to provide emotional and systems navigation support remotely through phone calls with families and weekly wellness check ins. Lotus Bloom raised over \$35,000 to serve as rapid response funds for families experiencing hardship due to job loss, immigration status, and other impacts related to COVID-19. Some FRCs shared a recognition that COVID restrictions may last for quite some time, and at least one saw it as an “opportunity to come up with alternative ways to do programming, and to “creatively continue to keep families engaged.”

“ When we think of FRCs, that’s exactly what we think of, right? Being responsive to the emerging needs of community (during the public health crisis). So I am really, really thrilled and proud of our team for being able to turn on a dime and be that integral in making sure that our families made that transition.

– Staff, Lincoln - New Highland Academy and Rise Community School (NH/R)

# Performance and Program Quality

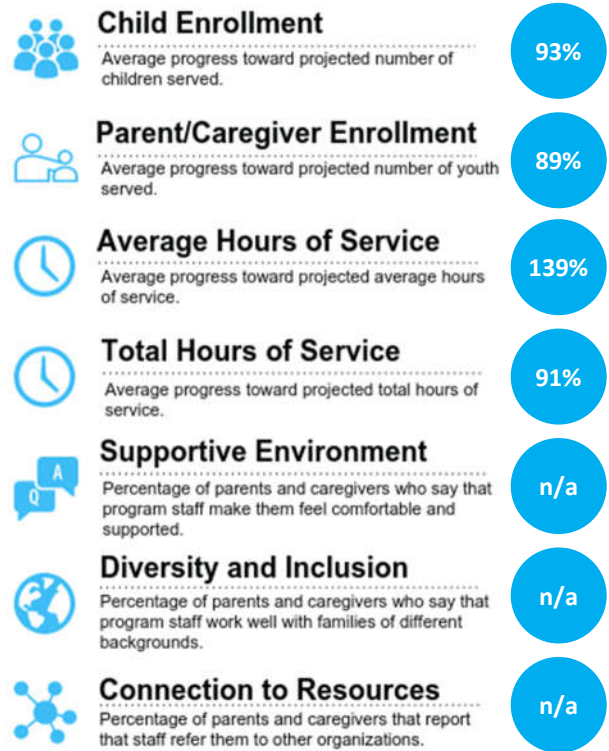
## The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first four indicators include progress toward projected program enrollment (for children and adults), total hours of service, and average hours of service per participant.<sup>10</sup> Program progress on these measures must be considered in the context of the COVID-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage families virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service” measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter of the fiscal year.

In addition to these performance measures, the Family Resource Center strategy has indicators that are signs of program quality, including parent/caregiver perceptions of critical aspects of programming. Indicators based on parent and caregiver perceptions will be assessed in future years when participant survey data is available.

### Performance and Quality Indicators



<sup>10</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Knowledge and Skills to Support Child Development



**Bananas' Healthy Havenscourt Early Care and Kinder Readiness Hub** in the Lion Creek Crossings FRC serves families of young children in East Oakland's Havenscourt neighborhood. The hub offers curriculum-based playgroups to promote healthy development and help children become kindergarten-ready by building fundamental skills such as such as fine and gross motor skills, cooperative play, language development, and social emotional skills. Staff share that these playgroups are critical for families in this community, many of whom are on preschool waitlists or receive informal childcare and thus might not otherwise have access to kinder-readiness curriculum.

### Increased Parent Leadership



**Lotus Bloom's FRCs** affords parents and caregivers multiple opportunities to build community, engage with other children and families, and demonstrate leadership. Examples include participation in the Family Engagement Night Fall Festival, wherein a group of parents coordinated a bake sale to raise funds for Lotus Bloom as a way of "giving back," as well as participation in numerous holiday celebrations that reflect Oakland's rich diversity. Some parents also demonstrated leadership by participating in civic engagement activities, including providing testimony to the Oakland City Council about the importance of funding for early childhood programs.

### Increased Access to Resources



**The East Bay Agency for Children's Central FRC** is strategically located in proximity to partner organizations that provide resources to families in need. In partnership with the Alameda County Foodbank, the FRC distributes food to up to 800 families per week and also provides families with clothing and diapers. Staff offer case management and support with enrollment in Medi-Cal and other public benefits. FRC staff also teach ESL classes that focus on increasing confidence and navigation skills so that families can continue to build a sense of self-agency and advocate for their needs.

Attending to the wellness of families is a key priority for **Lincoln's New Highland Academy and Rise Community School FRC**, located at the New Highland Academy and Rise Community School joint campus in East Oakland. To that end they offer nutrition classes in English and Hmong as well as yoga and Zumba fitness classes. The FRC also created gardening clubs that meet regularly to grow fresh produce in gardens cultivated at each of the schools, with the goal of using their harvest in their nutrition classes.

# Engagement and Success for Elementary and Middle School Students

## 2019-2020 OFCY Strategy Report

The five programs funded under OFCY's Engagement and Success for Elementary and Middle School Students (ESEMSS) strategy are designed to help improve attendance, school connectedness, and academic performance (literacy and numeracy). Programs are delivered at school sites and engage both youth and their parents or caregivers. This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS



**1,188** youth participated in programming



**66,923** hours of service provided



**55** average hours per youth participant

### FUNDED PROGRAMS

- Chapter 510 Ink - Writing to Readiness
- Destiny Arts Center - Arts in Oakland Schools
- Lincoln - West Oakland Initiative (WOI)
- S.P.A.A.T. (Student Program For Academic And Athletic Transitioning) - Athletes CODE (TAC) MS Engagement
- SAFE PASSAGES - Elev8 Youth

**Total Funding: \$596,448**

“ *A big part of this work is not just making sure that young people are receiving a quality education and that they're not being left behind, but we also want to make sure that West Oakland schools are surviving and thriving in places where we want to send our children and that we take care of the schools a little more.*

*- Staff, West Oakland Initiative at Lincoln*



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

### Program Achievements – How much did we do?

Number of youth served	1,188
Total hours of service provided	66,923

### Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of youth served <sup>11</sup>	93%
Average Hours of Service: Average progress toward projected average hours of service	194%
Total Hours of Service: Average progress toward projected total hours of service	146%
Safety: Percent of participants who report feeling safe in program.	*
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them.	*
Positive engagement: Percent of participants who respond that they are interested in program	*

### Participant Outcomes – Is Anyone Better Off?

Motivated to Learn: Percent of participants who report that they are more motivated to learn in school	*
Support with school: Percent of participants who report that they learned skills that help with their schoolwork	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 10) Achievements: How much did the programs provide?
- 11) Performance and Program Quality: How well did programs do it?
- 12) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>11</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

# Achievements: 1,188 youth served

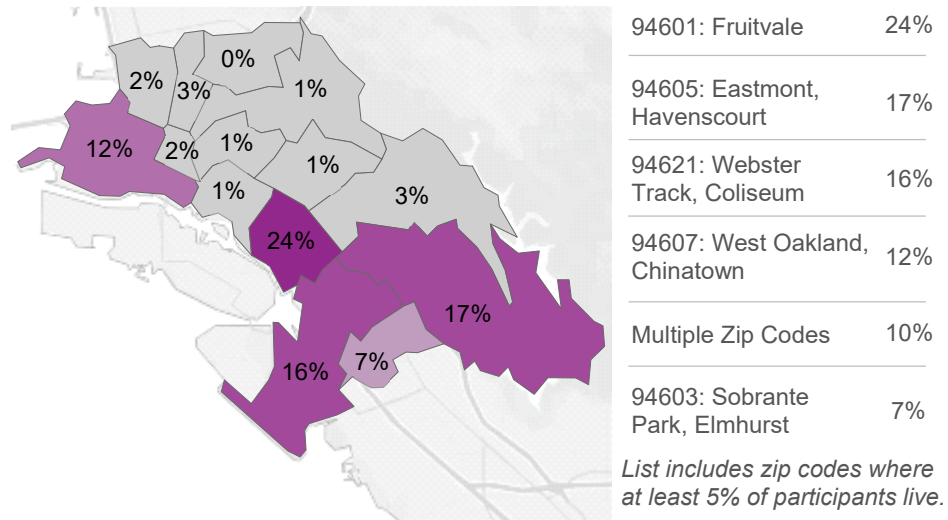
**Engagement and Success for Elementary and Middle School Students programs support youth, primarily ages five to 12, from communities that have high levels of environmental stress.**

Programs prioritize African American and Latinx youth who attend elementary and middle schools with high levels of environmental stress.



During FY2019-2020, 1,188 children and youth participated in ESEMSS programs. The programs provide activities and supports tailored to participants in elementary and middle schools with high levels of environmental stress, such as high unemployment, housing cost burden, and percentage of children and youth who qualify for free and reduced price lunch.<sup>12</sup> As shown in the map below, the vast majority of participants came from Fruitvale, East Oakland and West Oakland.

### Zip Code of Residence



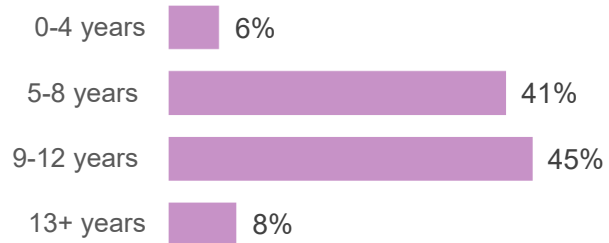
“Young people have struggles outside of and within school. They're very resilient, and we try to enhance that resiliency and try to really meet the young people where they are.

-Staff, Destiny Arts Center

<sup>12</sup> Oakland Community Stressors Index (2019): <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

Programs identify participants through their partnerships with school sites, and prioritize enrolling low-income youth, as well as youth who are not yet meeting grade level literacy standards. In line with the focus on elementary and middle school engagement and success, close to 90% of participants served by programs in this strategy were between the ages of five and 12, as shown in the graph below.

**Age of Participants**

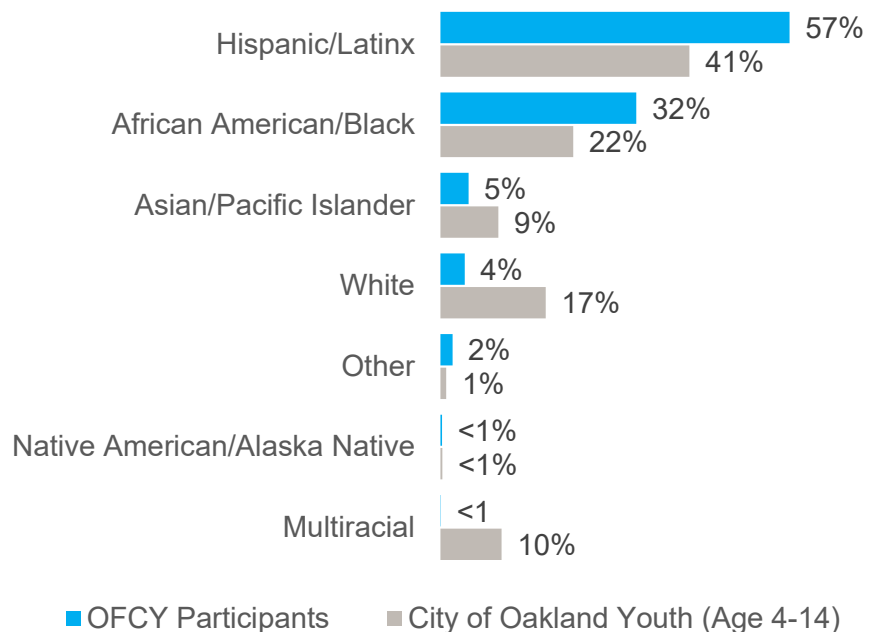


Close to 90% of participants identified as Hispanic/ Latinx or African American/ Black.



Reflecting OFCY’s target population, close to 90% of participants identified as Hispanic/Latinx or African American/Black even though they comprise only 63% of Oakland’s youth.<sup>13</sup>

**Race/Ethnicity of OFCY Participants and Oakland Youth**



<sup>13</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS.

# Achievements: 66,923 Hours of Service Provided

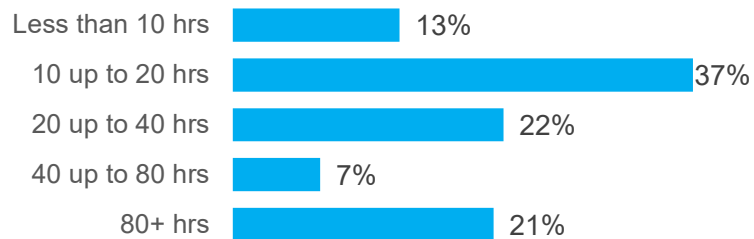
To meet the diverse needs of participants, programs offer a range of service models that offer opportunities for varied levels of engagement.

The amount of time youth spent in programs varied. Middle-school aged youth (10 years or older) spent the most time in programming.



ESEMSS programs engage youth during the school day or afterschool in one-to-one and group settings. As these programs offer a broad range of service models and serve youth with disparate needs and interests, the level of participation varied across programs and participants.<sup>14</sup> For example, Chapter 510 Ink’s Writing to Readiness served youth in weekly afterschool sessions, where students received, on average, 21 hours of programming throughout the year. In contrast, Safe Passages’ Elev8 Youth program provided daily support to elementary and middle school youth for an average of 198 hours of service over the year.

