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CITY OF OAKLAND 2019 FEB -7 PM 4:30

# AGENDA REPORT

**TO:** Sabrina B. Landreth  
City Administrator

**FROM:** Sara Bedford  
Director, Human Services

**SUBJECT:** OFCY 2017-2018 Year End  
Evaluation Reports

**DATE:** January 28, 2019

City Administrator Approval

Date:

2/7/19

## RECOMMENDATION

**Staff Recommends That The City Council Adopt A Resolution Adopting The Oakland Fund For Children And Youth Final Evaluation Reports For Fiscal Year (FY) 2017-2018.**

## EXECUTIVE SUMMARY

The Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee is forwarding the final evaluation reports for FY 2017-2018. OFCY contracts with two Oakland-based evaluation firms to provide annual independent evaluations of service performance and outcomes for children and youth. Attached are the two reports prepared by Social Policy Research Associates (SPR) and Public Profit Inc., evaluating OFCY funded strategies and programs in Fiscal Year (FY) 2017-2018:

- The OFCY Final Report FY 2017-2018 (**Attachment A**) prepared by SPR provides evaluation information on 89 OFCY funded children and youth programs across six funding strategies.
- The Oakland School-Based After School Programs Evaluation 2017-18 Findings Report (**Attachment B**) prepared by Public Profit provides an evaluation of 59 OFCY-funded after school programs operating at public and charter schools.

The reports provide findings on 148 programs supported by OFCY grants during FY 2017-2018 and include executive summaries of overall findings and summaries of outcomes achieved through each funding strategy; a detailed evaluation report on performance, outcomes achieved, and program quality. Appendices providing "Program Profiles", a report of each individual program's performance; services and quality are available at [www.ofcy.org](http://www.ofcy.org).

Adoption of the proposed resolution will fulfill the Oakland City Charter requirement for the OFCY Planning and Oversight Committee (POC) to submit annual independent evaluation reports to the Oakland City Council for its adoption.

Item: \_\_\_\_\_  
Life Enrichment Committee  
February 19, 2019

**BACKGROUND / LEGISLATIVE HISTORY**

In July 2009, Oakland voters passed Measure D revising the Kids First! Oakland Children's Fund Amendment in the Oakland City Charter (originally passed as Measure K in November 1996) and continuing the set aside of general purpose funds for the period July 1, 2009 through June 30, 2021, for a second term, for the purpose of addressing the well-being of Oakland children and youth from birth through age 21. Oakland City Charter Article XIII Section 1305.04 established the 17 member Planning and Oversight Committee with the responsibility to adopt a Strategic Plan, solicit grants through an open and fair application process, develop and submit recommendations for grant awards to the City Council for approval, and submit an annual independent evaluation of OFCY to the Oakland City Council for adoption.

Based on the OFCY 2016-2019 Strategic Investment Plan, the City Council approved grant awards for programs on June 7, 2016 (C.M.S. 86226) for FY 2016-2017, with an option for renewal of the grants for two additional years. Grant awards for FY 2017-2018 were approved for renewal on June 20, 2017 (C.M.S. 86792) totaling \$14,847,101 for 148 programs.

For FY2017-2018, Public Profit evaluated the school based after school strategy, which included 59 programs jointly funded in partnership with the Oakland Unified School District. SPR was contracted with the option to renew for two years for the evaluation of the remaining programs funded across the six funding strategies excluding school-based after school, based on a Request for Proposals (RFP) released in September 2016. SPR and Public Profit presented separate year-end reports to the POC on November 7, 2018. The POC has reviewed and approved the final evaluation reports for FY 2017-2018.

**ANALYSIS AND POLICY ALTERNATIVES**

In FY 2017-2018, OFCY provided grant funding to 148 programs for year two of the three-year OFCY grant cycle (FY 2016-2019) totaling \$14.8 million as shown in **Table 1**. Social Policy Research Associates evaluated 89 programs across six funding strategies while Public Profit evaluated 59 elementary and middle school after school programs.

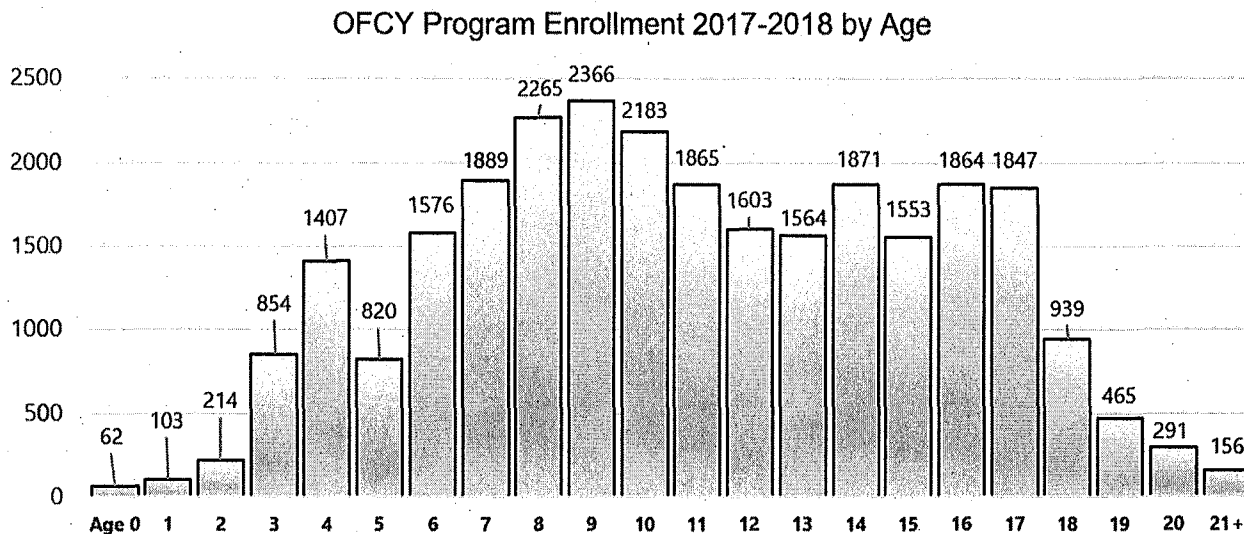
**Table 1 – OFCY Grant Strategies in FY2017-2018**

OFCY Funding Strategy	# of Programs	OFCY Funding FY 2017-18
Early Childhood Mental Health Consultations	3	\$750,000
Parent Support and Education	15	\$1,765,991
School-based After School	59	\$4,860,773
Student Engagement in Learning	9	\$760,360
Year-Round Youth Development and Empowerment	36	\$3,540,544
Summer Youth Development and Empowerment	12	\$1,043,901
Career Awareness & Academic Support for Older Youth	14	\$2,125,533
<b>TOTAL:</b>	<b>148</b>	<b>\$14,847,101</b>

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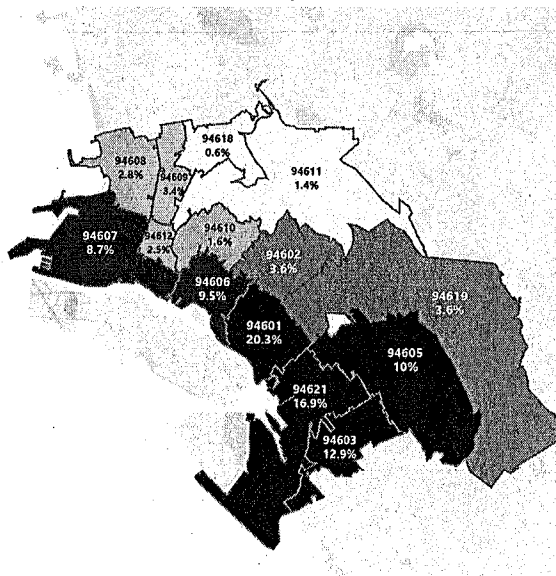
Both independent firms incorporated qualitative and quantitative analysis, captured the number of children and youth served, the length of service, types of activities, and demographics of children and youth by using program data captured in the Cityspan data management system. Programs funded by OFCY collectively served 29,783 children from birth through 21 years of age. Children and youth who enrolled in more than one program during the year were counted more than once in the Cityspan data management system. As seen in **Chart 1** presented below, OFCY-funded programs served thousands of children across the age spectrum in the seven different strategies.

**Chart 1 – OFCY Program Enrollment 2017-2018 by Age**



The map of Oakland in **Picture 1** on the following page shows the distribution of children and youth served during the FY 2017-2018 year by ZIP code residence. The evaluators found that children and youth from Fruitvale and East Oakland neighborhoods participated in higher numbers. Over sixty percent (60%) of children and youth served lived in these neighborhoods, in the 94601, 94621, 94603, and 94605 zip codes. Over three quarters (78.3%) of all children and youth served lived in six ZIP codes, in West Oakland and neighborhoods below the 580 freeway in Central and East Oakland. This is evidence that programs serve children in neighborhoods where there is a need for service.

Picture 1: Map of Children and Youth Served by ZIP of home residence – FY 2017-2018

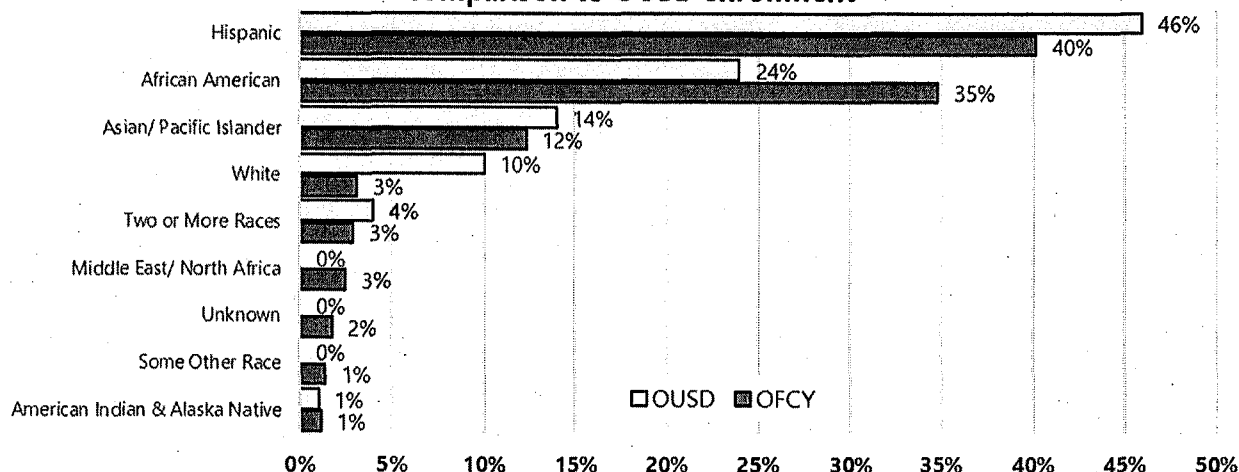


Information on the race/ethnicity of children and youth served by funded programs in FY 2017-2018 in comparison to OUSD school enrollment is provided below in **Chart 2**. Programs served a higher proportion of African American youth and lower proportion of Hispanic/Latinx and White youth compared to OUSD in the Summer Programs, Year Round Youth Development & Engagement, Student Engagement in Learning, and Career Awareness & Academic Support funding strategies.

- Over eighty-six percent (86.6%) of the youth served through OFCY-funded programming in FY 2017-2018 identified as African American, Hispanic, or Asian.
- Thirty-five percent (35%) of all children and youth served were African American, representing a higher proportion of the youth population than the enrollment in OUSD public schools (24%) by comparison.
- Forty percent (40%) of all children and youth served were Hispanic, representing a lower proportion of the child/youth population than the enrollment in OUSD public schools (46%).
- Three percent (3%) of all children and youth served identified as White, representing a lower proportion of the child/youth population than enrolled in OUSD public schools (10%).
- Three percent (3%) of children and youth identified as Multi-racial.
- Three percent (3%) identified as Middle Eastern/ North African.
- One percent (1%) identified as American Indian / Alaskan Native.

The evaluation reports provide greater detail on race and ethnicity for each strategy area.

**Chart 2: Children and Youth Served by OFCY Programs by Ethnicity FY 2017-2018**  
**2017-2018 OFCY Program Enrollment by Race/ Ethnicity with**  
**comparison to OUSD enrollment**



*Overall Findings, Program Outcomes and Program Quality*

Children, youth and their parents have benefited from OFCY programs. These programs achieved their performance measures and achieved positive outcomes as reported by youth, parents, and educators across all strategies, with increased positive outcomes associated with more hours of participation. Some findings that are highlighted in the evaluation reports include:

- ✓ OFCY programs for the most part met performance thresholds. 86% of programs evaluated by SPR met their targeted threshold for enrollment. 95% of after school programs met the targeted enrollment. After school providers were more likely to exceed the enrollment threshold, on average achieving 120% of projected enrollment.
- ✓ Programs offered activities and services at multiple sites across Oakland. SPR's evaluation noted the highest concentration of program sites were in the West Oakland/ Chinatown zipcode of 94607, followed by East Oakland/ East of the Coliseum zipcode 94621, and clustered along International Boulevard in Fruitvale.
- ✓ OFCY programs commonly partnered with academic-support partners, mental health programs, workforce partners, and organizations providing arts and recreation services. Programs also partnered to provide services to priority populations such as LGBTQ (lesbian, gay, bisexual, transgender, queer ) youth (eight programs), Latinx (six programs), African American (five programs), foster youth (three programs), Asian youth (three), new mothers (three), and Native American and homeless youth.
- ✓ Most staff at OFCY-funded programs were Oakland residents. SPR found that in 20% of programs, 90-100 percent of staff were Oakland residents. In 62% of programs evaluated by SPR, at least half were Oakland residents. In a majority of programs, at least 80% of the staff were people of color.
- ✓ Both participants and program staff across the 89 programs examined by SPR perceived the programs to be high quality. SPR aligned the participant surveys and program quality self-assessments across five dimensions of program quality that are important for fostering the environment for positive and healthy youth development : 1) safe and

healthy environment; 2) supportive environment; 3) interaction and leadership; 4) planning, choices, and reflection; and 5) diversity and inclusion.

- ✓ Parents and caregivers of young children from birth to five (5) reported that programs helped them gain access to resources and support, increased knowledge about their child's development and improved relationships with teachers.
- ✓ Young people across strategy areas consistently reported that the OFCY programs give them the opportunity to try new things, master new skills, and teach them how to stand up for themselves and that they can make a difference.
- ✓ Older youth showed strong progress in youth empowerment outcomes that encompass higher developmental tasks such as community engagement, leadership, and conflict resolution.
- ✓ In Career Awareness and Academic Support, youth reported that they learned what is expected in a work setting. These programs directly helped 1,145 youth gain work experience, with youth earning \$1,280,224 in wages and stipends.
- ✓ Oakland after school programs at elementary and middle schools provided a high quality of programming when compared to out-of-school time programs nationally for the quality domains of *safe environment, supportive environment, peer interaction, and youth engagement*. The evaluator conducted site visits using research-based observation tools for quality assessment. Student survey data supported these findings. It also indicated that elementary students are more positive about their experience than middle school participants and there is room for improvement in the areas of interaction and engagement, especially for middle school students.
- ✓ Both elementary and middle students were less likely to be chronically absent than their non-participating peers.
- ✓ After school helped English Language Learner (ELL) students gain English proficiency across all grade levels. After school participants were more likely to be redesignated as English proficient (11%) than their non-participant peers (9%). Though small, this difference is statistically significant for elementary and middle school students.

OFCY programs provided matching funding to support their program at a level equal or greater to 25% of their OFCY grant award. In FY 2017-2018, programs reported \$24,756,070 in matching funds largely through philanthropic grants, government grants and fee for service payments, and individual and private donations. In the school-based after school funding strategy, OFCY's \$4.8 million in grant funding served as a local match for state After School and Education and Safety (ASES) funds, leveraging approximately \$7 million in state funding support for programs at Oakland public elementary and middle school sites.

Selected evaluation findings for each of the seven OFCY funding strategies are summarized in **Table 2** on the following pages.

**Table 2: Summary of Evaluation Findings by OFCY Funding Strategy**

OFCY Funding Strategy	#1: Early Childhood Mental Health Consultations		
# of Programs Funded	3	OFCY FY 17-18 Funding	\$750,000
# of sites/ locations	48	# Served	2,294 children
Description	Programs provide support to early childhood educators and parents to promote healthy emotional and social development in very young children. Licensed mental health professionals consult weekly with educators, deliver parenting workshops, and provide individual consultations to children and parents. Programming was offered at 17 Head Start centers, 29 OUSD Child Development Centers, and two (2) community-based early education sites.		
Demographics	Eighty-three percent (83%) of children were three to four years of age. Twenty-nine percent (29%) of children and youth were African American, compared to sixteen percent (16%) nationwide.		
Outcomes	<ul style="list-style-type: none"> <li>✓ 86% of early childhood educators reported that the mental health consultation services increased their access to resources and support</li> <li>✓ 94% of early childhood educators reported having a good relationship with their consultant.</li> </ul>		

OFCY Funding Strategy	#2: Parent Support and Education		
# of Programs Funded	15	OFCY FY 17-18 Funding	\$1,765,991
# of sites/ locations	66	# Served	2,094 children and 2,147 caregivers
Description	Programs build parent/caregiver skills and knowledge and strengthen families through parent and child playgroups, parent education workshops, parent support groups, case management, financial literacy training, and promoting early literacy in safe and accessible community locations.		
Demographics	Programs served children from birth through nine years of age, with infants and toddlers ages 0-2 comprising half of all participants. Hispanic participants made up the largest group (40%) served by programs, followed by African Americans (22%).		
Outcomes	<ul style="list-style-type: none"> <li>✓ 92% of parents and caregivers reported increased knowledge of child development, increased confidence in managing children's behavior, and improved skills to support academic and socioemotional development.</li> <li>✓ 93% of parents and 86% of care givers agreed that the program helped them to increase access to resources and support.</li> <li>✓ Parents and caregivers who attended for at least one month reported stronger outcomes across all areas than those that participated for less than one month.</li> </ul>		

OFCY Funding Strategy	#3: School Based After School		
# of Programs Funded	59	OFCY FY 17-18 Funding	\$4,860,773
# of sites/ locations	59	# Served	8,945 students
Description	The Oakland School-Based After School Partnership is a collaboration with OUSD to leverage state funds to provide comprehensive after school programming at sites where at least 50% of students qualify for free or reduced price meals. Non-profit agencies lead and deliver high-quality, free or low-cost after school programming three hours a day, five days a week delivering enrichment, academic support, arts, sports, science, technology, literacy, and other youth development and leadership programming in elementary and middle schools.		
Demographics	After school participants are reflective of the student population in Oakland public schools; however, programs serve a larger percentage of African American students in after school (33.6%) compared to 23.6% African American enrollment in the 59 public schools served by OFCY-funded after school programs. Nearly half (48.9%) of the students served in school-based after school were Hispanic.		
Outcomes	<ul style="list-style-type: none"> <li>✓ 71% of elementary school students report improvement in academic behaviors due to their after school participation; Seven out of 10 elementary students reported that their after school program was safe and supportive.</li> <li>✓ Participants averaged 330 hours of participation annually.</li> <li>✓ Across the 8,945 after school participants, a higher rate of school day attendance represents 22,000 additional days of school attended.</li> </ul>		

OFCY Funding Strategy	#4: Student Engagement in Learning		
# of Programs Funded	9	OFCY FY 17-18 Funding	\$760,360
# of sites/ locations	27	# Served	3,232 students
Description	Programs help children and youth feel connected to school and engaged in their own learning with targeted academic support to meet the specific needs of the participants they serve, including youth at risk of dropping out of school, newcomers, and students with chronic absences. Participants participated in arts programming, restorative justice training, case management, and socio-emotional learning activities. Programs used art, culture, and youth leadership activities to engage youth in learning.		
Demographics	Over half of participants resided in Fruitvale and East Oakland, with 25% residing in the 94621 zip code. Thirty-six percent of youth in programs were African American, a greater proportion than the 24% enrolled in OUSD public schools. One-third of the participants were thirteen and fourteen years old, reflecting the strategy focus on supporting students' successful transition from middle school to high school.		
Outcomes	<ul style="list-style-type: none"> <li>✓ Younger youth spent most of their time engaged in arts, music and culture, while older youth participated most in youth leadership activities and supportive services.</li> <li>✓ High school students reported the strongest progress toward youth academic outcomes, with 74% reporting that the program increased their college readiness.</li> </ul>		



OFCY Funding Strategy	#5: Year Round Youth Development & Empowerment		
# of Programs Funded	36	OFCY FY 17-18 Funding	\$3,540,544
# of sites/ locations	143	# Served	8,435 children & youth
Description	Programs help youth develop leadership skills, contribute to their community, and build friendships while engaging in the arts, technology, entrepreneurship, and sports and enrichment activities. Programs allow youth to build relationships with adults and mentors. Many of these programs also support specific populations, including foster youth, youth exposed to violence, youth experiencing homelessness, and youth identifying as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ).		
Demographics	African American children and youth were the largest group participating, comprising of 39% of all children and youth served through the strategy, followed by Hispanic youth at 34%, Asian/ Pacific Islander at 8%, multiracial youth at 5%, and Middle Eastern/ North African youth at 5%. Fifty-three percent (53%) of participants were 13 to 18 years of age.		
Outcomes	<ul style="list-style-type: none"> <li>✓ Youth ages 5 to 10 years participated for the most hours, participating in arts, music and culture and academic programming. 73% of youth reported that the program has taught them to stand up for themselves</li> <li>✓ Older youth spent more time engaged in youth leadership and civic engagement programming. 72% of youth reported that they feel they can make more of a difference since coming to the program.</li> <li>✓ 89% of youth reported that they get to try new things in the programs.</li> <li>✓ 87% reported that adults in the program tell them what they are doing well.</li> </ul>		

OFCY Funding Strategy	#6: Summer Youth Development & Empowerment Programming		
# of Programs Funded	12	OFCY FY 17-18 Funding	\$1,043,901
# of sites/ locations	40	# Served	2,648 children & youth
Description	Youth stay engaged in learning while developing leadership skills, and having fun. Children and youth receive academic support and participate in opportunities such as field trips, arts programming, project-based learning, and community activism. Half of the summer programs operated community-based summer camps throughout the city, and half provided enrichment programs at OUSD summer school programs.		
Demographics	Nearly two-thirds (63%) of participants resided in four ZIP codes in Fruitvale and East Oakland. Thirty-eight percent (38%) of children and youth were Hispanic and 35% African American. The majority (57%) were between the ages of seven and ten years old.		
Outcomes	<ul style="list-style-type: none"> <li>✓ Children and youth averaged 118 hours of participation in summer programs, and nearly half participated for 120 hours or more, indicating the depth of involvement children are able to have in summer programs.</li> <li>✓ Youth reported strong progress in the development and mastery of skills.</li> <li>✓ 87% of participants reported that they try new things in their program, suggesting that these programs provide experiences to which children and youth may not otherwise have access.</li> <li>✓ Older youth reported strong progress in youth empowerment outcomes encompassing higher-level developmental tasks, such as community engagement, leadership, and conflict resolution.</li> </ul>		

<b>OFCY Funding Strategy</b>	<b>#7: Career Awareness and Academic Support</b>		
<b># of Programs Funded</b>	14	<b>OFCY FY17-18 Funding</b>	\$2,125,533
<b># of sites/ locations</b>	28 (not including job sites)	<b># Served</b>	2,065 youth
<b>Description</b>	Youth explore career opportunities in in-demand industries and prepare for college and career success. Participants receive job readiness training, learn from worksite visits and guest speakers, receive academic support and college/career advising, and work in subsidized and unsubsidized jobs.		
<b>Demographics</b>	Youth from across Oakland participated in the programs, with nearly three out of five participants residing in four ZIP codes in Fruitvale and East Oakland. The largest racial/ ethnic group served by programs was African American youth (42%), followed by Hispanic youth (32%) and Asian/ Pacific Islander youth (14%). Programs served youth ages 11-20, with 74% of participants being between 15 and 18 years of age.		
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>✓ Youth participated for an average of 120 hours in programs, with 27% participating for over 120 hours. Older youth, especially those 19 and older, spent the most hours in programming.</li> <li>✓ Programs helped 1,145 youth gain work experience. Youth earned \$1,280,224 in wages and stipends, and worked for over 135,000 hours.</li> <li>✓ On average youth earned \$1,118 through work experience in programs.</li> <li>✓ 95% of youth reported learning what is expected of them in a work setting.</li> <li>✓ 94% reported that they gained an understanding of the importance of an education for getting the job they want due to their program participation.</li> </ul>		

There are no policy alternatives for consideration.

**FISCAL IMPACT**

OFCY's evaluation costs for FY 2017-2018 included \$180,000 for Social Policy Research Associates' services, and \$40,000 for Public Profit's services, funded through the OFCY – Kids First Oakland Children's Fund (1780), FY2017-2018 OFCY Evaluation Project. There was no additional impact on the General Fund.

**PUBLIC OUTREACH / INTEREST**

The POC Evaluation Subcommittee met on October 17, 2018 in a public meeting at Oakland City Hall to review and provide feedback to both evaluation firms on the draft 2017-2018 evaluation reports. The OFCY Planning and Oversight Committee met on November 7, 2018 in a public meeting at Oakland City Hall to review and accept the 2017-2018 final evaluation reports and receive public comments prior to forwarding them to the City Council for adoption.

**COORDINATION**

This report and legislation have been reviewed by the Office of the City Attorney, Controller's Bureau, and Contracts and Compliance Division of the City Administrator's Office.

Item: \_\_\_\_\_  
 Life Enrichment Committee  
 February 19, 2018

**PAST PERFORMANCE, EVALUATION AND FOLLOW-UP**

The OFCY evaluation supports a continuous improvement process with annual evaluation and follow-up through program improvement planning. Past performance as cited in the third-party evaluation reports is used in part in the determination of funding renewals.

**SUSTAINABLE OPPORTUNITIES**

**Economic:** Social Policy Research Associates and Public Profit are both Oakland-based organizations that employ Oakland residents.

**Environmental:** Programs build youth leadership and engage youth in the physical environment through environmental justice and restoration projects, neighborhood arts, and through community building projects that improve the overall quality of life and community safety in Oakland neighborhoods.

**Social Equity:** The OFCY evaluation system results in direct social benefits by building organizational capacity and promoting best practices in child and youth development to better serve children and youth in areas of high need and provide support for low-income and vulnerable youth.

**ACTION REQUESTED OF THE CITY COUNCIL**

Staff Recommends That The City Council Adopt A Resolution Adopting The Oakland Fund For Children And Youth (OFCY) Final Evaluation Reports For Fiscal Year 2017-2018.

For questions regarding this report, please contact Sandra Taylor, Human Services Manager, Children and Youth Services Division, at 238-7163.

Respectfully submitted,

  
SARA BEDFORD, Director  
Human Services Department

CHILDREN & YOUTH SERVICES DIVISION  
Reviewed by: Sandra Taylor, Manager  
Prepared by: Mike Wetzel, HHS Planner

Attachments (2):

- A: OFCY Final Report FY 2017-2018
- B: Oakland School-Based After School Programs Evaluation 2017-2018 Findings Report

Item: \_\_\_\_\_  
Life Enrichment Committee

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**ATTACHMENT A:**  
**OFCY Final Report FY 2017-**  
**2018**



## Final Report FY2017-2018

Prepared by:

Mika Clark  
Heather Lewis-Charp

Social Policy Research  
Associates (SPR)

## ACKNOWLEDGEMENTS

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Social Policy Research Associates (SPR) would like to thank the Oakland Fund for Children and Youth staff members who have worked with us on this evaluation project, including Sandra Taylor, Mike Wetzel, Scott Kim, Terry Hill, Janice Edwards, Chantal Reynolds, and Sachelle Heavens. Thanks also to the OFCY Planning and Oversight Committee for their ongoing feedback and support. We would also like to give a special thanks to the staff, participants, and volunteers of the OFCY programs for tracking their data in Cityspan.



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# Oakland Fund for Children and Youth Final Report EXECUTIVE SUMMARY - FY2017-2018



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

This Final Evaluation Report focuses on the performance, quality, and outcomes of 89 OFCY community-based programs that fall into four strategy areas:<sup>1</sup>

**Early Childhood** programs include *Parent Support and Education* programs, which build parenting skills in order to strengthen families, as well as *Early Childhood Mental Health Consultation*, which supports early childhood educators to promote healthy socioemotional development of children in childcare centers.

**Youth Development and Empowerment** programs provide enriching programming while nurturing youth leadership, promoting community involvement, and creating safe environments.

**Student Success in School** programs help youth feel connected to school and engaged in their own learning by providing targeted academic support, enrichment, and case management.

**Transitions to Adulthood** facilitates the transition to college and career by providing opportunities to explore career opportunities through *Career Awareness and Academic Support for Older Youth*.

“ Our youth bring their funds of knowledge that come from their own families or the communities they come from—whether it’s West Oakland, or the American South, Oaxaca, Guatemala. Each one brings their different life experiences.

-Staff member, Brothers on the Rise-Brother’s Unite!

## Programs at a Glance

**\$9,986,329**

invested

**\$15,924,374**

matched funds secured

**20,840**

youth served

**89**

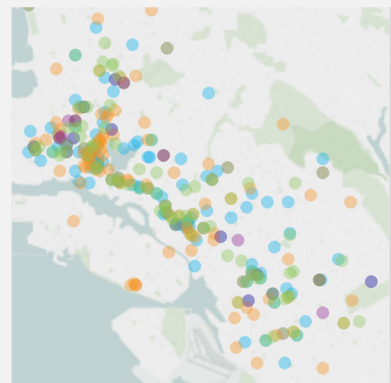
programs funded

**72**

agencies funded

**485**

program sites



<sup>1</sup> Data was drawn from Cityspan data, OFCY’s participant surveys, site visits to 18 programs, and Program Quality Self-Assessments completed by 81 programs. Due to data limitations, evaluation findings are not generalizable to all OFCY participants but instead reflect trends.



# Overview of Participants

## Key findings for participants:

**Programs served children and youth from across the city.**

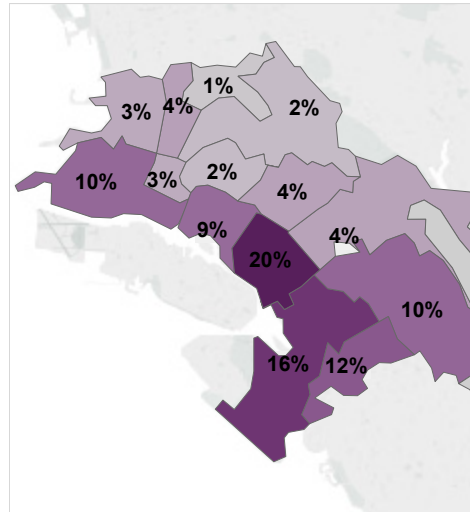
The majority of participants came from East Oakland. One-fifth of participants lived in the Fruitvale District.

**The vast majority of OFCY youth participants were children and youth of color.** Hispanic/Latino and African American children and youth made up most of the participants, followed by Asian/Pacific Islander, multiracial, and Middle East/ North African children.

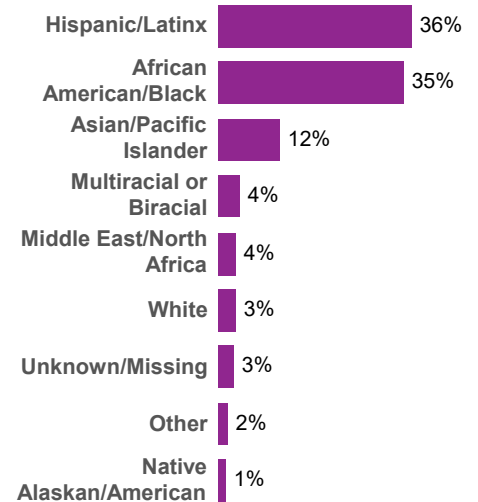
**The time youth spent in programming varied greatly.** 20% of youth received “intensive” services (120 hours or more), while 30% received “light touch” services (fewer than 10 hours). Two groups received the highest levels of service: elementary-aged youth in Youth Development and Empowerment programs and older youth in Career Awareness programs.

During FY 2017-2018, OFCY programs served 20,840 youth and 2,308 adults across all neighborhoods in Oakland, with 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and almost 50% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. Youth characteristics are illustrated below.

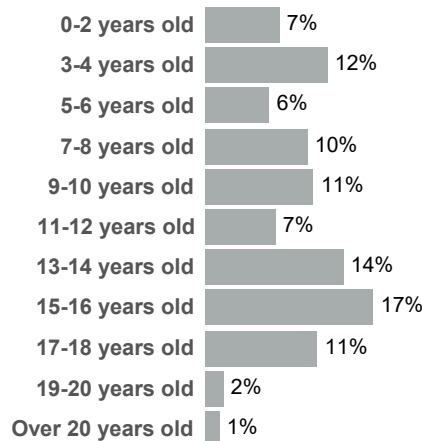
## Zipcode of Residence



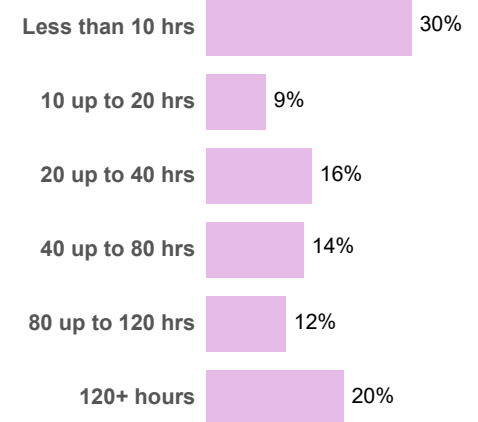
## Ethnicity



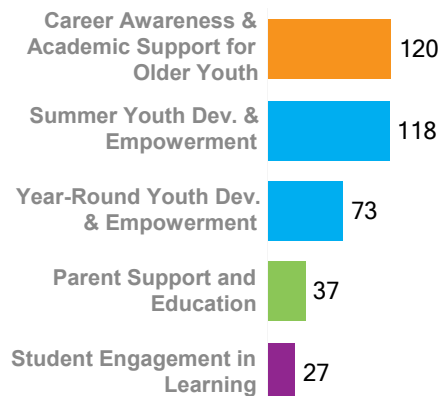
## Age



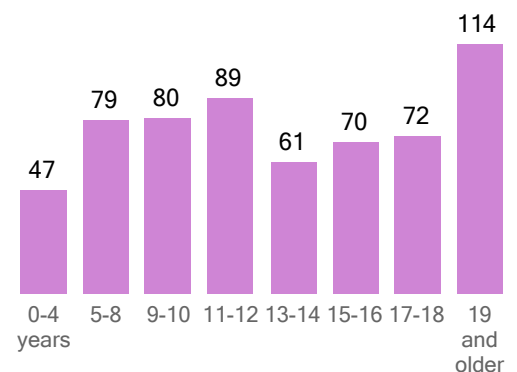
## Distribution of Service Hours



## Average Hours by Strategy



## Average Hours by Age



# Performance

## Key findings for performance:

**Programs made good progress toward enrollment and units of service projections.** Across all programs, 86% met the threshold for enrollment, and 81% met the threshold for units of service.

## Only 30% of participants submitted surveys.

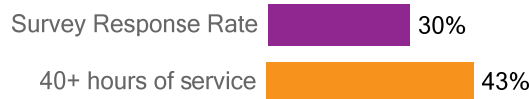
Although this is a 5% increase from 2016-2017, OFCY and SPR hope to increase survey response rates in FY2018-2019.

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Results are highlighted below. SPR also used two additional measures, including percentage of participants who receive 40 or more hours of service (43% of all participants) and percentage of participants who complete a participant survey (30% of all eligible participants).

### Percent of Programs Meeting Core Performance Thresholds



### Percent of Participants Meeting Additional Performance Thresholds



# Quality

## Key findings for program quality:

**Overall, participants and staff gave high quality ratings.** Results point to the generally high quality of OFCY programs.

**Parent support programs that served at least 50 children received higher quality ratings than smaller programs.** They received particularly high ratings in responsiveness and supportive environment. This may reflect higher capacity among these programs.

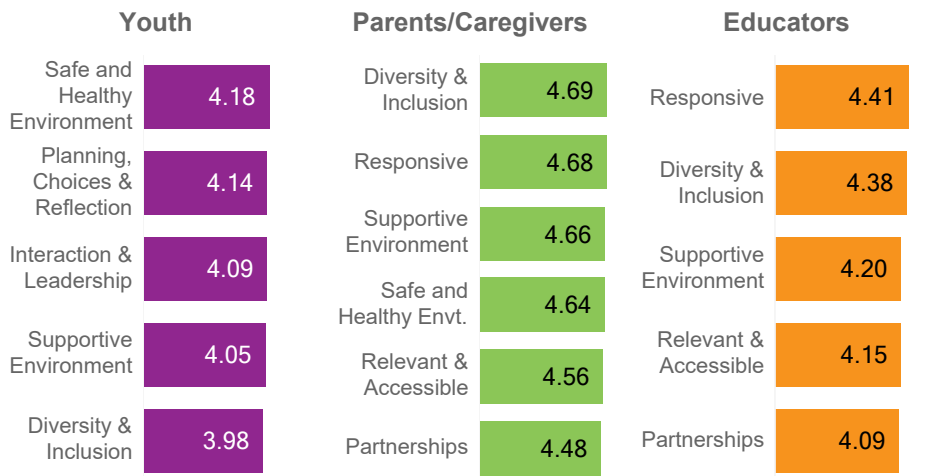
## Youth in smaller programs generally rated quality higher than youth from larger programs.

Smaller programs may be able to provide more personalized attention or foster closer relationships between youth and adults and between peers.

OFCY draws on multiple data sources to assess program quality, including the annual participant surveys and program staff ratings from the Program Quality Self-Assessment tool.

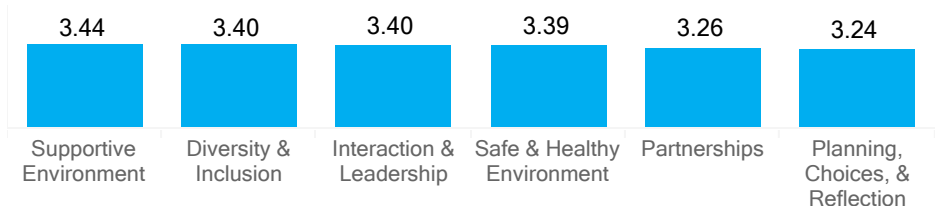
### Participant Surveys

Scale of 1 to 5



### Program Quality Assessments

Scale of 1 (exploring) to 4 (exemplary)



# Outcomes

## Key findings for early childhood outcomes:

**Parents, caregivers, and educators gained increased access to resources and support.** Surveys revealed the most progress in this outcome, with an average of 93% of parents and 86% of caregivers agreeing to questions tied to it.

**Parents and caregivers also report increased knowledge of child development and skills to support their children.** Over 90% of parents also report that early childhood programs increased and improved their relationships with teachers and key service providers.

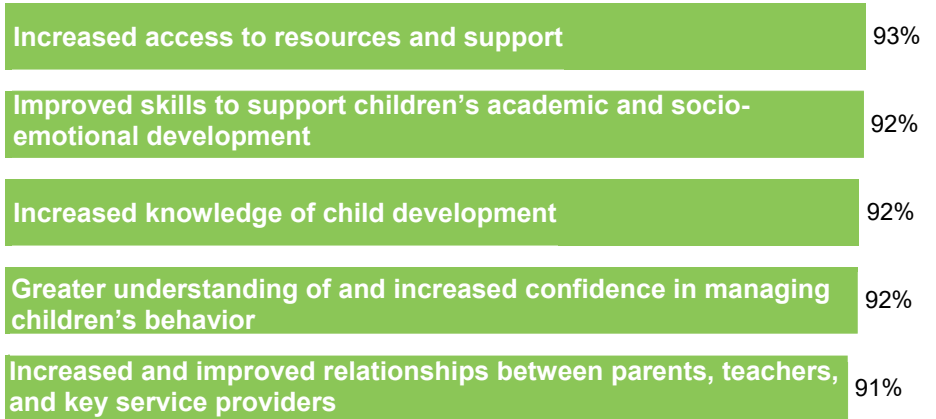
## Key findings for youth development outcomes:

**Youth reported strong youth development outcomes, especially in the area of development and mastery of skills.** In particular, 88% of young people report that the OFCY programs they attend give them the opportunity to “try new things.”

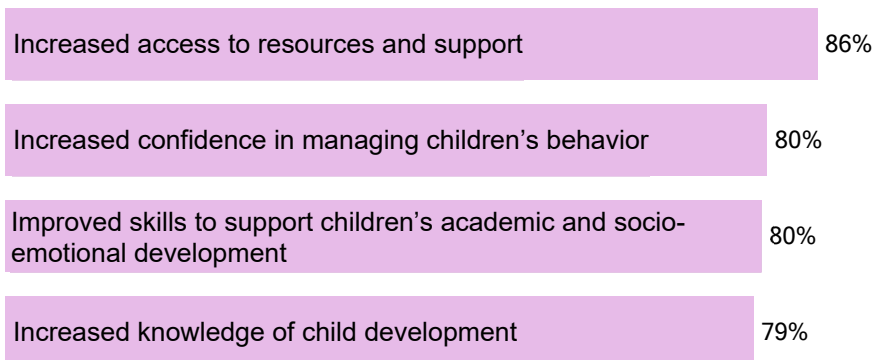
**Older participants reported higher youth development outcome scores.** Youth in grades 11 and 12 or who are out-may engage more deeply in leadership and higher-level youth development tasks than those that are younger. They also likely have more choice in the types of programs they attend.

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

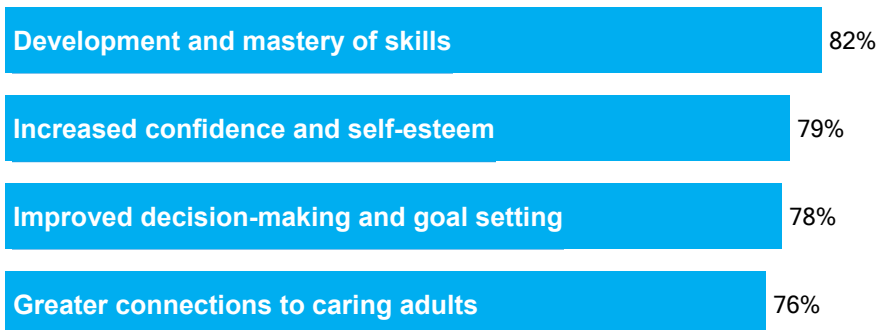
### Early Childhood Outcomes (parent support and education)



### Early Childhood Outcomes (mental health consultation)



### Youth Development Outcomes





**EARLY CHILDHOOD MENTAL HEALTH CONSULTATION PROGRAMS: FY17-18**



“We go on site between two to five hours a week to **build relationships** with staff, observe the children, help **support both individual child needs** and general **programmatic needs**, like how the day is running, relationships between the staff, tricky spots with the day like supporting kids around separation or naps, the whole range of struggles that happen with young children.

-Staff, Lincoln's Early Childhood Mental Health Collaborative



Programs funded under OFCY's *Early Childhood Mental Health Consultation* strategy provide support to early childhood educators and parents to promote healthy emotional and social development. Licensed mental health professionals consult weekly with educators around the mental health and developmental needs of children in their classroom, deliver parenting workshops, and provide individual consultations to children and parents to help transform challenging behaviors. These programs support Head Start, OUSD Child Development Centers, and a handful of home-based preschools throughout Oakland.

**The Early Childhood Mental Health Consultation Strategy at a Glance**

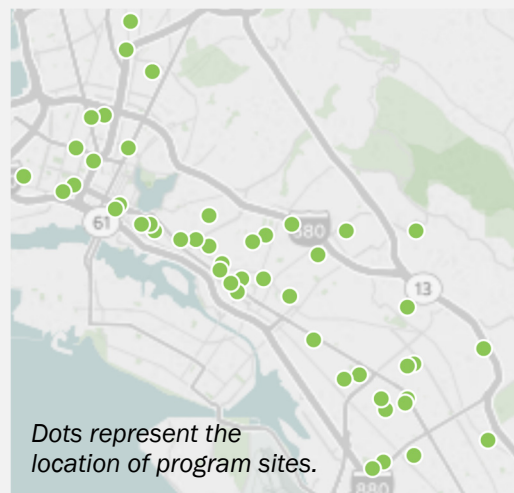
**\$750,000** invested

**2,368** children served

**3** programs funded

**48** program sites

- Family Paths, Inc. – *Early Childhood Mental Health Collaborative*
- Jewish Family & Community Services East Bay – *Integrated Early Childhood Consultation Program*
- Lincoln – *Early Childhood Mental Health*



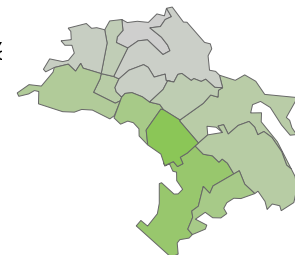
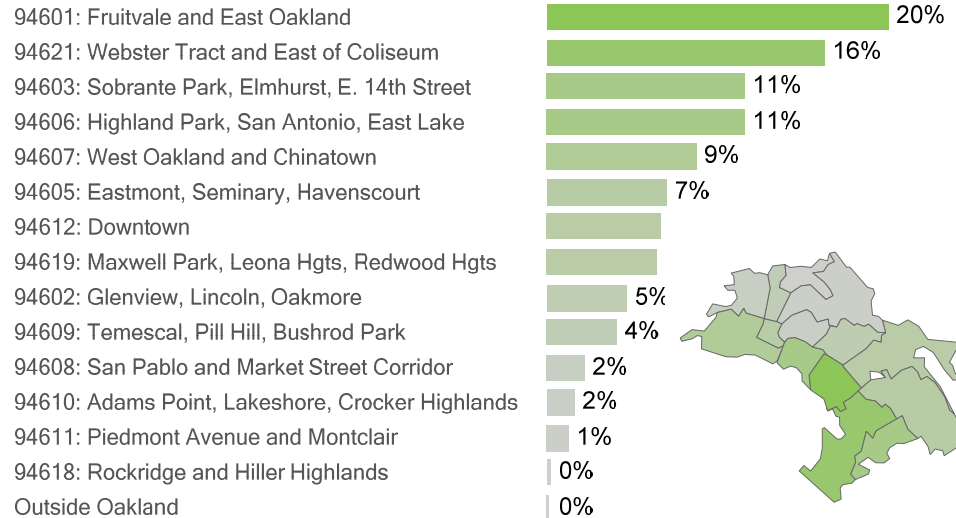
## Participants

During FY2017-2018, 2,368 children participated in early childhood education programs where educators received support from the *Early Childhood Mental Health Consultation* programs. Key demographic information about these children are displayed below.

### Children in Classrooms Served by Early Childhood Mental Health Consultation Programs

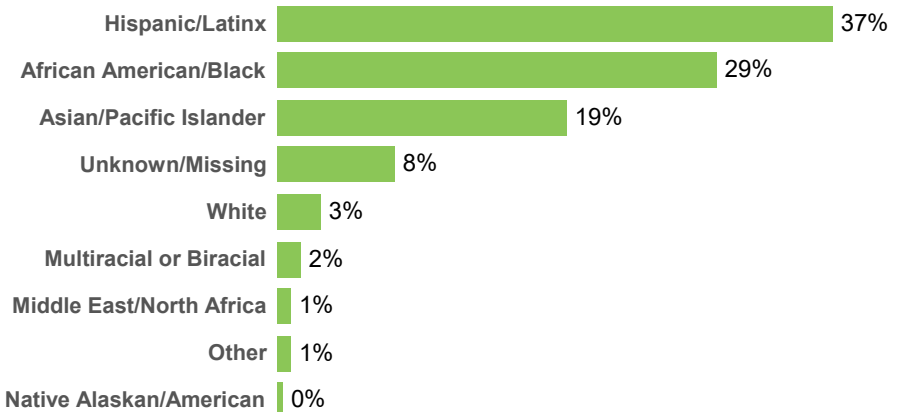
**Children served came from across Oakland, with the majority coming from zip codes in East Oakland.**

#### Home Zipcode and Neighborhood



**The educators that received mental health consultation services taught a racially diverse group of children, the majority of whom were Hispanic/ Latino and African American.**

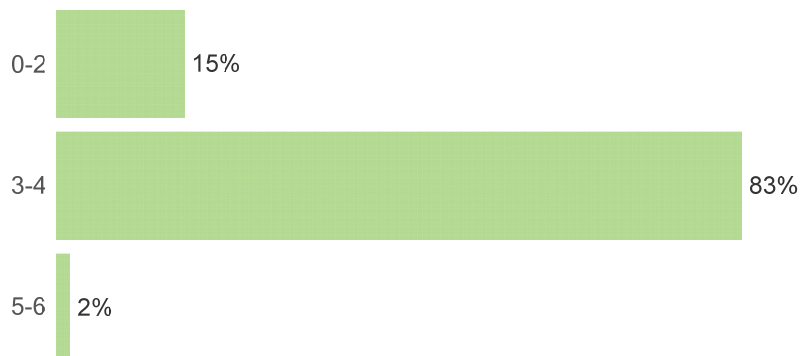
#### Ethnicity



**The vast majority of children were between three and four years old.**

Younger children were served by Early Head Start sites and home-based preschools participating in the consultation program.

#### Age of Child Participants



## Program Activities

In the *Early Childhood Mental Health* programs, consultants continuously tailor their services to the specific needs of the school sites they work with. In addition to consulting with school staff around the mental health and developmental needs of children in their classroom, providing individualized mental health services and referrals to children and families, and delivering parenting education workshops, mental health consultants think creatively about how they can promote mental health and wellness, as described by the examples below.

At one school site, educators and the site director worked collaboratively with the mental health consultant and developmental consultant from **Jewish Family and Children's Services-East Bay's Integrated Early Childhood Consultation Program** to create a playgroup that delivers social and emotional learning to students who could benefit from greater individualized support. The playgroup strives to build teacher capacity, create greater collaboration between parents and teachers, and increase parent engagement with their children's development at school.

One mental health consultant from **Lincoln's Early Childhood Mental Health Consultation** program hosted an expectant-mothers group, where mothers, grandmothers, and soon-to-be big sisters gathered for activities, crafts, giveaways, and tips for communicating with children about the arrival of a new baby. The gathering aimed to build community, offer self-care, and help mothers connect with one another to share experiences throughout pregnancy and birth. In addition, parents received information on child development and suggestions of activities that promote parent-child attachment.

**Family Paths' Early Childhood Mental Health Collaborative** held a workshop on using yoga and mindfulness with preschoolers with fifteen Head Start staff. The training was experiential, and the instructor led the staff in a variety of child-friendly yoga activities and poses that help with different objectives, such as calming down, increasing focus, and releasing "big feelings."



All the steps that I learn today I will use in my classroom....it helps me keep in mind that yoga is a good way to renew myself, to relax and it will keep me positive. ...This is an excellent practice!

-Educator, Lincoln's Early Childhood Mental Health Consultation

## Outcomes

A central goal of this strategy is to augment child development knowledge of educators that work with young children. 156 educators completed the OFCY participant surveys that measure progress towards strategy-specific outcomes. The results, illustrated below, indicate that *Early Childhood Mental Health Consultation* programs successfully supported educators in these areas.

### Progress toward *Early Childhood* Outcomes

**Educators receiving mental health consultation reported the most progress in increased access to resources and support.** Notably, an overwhelming majority of educators reported having a good relationship with their consultant and working in partnership with consultants to meet children's mental health needs.

Increased access to resources and support

86%

Increased confidence in managing children's behavior

80%

Improved skills to support children's academic and socio-emotional development

80%

Increased knowledge of child development

79%

94%

reported that they have a good relationship with the consultant.

94%

reported that the consultant works as a partner with them to meet children's mental health needs.

87%

reported that the consultant was available when they needed them.

"Sometimes it's not just meeting your everyday (classroom) goals that matters. I need to understand as well why children are having difficulties to better support them with their feelings and language."

-Educator, *Family Paths' Early Childhood Mental Health Collaborative*

"I have learned more and more about the importance of talking through challenges in the classroom. It is so beneficial to get another perspective and collaborate around challenges."

-Educator, *Jewish Family and Children's Services-East Bay's Integrated Early Childhood Consultation Program*

"The mental health consultant has helped with different strategies to deal with extremely challenging children to help them calm down and give children various outlets for their communication needs."

-Educator, *Lincoln's Early Childhood Mental Health Consultation*



## PARENT SUPPORT AND EDUCATION PROGRAMS: FY 2017-2018



“ I'm learning how to play in a way that is helpful, and I'm learning how to teach the social and emotional stuff... We're learning to parent in a different way than how we were parented... **A positive way of parenting.** ”

-Parent, Prescott Pre-Preschool Program

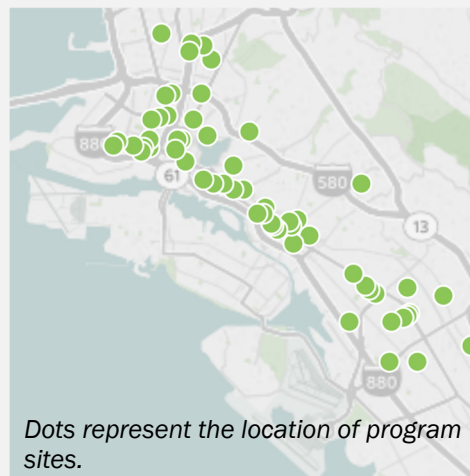
The programs funded under OFCY's *Parent Support and Education* strategy aim to build parenting skills and knowledge in order to meet the needs of young children and strengthen families. Programs provide parent and child playgroups, parent education workshops, parent support groups, case management, financial literacy training, and community capacity building around early literacy in safe and accessible community locations. To learn more about the strategy, Social Policy Research Associates visited two of these programs in the spring of 2018 (Safe Passages Baby Learning Communities and Prescott Joseph Center's Pre-preschool Program).

### Parent Support and Education Strategy at a Glance

2,094 children and 2,308 caregivers served

\$1,765,990 invested in 15 programs at 67 program sites

- East Bay Community Recovery Project - Project Pride
- East Bay Agency for Children - Parent Child Education Support Program
- Family Paths, Inc. - Abriendo Puertas/Opening Doors Parent Education
- Lincoln - New Highland-Rise FRC
- Lotus Bloom - School Readiness Playgroups
- Lotus Bloom - Multicultural Family Resource Centers
- Northern California Society to Prevent Blindness -Vision Awareness and Education
- Oakland Parents Together - Listening to Children Parent Cafes
- Oakland Parks and Recreation - Sandboxes to Empowerment
- Oakland Public Education Fund - Oakland Promise: Brilliant Baby
- Oakland Unified School District - Summer Pre-K Program
- Our Family Coalition - Building Strong Children in LGBTQ Families
- Prescott-Joseph Center for Community Enhancement - Prescott Joseph Center's Pre-preschool Program
- Safe Passages - Safe Passages Baby Learning Communities Collaborative
- Tandem, Partners in Early Learning – Community Capacity Building

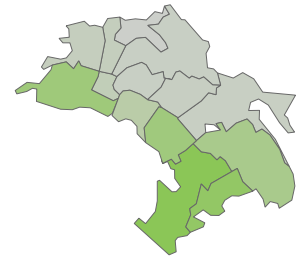
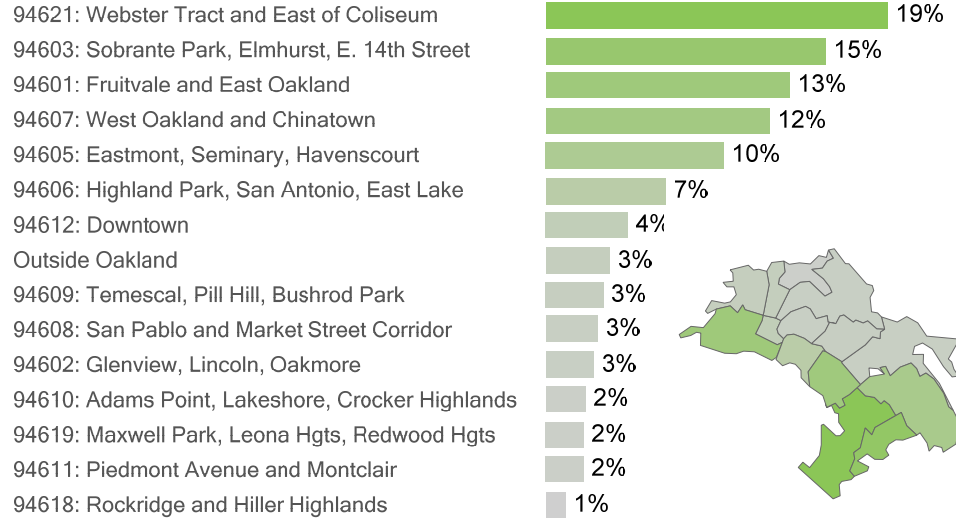


## Participants

During FY2017-2018, 2,094 children and 2,308 caregivers participated in *Parent Support and Education* programs.<sup>1</sup> Key demographic findings are displayed below.

**Participants came from across Oakland, with the majority coming from zip codes in East Oakland, Fruitvale, and West Oakland.**

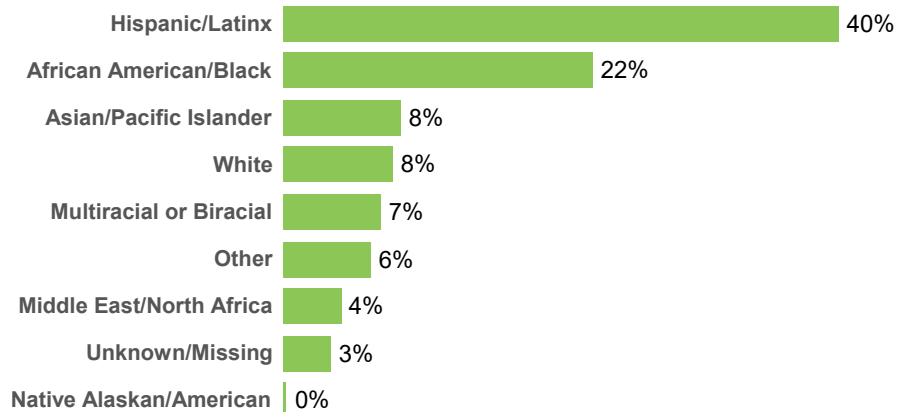
### Home Zipcode and Neighborhood



**A racially diverse group of children and families participated in Parent Support and Education programs.**

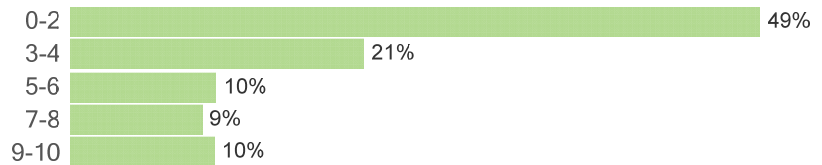
Hispanic/Latinx participants made up the largest group followed by African Americans.