### Hours of Participation per Program

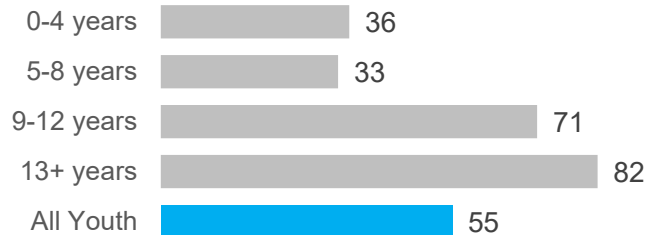


“When young people come in [to program], they get grounded. There’s meditation, an opening circle, arts programs, then a closing circle. We’re hoping to give skills that young people can carry throughout the day.”

-Staff, Destiny Arts Center - Arts in Oakland Schools

Participation varied by age. As shown below, older participants spent more than twice as many hours in program on average than did younger participants.

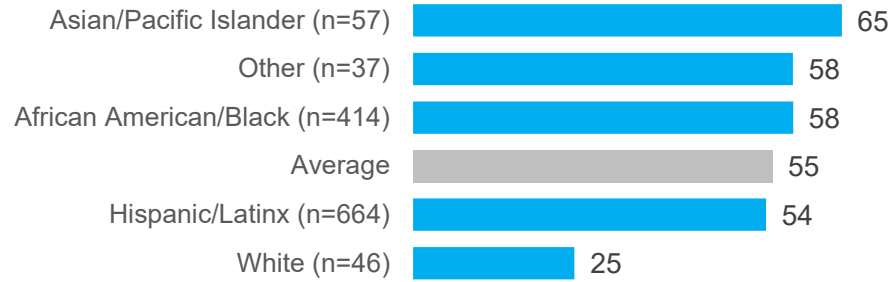
### Average Hours of Participation by Age



There were minor differences in participation by race/ethnicity. Although Asian/Pacific Islander students only represented 5% of participants, they spent more time in programs than the average participant, as shown below. On average, White students spent the least time in programming.

<sup>14</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

### Average Hours of Participation by Race/Ethnicity<sup>13</sup>

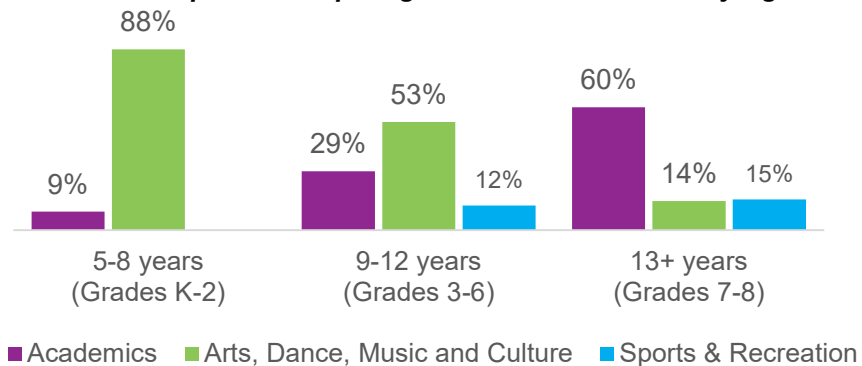


Elementary aged participants spent around 90% of their time in program engaged in arts, dance, music, or culture activities.



As shown below, how participants spent their time in programs also varied by age. K-2 participants (ages 5 to 8 years) spent close to 90% of their time in arts, dance, music, or culture activities, while middle-school aged youth spent most of their time engaged in academics.

### Percent Time Spent Participating in Common Activities by Age



“Our job is to support, encourage, and get parents to cooperate. A lot of that is really just trying to be these consistent people. If we tell our parents we're going to do something, we do it, because a lot of times they don't have other people.”

-Staff, Lincoln's West Oakland Initiative

### Programming During the Shelter-in-Place Order

Programs worked with their partner schools to determine how they could continue to support youth and families. Programs shifted to providing virtual programming, individual outreach, and push-in support for classroom teachers. For example, academic mentors at Lincoln's West Oakland Initiative met with youth weekly through phone calls or FaceTime and offered office hours during which youth could contact them for support. Destiny Arts Center offered live virtual classes via Zoom and recorded lessons on YouTube that families could access them on their own time. Student Program for Academic and Athletic Transitioning (SPAAT) coaches stayed in touch with participants through online workshops, telephone and Zoom calls, and provided support to school-day teachers during live classes.

<sup>15</sup> Racial/ethnic groups with less than ten participants are grouped together in "Other."

# Performance and Program Quality

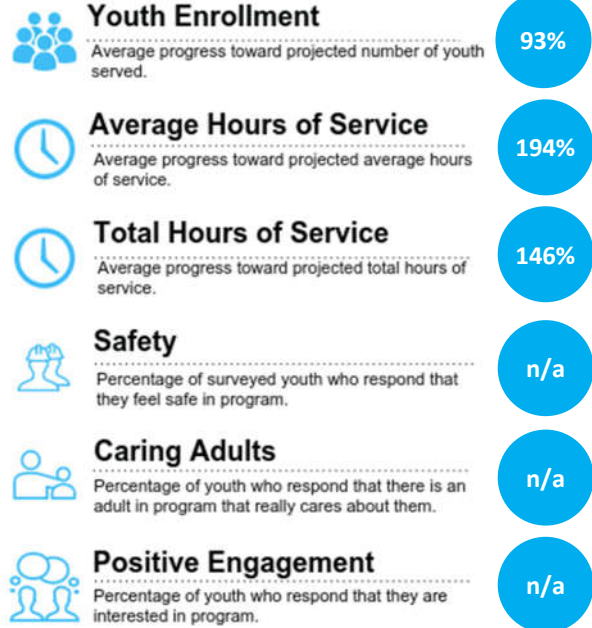
**Most programs met their enrollment goals for FY2019-2020, despite operating in-person programs for only three quarters of youth due to the shelter-in-place order.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>16</sup> Program progress on these measures must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service” measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter of the fiscal year.

In addition to these performance measures, the Student Success in Elementary and Middle School strategy has indicators that are signs of program quality. Participant perceptions of safety and the presence of caring staff will be assessed in future years when participant survey data is available.

## Performance and Quality Indicators



<sup>16</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

# Participant Outcomes

Through interviews with two programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

## School-day Attendance



Through their school engagement coaches, **Lincoln's West Oakland Initiative (WOI)** provides elementary and middle school youth and their families with wrap-around supports that encourage school attendance by helping to build healthy behaviors at home and in school. Coaches work to facilitate strong relationships between schools and families and support families in advocating for their children.

## Academic Preparedness and Engagement



Eighth grade youth in **Chapter 510 Ink's Writing to Readiness** program receive weekly tutoring in their ELA classes, as well as afterschool homework and writing support. Sixth graders have the opportunity to write an original novel with support from a teaching artist and editorial mentor, who guide the writing and revision process in weekly classes.

## Persistence and Resiliency



**Destiny Arts Center's Arts in Oakland Schools** provides elementary and middle school youth with school-day and afterschool performing arts/movement classes, through which youth master skills such as Aikido, hip hop dance, and Capoeira. Embedded in classes are opportunities for youth to learn mindfulness techniques, including meditation, self-reflection, and breathing exercises, which help youth self-regulate and engage in the school day.

## School Connectedness



Elementary and middle school youth in **Safe Passages' Elev8 Youth** program receive academic and social-emotional support from an AmeriCorps volunteer during the school day, designed to help youth improve their connection to school through building positive relationships with adults and offering opportunities for individual support with academic skills.

# Comprehensive Afterschool Programs

## 2019-2020 OFCY Strategy Report

The 61 programs funded under OFCY's Comprehensive Afterschool Program strategy are designed to increase positive youth development and educational outcomes by providing safe and high-quality afterschool academic and enrichment activities at low- or no-cost. Funded programs coordinate afterschool academic and enrichment activities for youth by working with subcontractors, the school site, Oakland Unified School District (OUSD) and OFCY. Programs in this strategy serve students in grades K-8 at Oakland public school sites, targeting schools where more than half of students qualify for free or reduced lunch rates.



“ Many students who are disconnected academically find a home in ASP and build valuable relationships with ASP staff that benefit their overall development.


– Principal, Urban Promise Academy

## STRATEGY ACHIEVEMENTS

 **8,839** youth participated in programming

 **3,144,515** hours of service provided

 **354** average hours per youth participant

 **34%** of students at host schools participated in afterschool programming

**45%** African American/Black youth

**32%** Latinx/Hispanic

**30%** Asian/Pacific Islander

“ The staff is fully integrated into the school day and provides support to scholars all day. They also are not seen as the "afterschool" program but as the "extended learning" program. All staff are truly a part of the community. They hold our scholars to the same high standard as we do.

– Principal, Westlake Middle School





## FUNDED PROGRAMS

### Elementary

- Achieve Academy - East Bay Agency for Children (EBAC)
- Acorn Woodland Elementary - Girls Incorporated of Alameda County (Girls Inc.)
- Allendale Elementary School – Girls Inc.
- Bella Vista Elementary School - East Bay Asian Youth Center (EBAYC)
- Bridges Academy - Girls Inc.
- Brookfield Elementary - Bay Area Community Resources (BACR)
- Burckhalter Elementary - Ujimaa Foundation (Ujimma)
- Carl B. Munck Elementary – Ujimma
- Community United Elementary – BACR
- East Oakland Pride Elementary - Higher Ground Neighborhood Development Corp. (Higher Ground)
- Emerson Elementary – BACR
- EnCompass Academy – OLF
- Esperanza Elementary – BACR
- Franklin Elementary School – EBAYC
- Fred T. Korematsu Discovery Academy – BACR
- Fruitvale Elementary – BACR
- Futures Elementary – BACR
- Garfield Elementary School – EBAYC
- Global Family – BACR
- Grass Valley Elementary – BACR
- Greenleaf Elementary – BACR
- Hoover Elementary – BACR
- Horace Mann Elementary – Girls Inc.
- Howard Elementary – BACR
- International Community School – OLF
- Laurel Elementary – SP
- Learning Without Limits – OLF
- Lincoln Elementary School – EBAYC
- Madison Park Academy TK-5 – BACR
- Manzanita Community School – EBAYC
- Manzanita SEED – EBAYC
- Markham Elementary – BACR
- Martin Luther King, Jr. Elementary – BACR
- New Highland Academy - Higher Ground
- Parker Elementary - Higher Ground
- Piedmont Avenue Elementary School - Young Men's Christian Association of The East Bay (YMCA)
- Prescott – BACR
- REACH Academy – YMCA
- Rise Community School – EBAC
- Sankofa Academy – BACR
- Think College Now – OLF
- Vincent Academy – BACR

### K-8

- ASCEND - Oakland Leaf Foundation (OLF)
- Community School for Creative Education - Attitudinal Healing Connection (AHC)
- La Escuelita Elementary - Girls Inc.
- Lazear Charter Academy – EBAYC
- Lighthouse Community Charter School - Lighthouse Community Public Schools (LCPS)

### Middle

- Bret Harte Middle School – OLF
- Coliseum College Prep Academy – Safe Passages
- Edna Brewer Middle School – EBAYC
- Elmhurst United – BACR
- Epic Charter – EBAYC
- Frick Middle School – EBAYC
- LIFE Academy – BACR
- Madison Park Academy 6-12 – BACR
- Oakland Unity Middle - After-School All-Stars
- Roosevelt Middle School – EBAC
- United for Success Academy – Safe Passages
- Urban Promise Academy – EBAYC
- West Oakland Middle School - YMCA
- Westlake Middle School - Citizen Schools, Inc.

Total Funding: \$5,688,054

# Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

## Program Achievements – How much did we do?

Number of youth served	8,839
Total hours of service provided	3,144,515

## Program Performance and Quality - How well did we do it?<sup>17</sup>

Enrollment: Average progress toward projected number of youth served	124%
Average Hours of Service: Average progress toward projected average hours of service	86%
Total Hours of Service: Average progress toward projected total hours of service	103%
Average Daily Attendance: Average progress toward projected average daily attendance.	90%
Safety: Percent of participants who report feeling safe in program.	*
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them.	*
Positive engagement: Percent of participants who respond that they are interested in the program.	*

## Participant Outcomes – Is anyone better off?

Motivated to learn: Percent of participants who report that they are more motivated to learn in school.	*
Support with school: Percent of participants who report that they learned skills that help with their schoolwork.	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 13) Achievements: How much did the programs provide?
- 14) Performance and Program Quality: How well did programs do it?
- 15) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>17</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment. Due to the shelter-in-place, program performance and quality measures only include attendance data and projected attendance through the third quarter.

# Achievements: 8,839 youth served

**Afterschool programs serve schools where most students qualify for free and reduced priced lunch and where students are more likely to experience trauma and stress.**

Programs served 34% of students at their host schools, prioritizing English Learners, newcomers, foster youth, and students from low-income or single parent households.



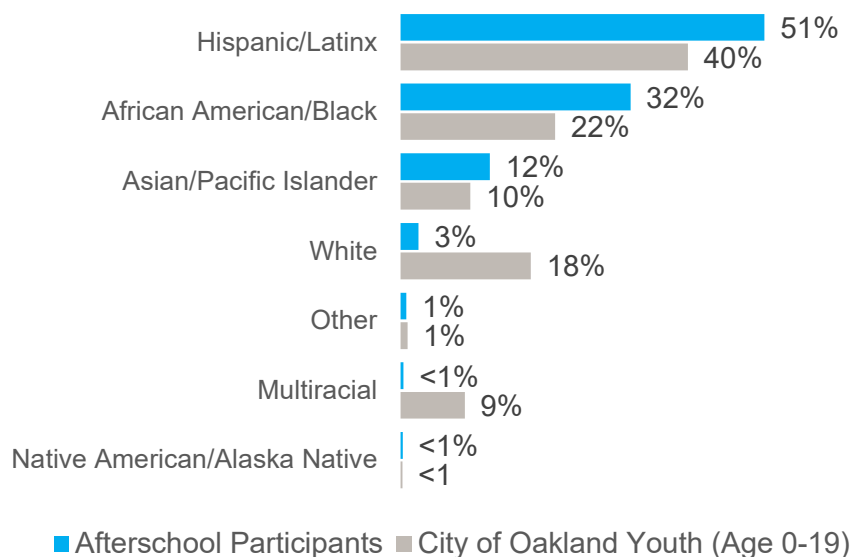
During FY2019-2020, 8,839 children and youth participated in OFCY-funded Comprehensive Afterschool programs. All programs are committed to serving communities most in need. Programs prioritize serving youth from low-income, newcomer, English learner, homeless, single-parent and foster households. In interviews, program staff described that these pressures at home can lead to trauma and mental health issues for the students that manifest in academic and behavioral struggles. Comprehensive Afterschool programs recognize the unique challenges of each community they work in and are poised to implement whole-child approaches that focus on the strength and resilience of youth.