### Ethnicity of Children and Caregivers



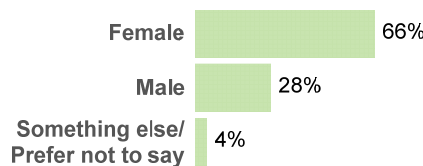
**Children ranged in age from 0-9 years old.** Infants and toddlers aged 0-2 comprised about half of participants.<sup>2</sup>

### Age of Child Participants

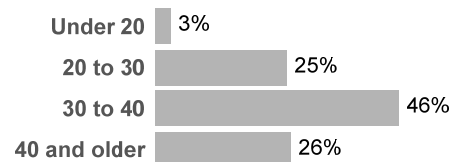


**The majority of adult participants were female and nearly half of adult participants were between 30-40 years old.**

### Gender of Caregivers



### Age of Caregivers



<sup>1</sup> This total does not include participants served by Tandem Partners in Early Learning's Community Capacity Building due to the nature of their service delivery model.

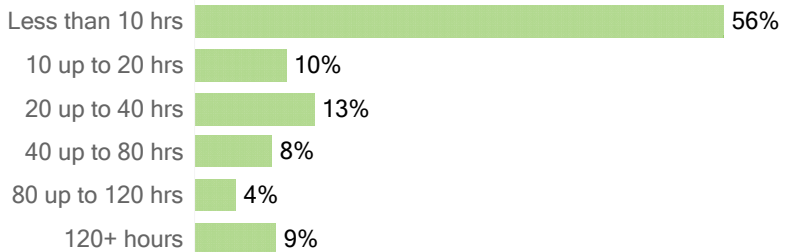
<sup>2</sup> Children over six were served through structured activities during childcare at parent events/workshops and through services provided at Family Resource Centers.

## Services

On average, children in *Parent Support and Education* programs received 37 hours of service and adults received 32 hours. Key findings related to service patterns are displayed below.

**More than half of all children and adults received “light touch” services (fewer than 10 hours).** Many of these families participated in the parent education workshop series.

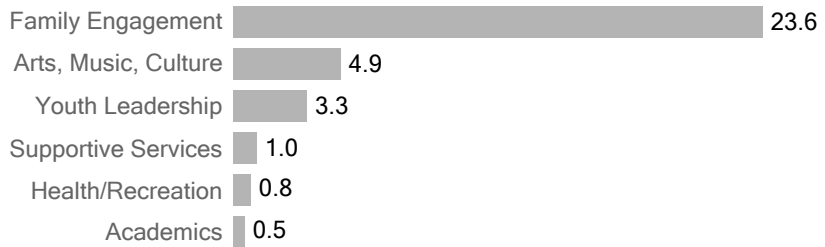
### Distribution of Hours (all participants)



**Average Hours: 37**

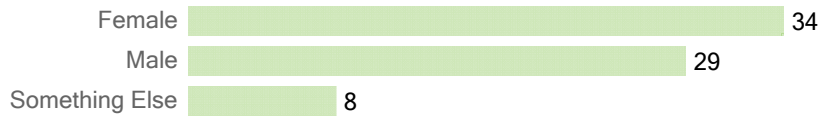
**Participants spent the most time in family engagement activities.** In addition, families participated in cultural enrichment, leadership, and supportive services.

### Average Hours by Type of Activity (all participants)



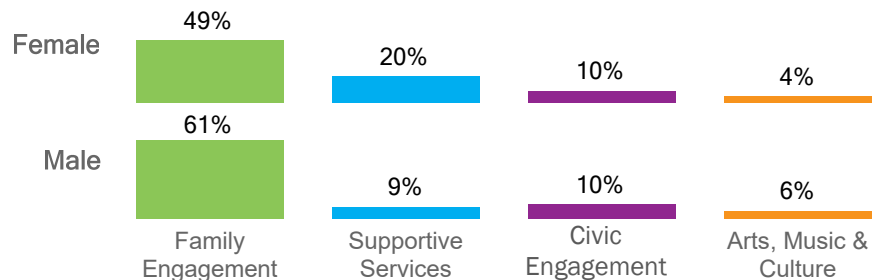
**Among adults, service patterns varied by gender.** On average, females spent more time participating in programs than males. They were also more likely to spend a higher proportion of their time engaged in supportive services.

### Average Hours of Service by Gender (caregivers only)



### Percent of Time Spent in Activities by Gender (caregivers only)

On average, what activities did caregivers spend the most time participating in?



## Program Activities

Programs offered an assortment of activities tailored to the diverse needs of Oakland’s families with young children.

### Parent/Caregiver Education

- Child development and literacy workshops
- Financial coaching and college savings accounts
- Parenting skills
- Parent leadership meetings
- Parent Café series

**Family Paths’ Abriendo Puertas/Opening Doors Parent Education** uses the Abriendo Puertas/Opening Doors curriculum to engage parents and caregivers with children ages 0-5 on topics that range from early childhood development to school readiness. Staff also provide one-on-one coaching to deepen parent understanding of the curriculum.

We just don't come and play. Everything behind what the teachers do is academic. It might seem like they're just playing, but the teachers are actually helping them count or learn colors or patterns. It all looks like fun and games, but it's really learning.

*-Parent, Prescott Joseph Center's Pre-preschool Program*

### Playgroups

- Infant and toddler playgroups
- School readiness playgroups

**Prescott Joseph Center's Pre-preschool Program** prepares young children for school by creating a preschool-like environment in their playgroups and models best practices in early education for parents and caregivers. In turn, these playgroups provide parents and caregivers with the knowledge to support their children when they go to school.

During playgroups, we focus completely (on our children) and pay attention to their learning and exploration.

*-Parent, Safe Passages’ Baby Learning Communities*

### Family Resources and Support

- Case management
- Clinical services
- Resources and referrals
- Community closets

By providing access to information, connections to community resources, and opportunities to develop new skills, **Lincoln's New Highland-Rise Family Resource Center (FRC)** serves families and caregivers of children and youth in East Oakland. Lincoln's school-based center provides more than 35 programs and activities to young children and parents.

### Transition to Kindergarten

- Literacy support
- Child development assessments
- Socioemotional development

**Oakland Unified School District’s Summer Pre-K Program** is designed to prepare incoming kindergarteners with minimal to no preschool experience. The program provides children with an opportunity to prepare for kindergarten through social learning and literacy and math development. Staff also offer ongoing parent engagement and education to support their children’s academic readiness.

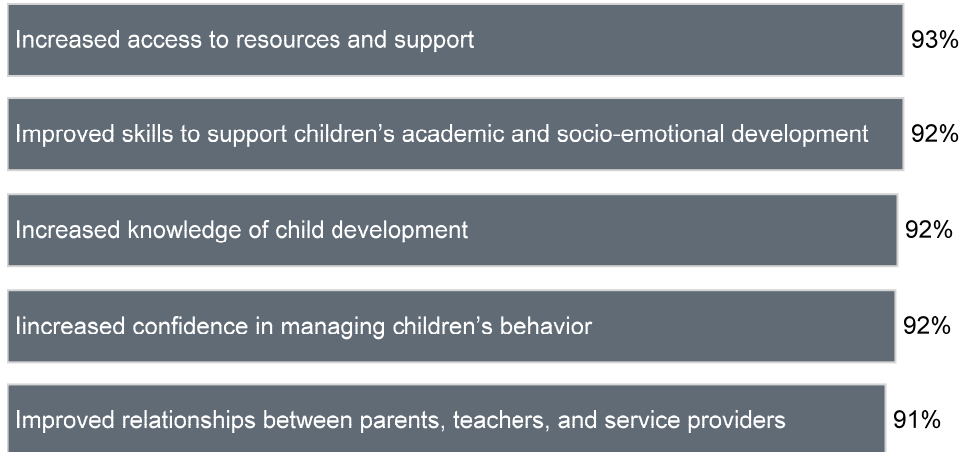
## Outcomes

Parent and caregiver surveys reveal participants' assessments of their progress towards early childhood outcomes. The results, illustrated below, were very positive, indicating that Parent Support and Education programs successfully supported parents and caregivers in these areas.

### Progress toward Early Childhood Outcomes

**Parents and caregivers reported very strong progress in all outcome areas.**

All outcome areas received average agreement ratings of 90% or above.



**95%**

made new friends as a result of the program.

**94%**

learned how to identify what their child needs.

**93%**

have a better understanding of what behavior is typical at their child's age.

(The staff) was helping me, even on day one, telling me things that I could do to help my son learn. That was really good for me...I've learned a lot about how I could help my son in different ways to learn.

*-Parent, Prescott Joseph Center's Pre-preschool Program*

Progress toward Early Childhood Outcomes, continued

**Parents and caregivers who attended the program for at least one month reported greater progress toward early childhood outcomes.** This finding suggests that parents benefit more from ongoing participation than from one-off workshops and activities.

*Time spent in program, at time of survey*

Increased knowledge of child development	Less than 1 month	83%
	1 month or longer	93%
Increased access to resources and support	Less than 1 month	83%
	1 month or longer	94%
Increased confidence in managing children's behavior	Less than 1 month	81%
	1 month or longer	93%
Improved skills to support children's academic and socio-emotional development	Less than 1 month	85%
	1 month or longer	93%
Improved relationships between parents, teachers, and service providers	Less than 1 month	80%
	1 month or longer	92%

The program is completely focused on making sure I am better prepared as a parent.

-Parent, Safe Passages' Baby Learning Communities



## STUDENT ENGAGEMENT IN LEARNING PROGRAMS: FY 2017-2018



“ I thank the program, for helping me and my family. For keeping me from not going nowhere. Keeping me going to the afterschool program. I really think that if they didn't help me then I would have problems at home and problems at school.

-Youth, Lincoln's West Oakland Initiative”

The programs funded under OFCY's *Student Engagement in Learning* strategy are designed to help children and youth feel connected to school and engaged in their own learning.

Programs provide targeted academic support to meet the specific needs of the participants they serve, including youth at risk of dropping out of school, newcomers, boys of color, and students with chronic absences. In addition to academic support, participants may receive case management or participate in arts programming, restorative justice training, and socio-emotional learning activities. In the spring of 2018, Social Policy Research Associates visited two programs (Lincoln's West Oakland Initiative and Oakland International High School's Immigrant & Refugee Wellness Program) to learn more about the programs in this strategy.

### The Student Engagement in Learning Strategy at a Glance

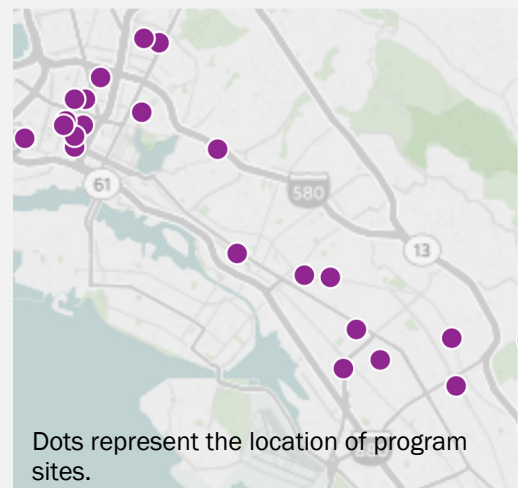
\$760,360 invested

9 programs funded

3,230 youth served

27 program sites

- Alternatives in Action - *Fremont: Our Community United for Success (FOCUS)*
- Destiny Arts Center - *Havenscourt Artists-at-School Residency*
- East Bay Asian Youth Center - *9th Grade Transition*
- Girls Incorporated of Alameda County - *Daytime Literacy Intervention and Engagement*
- Lincoln Child Center, Inc. - *West Oakland Initiative*
- Oakland International High School - *Immigrant & Refugee Wellness Program*
- Oakland Unified School District - *OUSD Student Engagement in Restorative Justice*
- Student Program for Academic and Athletic Transitioning - *Middle School Student Engagement in Learning*
- Youth Alive - *Targeted Engagement for Youth Exposed to Violence*

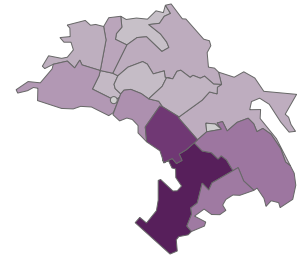
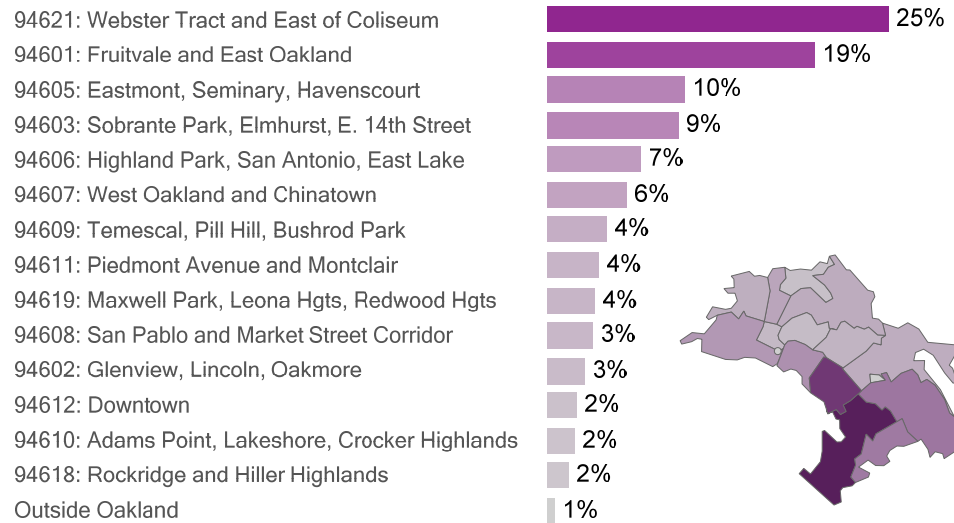


## Participants

During FY2017-2018, 3,230 children and youth participated in *Student Engagement in Learning* programs. Key demographic findings are displayed below.

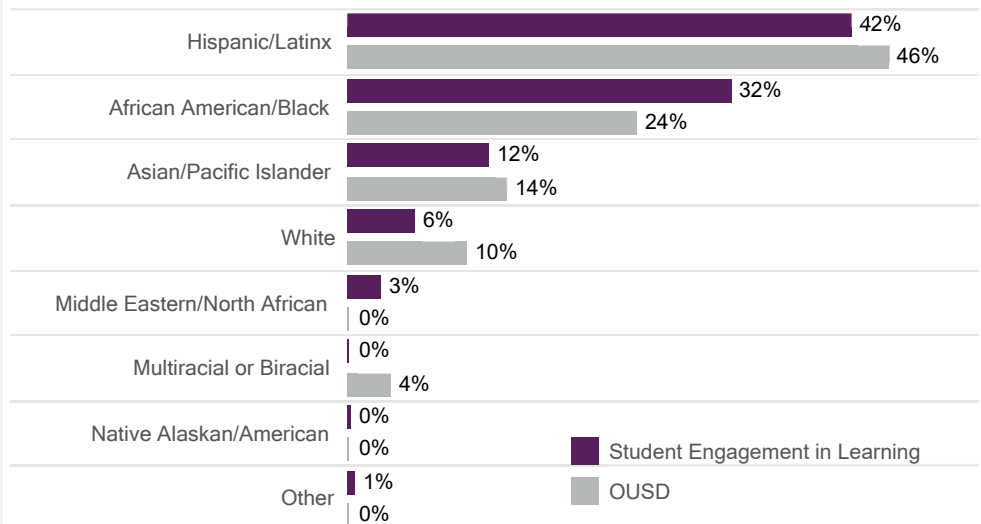
**Participants came from neighborhoods across Oakland, with one quarter coming from Webster Track/East of the Coliseum.**

### Home Zipcode and Neighborhood



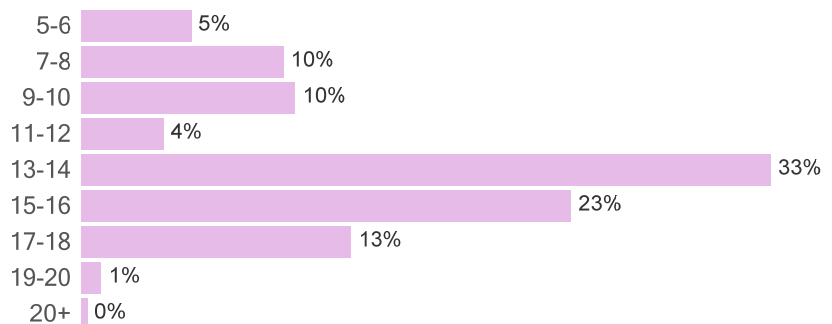
**A racially diverse group of children participated in academic programs.** In comparison to OUSD, programs served a higher proportion of African American and Middle Eastern/North African students.

### Race/Ethnicity of participants compared to OUSD student body



**Over two-thirds of participants were between thirteen and eighteen years old.**

### Age of Participants



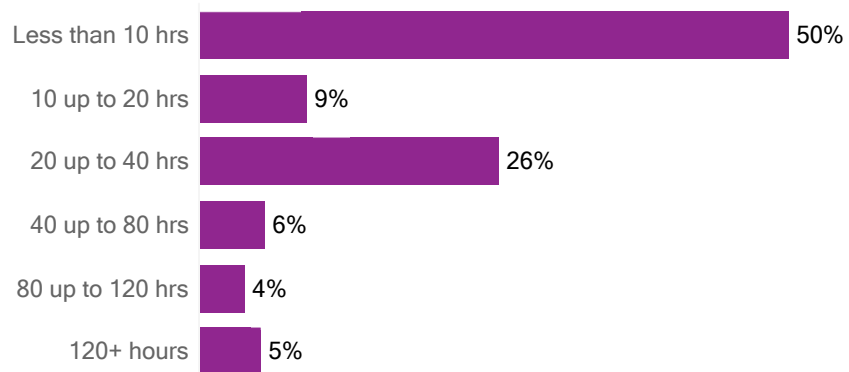


## Services

On average, children and youth spent 27 hours engaged in programming over the course of the year, up from 21 hours in FY16-17. Key findings related to service patterns are below.

**Half of youth spent less than ten hours in programming.** On average, children and youth spent 27 hours in programming over the course of the year. This low level of service was driven, in part, by OUSD's Student Engagement in Restorative Justice, which engaged a large number of youth in short workshops.

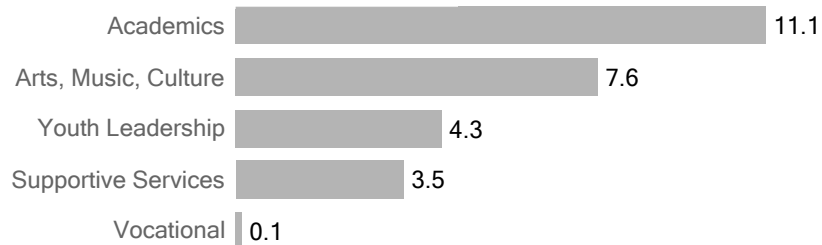
### Distribution of Hours



**Average Hours: 27**

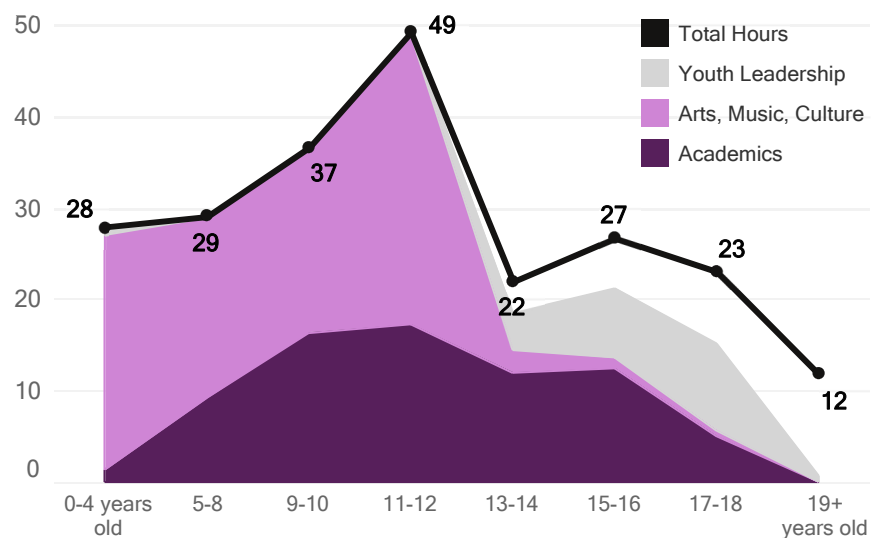
**In addition to academics, youth engaged in enrichment activities.** Programs used art, culture, and youth leadership activities to engage youth in learning.

### Average Hours by Type of Activity



**Younger youth spent most of their time engaged in arts, music and culture, while older youth participated most in youth leadership activities and supportive services.** This pattern aligns with the developmentally appropriate needs of youth as they transition to adulthood. On average, youth age 9-12 received the most hours of service.

### Average Hours of Service by Age and Type of Activity



## Program Activities

Programs offered a variety of activities to keep children and youth engaged in learning.

### Academics

- Literacy support
- Project-based learning
- Credit recovery
- Academic advising

**Lincoln's West Oakland Initiative** boosts attendance among elementary students by supporting both youth and their parents. For example, the program supports parents in creating a structured home environment and adopting regular routines for school days to increase attendance rates. In FY17-18, the program added a parent retreat, where parents had an opportunity to heal and find their voice so that they can best support their children.

This year was the first year that we took our parents on a parent retreat.... They were able to go outside of their element and really **receive that healing and be able to have a voice** and even in some cases, be able to scream if they needed to scream. We allowed them to have that space.

*-Staff, Lincoln's West Oakland Initiative*

### Supportive Services

- Beat making
- Cultural clubs
- Music producing
- Dance

Students at **Oakland International High School's Immigrant & Refugee Wellness Center** turn to the program for social-emotional support and linkages to services and resources in the community. Staff offer intensive case management and coordinate with therapists, teachers, lawyers, and families for students facing significant challenges, such as homelessness, trauma, or deportation.

Staff at **Lincoln's West Oakland Initiative** work with parents on issues of financial literacy, such as providing information on fixing credit.

A student shouldn't be dropping out because they're worried about their court case or because they are overwhelmed by health issues. There are **a ton of resources here at the school and in the community** that we're connected with to help students get the support they need.

*-Staff, Oakland International High School's Immigrant & Refugee Wellness*

### Leadership & Civic Engagement

- Mentoring and leading activities
- Restorative justice
- Organizing events
- Community impact project

At **Oakland International High School's Immigrant & Refugee Wellness Program**, students are selected by their peers to participate in the Wellness Ambassador Program, where students work on projects of their choice. In FY17-18, students worked on topics ranging from dental hygiene to gun violence and organized an International Festival, including dances, a fashion show, and a sampling of foods from the diverse countries that students come from.

What's been so cool is this feeling of importance. They're in charge. They have a role and it's an important role. There's **opportunity for leadership and they rise to the occasion**...some students who really struggle in other areas of school have really risen to the occasion in these brilliant, wonderful ways.

*-Staff, Oakland International High School's Immigrant & Refugee Wellness Center*

## Outcomes of Children and Youth

In FY2017-2018, 670 children and youth completed surveys to reflect on their experience in the program. Survey results reveal participants' assessments of their progress toward youth development and academic outcomes. The results, illustrated below and on the following page, indicate that Student Engagement in Learning programs successfully supported youth in these areas.

### Progress toward Youth Development Outcomes

#### Youth reported strong progress in general youth development outcomes.

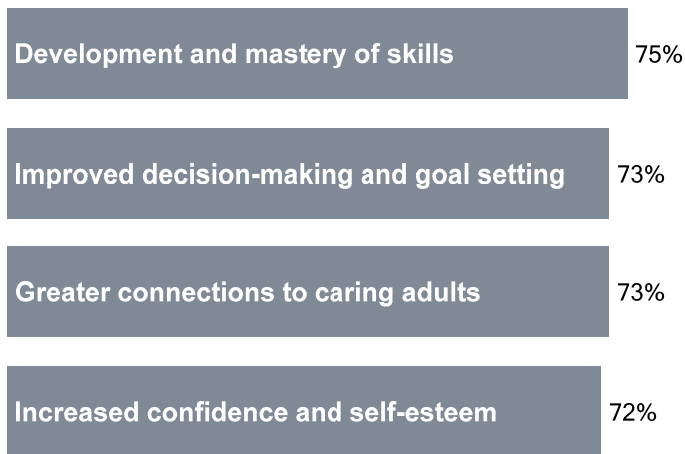
During focus groups, youth stressed the trust they have in program staff and how their support helps them both academically and in life generally.

“

They want to get to know you better and they want to get to know what's going on in school so that they can help you. They sometimes want to know what is going on in your family, so that if it's affecting you in your learning or just in general, that they can help you and they can **talk to you and that you can feel comfortable just letting all that stress out.** -Youth, Lincoln's West Oakland Initiative

The teachers and staff take care of students and they support us and they help us in any kind of thing. They **help with everything** that you need help with. -Youth, Oakland International High School's Immigrant & Refugee Wellness Center

”



(Percentages reflect how often youth agreed to questions tied to each outcome area.)

79%

reported that adults in the program tell them what they are doing well.

78%

reported that they try new things in the program.

75%

reported that there is an adult at the program who cares about them.

This program has helped me through making me a better person and not getting angry as much. Making me more aware and **making me feel more better about myself.**

-Youth, Lincoln's West Oakland Initiative

#### Program staff and participants pointed out the importance of increased self-confidence for academic success.

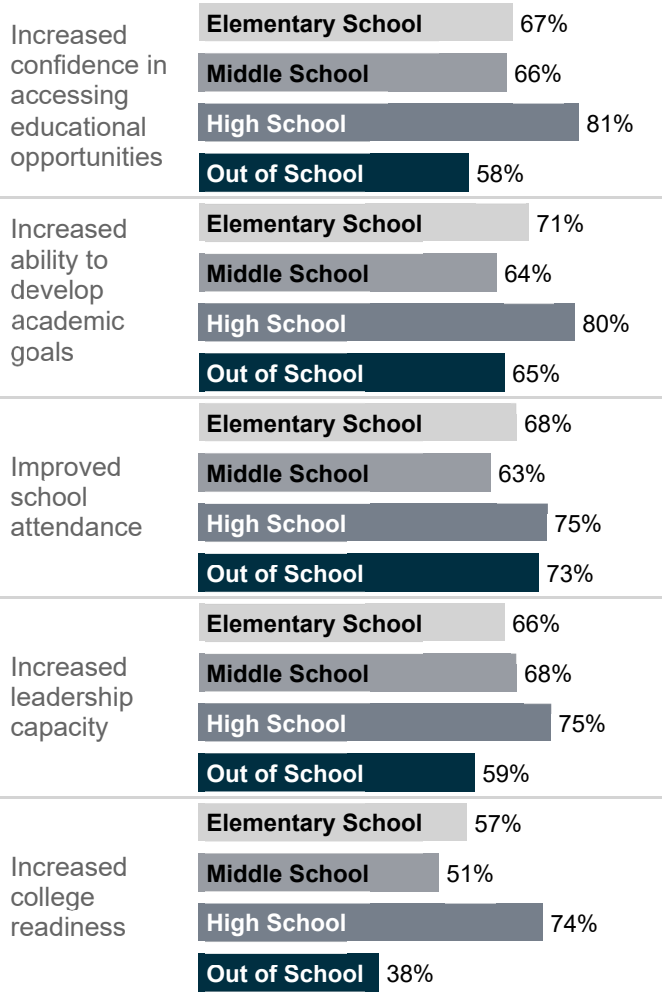
For example, Lincoln West Oakland Initiative staff discussed how teaching “kids to walk with their head up” was one of their primary goals, which they focus on by incorporating self-empowerment songs and emphasizing relationship-building. Oakland International High School uses restorative justice circles and a Manhood Development Program to help build confidence through the development of social-emotional skills that help youth self-regulate and build community.

Progress toward Academic Outcomes

**High school students reported the strongest progress toward youth academic outcomes.** This difference was most notable in the area of increased college readiness. In general, middle school students and out of school youth reported the lowest outcomes.

**The programs we visited support academic success by supporting all facets of their participants' lives, not just their schoolwork.** As shown in the services section, programs do not solely focus on academic activities. During site visits, program staff discussed their focus on attending to basic needs, working with parents, and developing social-emotional skills as tools for school engagement.

“ We support college readiness and engagement in the classroom by supporting students' confidence, helping them access the resources that they need for their most basic needs, and creating a school environment in which their **academic and socio-emotional needs are being simultaneously attended to.** -Staff, Oakland International High School's Immigrant & Refugee Wellness Center ”



(Percentages reflect how often youth agreed to questions tied to each outcome area.)

Students cannot focus in class if some basic need is not being met... some deep need that's very preoccupying, like, "I don't know where I'm going to sleep tonight. Or, I don't know how I'm going to pay for my glasses and I can't work or go to school if I can't see." So, **removing some of those barriers is just vital for them to be able to focus on school.**

-Staff, Oakland International High School's Immigrant & Refugee Wellness Center

## SUMMER YOUTH DEVELOPMENT AND EMPOWERMENT PROGRAMS: FY 2017-18



“ Maybe at home they don't have anyone to be with, or maybe they have to hang out with their parents at work. Here they're **learning skills**, they're **socializing** ... A lot of those kids who didn't like to be 'all out there' at first, now they're **dancing**, they're **participating**, they're **helping out**.

-Staff, Edventuremore's Camp Edmo ”

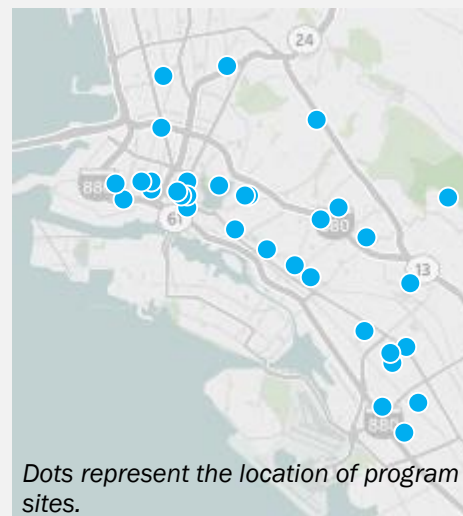
Programs funded under OFCY's *Summer Youth Development and Empowerment strategy* aim to help youth stay engaged in learning while developing leadership skills, contributing to their community, and having fun. Children and youth receive academic support and participate in opportunities such as field trips, arts programming, project-based learning, and community activism. Half of these programs operated community-based summer camps throughout the city and half provided enrichment activities for students enrolled at OUSD summer school programs. In the summer of 2018, Social Policy Research Associates visited two programs (Edventuremore's Camp Edmo and Prescott Circus Theatre's Summer Program) to learn more about this strategy.

### The Summer Youth Development and Empowerment Strategy at a Glance

**\$1,043,901** invested  
**12** programs funded

**2,648** youth served  
**40** program sites

- Aim High for High School - Aim High/Oakland
- Destiny Arts Center - Summer with Destiny
- East Bay Asian Youth Center - Camp Thrive
- East Oakland Youth Development Center - Summer Cultural Enrichment Program
- Edventuremore! - Camp Edmo
- Family Support Services of the Bay Area - Kinship Summer Youth Program
- Girls Incorporated of Alameda County - Concordia Summer
- Lincoln Child Center - Oakland Freedom Schools
- Oakland Leaf Foundation - Oakland Peace Camp (OPC)
- Prescott Circus Theatre - Prescott Circus Theatre Summer Program
- Rose Foundation for Communities and the Environment - New Voices are Rising
- Social and Environmental Entrepreneurs (SEE), Inc. - Acta Non Verba: Youth Urban Farm Project

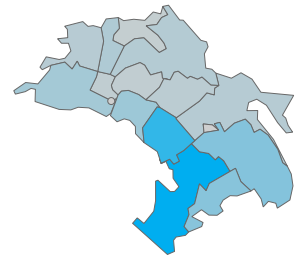
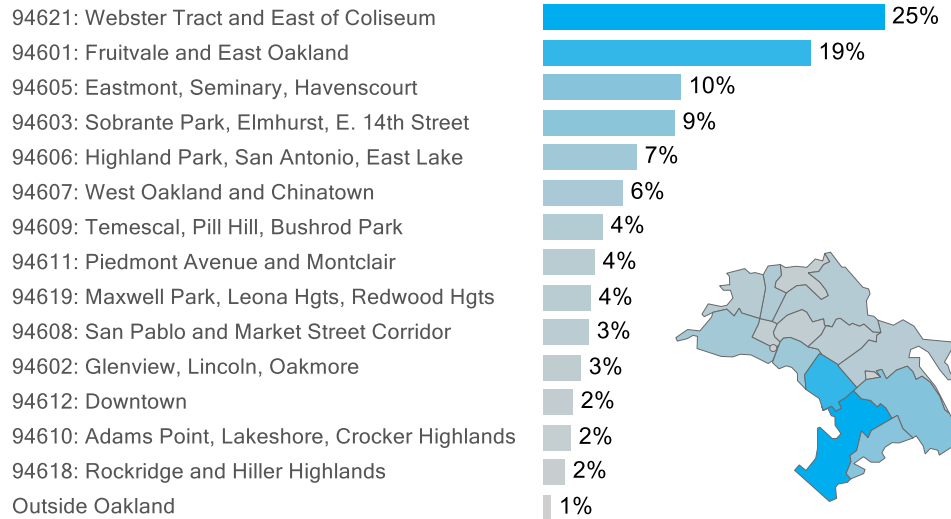


## Participants

During FY2017-2018, 2,648 children and youth participated in *Summer Youth Development and Empowerment* programs. Key demographic findings are displayed below.

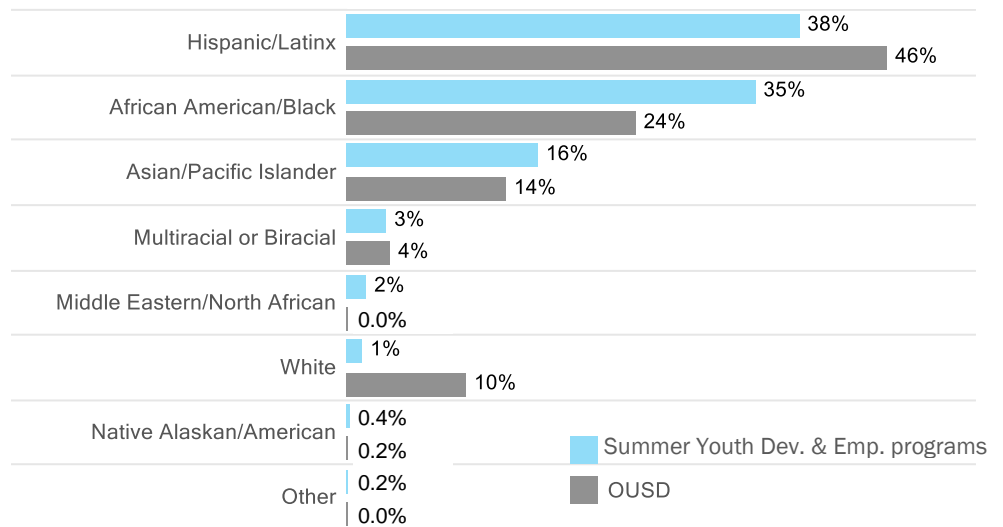
**Children and youth from across Oakland participated in Summer Youth Development and Empowerment programs.** More than half of participants came from zipcodes in East Oakland.

### Home Zipcode and Neighborhood



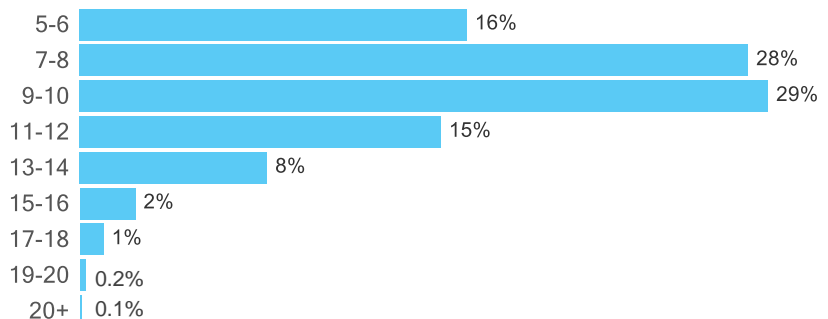
**A racially diverse group of children participated in summer programs.** Compared to OUSD, these programs served a larger proportion of African American students.

### Race/Ethnicity of OFCY participants compared to OUSD students



**More than half of all participants were between seven and ten years old.**

### Age of Participants

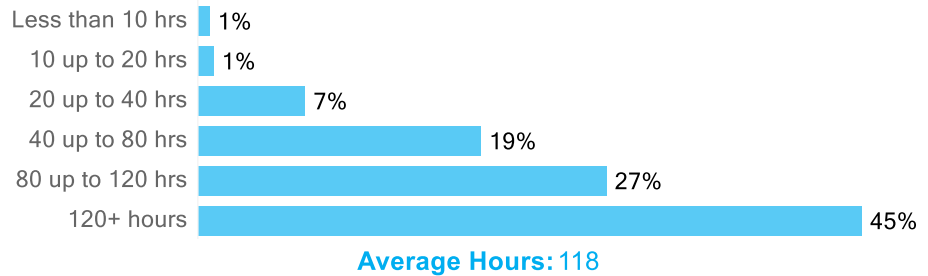


## Services

Summer Youth Development and Empowerment programs offered a wide range of activities to keep children and youth engaged in learning over the summer. Key findings related to service patterns and participation are displayed below.

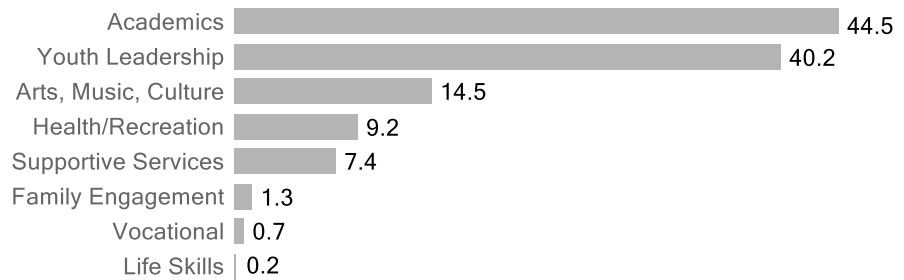
**A little less than half of youth received intensive services (120 hours or more).** On average, children and youth spent 118 hours in programming.

### Distribution of Hours



**Overall, youth spent the most time engaged in academic activities.** This was followed by enrichment activities such as youth leadership and civic engagement, arts, music, and culture.

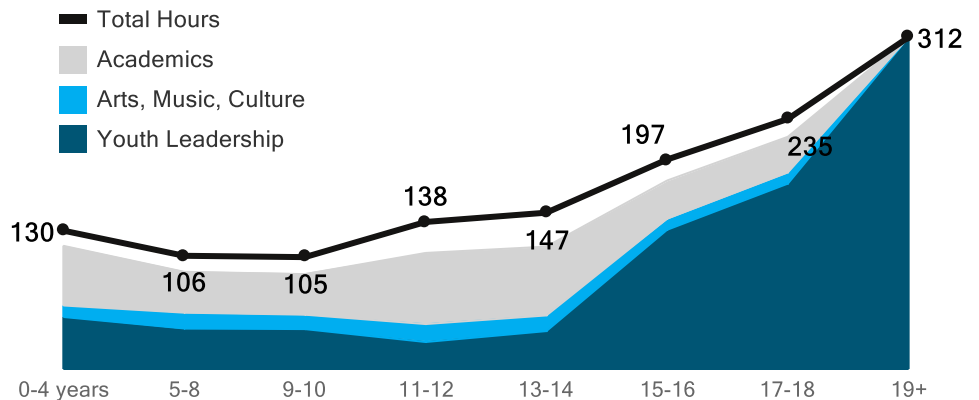
### Average Hours by Type of Activity



**Older youth spent more time engaged in youth leadership and civic engagement.**

Middle school youth spent more time participating in academic activities.

### Average Hours of Service by Age and Type of Activity



**My favorite part about going to Prescott is performing,** especially when I'm on stilts because you get to see people happy, like "yay, look at that tall person up there." And then when you do your tricks, they are so happy because they have never seen them before.

-Youth, Prescott Circus Theatre Program

## Program Activities

Programs offered a diverse set of activities appropriate for the interests and age of participants.

### Academics

- literacy support
- project-based learning
- STEM activities

**Lincoln’s Oakland Freedom Schools** uses an integrated reading curriculum that ties together books, enrichment activities, and field trips to reinforce a love for reading.

**Camp Edmo** grounds its program in science, technology and nature, engaging youth in Maker Projects that combine collaborative design challenges with art and individual expression.



### Leadership and Civic Engagement

- service learning projects
- youth-led enrichment classes
- youth farming
- conflict resolution training
- community activism
- public speaking

Youth leaders at **Rose Foundation for Communities and the Environment’s New Voices are Rising** participate in group discussions, field trips, environmental restoration work, community presentations and advocacy activities to promote environmental justice.

**Prescott Circus** has created a development tier for students to move along as they progress through the program. Middle school youth on the “Leadership Team” teach fundamental skills and explain the program culture to new students. High school youth who serve as “Apprentices” receive additional responsibilities. As “Class Assistants,” young adults are paid minimum wage to assist adult staff in coaching youth participant on their circus skills. Students from all tiers contribute to the day-to-day operations of the program.

### Art, Music, and Culture

- graffiti arts
- dance
- fashion
- music
- martial arts
- mixed media
- poetry
- drumming
- drawing
- cooking
- field trips
- theater

At **Camp Destiny**, youth learn hip hop dance, martial arts, visual arts, and theater with an emphasis on mindfulness at Destiny Art Center.

**Prescott Circus Theatre** participants build circus skills, including juggling, acrobatics, improvisation, balancing, unicycling, stilting, hip hop dance, hambone body percussion, and clowning.

We get to learn a lot of new skills and tricks. We get to learn different cultures. Right now, we are learning hambone, a type of body percussion. It was something that was used by the enslaved Africans when their drums were taken away during slavery, so they used bodies to communicate with each other.

-Youth, Prescott Circus Theatre Program



## Outcomes of Children and Youth

At the end of the summer, 1,298 children and youth completed surveys to reflect on their experience. Participants' survey responses reveal their progress towards four youth development outcomes, shown below, and towards four youth empowerment outcomes, shown on the next page.

### Progress toward Youth Development Outcomes

**To build confidence and self-esteem, programs create safe environments where children and youth can open up and express themselves.** During interviews, staff from Camp Edmo and Prescott Circus discussed the importance of creating a safe space for youth to make friends and experiment with self-expression.

“ It's not just the academic part. It's also the emotional [part]. These kinds of programs really help those **kids who are really shy to open up**. You'll see them singing, dancing, and speaking up. -Staff, Camp Edmo

It's a space where kids, who are not on the heteronormative or gender-binary normative line, have **a place where they fully express themselves**. It's a place for them to explore that in a safe way because it's clowning, it's circus, it's costuming. -Staff, Prescott Circus Theatre ”

**Youth reported strong progress in youth development outcomes, especially in *Development and Mastery of skills*.** Most notably, 87% of respondents reported that they try new things in their program, one of the survey items tied to this outcome. This suggests that these programs provide experiences that children and youth may not otherwise have access to. Programs discussed the importance of offering a variety of experiences to allow youth to find their strengths.

“ There are so many different skill disciplines that we offer that **every student finds something that they're good at**. There are some students who are not quite as agile in acrobatics, but they are an amazing clown. -Staff, Prescott Circus Theatre ”



(Percentages reflect how often youth agreed to questions tied to each outcome area.)



**I can be myself in the program – be funny and do what I would like to do.**  
-Youth, Prescott Circus Theatre Program

### Progress toward Youth Empowerment Outcomes

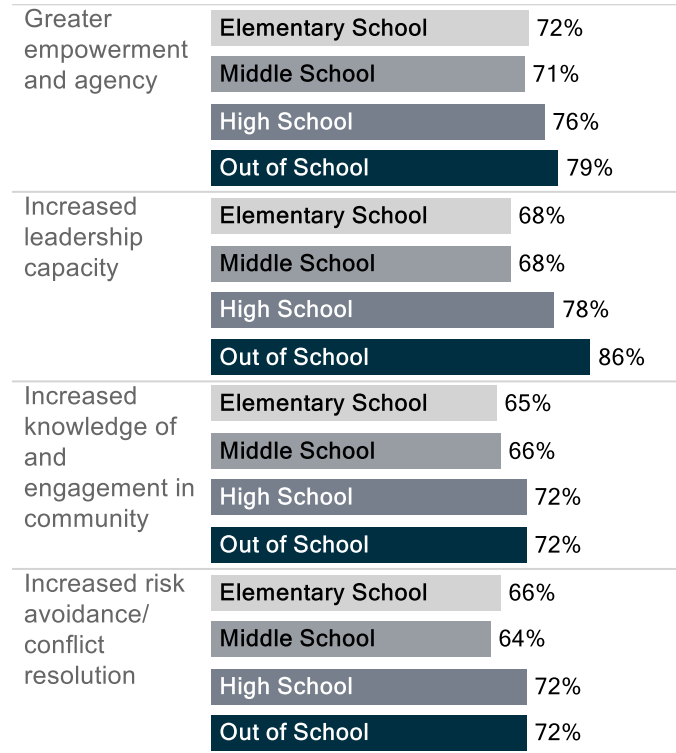
**Older youth reported the strongest progress toward youth empowerment outcomes.** These outcomes encompass higher-level developmental tasks, such as community engagement, leadership, and conflict resolution.

**Programs identify strategies to boost youth empowerment that are appropriate for their age group and program focus.** Strategies include providing opportunities to investigate community issues, allowing older youth to lead activities for younger participants, and embedding issues relevant to youth's community in enrichment activities. For example, Prescott Circus gives opportunities for participants to perform in the community both to bring joy to others and raise awareness of the participants.

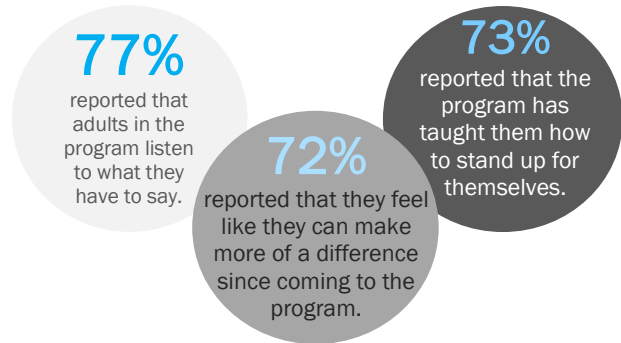
“ In some shows, the youth are coming out as entertainers. But other times, it's approached as community service where we'll specifically go to populations that are more isolated or alienated, such as a health care center where our children are bringing a lot of joy and also interacting with populations they may not normally interact with on a daily basis.  
- Staff, Prescott Circus Theatre ”

**Both summer programs visited this year intentionally incorporate conflict resolution and mindfulness in youth activities.**

“ If you don't have any positive activities to be engaged in, they might sit at home and watch TV and just play games and get into trouble versus if they came to, for example, Camp Edmo, you have all these different types of enrichment activities they can engage in and being able to teach them conflict resolution skills and things like that. - Staff, Camp Edmo ”



(Percentages reflect how often youth agreed to questions tied to each outcome area.)



The program has **taught me mindfulness** because when other people get angry, you can calm them down with mindfulness and just tell them, "take a couple deep breaths", and then they're all good, and the person that they got into the conflict with, they can both be friends again!"  
-Youth, Prescott Circus Theatre Program

## YEAR-ROUND YOUTH DEVELOPMENT AND EMPOWERMENT: FY 2017-2018



“ This program is the only constant thing in my life...The **chaos is blocked** once the [program] door closes.

– Youth Brigade Participant

The programs funded under OFCY's *Year-Round Youth Development and Empowerment strategy* are designed to help youth develop leadership skills, contribute to their community, and build friendships while engaging in the arts, technology, entrepreneurship, and sports. In addition to providing enrichment activities, usually in an afterschool setting, programs allow youth to build relationships with adults and mentors. Many of these programs specifically support distinct populations, including foster youth, youth exposed to violence, homeless youth and LGBTQ youth. In the spring of 2018, SPR visited seven programs (Attitudinal Healing Connects, Dimensions Dance Theater, Brothers on the Rise, East Oakland Youth Development Center, La Clinica de la Raza, Inc, Refugee Transitions, and Alternatives in Action) to learn more about the programs in this strategy.

### Year-Round Youth Development and Empowerment at a Glance

**\$3,540,544**  
invested

**8,435**  
youth served

**36**  
programs

**143**  
sites

☼ Alameda Family Services - DreamCatcher Youth Services ☼ Alternatives in Action - Life - AIAHS - McClymonds ☼ American Indian Child Resource Center - Culture Keepers ☼ Asian Pacific Environmental Network (APEN) - AYPAL: Building API Community Power ☼ Attitudinal Healing Connection, Inc. - West Oakland Legacy & Leadership Project ☼ Bay Area Girls' Rock Camp - Girls Rock After School Program and Girls Rock Summer Camp ☼ Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities ☼ Boys & Girls Clubs of Oakland - Educational Programs for the Youth of Oakland ☼ Brothers on the Rise - Brothers, UNITE! ☼ Center for Media Change, Inc. - Hack the Hood Bootcamp ☼ Chapter 510 INK - Dept. of Make Believe ☼ College Track - College Track Oakland ☼ Communities United for Restorative Youth Justice - Homies 4 Justice ☼ Community Works West Inc - Project WHAT ☼ Dimensions Dance Theater, Inc. - Rites of Passage ☼ East Bay Asian Local Development Corporation - Lion's Pride ☼ East Bay Spanish Speaking Citizens' Foundation - LIBRE ☼ East Oakland Boxing Association - SmartMoves Education and Enrichment Program ☼ East Oakland Youth Development Center - After School Leadership Academy ☼ First Place for Youth - First Steps Community Resource Center ☼ Fresh Lifelines for Youth, Inc - FLY Leadership Program ☼ Health Initiatives for Youth (HIFY) - Youth Development and Empowerment ☼ La Clinica de La Raza, Inc - Youth Brigadd ☼ Music is Extraordinary, Inc. - Preparatory Studies in Music ☼ Native American Health Center, Inc. - Community Wellness Department Youth Services ☼ Oakland Kids First - REAL HARD Youth Leadership ☼ Oakland Leaf Foundation - Love Cultivating Schoolyards ☼ Oakland Parks and Recreation - Oakland Discovery Centers ☼ Oakland Public Education Fund - Media Enterprise Alliance ☼ Project Re-Connect Inc. - Family Connections/Leaders Connect ☼ Refugee Transitions - Newcomer Community Engagement Program ☼ Safe Passages - Get Active ☼ Teen Success, INC - Support Teen Mothers Program ☼ Youth Alive - Teens on Target Youth Leadership ☼ Youth Speaks, Inc. - Arts in Education ☼ Youth UpRising - Queer & Allies Initiative

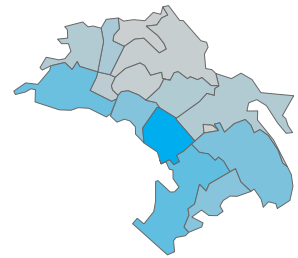
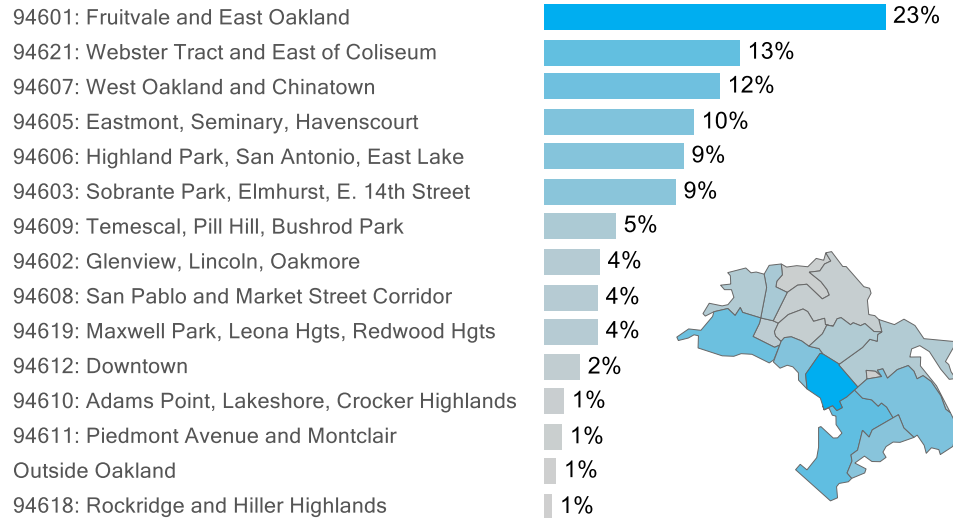
## Participants

During FY2017-2018, 8,435 children and youth participated in *Year-Round Youth Development and Empowerment* programs. Key demographic findings are displayed below.

**Children and youth came from across Oakland, with nearly one quarter coming from the Fruitvale District and East Oakland.**

A relatively high number of youth also came from Webster Tract/East of Coliseum and West Oakland/Chinatown.

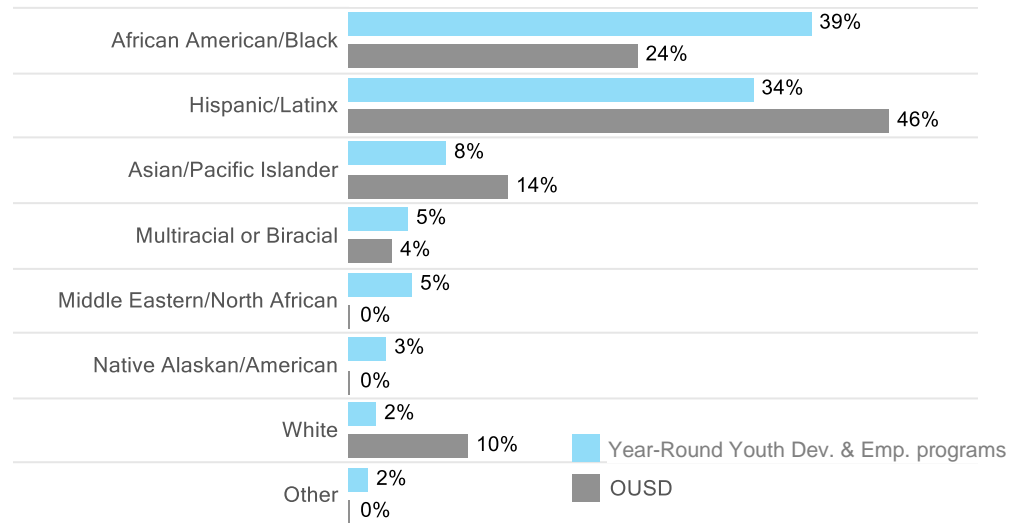
### Home Zipcode and Neighborhood



**A racially diverse group of children and youth participated in this strategy.**

Compared to OUSD, these programs served a larger proportion of African American, Middle Eastern/North African and Native Alaskan youth.

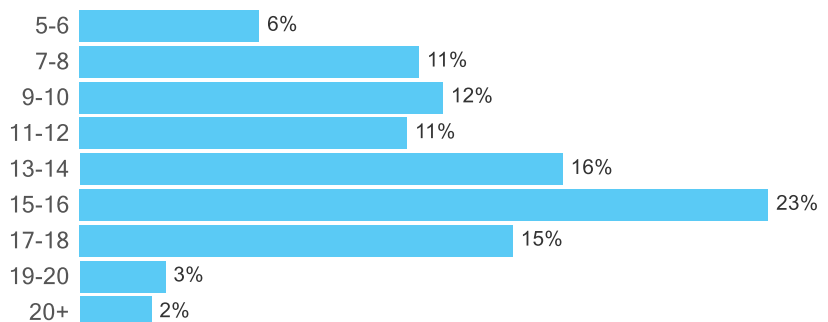
### Race/Ethnicity of OFCY participants compared to OUSD student body



**While YDE programs served children and youth from age five to twenty, over half of participants were 13 to 18 years old.**

Relatively few were 19 or older.

### Age of Participants

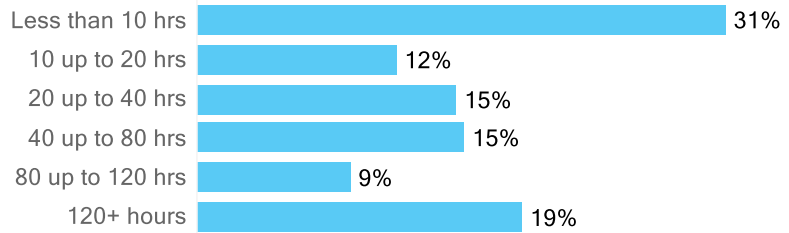


## Services

Year-Round Youth Development and Empowerment programs were diverse, offering a broad range of activities and service models. Because programs varied in duration from several weeks to year-long, the number of hours youth participated in programs ranged widely, as shown below.

**The amount of time youth spent in program varied, with about 20% participating for more than 120 hours.** On average, children and youth spent 73 hours in programming.