Overall, programs served about one third of the students at their host schools (34%). Reflecting OFYC’s target population, over 80% of participants identified as Hispanic/Latinx or African American/Black.<sup>18</sup>

Over 80% of participants identified as Hispanic/Latinx or African American/Black.



**Race/Ethnicity of OFCY Participants and Oakland Youth**



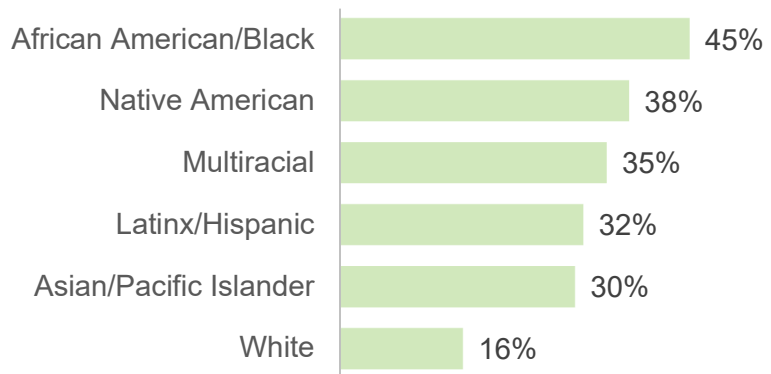
<sup>18</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS.

Afterschool programs served 45% of African American/Black youth at their host schools.



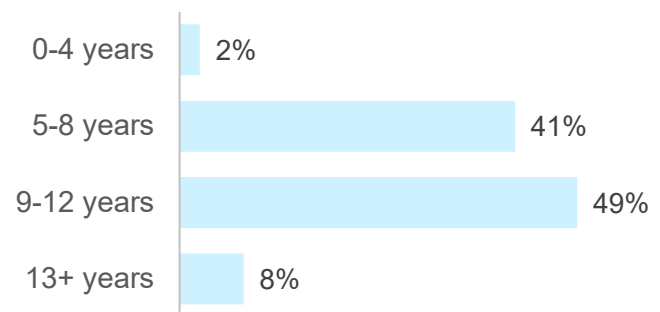
A comparison to the population of Oakland and the programs' host schools shows that the city's African American youth were the mostly likely to be served by afterschool programs.<sup>19</sup> Afterschool programs at Oakland Unified School District (OUSD) schools served 45% of the African American/Black students at their sites, compared to 38% of Native American students, 37% of Pacific Islander students, 31% of Latinx students, 30% of Asian students, and 16% of white students.

**Percent of students at OUSD host schools served**



In line with the focus on youth development and educational outcomes, this strategy served youth across the elementary and middle school spectrum. As shown in the graph below, 90% of participants were between the ages of five and 12, with almost half in their later elementary years (ages nine to 12).

**Age of Participants**



“Our students are amazing. They just need people who care about them. They just need a space to feel safe to learn. When you create that space kids have unlimited possibilities.

- Staff, East Bay Agency for Children

<sup>19</sup> Because we did not have access to student records at charter schools, this analysis only includes programs at OUSD sites. This analysis uses the racial classification from OUSD's Dataquest database, not OFCY's CMS.

# Achievements: 3,144,515 Hours of Service Provided

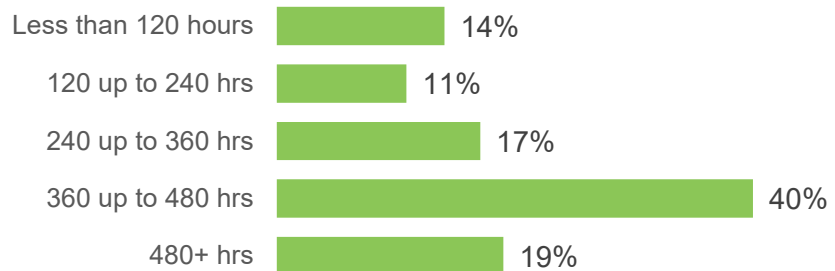
Programs serve youth everyday throughout the school year, providing a safe and welcoming environment for youth to participate in academic and enrichment activities.

Youth spent an average of 354 hours in programming throughout the school year.



Afterschool programs operate for three hours afterschool each school day throughout the academic year. In the 2019-2020 school year, 59% of participants spent at least 360 engaged in programming, reflecting that many students attend the program almost every day of the week.<sup>20</sup>

### Hours of Participation per Program



On average, younger youth participated in after school programming for more hours than their older peers.



As shown in the graphs below and on the following page, average participation hours decreased as age increased – the youngest students (ages five to eight) spent the most time engaged in programs. Average hours of attendance was high across racial/ethnic groups, with Asian/Pacific Islander youth spending the most hours in program over the course of the year.

### Average Hours of Participation by Age

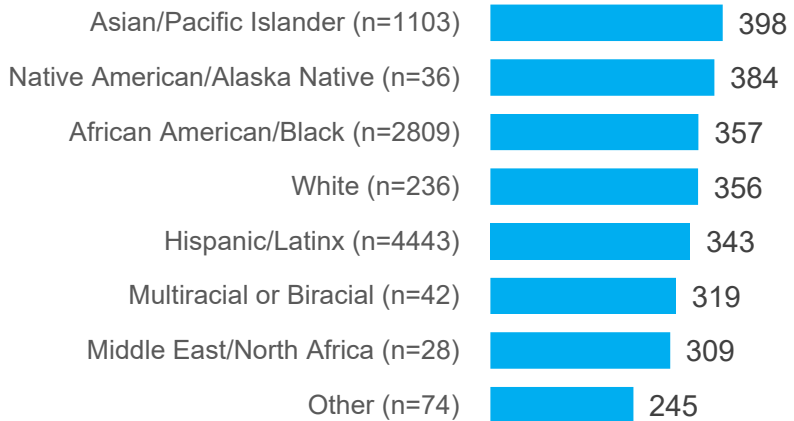


<sup>20</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

Average hours of service was high across racial/ethnic groups.



### Average Hours of Participation by Race



During the shelter-in-place order, afterschool programs became a vital partner for schools by tracking down and checking in on families.



### Afterschool Programming During the Shelter-in-Place Order

After Alameda County's Shelter-In-Place (SIP) order, comprehensive afterschool programs had to quickly change how they work and what activities they could provide to their youth. Afterschool programs leapt into action by contacting families to check-in with them, provide a wellness check, and needs assessment. The deep investments programs made in connecting with parents and families before SIP paid off, as in some cases the afterschool program became the main link for families to the school. After inquiring about family's needs, many programs helped connect families with Chromebooks, hotspots, and food. Most programs also shifted to providing virtual programming and had to re-structure their academic, enrichment, SEL, and leadership development activities to fit into a virtual space.

# Performance and Program Quality

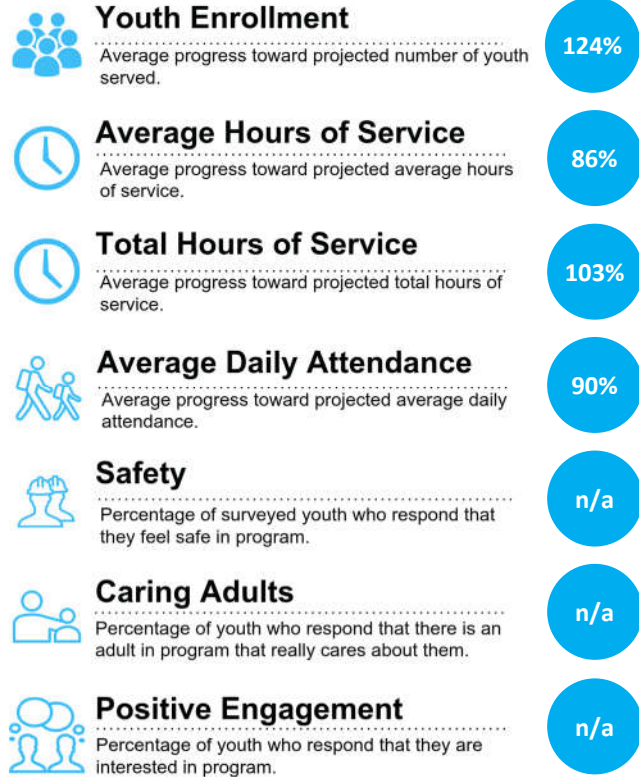
**Most programs met their enrollment goals for FY2019-2020, despite operating in-person programs for only three quarters of youth due to the shelter-in-place order.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first four indicators include progress toward projected program enrollment, total hours of service, average hours of service per participant, and average daily attendance.<sup>21</sup> Program progress on these measures must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, these measures only consider attendance July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service” measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter of the fiscal year.

In addition to these performance measures, the Comprehensive Afterschool strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.

## Performance and Quality Indicators



“ [I appreciate] the high-quality staff that build positive relationships with students that motivate students throughout the day. Many staff are former students at the school and are very committed to the community.

-Principal, Urban Promise Academy

<sup>21</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment. Due to the shelter-in-place, these measures only include attendance data and projected attendance through the third quarter.

# Participant Outcomes

SPR draws on multiple sources of data to investigate academic and social-emotional outcomes of afterschool participants. Results from a survey of school leaders and academic records from Oakland Unified School Districts provide a glimpse of how programs may be impacting students. Through interviews with six programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

Afterschool participants were less likely to be chronically absent than their peers.

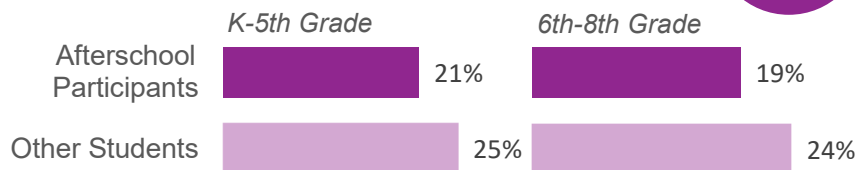


## Increased School Day Attendance

To further assess academic outcomes, SPR matched OFCY participant records with academic records from Oakland Unified School District, including school-day attendance rates. Notably, afterschool participants were less likely to be chronically absent than their peers.



### Percent of Chronically Absent Students



## Academic preparedness and engagement

Program support academic progress by providing daily homework support, communicating with school-day staff about the needs of individual students, and infusing activities that complement school-day learning in the afterschool setting. For example, at Citizen School, Inc. at Westlake Middle School, the afterschool program facilitates a weekly Common Core, Scholastic Reading Inventory (SRI), and Scholastic Mathematics Inventory (SMI)-aligned skills lab to differentiate and individualize the academic support they are receiving throughout the daytime.



**76%** of school leaders agree:  
**Programs support academic growth.**



“ [Our afterschool program] has been great for support and the culture of the school. They care about the kids and really get to know them and their families.

-Principal, East Oakland Pride Elementary

### School connectedness

At Community School for Creative Education, Attitudinal Healing Connection the program coordinates with school day staff on communication, behavioral expectations, and to ensure there a seamless bridge between the school day and extended day program. Furthermore, afterschool events, such as literacy night and family art night, are open to all students and families to promote stronger connections to the school.



**90%** of school leaders agree:

Programs contribute to a **positive school culture and climate.**

**92%** of school leaders agree:

Programs help students **feel connected to school.**

“ We are what most people would call an academic intervention program, but I also like to look at us as more of a wellness program. The social-emotional learning piece is just intertwined in everything we do

-Staff, Lincoln

### Sense of belonging and mental wellness

East Bay Agency for Children at Rise Community School implemented an “Ohm Zone” where students can go if they are feeling upset. The space is designed to create a relaxing break for students to process their feelings and reflect on a conflict that has developed. Meditation and mindfulness are some of the tools used in the “Ohm Zone”. As an agency Girls Inc. utilizes a trauma-informed approach in afterschool programs to support youth by building a foundation of safety to encourage them to try new things, understand their feelings, and identify ways to move forward in a productive way when they come across challenges.



**94%** of school leaders agree:

Programs provide a **safe place** for students.

**92%** of school leaders agree:

Programs help students **learn how to get along with others.**

# Summer Programming

## 2019-2020 OFCY Strategy Report

The 10 programs funded under OFCY's Summer Programming strategy provide opportunities for enrichment, exploration, and new experiences that build confidence, self-esteem, and other important life skills in a safe and supportive environment during summer months. This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS

 **2,880** youth participated in programming

 **356,199** hours of service provided

 **124** average hours per youth participant

 Participants spent at least **80** hours in programs

### FUNDED PROGRAMS

- Aim High for High School – Aim High Oakland
- Boys & Girls Clubs of Oakland, Inc. – Summer Gains
- City of Oakland Parks & Recreation & Youth Development – Oakland Fine Arts Summer School (OFASS)
- East Bay Asian Youth Center – Camp Thrive
- East bay Consortium Educational Institutions – Pre-Collegiate Academy
- East Oakland Youth Development Center – Summer Cultural Enrichment Program
- Family Support Services – Kinship Summer Youth Program
- Girls Incorporated of Alameda County – Concordia Summer
- Lincoln – Oakland Freedom Schools (OFS)
- Prescott Circus Theatre – Prescott Circus Theatre Summer Program
- Lao Family Community Development, Inc. – Oakland Youth on the Move Summer Employment Program

**Total Funding: \$1,250,610**



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

### Program Achievements – How much did we do?

Number of youth served	2,880
Total hours of service provided	356,199

### Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of youth served <sup>22</sup>	102%
Average Hours of Service: Average progress toward projected average hours of service	103%
Total Hours of Service: Average progress toward projected total hours of service	101%
Safety: Percent of participants who report feeling safe in program.	*
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them.	*
Positive engagement: Percent of participants who respond that they are interested in program	*

### Participant Outcomes – Is Anyone Better Off?

Motivated to Learn: Percent of participants who report that they are more motivated to learn in school	*
Support with school: who report that they learned skills that help with their schoolwork	*

\* Not available in FY2019-2020

The remainder of this report includes the following sections aligned with this RBA framework:

- 16) Achievements: How much did the programs provide?
- 17) Performance and Program Quality: How well did programs do it?
- 18) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>22</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

# Achievements: 2,880 youth served

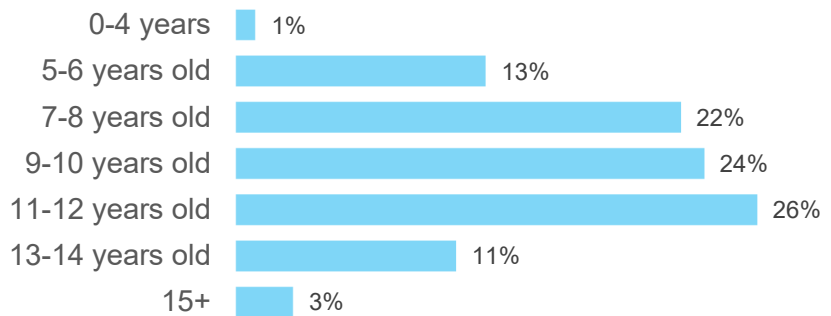
Summer programs offer enrichment opportunities to promote year-round learning through activities and experiences for children and youth across Oakland, particularly focusing on underserved children and youth and high-need neighborhoods.

Programs recruit youth with limited access to enriching summer experiences.



During the 2019-20 grant cycle, 2,880 children and youth participated in summer programs. These OFCY funded programs serve children and youth, ages 5-14, in Oakland. Programs recruit participants through flyers, word of mouth, case management referrals, the City of Oakland, OUSD, and schools and prioritize low-income children and youth residing in East Oakland, Fruitvale, and West Oakland who attend schools in neighborhoods with high levels of stress. As shown in the chart below, over 75% of participants were between 7-12 years old.

### Age of Participants

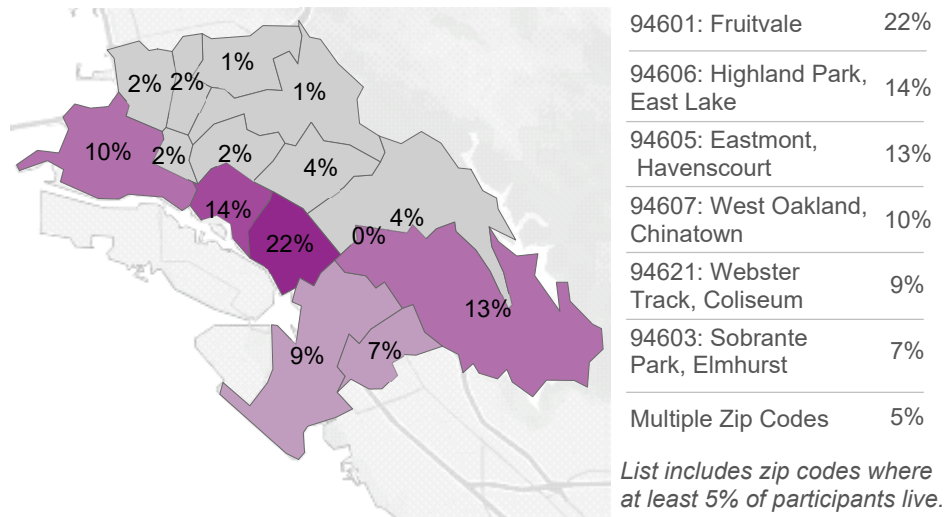


Most participants reside in neighborhoods that experience the highest levels of community stress in Oakland.



By primarily serving children and youth who live in West Oakland and along the 880 corridor in East Oakland, the summer strategy aligned with OFCY's commitment to serve neighborhoods known to experience the highest levels of stress.

### Zip Code of Residence

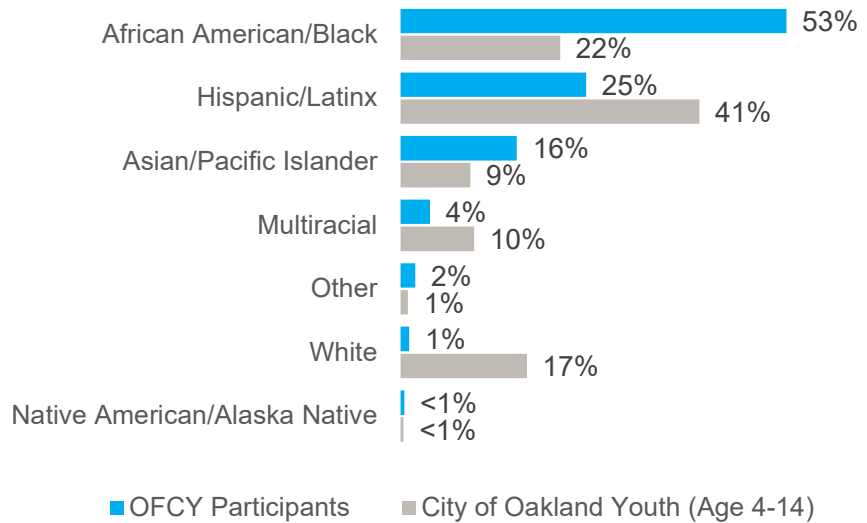


Over 50% of participants identified as African American/Black.



Reflecting OFCY’s priority focus on African American/Black children and youth, over half of participants in Summer programs identified as African American/Black, compared to 22% of the Oakland’s youth aged four to fourteen. Programs also served a relatively large portion of the City’s Asian/Pacific Islander youth.<sup>23</sup>

**Race/Ethnicity of OFCY Participants and Oakland Youth**



“*They bring resilience. They are very strong individuals who've experienced trauma at a very young age, being separated from their parents due to mental health, substance abuse, alcoholism, a victim of a crime, incarceration, homelessness. They have dreams. They want to go to school and come back and help their community. They want change, and they want to be a part of that change. They are very smart young people.*

- Staff, Family Support Services, Kinship Summer Youth Program Summer Program



<sup>23</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS.

# Achievements: 356,199 Hours of Service Provided

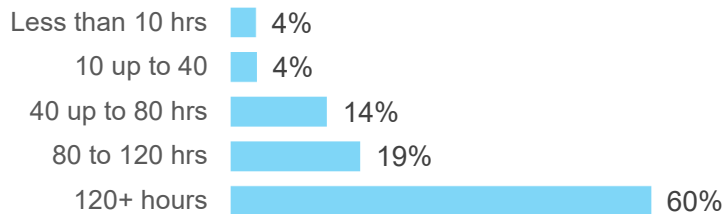
Operating during the summer months, Summer programs were able to provide intensive services to participants.

On average, youth spent 124 hours in summer learning and enrichment activities.



To promote year-round learning, school-based and community-based summer programs offer rich learning and enrichment activities ranging from STEM, sports, music, drama and art, college and career workshops, and field trips that support positive youth development and academic success. Compared to other strategies, there was little variation in the time youth spent in programming. The average participant spent more than 120 hours engaged in these diverse activities, and as shown below, less than 25% of participants spent less than 80 hours in programming.<sup>24</sup>

### Hours of Participation

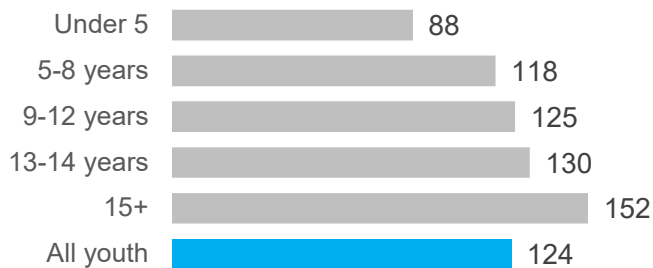


“Being able to have that academic component with reading keeps up the momentum of [our participants'] reading, writing and math. [Our young people also] engage in extracurricular activities at no cost, and be able to see some of the sites or excursions that we have in the Bay Area.

- Staff, Family Support Services, Kinship Summer

Among the target age range of 5 to 14 years, the time spent in programming did not vary significantly.

### Average Hours of Participation by Age



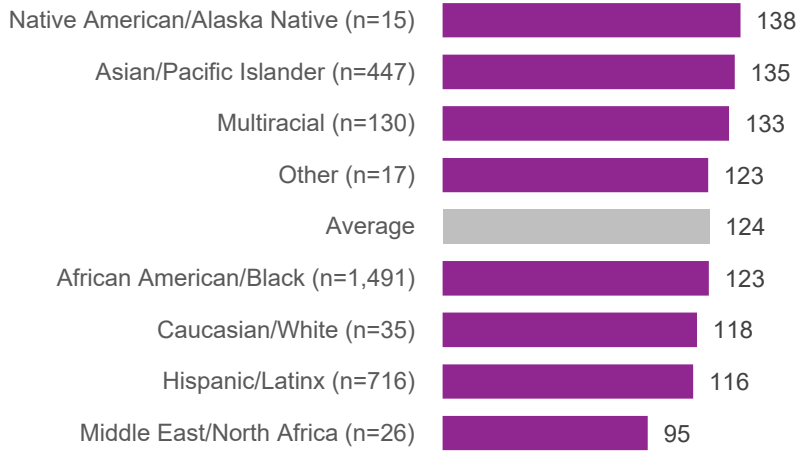
<sup>24</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

“Students developed skills in acrobatics, stilt dancing, juggling, unicycle, percussion, and hip-hop dance. The teaching artist and drama therapist also utilized daily mindfulness practice. This practice, along with a great deal of team building activities, supported group cohesion, and increased personal responsibility on a day-to-day level.

-Staff, Prescott Circus Theatre - Prescott Circus Theatre Summer Program

Similarly, there were no major differences in average participation across racial/ethnic groups.

**Average Hours of Participant by Race/Ethnicity**



## Performance and Program Quality

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>25</sup>

In addition to these performance measures, the Summer Programming strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.<sup>26</sup>

### Performance and Quality Indicators



#### Youth Enrollment

Average progress toward projected number of youth served.

102%



#### Average Hours of Service

Average progress toward projected average hours of service.

103%



#### Total Hours of Service

Average progress toward projected total hours of service.

101%



#### Safety

Percentage of surveyed youth who respond that they feel safe in program.

n/a



#### Caring Adults

Percentage of youth who respond that there is an adult in program that really cares about them.

n/a



#### Positive Engagement

Percentage of youth who respond that they are interested in program.

n/a

“*Having a space for kids that hold the same identities, and [allowing them] to build community is really important for our youth. [And as a caregiver shared], "My child would not be doing anything if they weren't in program. They would be sitting at home." So having the academic component is really important. Even if it's just for an hour it's still something that's working the brain.*”

– Staff, Family Supportive Services, Kinship Youth Summer Program.

<sup>25</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment.

<sup>26</sup> Because the evaluation contract was not in place by summer 2019, programs did not field the participant survey for FY2019-2020.



## Outcomes: Is Anyone Better Off?

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward these outcomes.

### High Retention of Skills and Knowledge from School Year



**Family Supportive Services' Kinship Summer Youth Program** promotes literacy in the summer months through a family reading challenges. Participants log the amount of time and number of pages they read out loud to their caregivers. The program offers youth prize incentives to encourage participation and recognizes the top five readers every other day, which helps foster friendly competition among the participants. Furthermore, Kinship Summer Youth Program also engages UC Berkeley tutors and Bridging Berkeley, a community partner, to provide additional academic support to participants throughout the day.

### Increased leadership and connection to community



**Lao Family Community Development's Oakland Youth on the Move Summer Employment Program (YOM)** held a youth development leadership conference to engage older youth in learning more about higher education and career pathways and meet employer partners in the community. At **Kinship Summer Youth Program**, youth are recognized for their random acts of kindness within the program, in their family, and outside in the community as part of their community circle activity.

### Improved activity levels, fitness and physical wellness



**The Kinship Summer Youth Program** incorporates different opportunities for physical activity throughout the 7-week program, such as football, swimming, and exploring regional parks. **Oakland Fine Art Summer School (OFASS)** also began integrating more sports programming this year to promote physical activity among participants.

# Youth Development and Leadership

## 2019-2020 OFCY Strategy Report

The 35 programs funded under OFCY's Youth Development and Leadership (YDL) strategy are designed to help youth develop leadership skills, contribute to their community, participate in arts programming, develop their personal and cultural identities, and engage in enrichment activities including sports, technology, and nature exploration that build on youth's strengths to build positive peer and adult relationships.