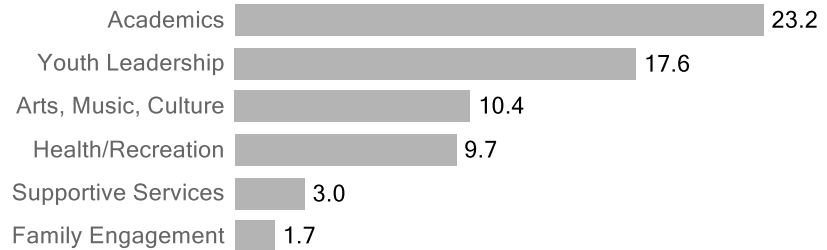
### Distribution of Hours



**Average Hours: 73**

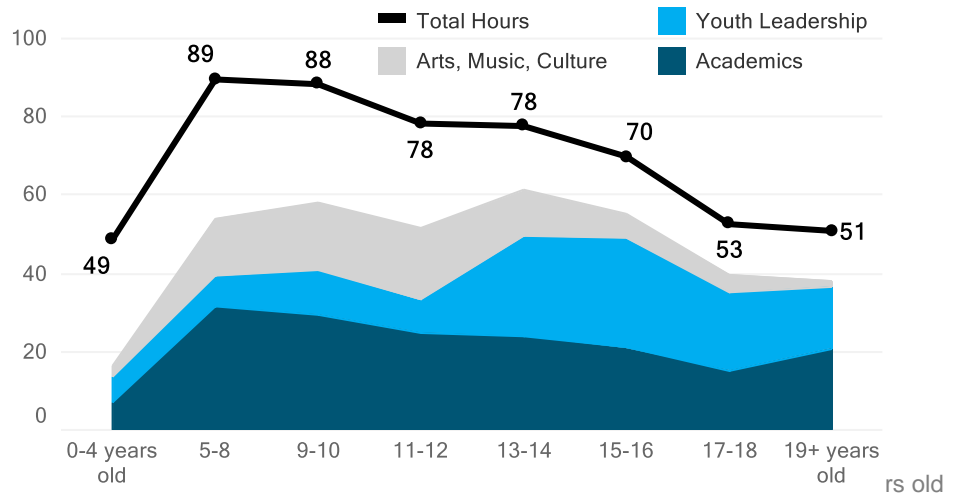
**Overall, youth spent the most time engaged in academic activities.** This was followed by enrichment activities such as youth leadership and civic engagement, arts, music, and culture.

### Average Hours by Type of Activity



**Elementary youth (age 5-10) received the most average hours of service – with a substantial proportion of time focused on academics and arts, music and culture.** Older youth spent more time engaged in youth leadership and civic engagement.

### Average Hours of Service by Age and Type of Activity



**It's empowering them to say, your voice means a lot to people. People who are around you, people want to be around you. We want to hear what you have to say.**

– Brothers UNITE! Staff

## Activities by Type of Youth Development and Empowerment Program

As the largest strategy funded by OFCY, *Year-Round Youth Development Empowerment* programs are diverse in the types of activities they offer and in the youth participants that they seek to engage. Below we provide a sense for the different types of programs that fall into this strategy.

<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts</li> <li>• Spoken word</li> <li>• Music</li> <li>• Media Arts</li> <li>• Dance</li> </ul>	<p>Programs sought to provide opportunities for youth to <b>build new skills</b>, promote <b>healthy risk taking</b>, provide opportunities for <b>self expression</b>, and build relationships to maintain youth engagement over time. Examples of arts programs include Attitudinal Healing Connection, Inc.'s West Oakland Legacy and Leadership Project (WOLLP) and Dimensions Dance Theater's Rites of Passage.</p>
<p><b>Community-Based Afterschool</b></p> <ul style="list-style-type: none"> <li>• Academic, remediation, and literacy</li> <li>• Leadership workshops</li> <li>• Arts/media education</li> <li>• College/career support</li> <li>• Health and wellness</li> <li>• Violence prevention &amp; conflict resolution</li> <li>• Mentoring</li> </ul>	<p>In addition to providing academic support, programs in this group sought to promote youth leadership through <b>peer-to-peer mentorship</b>. These programs also focused on developing <b>social and emotional learning</b> through workshops on resiliency, coping skills, stress management, and communication. Examples of community-based after school programs include East Oakland Youth Development Center (EOYDC)'s After School Leadership Academy and Brothers on the Rise's Brothers, UNITE!</p>
<p><b>Population Specific Programs</b></p> <ul style="list-style-type: none"> <li>• Exploration and affirmation of identities, such as race, sexual orientation, or immigrant status</li> <li>• Support for youth with barriers, such as children of incarcerated parents and teen mothers</li> <li>• Workshops to promote youth advocacy</li> </ul>	<p>These programs used <b>culturally affirming frameworks</b> to develop a sense of belonging, and provided structured opportunities for youth to <b>explore their identities</b> and <b>learn about each other's differences</b>. An example of a population specific program is the Youth Brigade Refugee Transitions program.</p>
<p><b>High School Academic Support</b></p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Academic goal setting</li> <li>• Life skills</li> <li>• Tutoring</li> <li>• College and career exploration</li> <li>• Peer-led community engagement</li> </ul>	<p>Almost all (95%) of youth served by this strategy were between 12-17 years old, with most being between 15-17 years old. Programs provide training in leadership, life skills, and community change strategies. They also placed a strong focus on <b>social emotional learning</b> and <b>problem solving skills</b> to support success in college, career and community. An example of a high school academic program is Alternatives in Action Youth Development Leadership Communities.</p>

When I first came I was really scared and really shy, and now I'm just talking all the time. When I came I saw how everybody was together and how fun it was. **Dance just makes me really happy and lets me express myself.**

– Rites of Passage Participant

## Outcomes

Children and youth survey results reveal participants' assessments of their progress towards youth development and empowerment outcomes. The results, shown below and on the next page, indicate that Year-Round Youth Development and Empowerment programs successfully supported youth in these areas.

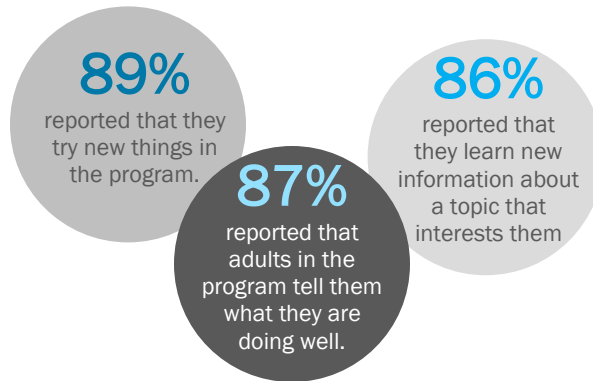
### Progress toward Youth Development Outcomes

**Youth reported strong progress in general youth development outcomes, especially in *development and mastery of skills* as well as *increased confidence and self-esteem*.** In fact, 89% of youth reported that they feel like they get to try new things in the programs and 87% reported that adults in the program tell them what they are doing well. In focus groups, youth emphasized the importance of having a safe space where they can take risks.



(Percentages reflect how often youth agreed to questions tied to each outcome area.)

**In interviews, youth and program staff emphasized that YDE programs provide youth with opportunities to experiment and “fail,” thus promoting a healthy growth mindset.** Program staff felt that, regardless of their specific programmatic focus, they aimed to build a safe environment where young people could push outside their comfort zone. They aimed to develop youth resilience, coping skills, problem solving skills, and confidence in their ability to tackle challenges



**I had a solo in ballet and it was really hard for me. I was telling myself I couldn't do it, but with the support from different teachers that've seen me grow up and them telling me that I could do it and them giving me good advice about it... I could see the proudness in their eyes and it just made me feel like, "Okay, I can do this. I know I can do this, I can do this!"**

—Youth, *Dimensions Dance Theater's Rites of Passage*

## Progress Towards *Youth Empowerment* Outcomes

### Older youth consistently reported strong progress in youth empowerment outcomes.

Eighty percent or more of high school age youth reported that the programs provided them with a greater sense of empowerment and agency, increased leadership, increased knowledge of community, and increased risk avoidance. The rates of youth reporting these outcomes were lower among middle-school age youth, and even lower yet among elementary school age youth. This likely reflects that programs for older youth are more likely to promote leadership and community engagement.

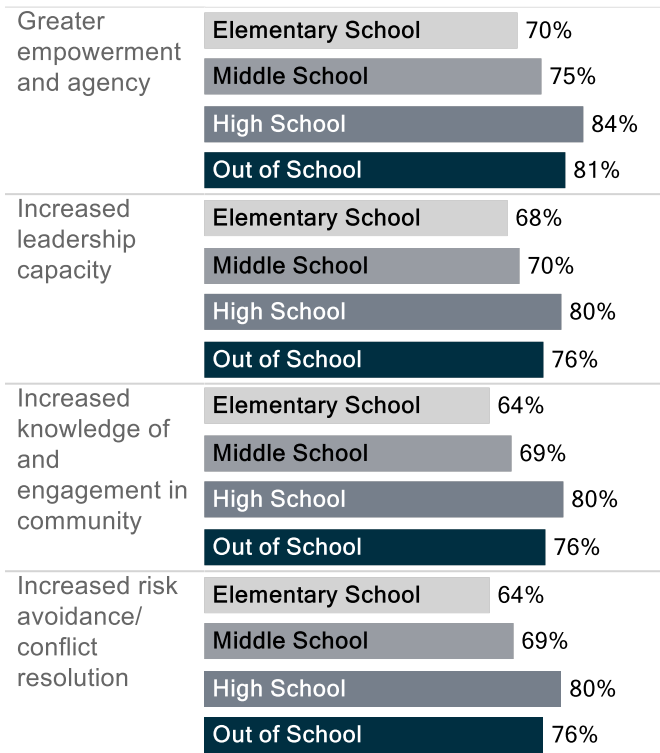
### Programs that were visited placed a strong focus on the promotion of Social Emotional Learning (SEL) outcomes.

Youth and program staff reported that over the course of the programs, youth built self-awareness and skills related to self-regulation, relationship building, and communication. These skills were thought to be fundamental to later success in college and/or in the world of work.

“

I can't express enough how important it is to be represented as being queer. I never met another trans Latino youth or successful trans Latino, but here I can be unapologetically myself.

—Youth, *La Clinica de La Raza's Youth Brigade*



(Percentages reflect how often youth agreed to questions tied to each outcome area.)

**I feel like I grew as a person. I learned to be more responsible. I've learned to be more compassionate to others. I've learned to be more open. To not be so judgmental.**

—Youth, *Youth Development Leadership Communities*



## CAREER AWARENESS AND ACADEMIC SUPPORT PROGRAMS: FY 2017-2018



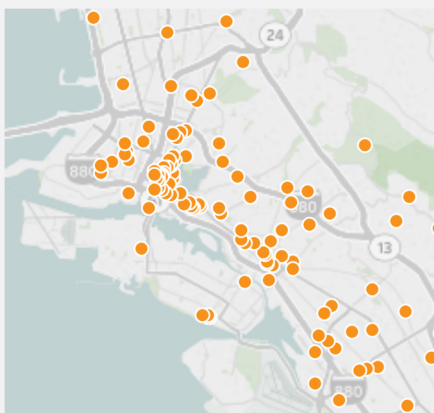
“ I've always known I wanted to be a nurse but never thought about how or why I would do that. I feel like this program has **made me realize what I truly want to do** and how I want to get to be a nurse.

-Youth, Oakland Health Careers Collaborative ”

Programs funded under OFCY's *Career Awareness and Academic Support for Older Youth* strategy are designed to help youth explore career opportunities in in-demand industries and prepare for college and career success. Participants attend job readiness training, learn from worksite visits and guest speakers, receive academic support and college/career advising, and work in subsidized and unsubsidized employment. To learn more about this strategy, Social Policy Research Associates visited three funded programs in the spring of 2018 (Civicorps' Academic and Professional Pathway, Alameda Health System's Oakland Health Careers Collaborative, and Better Health East Bay's Youth Bridge).

### The Career Awareness and Academic Support Strategy at a Glance

**\$2,125,533** invested  
**2,065** youth served  
**14** programs funded  
**160** program sites



Dots represent the location of program sites.

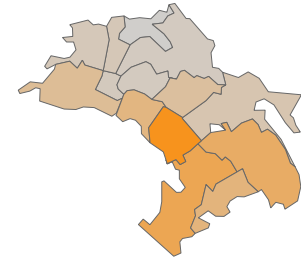
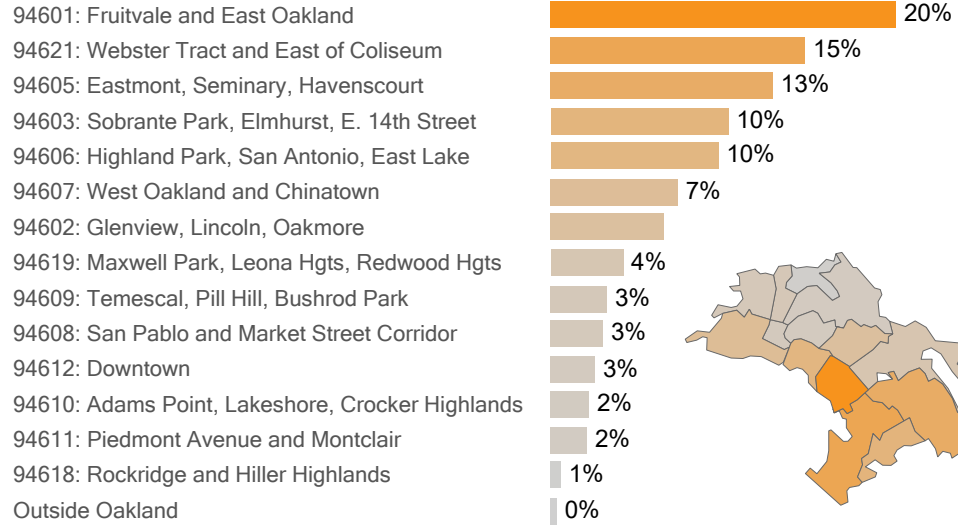
- Alameda Health System - *Oakland Health Careers Collaborative*
- Better Health East Bay Foundation - *Youth Bridge Workforce Development Program*
- Beyond Emancipation - *GROW Oakland*
- Center for Media Change, Inc. - *A-Team*
- Center for Media Change, Inc. - *Hack the Hood Bootcamp*
- Centro Legal de la Raza - *Youth Law Academy*
- Civicorps - *Academic and Professional Pathway*
- Covenant House California - *CHC Transitional Services*
- East Bay College Fund - *Oakland Promise College and Career Access and Success Program*
- Juma Ventures - *Pathways to Advancement*
- Marriott Foundation for People with Disabilities - *Bridges from School to Work*
- Oakland Unified School District - *Exploring College and Career Options*
- Spanish Speaking Unity Council of Alameda County, Inc. - *Oakland Youth Engaged (OYE)*
- Youth Employment Partnership - *Building Green Futures*
- Youth Radio - *Digital Communications Pathways*

## Participants

During FY2017-2018, 2,065 children and youth participated in *Career Awareness and Academic Support* programs. Key demographic findings are displayed below.

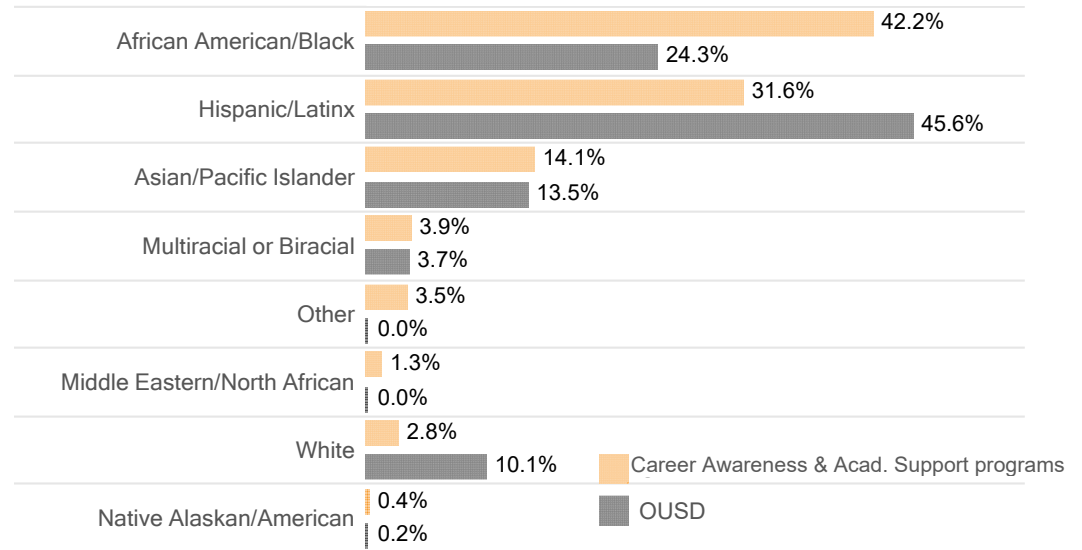
**Youth came from across Oakland, with about one-fifth coming from the Fruitvale District.**

### Home Zipcode and Neighborhood



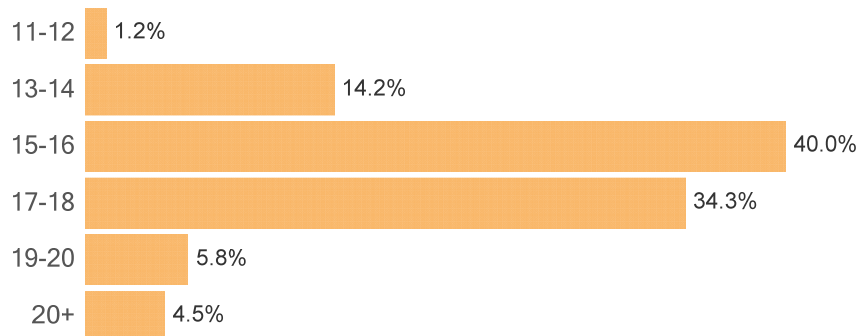
**A racially diverse group of children participated in this strategy.** Compared to OUSD and other OFCY strategies, these programs served a larger proportion of African American students.

### Race/Ethnicity of OFCY participants compared to OUSD students



**About 85% of participants were 15 years or older.** This aligns with the strategy's goal of supporting youth through their transition to adulthood.

### Age of Participants

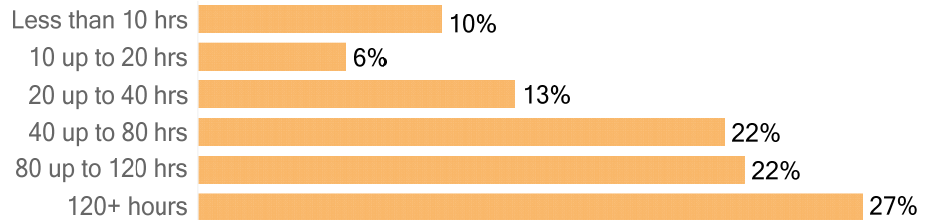


## Services

Although these programs share the common goal of connecting youth to college and/or careers, they use different approaches and offer different services to meet the diverse needs, interests, and life trajectories of Oakland's young people. Key findings related to service patterns are displayed below.

**The level of participation varied substantially.** More than one-quarter of youth participated in over 120 hours of programming over the course of the year, while 10% spent less than 10 hours in engaged in their program.

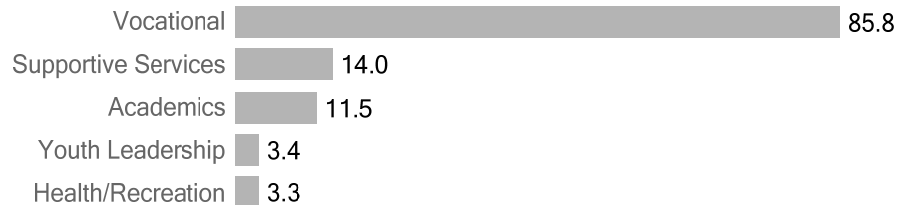
### Distribution of Hours



**Average Hours: 120**

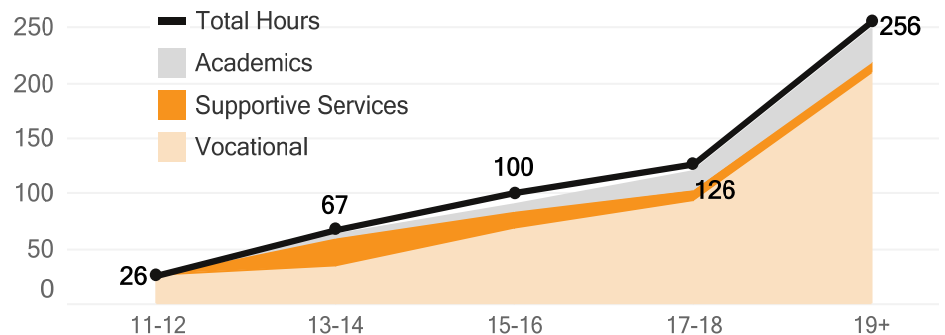
**Youth spent most of their time engaged in vocational activities.** They also received academic and support services, and to a lesser degree, participated in leadership and health/recreation activities.

### Average Hours by Type of Activity



**Older youth, especially those 19 and older, spent the most hours in programming.** Many of these youth were out of school or participated in a program that combined work experience and non-traditional high school diploma programs.

### Average Hours of Service by Age and Type of Activity



This program is well recognized among other hospitals and internships. So even if you don't get an internship here you can go and apply to another place. They'll be like, 'Oh you were in Youth Bridge' and they'll know (what that means).

-Youth, Youth Bridge

<sup>1</sup> Opportunity youth include youth and young adults aged 16-24 who are not enrolled in school or employed.

### Vocational

- Internships
- Work-based learning
- Career exploration
- Work site visits
- Guest speakers
- Job search skills
- Soft skills training
- Career fairs

At **Oakland Health Careers Collaborative** and **Youth Bridge**, students intern in local healthcare agencies, receive mentorship from worksite staff, and participate in work readiness and softs skills training as preparation for a future career in healthcare.

### Supportive Services

- Counseling
- Mental health care
- Case management
- Connections to resources

**Civicorps** participants meet counselors about twice every week to help youth identify their assets and their challenges; discuss ways the program can help students meet their basic needs, such as transportation, housing, and food security; and provide support around personal challenges faced by students. Program staff build strong personal connections with participants to gain the trust needed to have these conversations.

### Academics

- Tutoring
- Academic counseling
- College advising
- Seminars
- High school credit
- GED classes

**Civicorps' Academic and Professional Pathway** and **Youth Employment Partnership's Building Green Futures** offer high school and GED classes through on-site charter schools, allowing participants to continue their education, gain work experience and receive wraparound services through a single program.

**Centro Legal de la Raza's Youth Law Academy** provides seminars in ethnic studies, academic counseling, SAT tutoring, and information about financial aid to prepare underrepresented college-bound high school students for a legal career.

I feel like this program has made me realize **I need to work hard for what I want**. It's not just going to come to me. So, it has helped me a lot in school and also at home. *-Youth, Oakland Health Careers*

I particularly **like their support**. Some days when I don't feel like coming in, I still come here because **I know I can talk to somebody** or I can just go sit somewhere and I'll get my work done and just be okay. Also, resources (are important) because there was a time where it was hard getting to work, so the bus pass was a help. *-Youth, Civicorps*

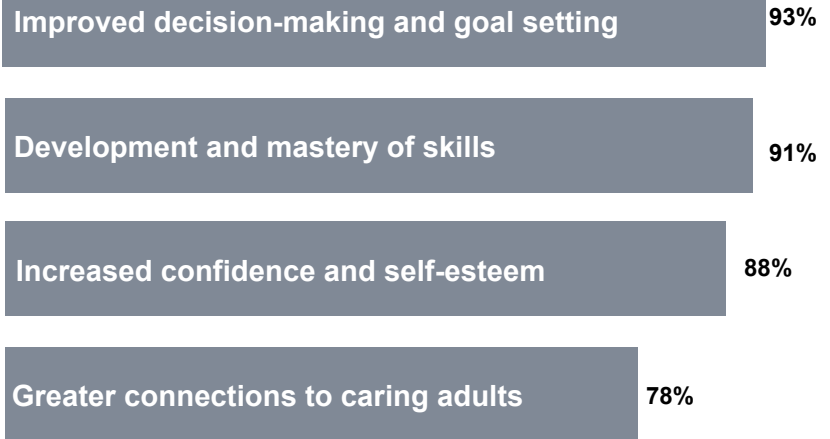


## Outcomes

Youth survey results reveal participants' assessments of their progress toward youth development and career awareness outcomes. The results, illustrated below and on the following page, indicate that *Career Awareness and Academic Support* programs successfully supported youth in these areas.

### Progress toward Youth Development Outcomes

**Youth reported the highest progress toward improved decision-making and goal setting.** This mirrors results from FY2016-2017 and reflects the priorities expressed by program staff during interviews. **Civicorps** staff, for example, help participants create a personal goal plan and work closely with participants throughout the program to develop problem solving skills to help them overcome obstacles to their goals.



(Percentages reflect how often youth agreed to questions tied to each outcome area.)

**Focusing on the soft skills needed to navigate the adult world, programs teach participants to be resourceful and to advocate for themselves.** Staff from **Youth Bridge** and **Oakland Health Careers Collaborative** empower participants to advocate for themselves if there are opportunities they want to take advantage of during their internships and to network with adults at their work site. To support these skills, they use role playing activities during training and meet individually with participants during their placement to support them.

The **East Bay College Fund** organizes on-campus meetings of first generation college students where they can provide peer support, exchange knowledge about campus resources, and share advice about transitioning to college.



The ability to talk to more people, utilize the resources that are around me and ask for help, these activities will all **help me in the future** because they are all needed.

-Youth, *East Bay College Fund*

### Progress toward Career Awareness Outcomes

**Of the career awareness outcomes, youth reported the highest progress toward increased professionalism.** Program staff emphasized the importance of setting high expectations for professional behavior and providing tools to learn these expectations through training, modeling, and mentoring.

At **Youth Bridge** and **Oakland Health Careers Collaborative**, youth participate in discussions about the professionalism that will be required of them during their internships and provide opportunities for participants to practice skills such as public speaking, communicating in a professional setting, and collaborating with their peers.



*(Percentages reflect how often youth agreed to questions tied to each outcome area.)*

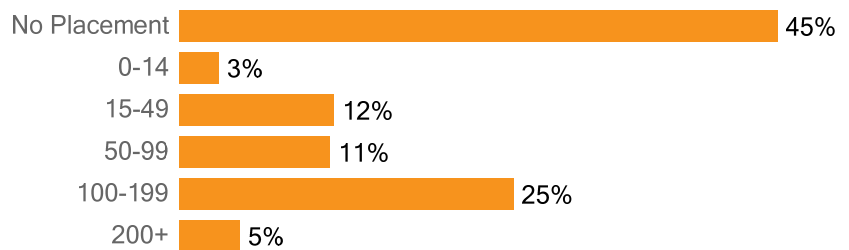


**We will be more respected** because a resume is just what you've done, but with this program there's proof that you took **a full class to prepare you** for the internship.  
*-Youth, Youth Bridge*

### Internship and Job Placement Outcomes

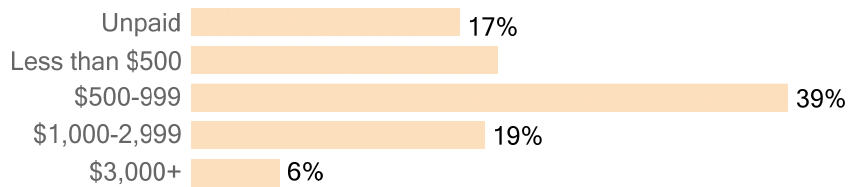
**In addition to hours spent in programming, about half of youth also participated in internships and subsidized employment.** Over 40% spent at least 50 hours in their placement over the course of the year.

#### Hours Spent in Placement



**Programs paid youth over \$1.2 million in wages.** About 85% of the youth who participated in a job or internship placement received a stipend or an hourly wage. On average, the youth earned \$1,118 over the course of the year.

#### Wages Earned by Youth in FY2017-2018



**\$1,280,224**

total wages earned

**\$1,118**

average wages earned

## INTRODUCTION

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The Oakland for Fund for Children and Youth (OFCY) serves a critical role in supporting and connecting agencies and organizations throughout the city of Oakland to serve its children and youth. Since its inception in 1996, OFCY has been providing strategic funding for programs that serve children and youth from birth through age 20. OFCY works to promote a vision of social and economic equity and to ensure that Oakland's children and youth are healthy, happy, educated, engaged, powerful and loved members of the community.

This Final Report describes 89 community-based programs funded by OFCY that collectively served over 20,000 children and youth in FY2017-2018.<sup>2</sup> The report highlights progress towards performance measures and outcomes and provides a broad overview of the services provided to children, youth, and adults served by these programs during FY2017-2018. Youth and adults enrolled in at least one program activity or an internship are included in this Final Report.

### Data Sources

The Final Report draws on quantitative and qualitative data sources, summarized in Exhibit 1. These data are used to describe OFCY programs and their participants, track progress towards outcomes, capture program quality, and assess programs' progress towards meeting service projections at the end of FY2017-2018.

#### Exhibit 1: Data Sources

Data Source	Description
Cityspan	OFCY's client management system, Cityspan, is used to track youth and adult characteristics and hours and types of services received. Youth and adults enrolled in at least one program activity were included in the Mid-Year Report. During FY2017-2018, data were available for 20,799 children and youth and 2,220.
Participant Surveys	Participant surveys gathered participants' perspectives on program quality and program outcomes. A total of 4,483 youth surveys were completed by youth in grade 3 or higher in programs that focus on serving children and youth. Parents and caregivers in parent and child engagement programs and educators who received services from mental health consultation programs also completed surveys. In all, 156 educators and 420 caregivers submitted surveys.
Program Quality Self-Assessment	During spring and summer 2018, SPR deployed a program quality self-assessment to help OFCY-funded programs identify their strengths and priorities for growth. The assessment also identified requests for additional supports, peer-learning opportunities, and capacity-building needs among OFCY grantees. In total, 380 individuals completed the assessment, representing 81 of the 89 organizations in the evaluation. <sup>3</sup> The assessment was completed by program staff and managers, executive directors, administrative staff, board members, and volunteers.
Site Visits	During spring and summer 2018, SPR visited 18 programs from the following strategies: Early Childhood: Parent Engagement and Support (2), Student Engagement in Learning (2), Youth Development and Empowerment: Year-Round (7), Youth Development and Empowerment: Summer (2), and Career Awareness and Academic Support (3). During these visits, which included staff interviews, participant focus groups, and program observations, SPR gathered

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<sup>2</sup> In total, OFCY funded 148 programs. This report excludes the School-based After School strategy, which covers 59 programs and is separately evaluated by Public Profit.

<sup>3</sup> This represented 96% of the organizations asked to complete the assessment and did not include programs funded under the *Early Childhood Mental Health Consultations* strategy (3 programs) or the 2 programs in the *Parent Support and Education* strategy that operate under a different model than the other programs in the strategy (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning).

	information on program and participant characteristics, outreach and recruitment, program quality and best practices, and participant outcomes.
Youth-Led Evaluation Data	During spring 2018, SPR convened a group of 5 youth weekly, training them on research practices, data collection and analysis. Youth then exercised their research skills by developing a research question, creating and executing a data collection and analysis plan, and presenting their findings to OFCY staff and programs. Through this project, youth interviewed or surveyed 33 of their peers about their experience in OFCY.

## Overview of the Report

This report summarizes the evaluation of OFCY’s 89 community-based programs, beginning with strategy-level summaries, followed by general findings. The general findings begin with a descriptive overview of OFCY’s *programs*, including program size, funding and location. The next section summarizes characteristics of OFCY’s program *participants* and the services they receive. The section on *performance* provides an overview of progress made toward OFCY performance measures. The remaining two sections cover *program quality* and progress towards *outcomes* in youth development and early childhood development. Finally, the report concludes with a section focused on considerations as we look forward to OFCY’s 2018-2019 program year.

## PROGRAMS

Accounting for almost \$10 million of OFCY’s investment in FY2017-2018, the 89 programs included in this evaluation fall under four main strategy areas:

- **Early Childhood programs** includes early interventions and supports for families and young children to set the stage for healthy development and future outcomes. Specific strategies in this area include: *Early Childhood Mental Health Consultations* (3 programs) and *Parent Support and Education* (15 programs).
- **Student Success in School programs** support the transformative goals of the community schools movement in Oakland and contribute to positive outcomes for children and youth. One of the two funding strategies in this area, *Student Engagement in Learning* (9 programs), is included in this report.<sup>4</sup>
- **Youth Development and Empowerment programs** are designed to provide safe and supportive environments for youth while providing enriching, high quality programming, and to nurture youth and community leadership. Under this area, OFCY funds both *Year-Round Youth Development and Empowerment* (36 programs) and *Summer Youth Development and Empowerment* (12 programs).
- **Transition to Adulthood programs** address two critical needs facing youth as they grow into self-sufficient adults: 1) understanding of and connections to the workforce; and 2) the skills and qualifications to be able to achieve their career goals. Both of these are addressed by the *Career Awareness and Academic Support for Older Youth* strategy (14 programs).

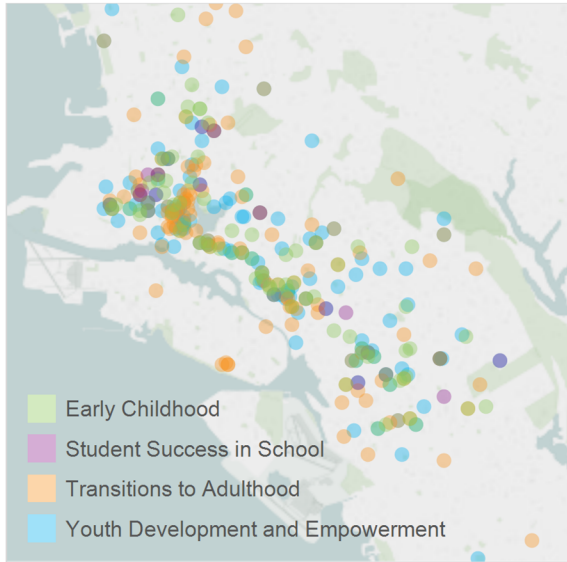
Exhibit 2 illustrates key characteristics of OFCY community-based programs. These programs are diverse in size, capacity, and design. In this section, we present an overview of programs, including their location, budget and funding level, staffing, and partnerships.

<sup>4</sup> This strategy area also includes programs under the *School-Based After School Programming for Elementary and Middle School Children* funding strategy (59 programs), which are not included in this report.



## Exhibit 2: Program Characteristics

### Location



### Program Location (Zipcode and Neighborhood)

94601: Fruitvale, East Oakland	13%
94621: East Oakland: Webster Tract, East of Colise..	11%
94606: Highland Park, San Antonio, East Lake	11%
94612: Downtown	10%
94609: Temescal, Bushrod Park	7%
94605: Eastmont, Seminary, Havenscourt, Millsmont	6%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	5%
94610: Adams Point, Lakeshore, Crocker Highlands	4%
94603: Sobrante Park, Elmhurst, E. 14th Street	4%
94602: Glenview, Lincoln, Oakmore	3%
94608: San Pablo and Market Street Corridor	3%
94618: Lower Broadway Terrace and Rockridge	1%

Note: Zipcodes with fewer than 1% of program locations: 94611: Piedmont Avenue and Montclair

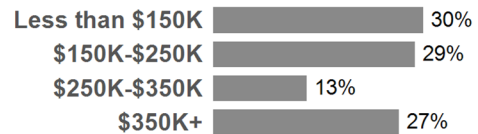
### Funding

Youth Dev. & Empowerment	\$4,584,445
Early Childhood	\$2,515,990
Transitions to Adulthood	\$2,125,533
Student Success in School	\$760,360

### Budget

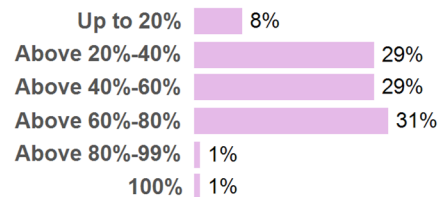
#### Program Budget

Average: \$268,750

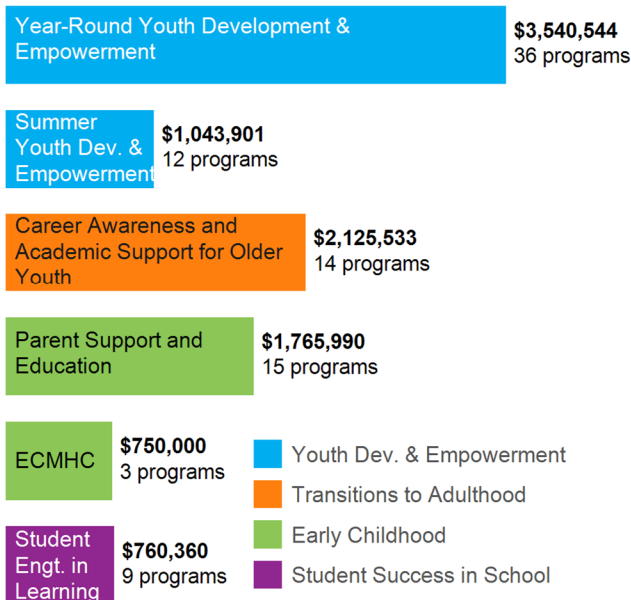


#### Grant as Percentage of Program Budget

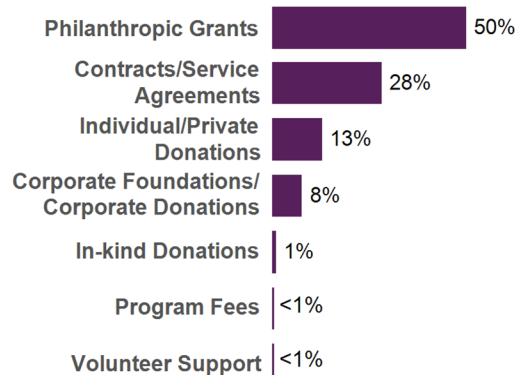
How much of the budget comes from OFCY?



### Funding by Strategy



### Type of Match Funds



## Location

*Location is very important. We strive to find locations that feel safe and comfortable to the communities.*

-Staff member, Safe Passages' Baby Learning Communities (Interview)

OFCY programs take place at sites located throughout Oakland. The largest percentage of program sites are in West Oakland/Chinatown (16%, 94607), followed by East Oakland/East of Coliseum (15%, zip code 94621) and clustered along International Boulevard in Fruitvale (13%, 94601). Generally, program sites are clustered in areas where most participants live (West Oakland, East Oakland, Fruitvale) or that are readily accessible by public transportation (Downtown).

About two-thirds of programs offer services at multiple sites. Programs that provide internship opportunities, for instance, place students at a wide variety of locations, including hospitals, schools, and community-based organizations. Other programs operate out of multiple locations to ensure that OFCY programming is accessible across communities. For example, Safe Passages' Baby Learning Communities offers playgroups and parent education for families with young children at three different elementary school sites in high need communities across Oakland. In addition to ensuring accessibility, their school-based model provides an opportunity for families, particularly immigrant, Latinx, and African American communities who may have been marginalized by the education system in the past, to build trust in schools and become comfortable accessing resources at school sites. According to program staff "rebuilding trust with schools is key at the very beginning of child rearing" and a central component of their program model.

## Budget and OFCY Funding

While OFCY programs vary significantly in size, most tend to be small, with average annual budgets of just over \$250,000. In this grant cycle, Vision Awareness and Education for Low-income Oakland Families (\$41,000) and Prescott Circus Theatre Summer Program (\$50,000) had the smallest program budgets. The largest programs were College Track Oakland (\$1,619,000) and Oakland Health Careers Collaborative (\$1,245,000). Because *Career Awareness and Academic Support for Older Youth* programs build in costs for youth stipends and internships, they tended to have the largest budgets (average of over \$400,000). In contrast, programs under *Student Engagement in Learning* tended to have the smallest budgets (average of just under \$175,000).

During FY2017-2018, OFCY invested \$9,986,000 in the 89 programs included in this report. On average, programs received \$112,000 in funding, with grants ranging from \$30,000 (4 programs) to \$300,000 (4 programs, including two *Early Childhood Mental Health Consultation* programs and two *Career Awareness and Academic Support for Older Youth* programs).<sup>5</sup> A total of eight programs received grants of less than \$50,000 (9%), and seven programs received grants of \$200,000 or more (8%).

OFCY programs are expected to diversify their funding sources and draw on outside funding to support their programming. Specifically, programs are expected to secure a match of at least 20% of their program budget. Overall, **programs secured almost \$16 million in matching funds** from the following sources: foundations, private donations, and corporations; contract and service agreements; in-kind and leveraged support; and volunteer support. The top sources of OFCY

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<sup>5</sup> Programs receiving the smallest grants include Prescott Circus Theatre Summer Program, Vision Awareness & Education for Low-income Oakland Families, Oakland Peace Camp, and Middle School Engagement in Learning. Programs receiving the largest grants were Integrated Early Childhood Consultation Program, a collaborative of three agencies; Integrated Early Childhood Consultation Program, Building Green Futures, and Oakland Health Careers Collaborative.

matched funds are displayed in Exhibit 3. At the conclusion of FY2017-2018, all but two programs met the 20% match target.<sup>6</sup> Key findings related to matched funds are:

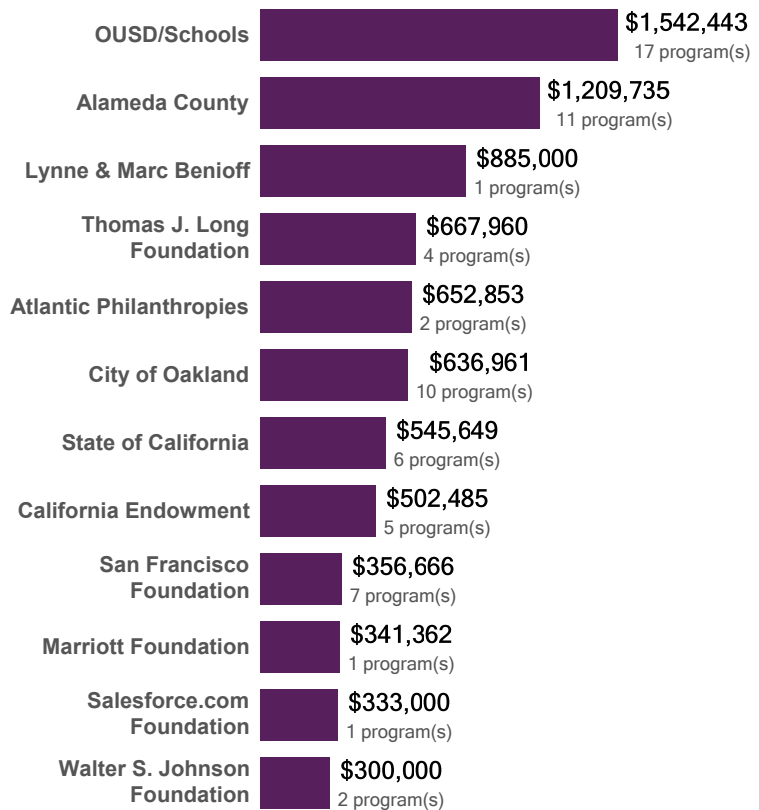
- **Philanthropic grants, ranging in size from \$300 to \$885,000, made up half of matched funds reported by programs.** Grants were provided by large national foundations, such as Atlantic Philanthropies, as well as foundations operating at the state and local level. Lynne and Marc Benioff provided the most funding with a single grant of \$885,999 to support Oakland Promise's Brilliant Babies. State and local foundations that supported OFCY programs included the California Arts Council, East Bay Community Foundation, Oakland Public Education Fund, the California Endowment, and the San Francisco Foundation. Numerous family foundations supported programs, including well-known foundations like Walter & Elise Haas Foundation.
- **About one quarter (28%) of matched funds came from contracts and service agreements, including both government grants and fee-for-service payments.** Both Alameda County and OUSD provided significant support (over \$1 million each). Support from Alameda County came from a wide range of departments, from public health to transportation to probation offices. Examples of funding from the City of Oakland included the Oakland Housing Authority, Oakland Unite, Oakland Parks and Recreation, Head Start, and Port of Oakland. Other public funding sources included the Department of Labor and the Office of Statewide Health Planning and Development (OSPHD).
- **Individual/ private donations made up 13% of all matched funds.** These donations ranged from as small as \$100 to \$250,000.

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<sup>6</sup> This was calculated as actual matched funds reported in Cityspan divided by actual OFCY grant expenditures. Not all programs fully expended their OFCY grants. Oakland Park and Recreation's Sandboxes to Empowerment and Covenant House's CHC Transitional Services did not meet their match targets.

While all programs met their match targets, many rely on OFCY as a major source of funding: on average, OFCY funding made up 49% of program budgets, reflecting its critical role in supporting early childhood and youth programming in Oakland. Programs in the *Early Childhood Mental Health Consultations* strategy were the most dependent on OFCY funding (72% of program budget on average) while programs in the *Career Awareness and Academic Support* strategy were the least dependent (40% of program budget on average). As in the previous grant cycle, smaller programs with budgets under \$150,000 were significantly more likely to rely on OFCY funding than programs with budgets over \$350,000.<sup>7</sup> OFCY grants comprised, on average, 66% of smaller program budgets versus 32% of larger program budgets.

**Exhibit 3: Top 12 Sources of Matched Funds**



### Staffing and Professional Development

*We try to be as inclusive as possible, with the board and the staff, of different races and ethnicities, so that we can be reflective of our community. We want the boys who come to our program to be able to identify with the staff and the board and say, "Hey look, that person looks like me," even the group leaders...It was very important to make sure that these guys were coming from within this community, had lived here, had grown up here, went away to college and now are coming back and saying, I want to give back somehow.*

– Staff Member, Brothers on the Rise’s Brothers Unite! (Interview)

Youth programs rely on motivated and caring staff to make their programs work. In our program survey and interviews, we asked about the composition and characteristics of program staff. We also asked how long staff had worked at the organization and their experiences recruiting, hiring, and retaining staff who represent the children, youth and families that they serve. Finally, we asked staff to share the types of professional development that their staff received. Key findings include:

- **As with overall program budget, the staff size of programs varied significantly (from 1 to 106).** Despite this range, most programs tended to be on the smaller side of this spectrum, with a median staff size of 9 and an average of 15. Thirty programs (34%) had a staff of five or less, while only four programs (4%) had a staff of more than 50. Programs with the

<sup>7</sup> Programs with budgets under \$150,000 comprised 30% of all programs and programs with budgets over \$350,000 comprised 27% of all programs.

highest number of staff included Aim High/Oakland, Concordia Summer, FLY Leadership, and Youth Law Academy.

- **Most survey respondents did not identify staff retention as a challenge.** In open ended responses, only 13 programs identified staff recruitment or retention as a challenge. Over a third of programs (34%) had relatively low turnover, in that they did not have any staff that had been with the program less than 6 months. Other programs, such as summer programs, have a cyclical hiring pattern, and thus didn't view retention as a high priority.
- **Of those programs that found staff recruitment and retention challenging, key issues included finding individuals with the right skill set and offering competitive salaries.** Of the 13 programs that identified retention as a challenge in their open-ended responses, four indicated it was due to their inability to offer competitive salaries, while the others indicated that it was challenging recruiting and retaining staff that have the skills needed to work with the young people served by their program.
- **Most OFCY-funded program staff are Oakland residents.** 62% of programs had a staff that was comprised of at least half Oakland residents.<sup>8</sup> At 17 programs (20%) 90-100 percent of staff were Oakland residents. Only two small programs had no Oakland residents on their staff.
- **Most OFCY-funded program staff are people of color, reflecting a concerted effort on the part of programs to hire staff that represent the programs they serve.** In our survey, 79% of program directors reported that their staff was more than 50% people of color (POC).<sup>9</sup> In fact, at nearly 58% of programs, at least 80% of the staff was POC and a third of programs (27) had an all POC staff. In open-ended responses, survey respondents emphasized the importance of hiring staff that reflect the diversity of young people and families that they serve. While most programs did not find it difficult to find racially diverse staff, one said it was challenging to recruit men, and two said that it was challenging to find POC with experience in the specific skill-set that was the focus of their program.
- **Fourteen programs indicated that they actively recruit alumni to be members of their staff.** Respondents said that the advantage of hiring former participants is that they understand the community and program model, connect well with current participants, and they are well known by existing staff, which makes it easier to connect them with tasks that are a good fit for their talents and interests.

*It is very helpful to be able to recruit, hire and retain staff who represent the population that we serve. Having LGBTQ identified staff with diverse backgrounds supporting LGBTQ parents with children helps us to deliver the highest quality programs. This is [because] staff are culturally competent when dealing with families and are able to understand the challenges and needs of LGBTQ families and their children.*

– Staff member, Our Families Coalition, Building Strong Children in LGBTQ families (Survey)

<sup>8</sup> Three programs did not respond to this question and two programs submitted a number that was out of range (e.g. the number of Oakland residents on staff outnumbered the total number of staff).

<sup>9</sup> Three programs did not complete this question and another five programs submitted a number that was out of range (e.g. the number of people of color on staff outnumbered the total number of staff).

- **Almost all (94%) of programs provided professional development to their staff members in the 12 months preceding the program survey.** The most common type of professional development was internal agency training (86% of programs), followed by internal training provided by external providers (70%), training provided outside the agency (69%), and conferences (57%). Professional development resources included CBO partners, such as Partnership for Children and Youth, Compass Point, OUSD, Alameda County, and First Five. Furthermore, approximately 10% of programs indicated that they rely on online professional development resources to train staff.
- **The top four most needed areas for staff professional development include: trauma-informed care and crisis response; cultural sensitivity and responsiveness; coaching, mentoring, and counseling; and family engagement.** Within these four areas, respondents identified trauma-informed care and professional development on coaching as being the least accessible to their staff. Survey respondents generally thought that their staff had the *time* to participate in trainings, but that factors such as cost or location of training were a barrier.

*As the program has grown and strengthened over the years, an increasing percentage of our summer staff positions have been filled by program graduates (former participants) who are attending college. These young people rise up through the ranks of our progressive high school leadership component and receive stipends, and they are the first ones we want to hire and pay when they are of age. Last summer, all but two of our staff were former participants.*

– Staff member, Family Support Services of the Bay Area’s Kinship Summer Youth Program (Survey)

## Partnerships

OFCY youth programs are part of a network of organizations and coalitions that work to improve outcomes for children, youth and families. Partner organizations can help to provide vital wrap-around services, enrichment experiences, serve as referral sites, and provide professional development and training to program staff. Key survey findings related to partnerships are highlighted below.

- **The most common type of partner for OFCY programs were academic-support partners, which included numerous local colleges (College of Alameda, Peralta Community Colleges, UC Berkeley, and CSU East Bay), OUSD, and nonprofit organizations.** The most common type of academic support was on-site tutoring. Thirteen agencies, some of which had multiple programs, partnered with educational partners to provide tutoring or other academic supports to youth as part of their programs, while seven referred participants to partners to receive academic tutoring or support services. Eight programs also have academic partners facilitate workshops for their participants.
- **The second most common type of partner are mental health programs, with the most frequent partners being Alameda County Department of Health, Fred Finch Youth Center, Oakland Children’s Hospital, Asian Health Services, and La Clinica de la Raza.** Mental health partners were most likely to provide mental health services as part of the program or to serve as a referral site for participants seeking mental health services. They also provided case conferencing and helped to facilitate trainings for participants at the program site.
- **Workforce partnerships, which were reported by 30% of programs, were broadly spread across different organizations and employers—very few partners were mentioned by more than one program.** The few programs identified as a partner more than once included Youth Uprising (3 programs) and Youth Employment Partnership (3 programs). By far the most frequently cited role of employer partners was to provide work experience opportunities to

participants as part of the program, followed by providing work experience to participants referred by the program. Eight programs reported that they had employer partners provide workshops for participants, while five reported that partners identified unsubsidized employment opportunities for their participants.

- **Partners that provided arts and recreation services were most likely to be community-based organizations providing direct service to program participants.** The most frequently cited partners were East Side Arts Alliance (3 programs) and Youth Spirit Artworks (3 programs). Other partners that were identified by more than one program included Destiny Arts Center, Soccer without Borders, and Youth Uprising, along with OUSD and the Oakland Parks and Recreation Department.
- **OFCY programs partnered with a variety of community-based organizations to provide services to specific populations.** The most common priority populations were young people who identified as LGBTQ youth (8 programs), Latinx (6 programs), African American (5 programs), newcomers (5 programs), and foster youth (3 programs). Three programs partnered to provide services to Asian youth and three partnered to enrich services for single or new mothers. Other populations included homeless youth, Native American youth, and youth within certain target age groups (e.g. elementary age youth).

### Program Evaluation – Continuous Program Quality Improvement

A primary goal of OFCY is to strengthen the quality of programs for children, youth and families in Oakland. Through regular grantee meetings, the SPR evaluation team and OFCY program officers share data with program staff and support peer exchange on best practices. 81% of programs report that they use the annual OFCY survey results to inform program planning. Over half of programs also use the survey data and the bi-annual program profiles SPR produces to inform professional development for staff and share it with program stakeholders as a measure of how effective they are at reaching their goals. Although only 4 programs have the resources to pay for their own external evaluator, nearly three-quarters (73%) of programs collect and analyze their own data to track progress towards the specific goals of their programs.

- At least 30% of programs administer their own participant or client surveys to track outcomes or assess participant satisfaction;
- At least 16% use a database other than Cityspan, such as Efforts to Outcomes (ETO), to track participation and participant characteristic data; and
- At least 12% use assessments, such as the Basic Reading Inventory assessment, to track participant outcomes.

## PARTICIPANTS

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*All of our youth are amazing. We see their potential.*

–Staff member, Lincoln Child Center’s West Oakland Initiative (Interview)

During FY2017-2018, 20,840 children and youth and 2,308 adults participated in OFCY-funded community-based programs. Programs under the area of *Youth Development and Empowerment* served the most participants (53%), followed by *Early Childhood* (21%), *Student Success in School* (16%), and *Transitions to Adulthood* (10%). Enrollment also varied by individual programs: seven programs served fewer than 50 participants while six served more than 1,000. While children and youth participants were spread across all programs and funding strategies, all adults participated in *Early Childhood* programs.

This section describes the characteristics of child, youth, and adult participants in OFCY programs, how they were recruited, and the hours of services they received.<sup>10</sup>

### Participant Characteristics

*(Our participants are) incredibly resilient and articulate. They have an innocence that allows them to see the world in a different way than adults do... They are excited about their futures, confident, truthful, extremely creative.*

–Staff member, Attitudinal Healing Center’s West Oakland Legacy and Leadership Program (Interview)

OFCY programs served participants from all neighborhoods in Oakland, with 19% of youth and adult participants living in 94601, around Fruitvale and along International Boulevard, and 47% coming from other neighborhoods in East Oakland.<sup>11</sup> Although nearly 9% of program sites are located in the Downtown and Uptown neighborhoods in 94612, only 3% of participants lived in this zip code. According to staff interviews, many OFCY participants experience instability in their lives, have been directly or indirectly exposed to violence, and demonstrate signs of trauma. Despite these challenges, staff frequently described the resilience, compassion, and curiosity they observe in participants.

Following are trends in participant characteristics, illustrated in Exhibit 4:

- **OFCY programs reach a very diverse population of children and youth.** The vast majority of OFCY participants were children and youth of color, with Hispanic/Latino (36%) and African American (35%) children and youth making up most of the youth participants, followed by Asian/Pacific Islander (12%), Middle Eastern/North African (4%), and multiracial children and youth (4%). White children and youth made up 3% of those served. Compared to the Oakland Unified School District (OUSD), OFCY programs served a higher percentage of African American youth and lower percentages of Hispanic/Latino and White youth. The diversity of

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<sup>10</sup> The following sections draw on data available for 20,799 children and youth and 2,220 adults, representing 99% of participants who received services. Due to their unique service delivery models, two *Parent Support and Education* programs (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning) did not collect comprehensive demographic and dosage data for all participants, which accounts for the difference between the number of children, youth, and adults served and the number with data available for this report.

<sup>11</sup> Including 94621, 94605, 94606, and 94603.



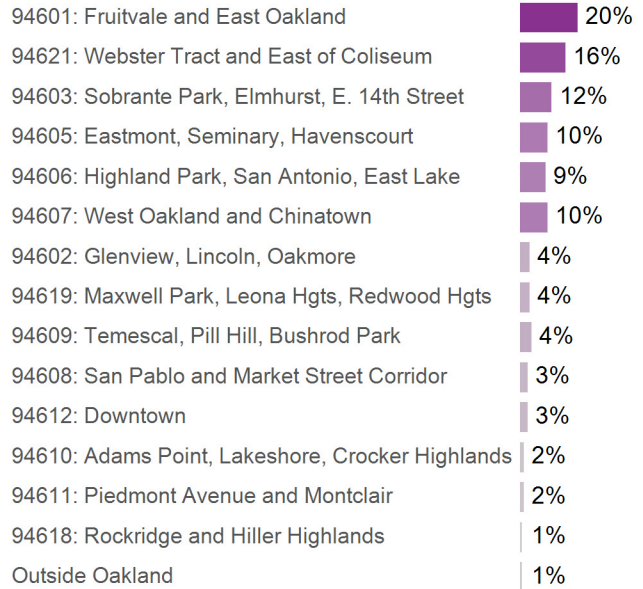
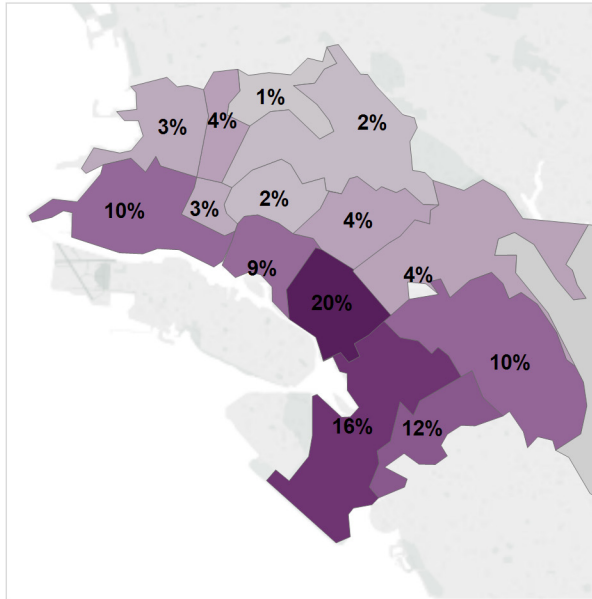
populations served went beyond race and ethnicity. Other target populations not captured in Cityspan data included migrant populations, new immigrants, and LGBTQ families.