### STRATEGY ACHIEVEMENTS



**5,144** youth participated in programming



**302,041** hours of service provided



**57** average hours per youth participant



**21%** Participants spent at least 80 hours in programs

“ Throughout the program, [our young people] have a leadership development plan where they first work through their basic needs to make sure that they can show up and work with [us.] If they're worried about food, if they're worried about not being enrolled in school, we focus on those things first. We then develop a plan where we **help them identify their strengths, interests, and goals.** It's really youth driven.

-Staff, Fresh Lifelines for Youth, Inc. - FLY Mentoring and Leadership Services

“ We're really helping youth go beyond their disability and experience a whole new set of activities and then **gain a lot of the confidence and skills** that come with that kind of activity which again, most of these kids have not had in their life ever. Or they had it once upon a time and then they were injured and then they lost it.

- Staff, Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities

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## FUNDED PROGRAMS

- Alameda County Health Care Services Agency - ACCASA Mentors for Oakland Youth in Foster Care
- American Indian Child Resource Center - Culture Keepers
- Asian Pacific Environmental Network - AYPAL: Building API Community Power Youth Development and Leadership
- Attitudinal Healing Connection - West Oakland Legacy Project
- Bay Area Girls Rock Camp - Girls Rock Summer Camp & Girls Rock After School Program
- Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities
- Bay Area SCORES - Oakland SCORES
- Brothers on the Rise - Brothers, UNITE!
- Communities United for Restorative Youth Justice - CURYJ Leadership Development
- Community Works West - Project WHAT!
- Covenant House California - DreamCatcher Youth Program
- Dimensions Dance Theater - Rites of Passage
- East Bay Asian Local Development Corporation - Lion's Pride
- East Oakland Youth Development Center - K-8 Year-Round Youth Development
- EastSide Arts Alliance - Youth Community Culture Builders
- First Place for Youth - Young Adult Leadership Program (YALP)
- Fresh Lifelines for Youth, Inc. - FLY Mentoring and Leadership Services
- Friends of Peralta Hacienda Historical Park - Peralta Hacienda Youth Programs
- Health Initiatives for Youth - Leadership in Diversity
- La Clinica de La Raza, Inc. - Youth Brigade
- Motivating, Inspiring, Supporting and Serving Sexually Exploited Youth - STAR Leadership Collaborative
- Music is eXtraordinary, Inc - Explorations in Music
- Native American Health Center, Inc. - Indigenous Youth Leadership Development Program
- Oakland Kids First - REAL HARD- Youth Leadership Program
- Oakland Leaf Foundation - Oakland Leaf Internship Program
- Oakland LGBTQ Community Center - LGBTQ Youth Development Program
- Oakland Public Education Fund - Youth Beat
- Project Avary - Leadership Program for Children with Incarcerated Parents
- Refugee Transitions - Newcomer Community Engagement Program (NCEP)
- SAFE PASSAGES - Get Active
- Spanish Speaking Unity Council of Alameda County, Inc. - The Latinx Mentoring & Achievement (LMA)
- The East Bay Spanish Speaking Citizen's Foundation - LIBRE (Leading the Independence of our Barrios for Raza Empowerment)
- The Hidden Genius Project - Oakland Programming Series
- Youth Alive - Teens on Target Youth Leadership
- Youth Together - Youth Leadership Development Program

Total Funding: \$4,479,403

## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

### Program Achievements – How much did we do?

Number of youth served	5,144
Total hours of service provided	302,041

### Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of youth served <sup>27</sup>	115%
Average Hours of Service: Average progress toward projected average hours of service	107%
Total Hours of Service: Average progress toward projected total hours of service	96%
Safety: Percent of youth who report feeling safe in program	*
Caring Adults: Percent of youth who respond that there is an adult at the program who really cares about them	*
Positive engagement: Percent of youth who respond that they are interested in program	

### Participant Outcomes – Is Anyone Better Off?

Youth leadership: Percentage of youth who view themselves more as a leader	*
Community connectedness: Percentage of youth who report feeling more connected to their community	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 19) Achievements: How much did the programs provide?
- 20) Performance and Program Quality: How well did programs do it?
- 21) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>27</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Achievements: 5,144 youth served

Programs served youth from across Oakland, particularly focusing on those living in East Oakland, Fruitvale and West Oakland.

The YDL strategy served a diverse target population ranging from 5-20.



“ A huge piece of our work is relationship building....,We tend to work [with young people] for one plus years. That relationship building and trust only happens with time, which allows us to support our students in much deeper and more meaningful ways.

– Staff, AYPAL: Building API Community Power Youth Development and Leadership

During FY2019-2020, 5,144 unduplicated children and youth participated in YDL programs. Although these programs share a common youth development framework and a commitment to serving the communities most in need, they support different groups of young people. Many programs are population-specific, offering services and activities tailored to specific groups such as boys and men of color, system-involved youth, LGBTQ+ youth, and transitional-aged foster youth. For example, Bay Area Outreach & Recreation Program’s Sports & Recreation for Youth with Disabilities provides opportunities for youth who have physical disabilities to participate in sports and to build friendships with others who can understand their experiences. Similarly, Communities United for Youth Justice serves formerly incarcerated youth who have been released from Camp Sweeney in Santa Rita State Prison. Other programs recruit youth interested in specific enrichment areas, such as visual arts, digital media, and music.

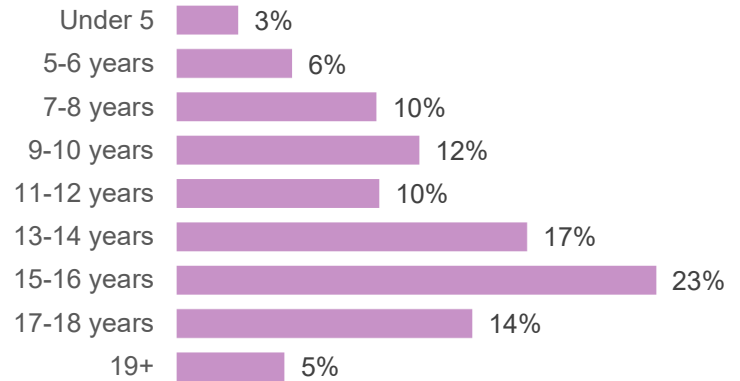


“ We are one of very few organizations that serve [youth with physical disabilities]... We become part of their lives...It's giving that kid the only option to play in a recreational/ competitive sporting program anywhere in the Bay area.

-Staff, Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities

In line with the focus on enrichment and youth development, this strategy served youth across the age spectrum. Programs were most likely to serve high-school aged youth. As shown in the graph below, youth in these age ranges represented 54% of participants served by this strategy.

**Age of Participants**

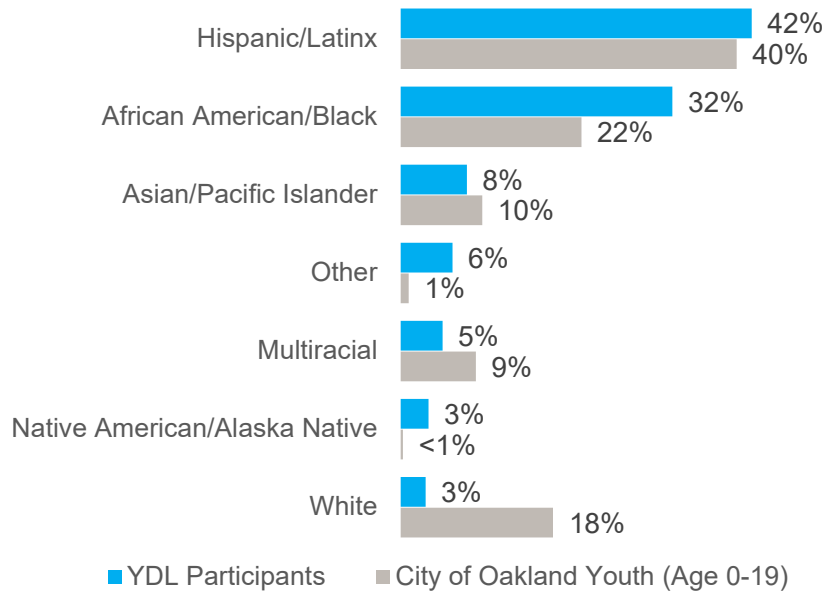


Reflecting OFCY’s target population, close to 75% of participants identified as Hispanic/Latinx or African American/Black. Although African Americans make up 22% of the Oakland youth population, they make up 32% of those served by OFCY programs.”<sup>28</sup>

Close to 75% of participants identified as Hispanic/Latinx or African American/Black.



**Race/Ethnicity of OFCY Participants and Oakland Youth**



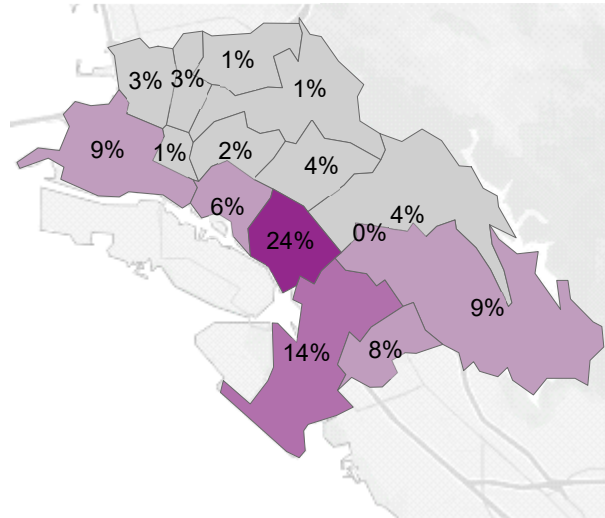
<sup>28</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS. This chart does not include youth whose race/ethnicity was unknown.

“ Most of [our participants] have been almost killed in the streets due to gang related violence. For them to come to a realization at such a young age and say, ‘Actually, this is not the life that I want, and instead of creating more harm in the community, I want to repair that harm and create healing,’ that is extremely powerful.

-Staff, Communities United for Restorative Justice – CURYJ Leadership Development Program

In line with OFCY’s commitment to bringing resources to communities most impacted by inequity, most youth come from neighborhoods in traditionally under-resourced neighborhoods in East and West Oakland. Close to one-quarter of participants live in the Fruitvale area of Oakland, with most other participants coming from East and West Oakland, as shown in the map below.

**Zip Code of Residence**



94601: Fruitvale	24%
94621: Webster Track, Coliseum	14%
94605: Eastmont, Havenscourt	9%
94607: West Oakland, Chinatown	9%
94603: Sobrante Park, Elmhurst	8%
94606: Highland Park, East Lake	6%
Multiple Zip codes	5%

List includes zip codes where at least 5% of participants live.



# Achievements: 302,041 Hours of Service Provided

Youth Development and Leadership programs offer a broad range of service models and serve youth with diverse needs and interests.

The amount of time youth spent in programs varied. About one in five participants spent over 80 hours in programming.

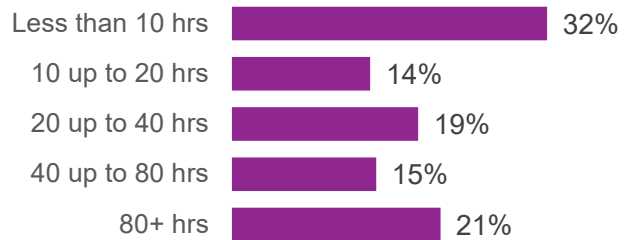


Middle Eastern/North African participants spent the most hours in programming, followed by African American/Black youth and Asian/Pacific Islander youth.



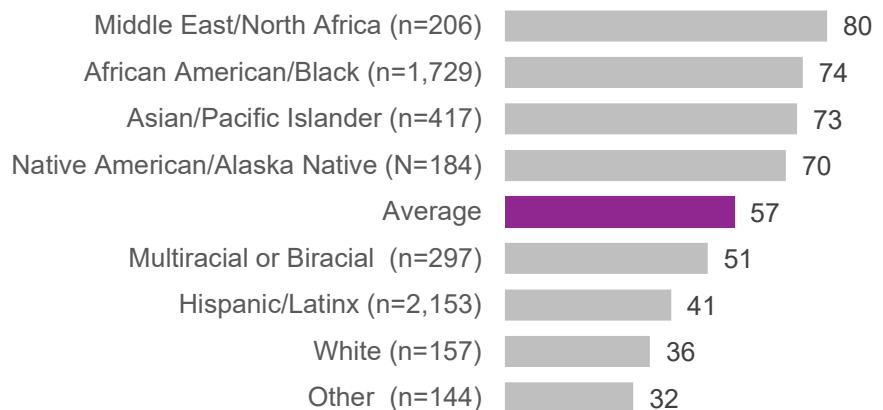
The duration of programs ranged from several weeks to all year, and participation varied across programs and participants. As shown in the graph below, about one-third of participants spent under ten hours in their program, while 20% engaged in their program for over 80 hours throughout the year. This variability in level of participation also exists within some of the programs. For example, a number of programs engaged a small cohort of participants in intensive leadership development programming and a larger group of youth in lighter touch services, such as workshops.

**Hours of Participation per Program**



On average, youth participated in 57 hours of programming over the year. Participation varied by race and ethnicity, as shown in the graph below, with participants of Middle East or North African descent participating in the most hours over the course of the year, followed by African American/Black youth and Asian/Pacific Islander youth.<sup>29</sup>

**Average Hours of Participation by Race/Ethnicity**



<sup>29</sup> The Average Hours of Participation by Race chart show participation for each program that a youth attended. Therefore, if a participant attended more than one program, they will be listed more than once in the charts.