- **Over 15% of programs served predominantly one racial/ethnic group.** Programs with more than 75% of participants from one racial/ethnic group included programs sponsored by ethnic-specific agencies, such as LIBRE at East Bay Spanish Speaking Citizens' Foundation (92% Hispanic/Latino) as well as broader community programs such as Summer Cultural Enrichment Program at East Oakland Youth Development Center (94% African American).
- **The race and ethnicity of participants varied by strategy.** Programs in certain funding strategies tended to reach different racial/ethnic populations. For example, programs serving older youth tend to reach a greater proportion of African Americans; 42% of participants in *Career Awareness and Academic Support for Older Youth* programs were African American compared to 24% of children in *Parent Support and Education* programs and 32% of participants in *Student Engagement in Learning* programs. This may be at least partially explained by broader city demographics, given that African American children make up a smaller proportion of the 0-5 population than of the population of older youth.

## Exhibit 4: Overview of Youth Participant Characteristics

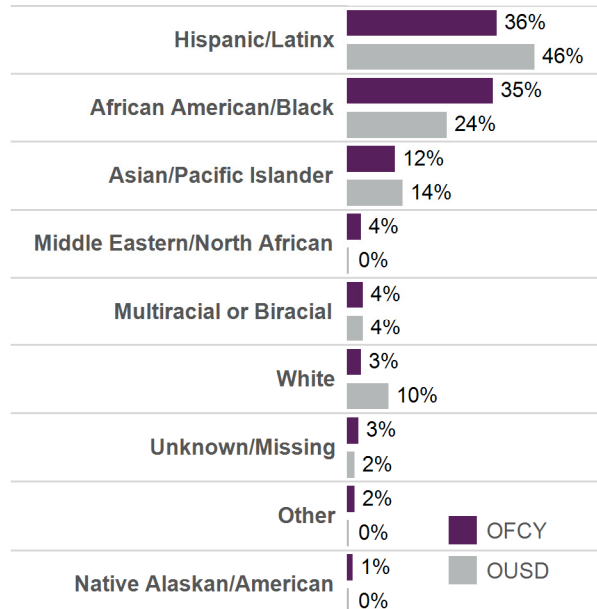
### Home Neighborhoods and Zip Code of Youth Participants

Darker areas correspond to more participants

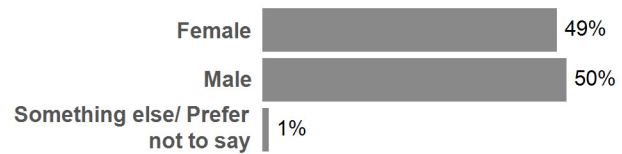


### Youth Demographics

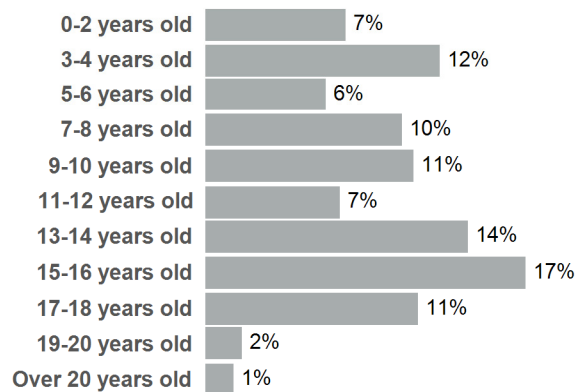
#### Ethnicity



#### Gender



#### Age

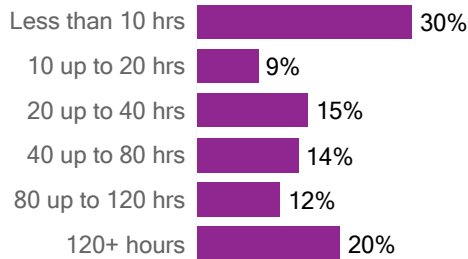


## Services Received

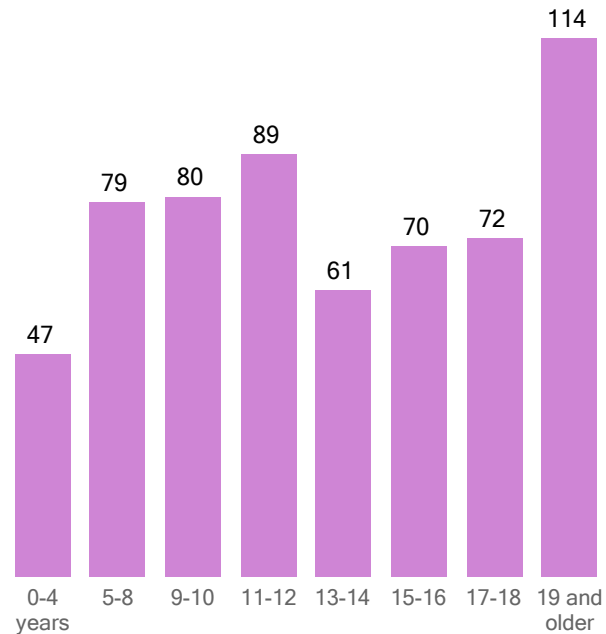
OFCY programs provided a broad range of services that varied in intensity depending on the particular program and the target population. As illustrated in Exhibit 5, the three largest service areas for youth participants in OFCY programs were 1) academics, 2) youth leadership and civic engagement, and 3) vocational services.<sup>12</sup>

**Exhibit 5: Services Received by Children and Youth**

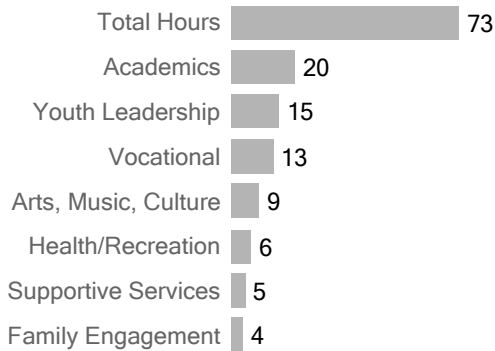
### Distribution of Service Hours



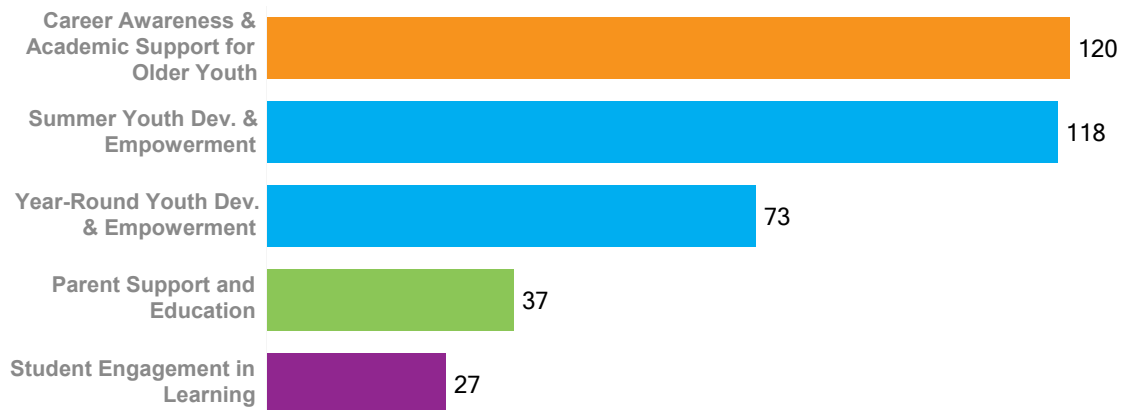
### Average Hours by Age



### Average Hours by Type of Activity



### Average Hours by Strategy



<sup>12</sup> The chart above does not include children you received services from Early Childhood Mental Health Consultation programs.

Key findings about services received by youth include the following:<sup>13</sup>

- **About one-third of youth received “light touch” services (fewer than 10 hours) while 20% received “intensive” services (120 hours or more).** While there are multiple reasons for variations in intensity of services across programs, likely explanations are related to program goals, the nature of the service being offered, and the timing of the service. Workshops and transition services, for example, are designed to be light touch and to reach a broad audience. Summer programs, on the other hand, are typically designed to be all-day programs and thus summer programs typically average much higher intensities of service.
- **Older youth receiving vocational services and those enrolled in Summer Youth Development and Empowerment programs received the most intensive services.** Youth aged 19 and older (3% of youth participants) received the most hours. Most were enrolled in *Career Awareness and Academic Support for Older Youth* programs, receiving an average of over 200 hours of service while engaged in career awareness services, internships, and subsidized employment. High school aged youth (aged 15 and older) enrolled in Summer Youth Development and Empowerment programs received a similar level of service (217 on average).<sup>14</sup>

### Recruitment and Retention

*“A lot of our students come to us just by word of mouth. The program has a reputation, students are hearing about it.”*

– Program Staff, Alameda Health System’s Oakland Health Careers Collaborative (Interview)

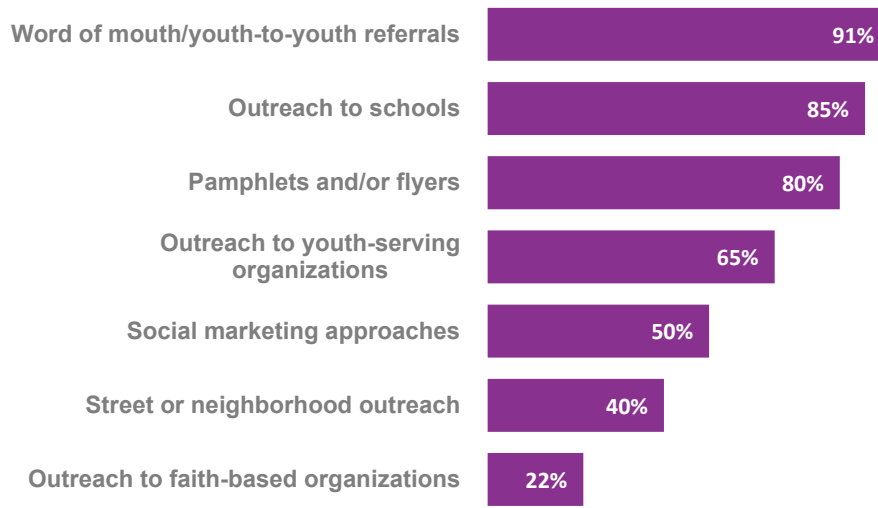
Of the program staff we interviewed, most said that recruitment went well during the FY2017-2018 program cycle. As shown in Exhibit 6, which illustrates the most common outreach strategies used by programs, 91% of program staff who responded to our survey indicated that their most valuable source of recruitment is word of mouth or youth referrals. The second most valuable outreach strategy is presentations at schools: program staff described that it can be particularly valuable to develop close relationships with individual teachers or school administrators, who can serve as advocates for the program. Similarly, flyers posted at schools or youth-serving organizations are a helpful recruitment tool for most organizations. A sizable proportion of programs use street or neighborhood outreach (40%) and outreach to faith-based organizations. Some programs, particularly for older youth, also receive referrals from public agencies, such as the foster care or juvenile justice system.

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<sup>13</sup> The findings related to average hours of service do not include programs in the *Early Child Mental Health and Consultation* strategy because services for that strategy are provided at a classroom, not participant, level.

<sup>14</sup> Career Awareness and Academic Support served 213 youth aged 19 and older, and Summer Youth Development Empowerment programs served 96 youth over 15 years old.

### Exhibit 6: Percent of Programs Using Outreach Strategies



In addition to the strategies highlighted above, program staff emphasized the importance of engagement and relationship building with the community as an outreach and recruitment strategy. Staff at parent support programs, for instance, described how important it is that their staff have close ties with community groups, and that they tailor their approach to different populations. A staff member from Safe Passages Baby Learning Community said, “the outreach in this type of program is definitely undervalued. The science that it required to do community outreach and engagement is not deeply documented.”

Although recruitment is generally not a challenge, program staff did indicate that—for a variety of reasons—they sometimes struggle with retention and attendance. Once students enter middle school or high school, programs are competing with many different opportunities for students’ time, such as school clubs, sports, part-time jobs, and other OFCY-funded enrichment programs. According to program staff, some youth also face challenges with transportation, instability in housing (including evictions), as well as exposure to violence and trauma.

Quality and trusting relationships, coupled with flexibility, are a core component of helping youth navigate these challenges and demands on their time so that they can stay engaged with the program over time. In the words of one staff member (Attitudinal Healing), “the most important thing of keeping a child engaged is them knowing you're invested in them.” Staff also said that family connections are key for long-term retention, because the program has someone to reach out to if a young person suddenly stops attending. A staff member at another program (Brothers on the Rise) described, “If we get the parent engaged, that kid's going to show up. That kid's going to show up more and more regularly than the kid who has a parent who's not as engaged.”

## PERFORMANCE

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

- **OFCY Thresholds for Enrollment by the End of the Year:** By the end of Quarter 4, all programs have enrolled at least 80% of projected unduplicated youth<sup>15</sup> for the fiscal year.
- **OFCY Thresholds for Units of Service by the End of the Year:** By the end of Quarter 4, all programs have achieved at least 80% of their projected units of service for the fiscal year.

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

- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that hours of participation in youth development programming is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the level of service provided to youth participants, and to encourage programs to aim for higher levels of service when appropriate.<sup>16</sup>
- **Percentage of participants who complete an OFCY participant survey.** A benchmark for response rates is important because the survey serves as a critical data source for understanding participant experiences in the OFCY-funded programs as well as progress towards outcomes. Programs are asked to administer surveys to participants in grade 3 or higher. Roughly 70% of participants were eligible to complete a survey.<sup>17</sup>

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<sup>15</sup> OFCY asks programs to project the number of unduplicated youth and adult participants. The term *youth* is used for participants ranging from birth to 20, including participants served by programs under *Early Childhood*.

<sup>16</sup> This metric is not used for programs in the Early Childhood funding area. This metric may not be appropriate for all programs in the other funding areas, as some, such as OUSD Student Engagement in Restorative Justice, are designed to reach a large group of participants with less intensive services.

<sup>17</sup> Survey respondents include youth in grades three and above (estimated by age), parents and caregivers in the *Parent Support and Education* programs, and educators in the *Early Childhood Mental Health Consultations* programs. The *Early Childhood Mental Health Consultations* programs were not included in the count of participants who completed a survey because these programs did not have a target survey completion rate.

Findings related to performance, summarized in Exhibit 7 on the following page, include:<sup>18</sup>

- **More than three-quarters of programs met their targets for enrollment and units of service.** Across all strategies, 86% met the threshold for enrollment and 81% met the threshold for units of services.<sup>19</sup> Only six programs fell short in both areas and 63 programs met the threshold for both performance measures.
- **Across all programs, 43% of participants received 40 or more hours of service.**<sup>20</sup> Youth in *Summer Youth Development and Empowerment* programs were the most likely to receive 40 or more hours (91%) while youth in *Student Engagement in Learning* programs were least likely to do so (15%). At seven programs, *all* participants received at least 40 hours of service.
- **Overall, about one-third of eligible OFCY participants completed a participant survey.** This represents an increase over last year's response rate of 25%. The response rate was highest for participants in *Summer Youth Development and Empowerment* programs (69%) and lowest for participants in *Parent Support and Education* programs (20%). Programs that enrolled fewer participants and provided more intensive services had higher response rates than other programs.<sup>21</sup>

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<sup>18</sup> For progress toward enrollment and units of service goals by individual program, see Appendix A.

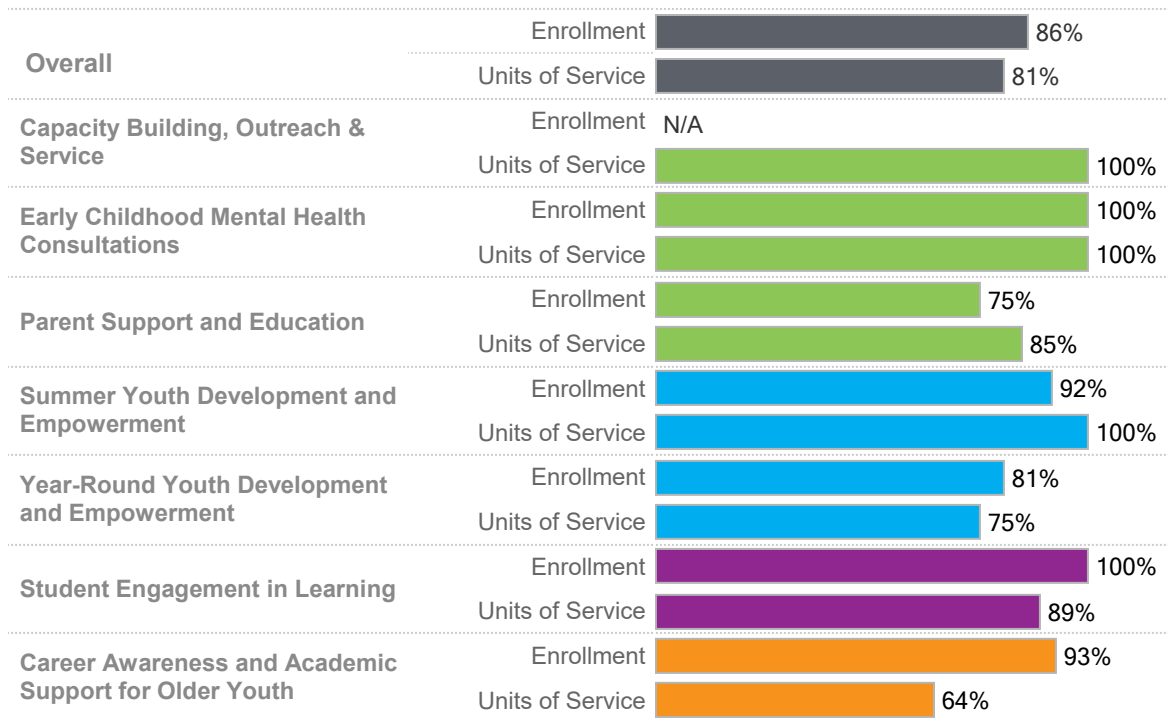
<sup>19</sup> This excludes three programs within the *Parent Support and Education* strategy that did not set targets for youth enrollment and/or did not serve youth participants.

<sup>20</sup> This analysis excludes participants at the three *Early Childhood Mental Health Consultation* programs and the two *Parent Support and Education* programs that use different service delivery models (Vision Awareness & Education for Low-Income Oakland Families and Capacity Building – Training in Early Learning) as these five programs do not enter complete dosage data into Cityspan.

<sup>21</sup> The average response rate across programs that served fewer than 150 participants was 49% compared to 31% for larger programs. The average response rate among programs that provided at least an average of 40 hours of service per participant was 45%, compared to 29% for programs that provided a lower average level of service per participant.

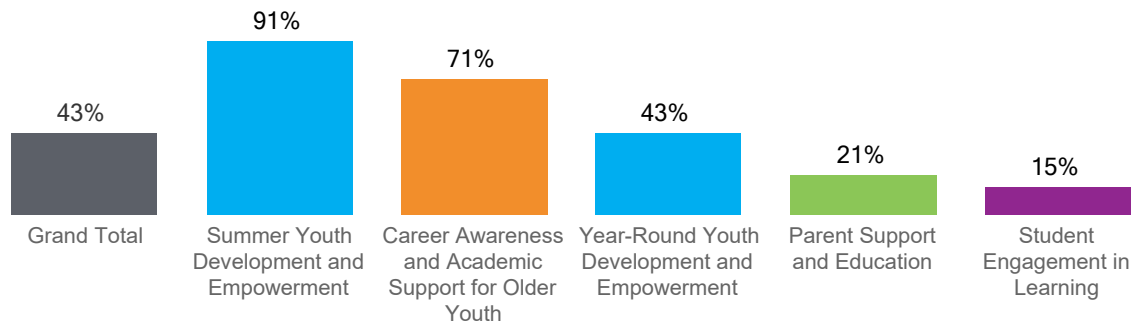
## Exhibit 7: Performance by Funding Strategy

### Percent of Programs Meeting Performance Thresholds



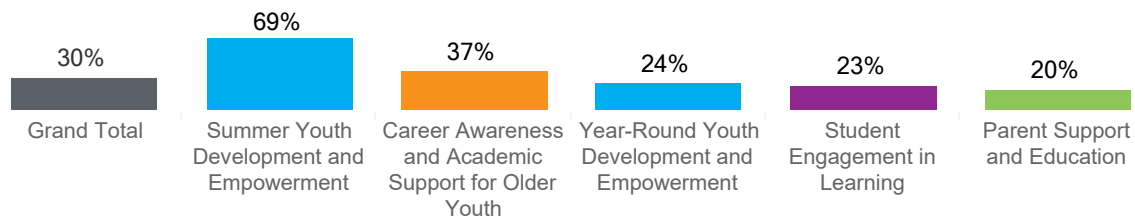
### Participants Receiving 40+ Hours

Across all participants and by strategy



### Survey Completion Rates

Across all eligible participants and by strategy





## QUALITY

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OFCY and the evaluation team draw on multiple data sources to assess program quality, including a quality self-assessment survey and annual participant surveys. **Both the self-assessment tool and the surveys are aligned to the dimensions of program quality that research has identified as important for ensuring high quality programs:** 1) *safe environment*; 2) *supportive environment*; 3) *interaction and leadership*; 4) *planning, choices and reflection*, 5) *diversity*, and 6) *partnerships*. In addition to these five dimensions, the Program Quality Assessment, the parent/caregiver survey, and mental health educator survey also include a sixth dimension of *partnerships*, and the parent/caregiver and educator surveys capture *relevance/accessibility* and *responsiveness*.<sup>22</sup> Given the unique differences across funding strategies, youth, parents/caregivers, educators, and program staff were asked to assess dimensions of quality in different ways. We highlight those differences in our in-depth discussion on findings for each quality dimension.

In general, the data reflect the perceived high quality of OFCY programs across participants and program staff. While there were differences in relative ordering of dimensions of quality across participants and program staff, ratings were consistently high across most dimensions of quality. From the youth perspective, no quality dimensions were rated below a 3.87 (on a scale of 1 to 5). From the adult perspective, no dimensions were related below an average of 4.48 among parents and caregivers or 3.98 among mental health educators (on scales of 1 to 5). Finally, from the staff perspective, no quality dimensions were rated below a 3.1 on a scale of 1 to 4.

The 2017-2018 quality results were very similar for both participants and staff to the 2016-2017 program cycle, suggesting that programs are well-developed and stable. Key findings include:

- **Parent Support programs that served at least 50 children consistently received higher quality ratings than smaller programs, especially in the areas of Responsiveness and Supportive Environment.** For example, programs that served at least fifty children received an average score of 4.73, compared to an average score of 4.56 for smaller programs.
- **In general, smaller youth programs—those that served less than 150 youth—received higher quality ratings from youth.** Similarly, staff from programs that served less than 150 youth rated their programs higher in the area of Safe & Healthy Environment than did staff in larger programs. This finding is consistent with previous evaluations—in smaller programs, youth may be able to receive more individualized attention, leading to more positive perceptions of program quality.
- **Programs that were grantees in the previous grant cycle and those that provided more service were rated higher in Planning, Choices & Reflection and Interaction & Leadership.** Staff from returning programs also rated their programs higher in Diversity & Inclusion as well as Interaction & Leadership. Many reasons could account for these differences. First, some of the new grantees are new or emerging programs and lower scores may reflect where they are in their organizational life cycle. Second, returning programs may be working with youth they have served over multiple years, giving them time to develop strong relationships that promote program quality. Finally, it could also be that programs that were previously funded by OFCY are more familiar with the aspects of program quality valued by OFCY and are able to provide programming that youth, parents, caregivers, and staff see aligned with OFCY's vision of quality.

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<sup>22</sup> These additional quality areas were developed in partnership with grantees under Early Childhood Education, who identified these areas as important dimensions of their work. Appendix 2 provides more detailed information about the new Program Quality Assessment tool developed by SPR.

The following sections explore in-depth each of the dimension of quality, by drawing on both quantitative and interview data.

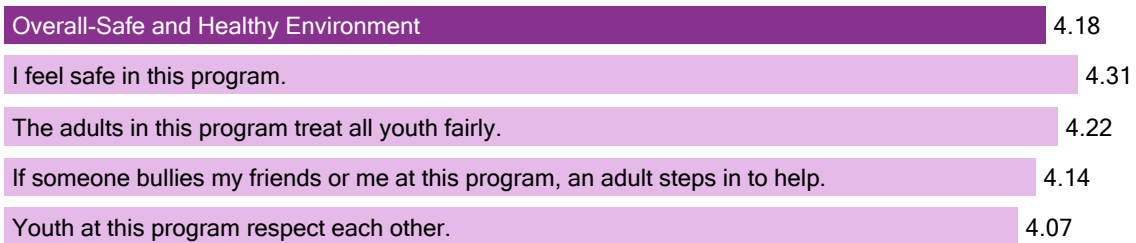
### Safe and Healthy Environment

Program safety encompasses two broad components: physical environment and healthy environment. Aspects of physical environment include perceived safety, respect and fairness, equipment and space, cleanliness, procedures for arrival and dismissal, and gender inclusive policies. Aspects of healthy environment include access to healthy food, safe drinking water, and awareness of participants’ medical needs. Youth, parent/caregiver, and program staff assessments of are summarized in Exhibit 8 on the next page.

#### Exhibit 8: Safe and Healthy Environment

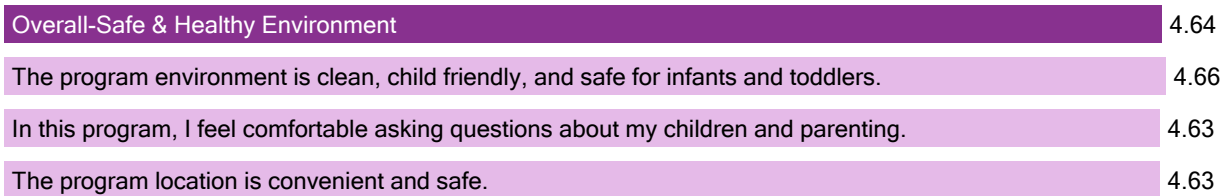
##### Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



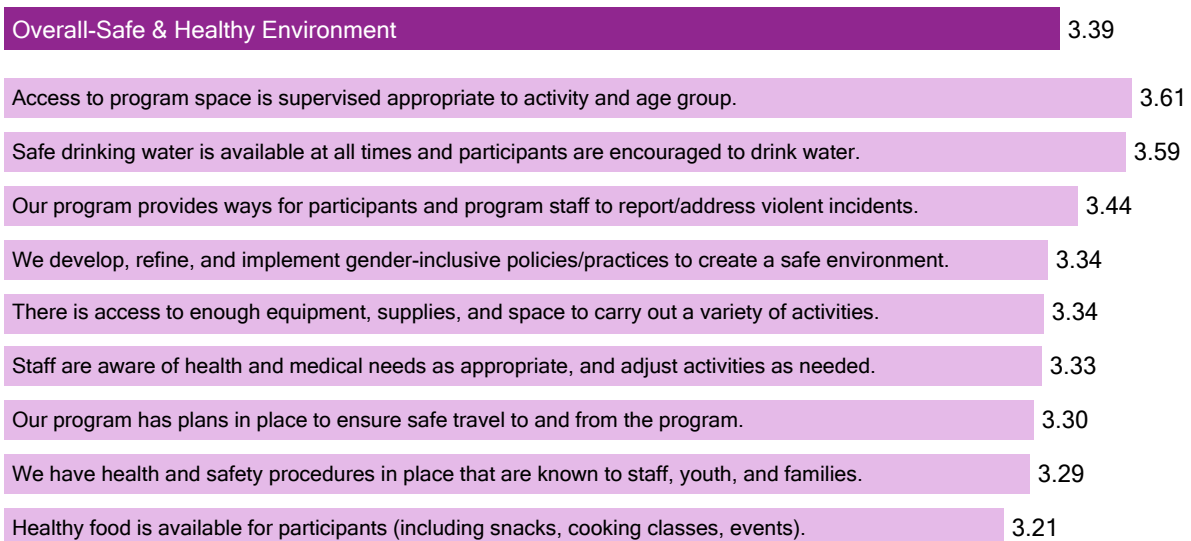
##### Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



##### Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to safe and healthy environment include:

- **Youth rated program safety highest of all dimensions of program quality.** Across all the program quality questions, youth provided the highest rating for *I feel safe in this program* (4.31), reflecting the strength of OFCY programs in providing safe environments for youth.
- **Programs create safe spaces for parents and caregivers to ask questions and learn from each other.** *Safe and healthy environments* was rated in the middle of the quality dimensions by parents (still high, averaging nearly a 4.49 out of 5).
- **Program staff feel confident about their efforts to provide physically safe programs and promote healthy behaviors.** On average, program staff rated questions in this area 3.39 (on a scale of 4). The lowest rated question with the most room for growth was *Healthy Food is available for participants* (average of 3.2).

In keeping with the finding above, the most common area of need identified by staff for enhancing quality in this area was increased funding to support healthy snack options and water. Staff also indicated that their programs would benefit from additional trainings for volunteers and staff (such as CPR, first aid and trauma reduction training), more time to develop and practice protocols for emergencies (earthquake kits, earthquake preparedness training), and supports for gender expansive programming and transgender youth.