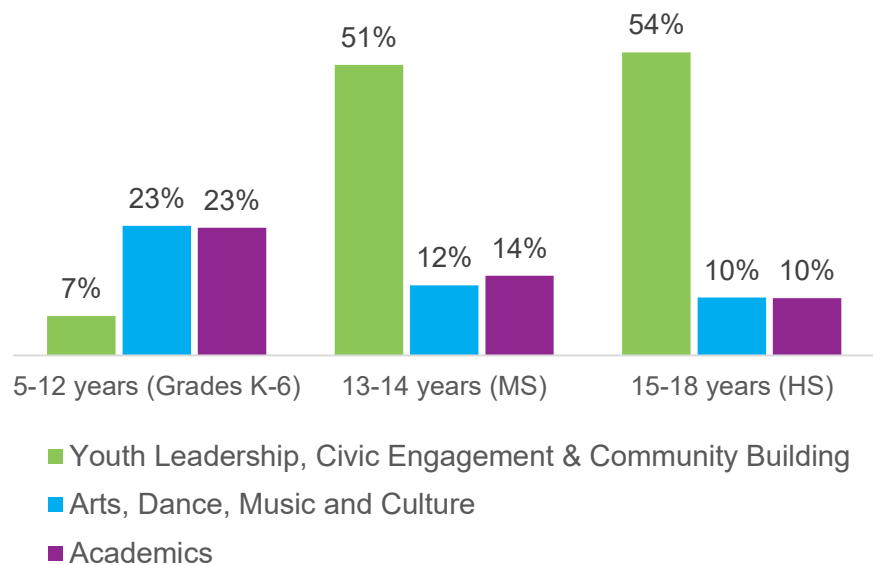


Programs tailor services to the developmental needs of children and youth at different ages.



Participants spent their time in programs engaged in different types of activities, depending on the developmental needs of participants at different ages. Elementary-aged youth (ages 5-12) spent close to half of their time engaged in academics or arts, while middle and high school-aged youth (ages 13-18) spent more than half their time engaged in leadership activities, as shown in the graph below. Children under five spent around half of their time in family engagement activities, and participants over the age of 18 spent close to half their time engaged in academics or college and career readiness activities.

**Percent Time Participating in Common Activities by Age**



“ One of our principles is youth and adult partnership. A lot of the decision making is done by our young folks. It's built around building their power, and having them realize and actualize their power.

-Staff, AYPAL: Building API  
Community Power Youth  
Development and Leadership

### Programming During the Shelter-in-Place

After the shelter in place, programs pivoted to provide virtual programming. Communities for Restorative Youth Justice, for example, began meeting online with their participants weekly. They watched documentaries about issues facing their communities, held discussions, and encouraged journaling. Many programs also reached out to provide one-on-one support to participants, particularly those that did not have access to technology or had trouble connecting to group meetings over Zoom.

# Performance and Program Quality

## The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.

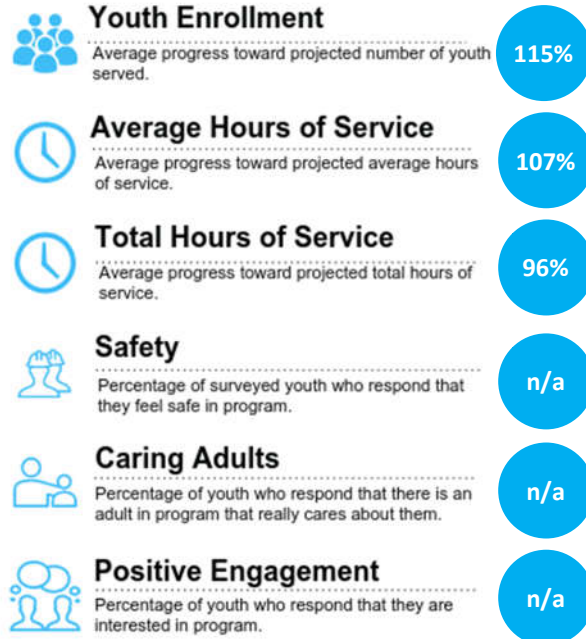
OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>30</sup> Program progress on these measures must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 31, 2020.

Therefore, programs did not have the full year to meet their annual enrollment targets. For “Total Hours of Service” and “Average Hours of Service”, programs were assessed on their progress toward the hours they anticipated providing through the third quarter.

In addition to these performance measures, the Youth Development and Leadership strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.

### Performance and Quality Indicators



“ One of the things that we're strongest at is relationships and knowing how to connect with youth. How to play that role where we're case managing, supporting, and also being a listening ear. This isn't school. We're not telling you what to do. We're here to help you understand different choices, different options, and to support you along the way.

-Staff, Fresh Lifelines for Youth, Inc. - FLY Mentoring and Leadership Services

<sup>30</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Participant Outcomes

Through interviews with six programs, SPR learned about the activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### STEAM, Literacy, and Recreation



**Bay Area Outreach and Recreation Program's Sports & Recreation for Youth with Disabilities** engages youth with physical disabilities in sports and recreation, such as wheelchair basketball, sled hockey goal ball, and empower soccer, which is played by youth in "power chairs" who have very limited mobility. They also operate an adaptive cycling program and an adventure program, where youth and adults go on outings to state parks and other destinations.

### Youth and Peer Leadership



**Communities United for Restorative Youth Justice's CURYJ Leadership Development Program** engages youth who were formerly incarcerated in campaigns to improve their communities, including a campaign to divert youth offenders to programs offering high quality education and a living wage. As experts in their own experience, these youth serve as messengers for the power of transformation and the value of non-punitive approaches to addressing violence.

### Population- Specific Programming



**Project Avery's Leadership Program for Children with Incarcerated Parents** pairs children with mentors, creates a space for them to engage with peers who understand their experience, and seeks to break down the shame, stigma and isolation that children with incarcerated parents often experience.

“*We've all been traumatized, but that doesn't mean there isn't wisdom in that trauma. That doesn't mean there's not opportunities for growth and development within that trauma and hardship. Part of our ethos is that [having an incarcerated parent] does not define you, but it can be a gift in your learning and development.*”

*-Staff, Project Avery - Leadership Program for Children with Incarcerated Parents*

# High School and Postsecondary Student Success

## 2019-2020 OFCY Strategy Report

The eight programs funded under OFCY's High School and Postsecondary Success (HSPS) strategy are designed to support student success and persistence by funding school and community-based programming designed to support achievements in learning, increase youth attachment to school, and facilitate older youth transitions into high school and postsecondary education. This report draws on interviews with three programs and administrative data to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS



**2,362** youth participated in programming



**73,191** hours of service provided



**30** average hours per youth participant

“*We want students to feel as though there are other places to succeed at school besides the classroom. Of course, we want them to succeed in the classroom, but [that shouldn't be] the only metric of success, especially given all the challenges they're facing when they begin with us related to language, and trauma, and all of that.*

*-Staff, OIHS – Refugee & Immigrant Initiative*

### FUNDED PROGRAMS

- Catholic Charities of the East Bay - Experience Hope
- Centro Legal de la Raza, Inc. - Youth Law Academy (YLA)
- College Track - Empowering Oakland Students To and Through College
- Oakland Kids First - Knight Success: College Ready, Career Ready and Community Ready
- Oakland Unified School District - African American Male Achievement: College and Career Performance Program
- Oakland Unified School District - OIHS: Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative
- Oakland Unified School District - Student Engagement in Restorative Justice
- The Mentoring Center – EMERGE

**Total Funding: \$1,294,018**



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

### Program Achievements – How much did we do?

Number of youth served	2,362
Total hours of service provided	73,191

### Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of youth served <sup>31</sup>	92%
Average Hours of Service: Average progress toward projected average hours of service	110%
Total Hours of Service: Average progress toward projected total hours of service	103%
Safety: Percent of participants who report feeling safe in program.	*
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them.	*
Positive engagement: Percent of participants who respond that they are interested in program	*

### Participant Outcomes – Is Anyone Better Off?

Motivated to Learn: Percent of participants who report that they are more motivated to learn in school	*
Support with school: Percent of participants who report that they learned skills that help with their schoolwork	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 22) Achievements: How much did the programs provide?
- 23) Performance and Program Quality: How well did programs do it?
- 24) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>31</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Achievements: 2,362 youth served

Programs provide support at high schools, alternative schools, and transition support for students moving from grade 8 to 9, prioritizing youth in East Oakland, in West Oakland, and at school sites with high levels of environmental stress.

This strategy focused on youth who face barriers in the traditional educational system.



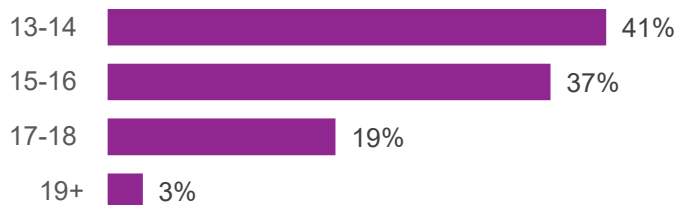
“ Our students are eager to succeed in life. Some of them did not have those opportunities back home. It’s like a second chance for them. There are a lot of struggles with coming to the United States: family reunification, social emotional triggering and all of that. At the end of the day, they’re here [in the U.S.] for a reason. They are fighting to have a voice, to be someone in life. To be part of that push ...it’s really remarkable.

-Staff, OIHS - Refugee & Immigrant Initiative

During FY2019-2020, 2,362 unduplicated youth participated in HSPSS programs. Although HSPSS programs share a commitment to serving youth who face barriers in the traditional educational system, they support different groups of young people and have diverse intervention models. For example, the Oakland International High School (OIHS) Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative supports a wellness center that provides case management and wrap around support to newly arrived immigrant youth. All students are English language learners and about a third of students are unaccompanied minors that have had interrupted formal education. The Mentoring Center’s EMERGE program, on the other hand, provides alternative education and credit recovery in a small group setting to young women who are transitioning from juvenile hall or probation, in foster care, experiencing sexual exploitation, or who are disconnected from school.

Programs were most likely to serve high-school aged youth. As shown below, youth ages 15 to 18 represented over 50% of participants served by this strategy.

### Age of Participants

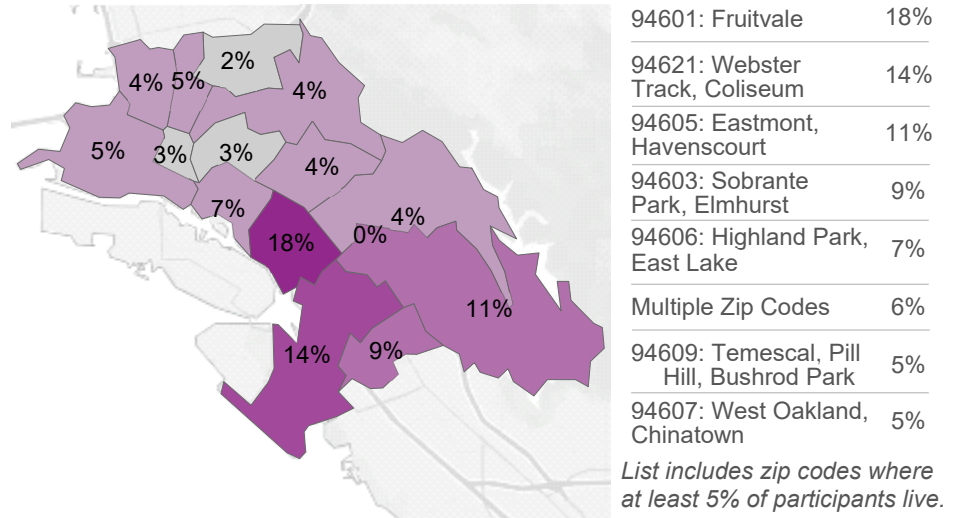


“EMERGE has a porch light is always on kind of philosophy, especially when working with exploited youth. Sometimes life will take them in a direction where we wouldn't see them for a while. We've served students before who've left, sometimes not by their choice, or life circumstances didn't allow them to be where they wanted [to be], and then they've come back.

-Staff, Mentoring Center - EMERGE

Program participants primarily reside in areas of East and Central Oakland, including Fruitvale and Webster Track/Coliseum, as shown in the figure below.

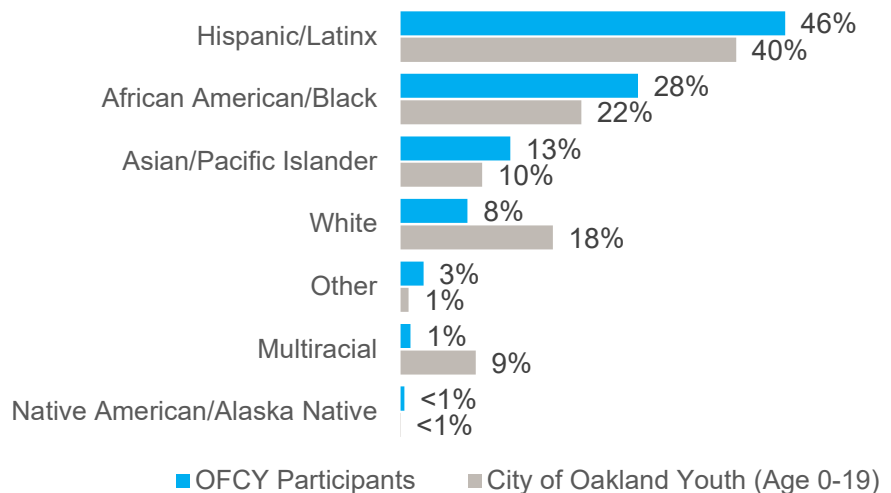
**Zip Code of Residence**



Reflecting OFCY's priority populations, Latinx and African American youth make up 74% of participants, even though they are only 62% of Oakland's youth population.<sup>32</sup>

**Race/Ethnicity of OFCY Participants and Oakland Youth**

About three-quarters of participants identified as Hispanic/Latinx or African American/Black.



<sup>32</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, "other" includes Middle Eastern/North African participants, who are not represented in racial/ethnic categories collected by the ACS.

# Achievements: 73,191 Hours of Service Provided

High School and Postsecondary Success programs provide relatively low intensity services, with multiracial and African American/Black youth spending the most time in programming.

On average, youth spent 30 hours in programming.

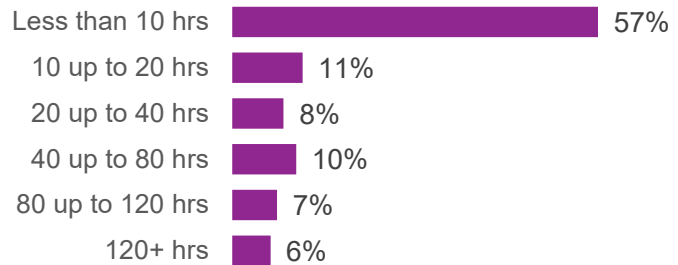


Multiracial and African American/Black youth spent the most time in programming.



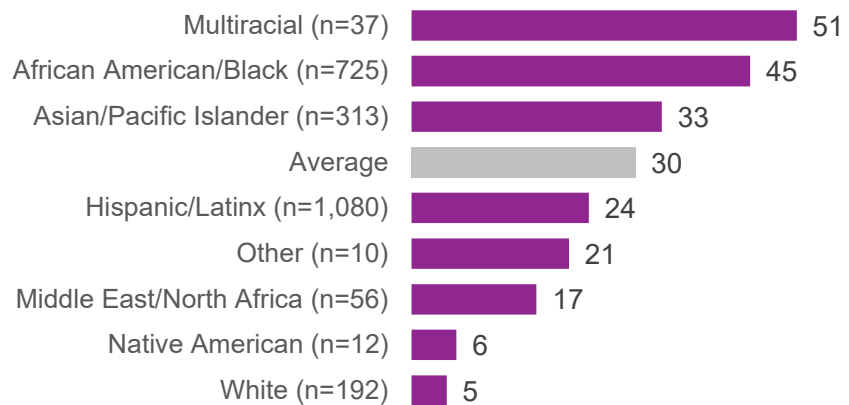
High School and Postsecondary Success programs vary in the duration and intensity of services offered. Most (57%) youth participants received less than ten hours of service in each program they participated in, as shown in the graph below.<sup>33</sup>

### Hours of Participation



Participation in programs varied by race/ethnicity, with multiracial and African American/Black youth participating for the most time in programming, followed by Asian/Pacific Islander youth. Hispanic/Latinx youth participated for fewer hours than the average participant.<sup>34</sup>

### Average Hours of Participation by Race/Ethnicity



<sup>33</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

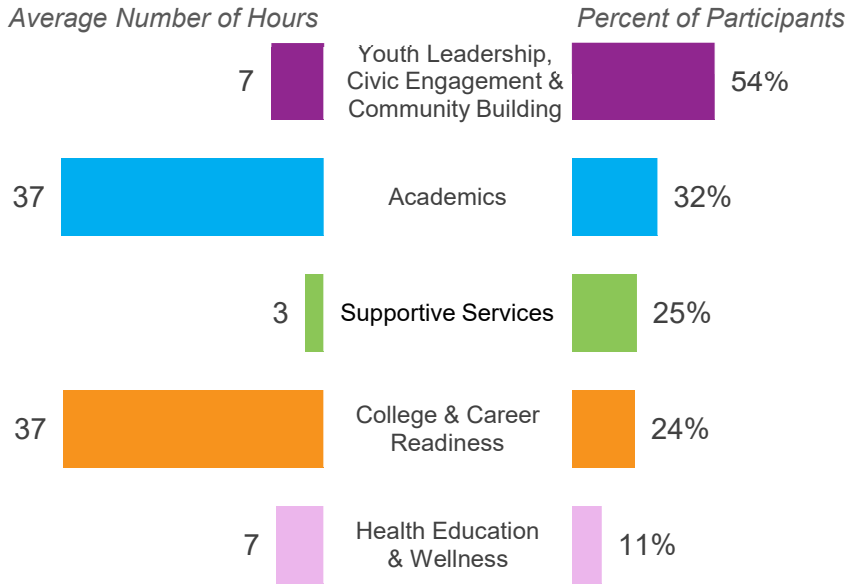
<sup>34</sup> Racial/ethnic groups that have less than ten participants are included under “other.”





As shown in the graph below, more than half of participants engaged in youth leadership, civic engagement, and community building activities during programs, spending seven hours on average in those activities. One-third of participants spent on average 37 hours engaged in academics. Programs also provided supportive services, college and career readiness, and health education and wellness.<sup>35</sup>

**Participation and Average Hours by Type of Activity**



“The three goals of our program are to repair the relationship our students have with education, to be a catalyst to career or college, and to just allow students to take ownership over their education.

-Staff, Mentoring Center - EMERGE

Programs pivoted to provide more one-on-one assistance to students and their families during the Shelter in Place.



**Programming During the Shelter-in-Place Order**

During shelter-in-place, HSPSS programs pivoted to provide more tailored case management and support. In addition to making sure that students had access to the technology they needed to continue to engage with school, programs sought to help families and participants access resources to meet their basic needs. At OIHS’s Refugee & Immigrant Initiative, for instance, Wellness Center staff began helping families file for unemployment support, file taxes so they can get economic stimulus money, and worked with the OUSD meal distribution sites to make food more accessible to families. Similarly, Oakland Kids First staff at Castlemont partnered with Alameda Food Bank to provide food from Castlemont’s farm for the community on Mondays and Thursdays.

<sup>35</sup> Less than 10% of youth participated in Sports & Recreation (for an average 49 hours), Family Engagement (average 1 hour), and Arts, Dance, Music and Culture (average 8 hours).

# Performance and Program Quality

## The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.

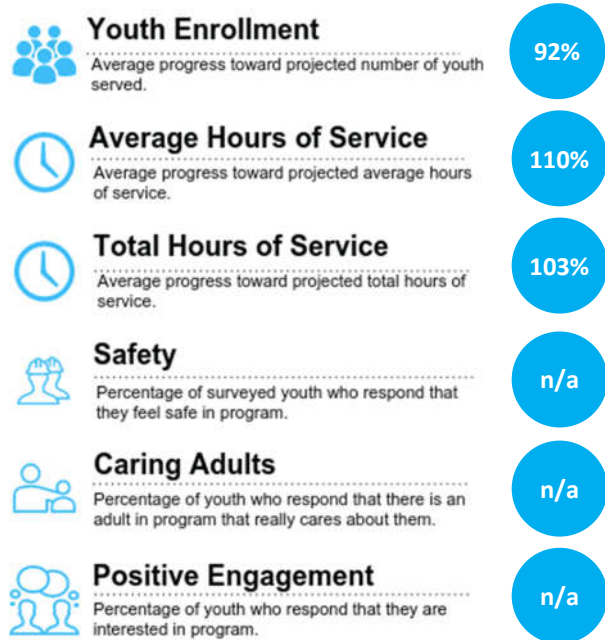
OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>36</sup> Program progress on these measures must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service”

measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter of the fiscal year.

In addition to these performance measures, the High School and Postsecondary Success Strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.

### Performance and Quality Indicators



“ We want them to get services and be a part of community and leadership opportunities, such that they’re able to engage in school more deeply...We also want them to be more connected to school and feel like school is a positive place for them.

-Staff, OIHS – Refugee & Immigrant Initiative

<sup>36</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### School Connectedness



Students at **OIHS' Refugee & Immigrant Initiative** are elected by their peers to serve as Wellness Ambassadors. These students lead orientations for new students and are peer mentors, helping new students to build connections and relationships in their new school. Many students remain in this leadership role throughout their time in high school.

### Academic Preparedness and Engagement



The **Mentoring Center's EMERGE program** provides rapid credit retrieval for students transitioning from probation or juvenile hall. Most students are referred to the program. Students can retrieve up to 50 credits per semester by completing Alameda County Office of Education coursework. Students have the option to transfer back into their traditional high school to continue their education. Students who complete their high school education in the program are prepared to enroll in postsecondary options, including four-year universities. Students attending **Oakland Kids First's Knight Success program at Castlemont High School** can enroll in college classes (dual enrollment) and receive academic tutoring and mentoring. Students can also participate in a paid internship focusing on community health or sustainable urban design.

### Sense of Belonging and Mental Wellness



The **OIHS' Refugee & Immigrant Initiative** provides tiered, individualized case management for high need students, including connection to mental health services, medical, vision, and dental care, and legal support for students and their families. Case managers build relationships with students to meet the students where they are and address their needs holistically, including through engagement with family and community.

“

*We want students to feel as though there are other places to succeed at school besides the classroom. Of course, we want them to succeed in the classroom, but for that to be the only metric of success, especially given all the challenges they're facing when they begin with us, and that they have to overcome related to language, and trauma, and all of that.*

*-Staff, OIHS – Refugee & Immigrant Initiative*

# Career Awareness and Employment Support

## 2019-2020 OFCY Strategy Report

The 15 programs funded under OFCY's Career Awareness and Employment Support strategy support career exploration, work readiness training, on-the-job experience, skill-building supports, exposure to career options and employment. This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS



**1,548 youth**

participated in programming



**108 hours**

average time spent in program



**1,190 youth**

participated in jobs or internships  
(77% of all participants)



**\$1,453,507** total wages earned

**\$1,221** average earnings



### FUNDED PROGRAMS

- Alameda County Health Care Services Agency - Career Exploration Program
- Alameda Health System - Oakland Health Careers Collaborative
- Biotech Partners - Biotech Partners' Biotech Academy at Oakland Technical High School
- Center for Young Women's Development - Sisters on The Rise
- Civicorps - Civicorps Academic and Professional Pathway
- East Bay Asian Local Development Corporation - Havenscourt Youth Jobs Initiative
- Lao Family Community Development, Inc. - Oakland Youth Industries Exploration (YIE) Program
- Lao Family Community Development, Inc. - The Oakland Youth on the Move (YOM) Summer Employment Program
- Marriott Foundation for People with Disabilities - Bridges from School to Work
- New Door Ventures - New Door Ventures Employment Program for Oakland Opportunity Youth 16-21
- Oakland Unified School District - Exploring College and Career Options (ECCO)
- The Youth Employment Partnership, Inc. - Level Up - Options for Real Careers
- The Youth Employment Partnership, Inc. - Summer Jobs
- Youth Radio dba YR Media - Digital Media Pathways
- Youth UpRising - YU Achieve (Summer Youth Employment)

**Total Funding: \$2,628,846**

## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

### Program Achievements – How much did we do?

Number of youth served	1,548
Total hours of service provided	176,578
Number of youth placed in jobs or internships	1,190
Total hours of work experience	133,339

### Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of youth served <sup>37</sup>	99%
Average Hours of Service: Average progress toward projected average hours of service	96%
Total Hours of Service: Average progress toward projected total hours of service	87%
Job Placement: Percent of participants placed in a job or internship.	77%
Work experience: Percent of participants receiving at least 10 hours of work experience	71%
Safety: Percent of participants who report feeling safe in program.	*
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them.	*

### Participant Outcomes – Is Anyone Better Off?

Career Goals: Percent of participants who report learning about jobs they can have in the future.	*
Employment Skills: Percent of participants who respond that they learned what is expected in a work setting.	*
Interpersonal Skills: Percent of participants who report that they know how to get along with others in a work setting	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 25) Achievements: How much did the programs provide?
- 26) Performance and Program Quality: How well did programs do it?
- 27) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>37</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

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## Achievements: 1,548 youth served

Career Awareness programs offer work experience and career exploration to youth from across Oakland, particularly focusing on opportunity youth and others who face barriers to self-sufficiency.

The Career Awareness and Employment Strategy served 1,548 youth.



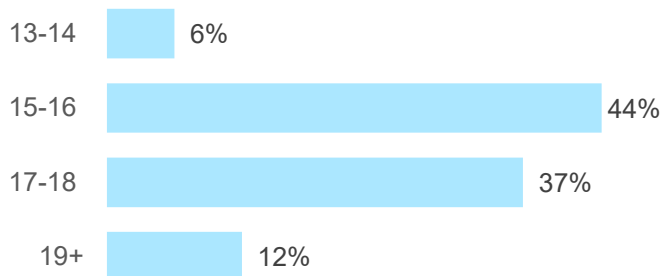
During the 2019-20 grant cycle, 1,548 unduplicated youth participated in career awareness and employment programs. The programs provide activities and support tailored to a range of participants, including high school students interested in high-demand career pathways (such as health), opportunity youth, and youth who face high barriers to self-sufficiency. Programs prioritize African American and Latinx youth residing in East Oakland, Fruitvale and West Oakland. In addition to often receiving stipends or wages from their positions, many young people who participate in career awareness programs receive additional support with meals, clothing, and transportation in order to take on and keep employment.

In line with the focus on preparing youth for productive adulthood, most youth served by this strategy were age 15 or older. Programs were most likely to serve high-school aged youth, but 12% of youth served were age 19 or above.

Over 80% of youth were between 15 to 18 years old.



### Age of Participants



“ [Our participants] life experience is a strength. Especially when you face so many obstacles in your life, right? That is a requirement to be in our program. Our program is designed for folks facing employment barriers... we try to build off [their life experience] and shine it up a little, if you will, to meet the needs of the workplace.

-Staff, New Door Ventures

Over 75% of youth and young adults identified as African American/ Black or Hispanic/Latinx.

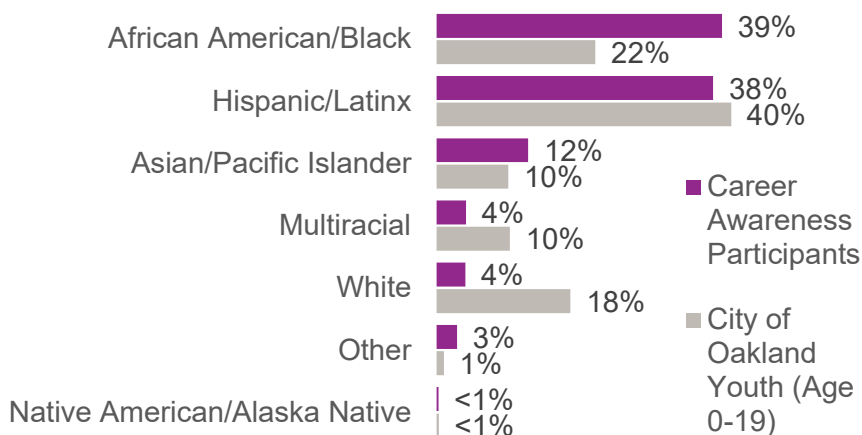


Most participants live in neighborhoods that experience the highest levels of community stress in Oakland.



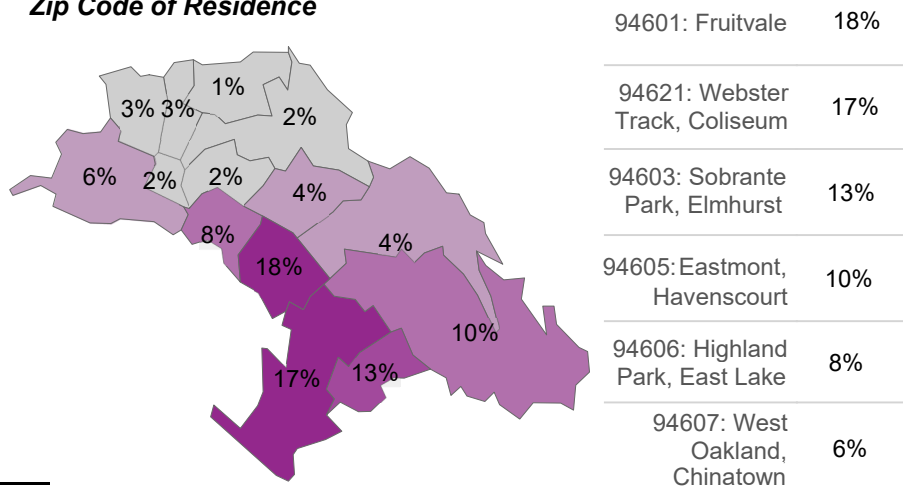
As shown in the graph below, over 75% of participants identified as African American/Black or Hispanic/Latinx, reflecting OFCY’s target population. A comparison to the population of Oakland shows that the city’s African American youth were the mostly likely to be served by career awareness programs.<sup>38</sup>

**Race/Ethnicity of OFCY Youth Participants and Oakland Youth**



As illustrated below, most participants lived in zip codes that experience the highest levels of community stress in the city, including Fruitvale, Webster Track, Sobrante Park, and Eastmont.<sup>39</sup> Among other stressors, these neighborhoods include families that may experience food insecurity, as reflected in particularly high percentages of students who receive free and reduced price lunch.

**Zip Code of Residence**



<sup>38</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS.

<sup>39</sup> Oakland Stressors Index, Updated June 23, 2020. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

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# Achievements: 176,578 Hours of Service Provided

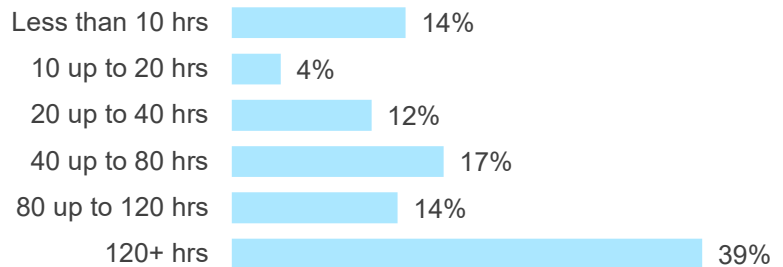
Career Awareness and Employment programs provide relatively high intensity services, with youth age 19 or older engaging in the most hours of services.

Over half of youth engaged in at least 80 hours of programming.



The duration of Career Awareness and Employment programs ranged considerably in length but tended to offer more hours of service than many of OFCY's other strategies. Most (70%) youth participants received 40 or more hours of service in each program they participated in, even though the shelter-in-place order reduced the overall amount of time that youth could participate and also resulted in fewer internship and work experience placements.<sup>40</sup> Close to 10 percent of participants attended two or three Career Awareness programs.

### Hours of Participation

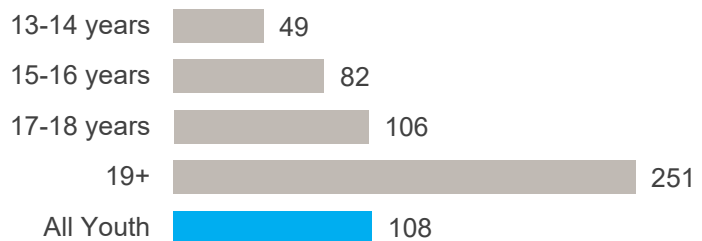


Youth spent an average of 108 hours in programming.



On average, youth spent 108 hours in programming. As shown below, the hours of service that youth participants receive increase as they get older. Youth ages 13-14 had the lowest average hours of participation, while youth age 19 and older had the most. This is in keeping with the strategy focus on older youth transitioning to adulthood.

### Average Hours of Participation by Age



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<sup>40</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

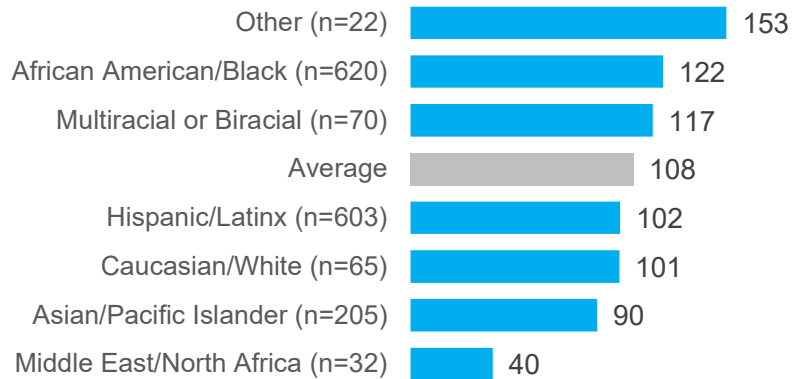


African American/ Black youth spent more time in programming than the average participant.



The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, African American/ Black youth spent more time in programming than the average participant.<sup>41</sup>

**Average Hours of Participation**



“ [We expose students to the breadth of health careers and expand their understanding of what it means to work in health. That includes medical careers, allied health, behavioral health, and public health ... [Students also learn] how they can get there in tangible ways.

- Staff, Alameda Health Care Systems’ Health Career Collaborative

<sup>41</sup> Racial and ethnic groups that include less than five participants are included under “other.”

Three quarters of participants were placed into internships and employment.

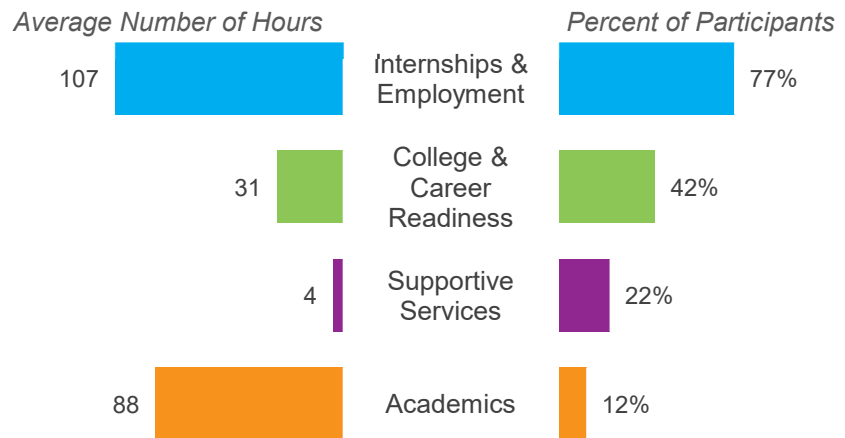


Over 40% of participants received college and career readiness training.



Over three quarters of participants in Career Awareness programs were placed into internships and employment, and participants spent an average of 107 hours in employment and internship placements. Programs also provided college and career readiness and supportive services. Although only 12% of participants received academic support, those that did engaged for, on average, 88 hours.<sup>42</sup>

**Participation and Average Hours by Type of Activity**



**Career Programming During Shelter-in-Place**

After the shelter-in-place order was implemented, programs pivoted to provide virtual programming. Programs which had to cancel internships, work experience, or college visits replaced these opportunities with online work readiness trainings, educational support, and case management. Most programs connected one-on-one with youth participants to provide coaching and mentoring and to assess their access to technology and overall well-being. Programs also hosted panel discussions of professionals to raise awareness of career paths. Several programs modified their curriculum so that it could be delivered in an online or simulated format.

<sup>42</sup> Less than 5% of youth participated in Field Trips (for an average 7 hours), Health Education (average 30 hours), Youth Leadership, Civic Engagement & Community Building (average 6 hours), and Arts, Dance, Music and Culture (average 46 hours).

# Achievements: 1,190 Youth Gained Work Experience

Over three quarters of youth (77%) received work experience through an internship or job placement, giving them hands-on experience, mentors in the community, and, in many cases, a paycheck.

Nearly 1,200 youth and young adults participated in internships and job placements.

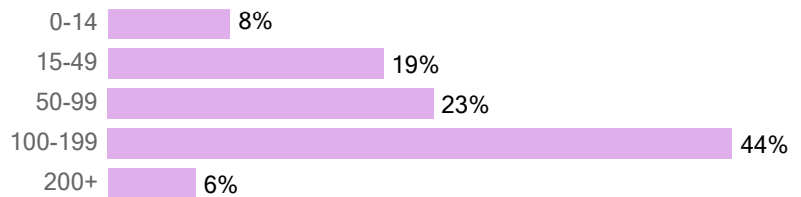


Over 80% of youth and young adults participating in work experienced received a wage.



Internships and work placements increase participants awareness of job and career options and provide an opportunity for youth to develop and put into practice tangible work skills. About 50% of participants who were placed in jobs or internships spent over 100 hours in work settings. In addition to experience, these young people received, on average, over \$1200 for their time and effort.

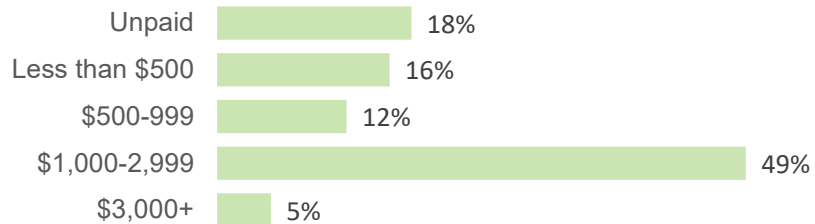
### Hours Spent in Placements



**\$1,453,507** total wages earned

**\$1,221** average wages per participant

### Total Wages in Placements



“ A large majority of our students, they need the stipend we’re offering. Oftentimes their options are to either get a job or an internship experience.

- Staff, Alameda Health Care Systems’ Health Career Collaborative

# Performance and Program Quality

## The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>43</sup> Program progress on these measures must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service” measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter.

In addition to these performance measures, the Career Awareness and Employment Support strategy has indicators that are signs of program quality, including the percentage of youth who received work experience and youth perceptions of critical aspects of programming. In FY2019-2020, over three quarters of participants were placed in a job or internship and over 70% spent at least ten hours in a job or internship. Participant perceptions of safety and the presence of caring staff will be assessed in future years when participant survey data is available.

### Performance and Quality Indicators



“ We want students to know that they can do it. There are people like them, that look like them, who have come from similar situations and backgrounds and schools who have done what they are aspiring to do and they can do it [too].

- Staff, Alameda Health Care Systems' Health Career Collaborative

<sup>43</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Career Goals



**Youth Radio's Media Education** program provides exposure to career pathways in journalism, music production, design and photography and video production. They are exposed to each field for two weeks before picking one track for in-depth exploration. They eventually have an opportunity to produce content for one of Youth Radio's platforms as an intern. At **Alameda Health System's Oakland Health Careers Collaborative**, the HealthPATH program provides hands-on experience in health careers. After an orientation that highlights professionalism, safety, and confidentiality, students shadow medical professionals in three Alameda Health System departments and learn about a range of medical professions.

### Employment/ Interpersonal Skills



At **Alameda Health System's Oakland Health Careers Collaborative**, the CHAMPS program engages high school students over two and a half years. During this time, students rotate through hospital-based internships and attend pre-internship training and ongoing workshops that address professionalism, including topics such as communication with supervisors, public speaking, interviewing skills, professional dress codes, and punctuality. Program staff work individually with youth who would benefit from additional support around professionalism during internship rotations.

### Employment for Opportunity Youth



At **New Door Ventures Employment Program for Oakland Opportunity Youth**, youth overcoming barriers such as poverty, homelessness, and histories in the justice and foster care systems participate in pre-employment training and a paid internship for 12 weeks at a range of businesses. Staff develop an individual work plan for each participant, which includes an employment readiness check list and the creation of a plan for pursuing their career of interest.

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