### Participant and Staff Quotes on Safe and Healthy Environment

*In our community it can be violent and it's also a place where a lot of things happen for silly reasons. It's important to know where to be and not to be because that's important. And being here [in this program] is a safety thing so I know they feel safe... We have our own community so it's a little bit different from actually being outside the community. – Youth Leader, East Oakland Youth Development Center's After School Leadership Academy (Focus Group)*

*I think it's interesting to get to know other parents in the broader community. It's not that easy because ... a lot of the culture is to keep your kid in your house to stay safe, because the streets aren't always that safe, or some of the moms here have to take their kids [to childcare] when they go to work. It can be hard to get to know other families around, which I think has made this [playgroup] extra nice and special. It was pretty isolating before. –Parent, Prescott Joseph Center's Pre-Preschool Program (Focus Group)*

*There's not bullying at all and people share with each other no matter what. We can trust each other if we're feeling some type of way. Anything personal. I wouldn't tell anybody in school some of the stuff I would tell people in dance. Especially the teachers. They've seen me grow up basically. –Youth Participant, Dimension Dance Theater's Rites of Passage (Focus Group)*

*To ensure a healthy and safe environment at our programs, we regularly try to see from child's-eye view. We will get down to the children's height and walk or crawl around the space. By looking at the space from the child's viewpoint, we may see accidents waiting to happen... [We also] arrange our program space space wisely. Often the way the child care space is organized can make a difference in how children behave. If a space is too open, you may find children running wildly. We set up shelves and other furniture to divide the room into separate learning and play areas. This will cut down on running and help children find activities more easily. –Staff Member, Building Strong Children in LGBTQ Families' Our Family Coalition (Quality Self-Assessment)*

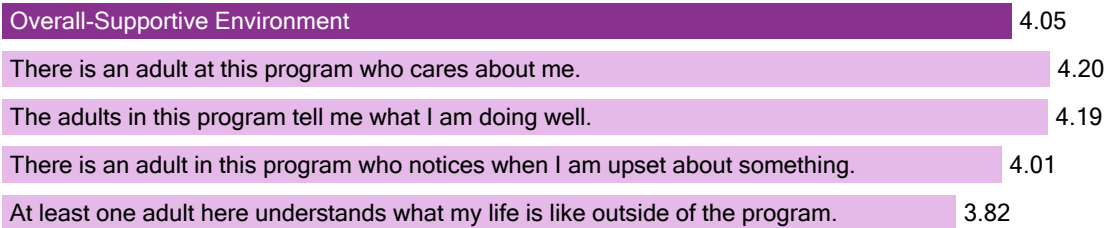
## Supportive Environment

A supportive environment provides a welcoming space and opportunities for participants to express their thoughts and viewpoints, build their skills, promote active learning, and build positive relationships with adults. As shown in Exhibit 9 and 10 on the following pages, both participants and program staff rated this dimension highly: participants gave an average rating above a 4 (on the survey scale of 1 to 5) and staff gave an average rating above a 3.4 (on the Program Quality Assessment scale of 1 to 4).

### Exhibit 9: Supportive Environment-Participant Feedback

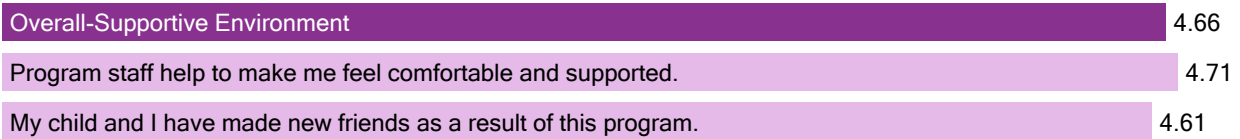
#### Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



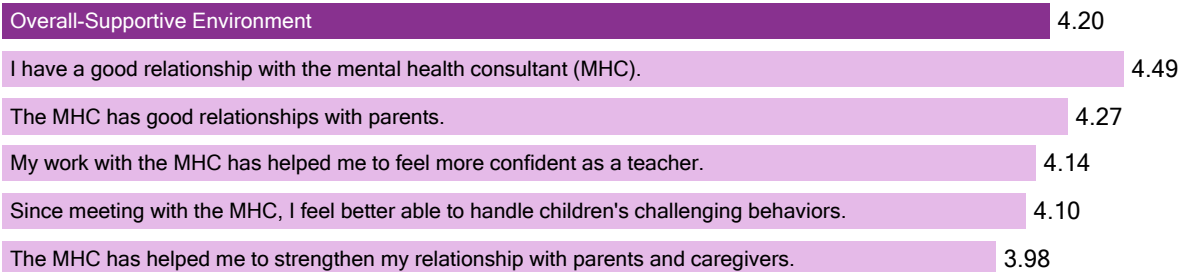
#### Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



#### Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



## Exhibit 10: Supportive Environment-Staff Feedback

### Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)

<b>Overall-Supportive Environment</b>	<b>3.44</b>
Staff demonstrate or model concepts or skills.	3.60
Our program has an intentional and structured approach to how we greet and welcome participants into the program.	3.56
Our curriculum focuses on activities that involve practicing skills to complete tasks.	3.54
Participants have the opportunity to try new skills with support from staff.	3.53
Our program co-develops and consistently communicates our code of conduct with participants and staff.	3.51
Staff make clear the purpose of what participants are doing and/or what they expect them to accomplish.	3.51
Participants discuss their opinions, ideas, and or/concerns and respond to staff questions.	3.49
Staff actively elicit participant ideas, opinions, and concerns through discussion and/or writing.	3.43
Our program has a clear and intentional process for activity planning.	3.42
Staff communicate constructive feedback with participants in a respectful way and in a confidential setting.	3.39
Our program ensures that supplies are organized, accessible, and ready for program activities.	3.38
Participants negotiate solutions in conflict situations with peers.	3.16
Our program involves participants in the development of disciplinary practices.	3.12

Findings related to supportive environment include:

- **Youth value their relationships with adults in OFCY-funded programs.** On average, youth rated this dimension a 4.05, with the highest ratings for questions related to adults caring about youth and telling them they are doing well. One area where programs could improve, from the youth perspective, is to better understand youth's lives outside the program (3.82).
- **Parents and caregivers rated their relationships with program staff and other families highly.** On average, parents and caregivers rated these questions a 4.66, reflecting that they feel supported by the program and have developed new friendships.
- **Educators have strong and positive relationships with their mental health consultants.** Of the questions on the educator survey, the highest rated question was *I have a good relationship with my mental health consultant* (4.49). While the overall rating for this area was high (4.20 out of 5), responses reflect that mental health consultants could continue supporting and strengthening educators' relationships with parents and caregivers (3.98).
- **Program staff rated the Supportive Environment dimension of quality highest across all quality dimensions.** Assessment scores suggest that programs implement strong practices that build supportive environments. The highest rated practice was related to staff demonstrating and modeling concepts or skills. Survey responses reveal that programs are less likely to involve participants in negotiating solutions to conflicts with their peers and in developing disciplinary practices.

The most common area of need identified by staff for enhancing quality in this area was increased training for staff on conflict resolution strategies, disciplinary practices and group agreements, strategies for how to greet and welcome youth and participants into the program in a consistent way, and ensuring equal or distributed participation among young people. Several program staff also

indicated that it would be useful to have increased access to mental health and therapy supports for participants, including parents.

### Staff and Participant Quotes on Supportive Environment

*I can't find the words, but it just makes me [feel] loved and cared for, and I love being part of Prescott Circus because I get to meet many new people. – Youth Participant, Prescott Circus Theatre Summer Program (Focus Group)*

*My favorite thing about the program is that I have other people to talk to about my issues. It was really hard, when I first started here, having my marriage falling through the floor, then getting my sister from foster care. There were so many times when I wanted to give up because I felt like I was failing [my daughter]. "I don't know what to do!" ... Having [the staff member] and the other moms, [saying] "Maybe you can try this. You need to talk to her. Don't give up on her." That really helped me. –Parent, Prescott Joseph Center's Pre-Preschool (Focus Group)*

*I particularly like [the staff members'] support, like verbally somedays I don't feel like coming in or something like that. I still come here because I know I could talk to somebody or I can just go sit somewhere and I'll get my work done and just be okay. Also, [the program provides] resources, because there was a time where it was hard getting to work. So, the bus pass was a help. –Youth Participant, Civicorps' Academic and Professional Pathway (Focus Group)*

*Our curriculum consists of the "Circle" in which students are welcomed and introduced to the purpose of each class. Student participants also have the opportunity to share how they are doing in this time of check in. We also close with a check in where students appreciate what they have gained from the class. This give the participants a clear sense of purpose and allows them to provide feedback. Our group agreements are guided by our principles which include respect, reciprocity, and fun. –Staff Member, Music is Extraordinary' s Preparatory Studies in Music (Quality Self-Assessment)*

## Interaction and Leadership

Interaction and leadership describes an environment that provides opportunities for participants to get to know each other and work collaboratively, encourages a sense of belonging, promotes leadership and opportunities to partner with staff, and showcases participants' work. This dimension is focused on program activities that encourage positive relationships and interactions between participants and with program staff while promoting leadership opportunities. Youth and program staff assessments for this dimension of quality are summarized in Exhibit 11.

### Exhibit 11: Interaction and Leadership

#### Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall-Interaction & Leadership	4.09
I feel like I belong at this program.	4.16
This program helps me to get along with other people my age.	4.14
Since coming to this program, I work better with others on a team.	4.07
Because of this program, I am better able to handle problems and challenges when they arise.	4.02

#### Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)

Overall-Interaction & Leadership	3.40
Our program structure explicitly encourages positive relationships and interactions and teaches interpersonal skills.	3.58
Participants demonstrate a strong sense of ownership and belonging to the program.	3.53
Staff structure activities so that participants work cooperatively to solve problems and/or accomplish tasks.	3.45
Our program provides participants with opportunities to assist each other, including helping/mentoring peers.	3.34
Participants have meaningful responsibility by leading parts of activities, organizing a tasks, or leading groups.	3.33
Our program provides a range of opportunities for showcasing participants' work.	3.30
Participants and staff share control of most activities.	3.24

Findings related to interaction and leadership include:

- **Programs provide youth with a sense of belonging and encourage teamwork.** Youth feel they belong at OFCY programs and learn how to get along with others (4.16 and 4.14). However, youth were less positive that their participation in the program strengthened their ability to handle problems and challenges when they arise (4.02).
- **Program staff rated their programs high for interaction and leadership.** Overall, staff provide an average rating of 3.40 (out of 4) for interaction and leadership. Within this area, program staff provided the highest ratings for structure/content encouraging positive interaction and/or teaching interpersonal skills (3.6). Program staff also indicated that participants have a strong sense of ownership and belonging in the program (3.5). While this dimension was rated highly overall, programs have room for growth in sharing control of activities and allowing participants the opportunity to lead (3.2).

The most common area of need identified by staff for enhancing quality in this area was increased internship and paid learning opportunities for youth (including incentives), more opportunities for youth to showcase their work to the broader community (including access to space for these presentations), and more training for staff and volunteers on how to support youth leadership (including building youth excitement and setting the conditions for success).

#### Participant and Staff Quotes on Interaction and Leadership

*I have two [favorite things about the program]. One is qualifying in things because it makes me feel special. Everyone claps for you like, “yay, good job.” Two is the friends you make after so it’s not just like you meet here and then we’re done. – Youth participant, Prescott Circus Summer Program (Focus Group)*

*We have to give them an opportunity to fail. To learn from their mistakes, to have those follow-up conversations around how you could have done this differently. You have to have opportunities to put the lessons in motion, to fall down... to get feedback from other people, peers and adults. – Staff member, Alternatives in Action’s Youth Development Leadership Communities (Interview)*

*These kids come to the program alone, as one, but when they’re done, they leave as a band of brothers. They all come in with different learning levels, they all learn differently, and you immediately see who has the stronger learning abilities.... The kids with a stronger ability begin to support the younger kids with the reading, with the writing, with the understanding of what is going on. –Staff member, Brothers on the Rise’s Brothers Unite! (Interview)*

*We insist on creating opportunities for youth to lead classes, create lesson plans, implement art activities, and lead mural projects. By giving the youth the task of creating their own direct-action plan and presenting it to the group, they gain a sense of community engagement, outreach, and proposals. We provide the youth with internships in urban arts related positions at the program and provide them with the tools they request for their workshops. –Staff Member, Safe Passages’ Get Active (Quality Self-Assessment)*



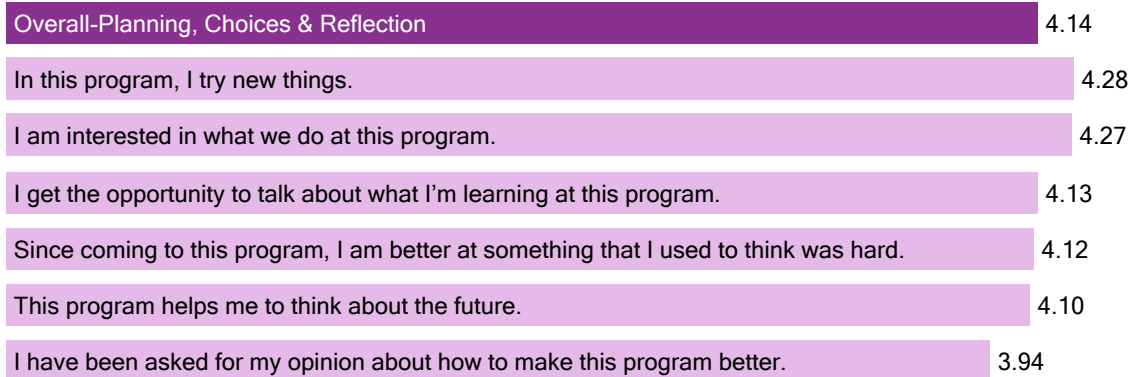
## Planning, Choices, and Reflection

Opportunities for planning, choices, and reflection encourage participant engagement in the development and refinement of program activities. This dimension focuses on opportunities for participants to plan activities, make choices, reflect on their own progress, and provide program feedback. Youth and program staff assessments are summarized in Exhibit 12.

### Exhibit 12: Planning, Choices, and Reflection

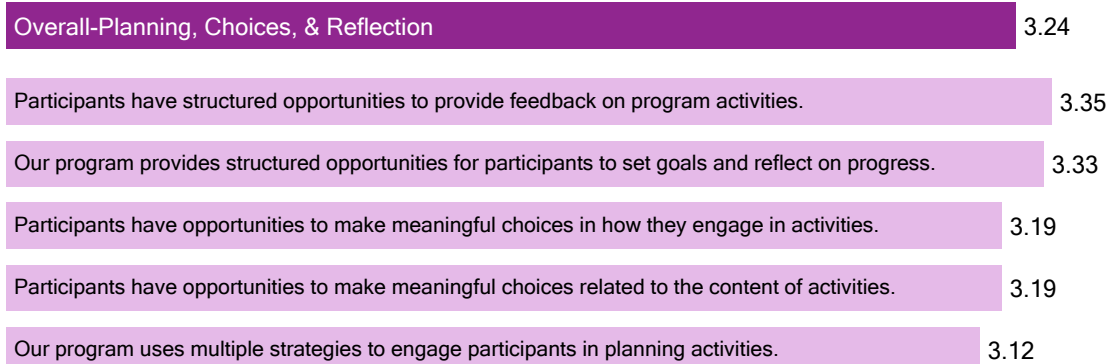
#### Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



#### Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to planning, choices, and reflection include:

- **Youth are engaged and interested in their programs.** Overall, youth rated this quality dimension second highest (4.14). Youth responded most positively to the prompt *In this program, I try new things* (4.28). Within this dimension, youth responded least positively to the prompt *I have been asked for my opinion about how to make this program better* (3.94).
- **Program staff rated planning, choices, and reflection the lowest of the quality dimensions.** On average, staff rated questions under this dimension 3.24 (on a scale of 4). The highest rated item was on providing structured opportunities for participants provide feedback on program activities (3.4) and the lowest rated item was related to engaging participants in planning using multiple strategies (3.1).

In their quality assessments, staff who identified areas for growth in this area indicated that they would like exposure to different models for engaging participants in program planning, as well as providing choices and reflection opportunities for participants with different learning styles and/or levels of competency. Staff at programs that were very focused on skill development also reflected on the tension between providing participants with choice and making sure that they have the “fundamentals” they need to succeed.

### Staff and Participant Quotes on Planning, Choices and Reflection

*Being in this program helped me learn more about my history and about my present. I'm always learning more about my community and that has helped make me want to be involved in, not this kind of work, but community work. I want to go to college and I want to get my law degree and I want to give back to my community. I want to make sure that people's rights are being protected.* –Youth Participant, Alternatives in Action's Youth Development Leadership Communities (Interview)

*For us, a really big part of it is really building into our curriculum a lot of opportunities for young people to practice.... There is research that shows that literally having young people go through a role play where they are practicing a skill can support them in the moment when they get into the real world and try to practice that skill. So that is something that we've been really focused on.* – Staff member, Alameda Health System's Oakland Health Careers Collaborative (Interview)

*Students are given the opportunity to demonstrate that they know something by themselves. Having the support of the rest of the class while you do something by yourself is huge....Just letting them know that it's ok not to get something right... you're not a failure if you didn't get it right the first time.* –Staff Member, Dance Dimensions Theatre's Rites of Passage (Interview)

*It's kind of taking control of their own learning, end development and success and giving them the language and the vocabulary rubric to be able to name what success is. They don't really have to be turning to somebody... What we call choice time gives them time where they can choose what they want to focus on.* –Staff member, Prescott Circus Theatre Summer Program (Interview)

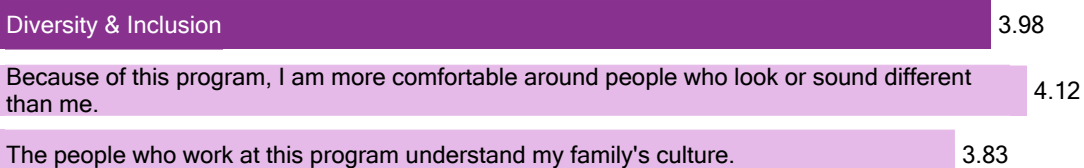
## Diversity and Inclusion

All quality tools include measures of diversity and inclusion to explore the ways in which programs recognize, support and encourage diversity and inclusion among participants. Assessments focus on participant and staff diversity, opportunities for participants to explore and share their cultures and identities, availability of program information in participants' home languages, and practices for supporting accessibility of participants with disabilities. Exhibit 13 summarizes youth, parent/caregiver, educator, and staff assessments of diversity and inclusion. While youth participants rated this dimension of quality lower than the others, adult participants, including parents/caregivers and educators, rated diversity and inclusion relatively high.

### Exhibit 13: Diversity and Inclusion

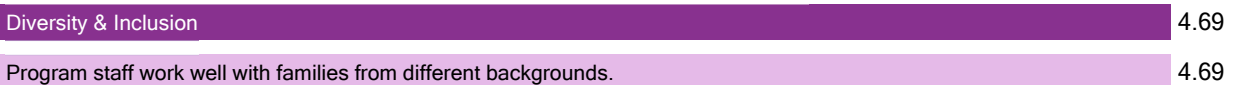
#### Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



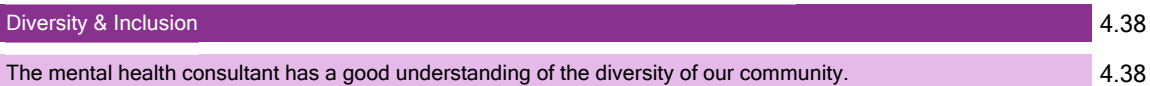
#### Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



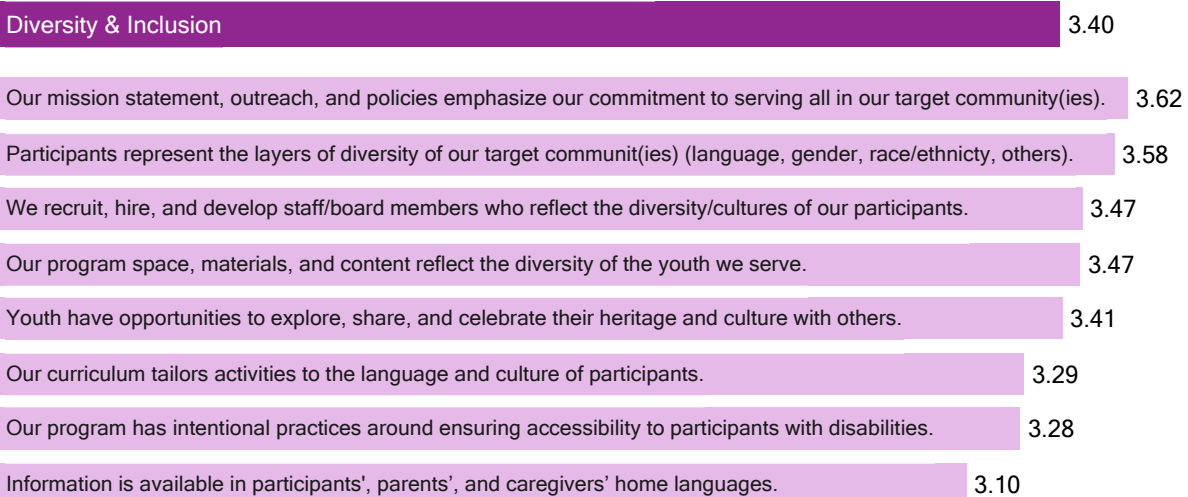
#### Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



#### Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to diversity and inclusion include:

- **For youth respondents, diversity and inclusion was the lowest rated dimension of quality.** This dimension included the lowest rated question on the youth survey: *The people who work at this program understand my family's culture* (3.83). Youth rated programs higher for helping them feel comfortable around others who are different from them (4.12).
- **Parents and caregivers rated diversity and inclusion highest.** Although only captured by one question, parents and caregivers rated programs' ability to work well with families of different background (4.69) highly.
- **Educators also rated diversity and inclusion high.** Educators' ratings reflect mental health consultants have a good understanding of the diversity of communities the educators work with (4.38)
- **Staff perspective on diversity and inclusion was mixed.** Overall, staff rated this dimension 3.40. The highest rated item was: *Our mission statement, outreach materials, and policies emphasize our commitment to serving all youth and families in our target community(ies)* (3.6). Some programs noted not having resources for translation services, which is becoming even more challenging given the increasing diversity of their families (including multiple newcomer populations). This contributed to the lower average rating for *Information is available in participants', parents', and caregivers' home languages* (3.1).

In keeping with the findings above, the most common area of need identified by staff for enhancing quality in this area was how to better serve participants with varying levels of ability and who speak languages other than English and Spanish. Staff indicated that they need help with translating materials and in engaging staff and volunteers who speak the home language of young people and their parents. Programs also described the need for additional support on how to reach specific populations that they felt were under-represented in their programs.

### Participant and Staff Quotes on Diversity and Inclusion

*I feel like being a person of color, it is harder to have confidence in yourself because you don't see many people of color in medicine and I felt like being surrounded by people of color who are also interested in medicine and being in this environment made me confident [in my ability to say] that I wanted to be in medicine.—Youth Participant, Alameda Health System's Oakland Health Careers Collaborative (Interview)*

*In the other programs that I've been in I've never really had the opportunity to talk to people of the same race or the same background. But in this program, I met so many people I could talk to and have a lot in common with because of our backgrounds or families or nationality. I find that kind of rare. —Youth Participant, La Clinica de La Raza's Youth Brigade (Interview)*

*I can't express enough how important it is to be represented as being queer. I never met another trans Latino youth or successful trans Latino, but here I can be unapologetically myself. —Youth Participant, La Clinica de La Raza's Youth Brigade (Interview)*

*We try to as much as possible to have programs and events that cross all language groups and cultures, field trips, things like that, but at the same time we want to make sure that families are feeling safe in the way they talk and the way they're understood, and that they're being heard.—Staff Member, Safe Passages' Baby Learning Communities*

## Partnerships

As discussed previously in the Programs section of this report, programs partner with other agencies to recruit participants, provide referrals and additional services, and enhance programming. The quality dimensions around partnerships capture the degree to which programs establish meaningful collaborations, share information and make referrals, and have regular communication with their partners. Exhibit 14 summarizes parent/caregiver, educator, and staff perspectives on partnerships.

### Exhibit 14: Partnerships

#### Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall-Partnerships	4.48
Program staff refer me to other organizations or programs when they can't help me with certain issues.	4.48

#### Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall-Partnerships	4.09
Since working with the MHC, I can better able to identify and refer children in need of extra support.	4.09

#### Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)

Overall-Partnerships	3.26
Our program establishes meaningful community collaborations with other organizations and agencies.	3.41
Our program collaborates with partners to expand activity options and meet our goals.	3.28
We have regularly scheduled communication with our major partners/stakeholders.	3.27
We refer youth, parents, and caregivers to other organizations when we cannot help them.	3.21
Our program routinely shares announcements and resources from partners with our participants.	3.20
Partners support our long-term sustainability through joint fundraising, in-kind contributions.	3.15

To encourage and support partnerships among grantees, OFCY organizes in-person community meetings throughout the year, providing space for peer-to-peer learning and networking. Despite these opportunities some staff reported that they still find it challenging to find the time to meet regularly with their partners to exchange information. Others indicated that they would benefit from additional support around developing partnerships and proposed additional vehicles that OFCY could implement to connect likeminded organizations, such as “summits” and topical listservs on key areas of interest.

### Staff Quotes on Partnerships

*In the LGBTQ community, we're very lucky that our staff knows a lot of agencies catering to this population and in calling them and emailing them, we always hear of conferences, opportunities, and other events that we think would be good for our youth. —Staff member, La Clinica de la Raza's, Youth Brigade (Interview)*

*We have this benefit of being part of this very formal partnership with Oakland Unified School District...I think that it is really significant having that person inside OUSD who is our liaison. Beyond that, we've benefited from having [staff] who came from OUSD and had relationships already with school sites and so that has also helped us tremendously... —Program Staff, Alameda Health System's Oakland Health Careers Collaborative (Interview)*

*The Brilliant Baby program model is decentralized: Specific staff at five organizations are trained and certified to sign babies up for a BB College savings account seeded with \$500 and make referrals into our financial coaching program. We put a lot of effort into these key relationships, and more is needed. Maintaining a highly functional partnership for service delivery requires a lot of communication and trust. —Program Staff, Oakland Promise: Brilliant Baby, Oakland Public Education Fund (Quality Self-Assessment)*

*This is huge! Where we live it is critical to know and be able to refer clients based on their needs. Our program cannot be of any value to our clients if in their time of need we do not have real resources to refer them to. We have referred students to homeless shelters, transitional housing, clinics and even financial institutions for financial assistance. When we help support the clients with other areas of their life that are of concern, then even more so help set them up for success. —Staff Member, Marriott Foundation for People with Disabilities' Bridges from School To Work (Quality Self-Assessment)*

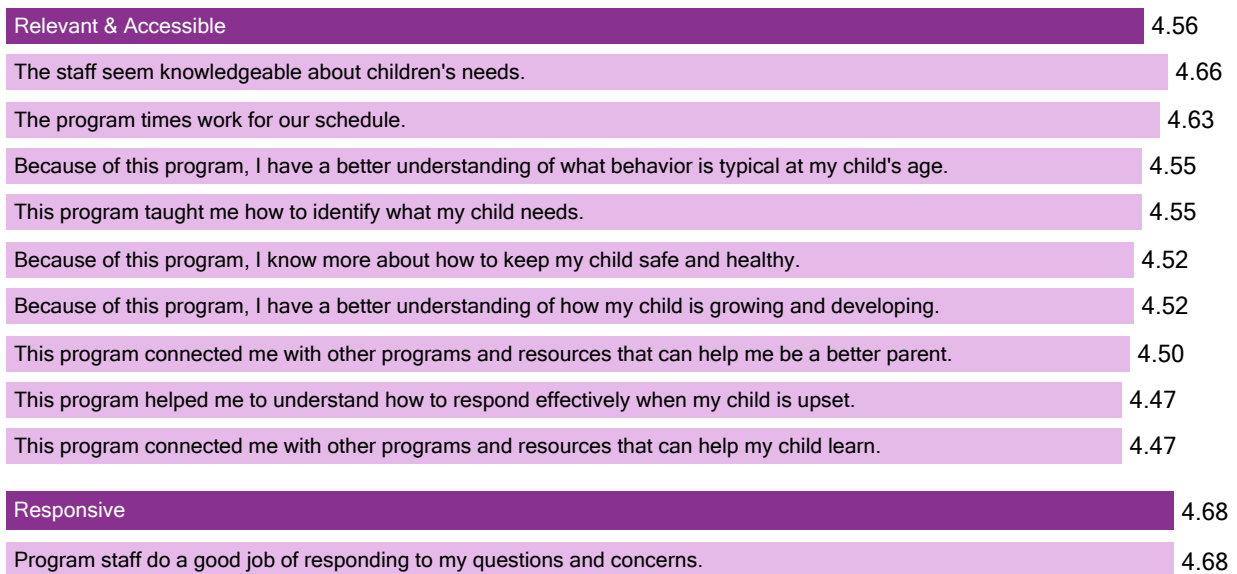
## Additional Dimensions of Early Childhood Quality

OFCY-funded *Early Childhood* programs operate differently than youth programs. With a goal of promoting the healthy development of young children, these programs focus on providing services to adults—parents, caregivers, and early childhood educators—who are central to this goal. Quality measures for this strategy cover eight domains—six of which are common with the other strategies (safe and healthy environment; supportive environment; interaction and leadership; planning, choice, and reflection; diversity and inclusion; and partnerships). The two additional dimensions that are unique to the early childhood strategy are relevance and responsiveness. Exhibit 15 summarizes parents', caregivers', and early childhood educators' assessments of these dimensions.

### Exhibit 15: Responsiveness, Relevance and Accessibility

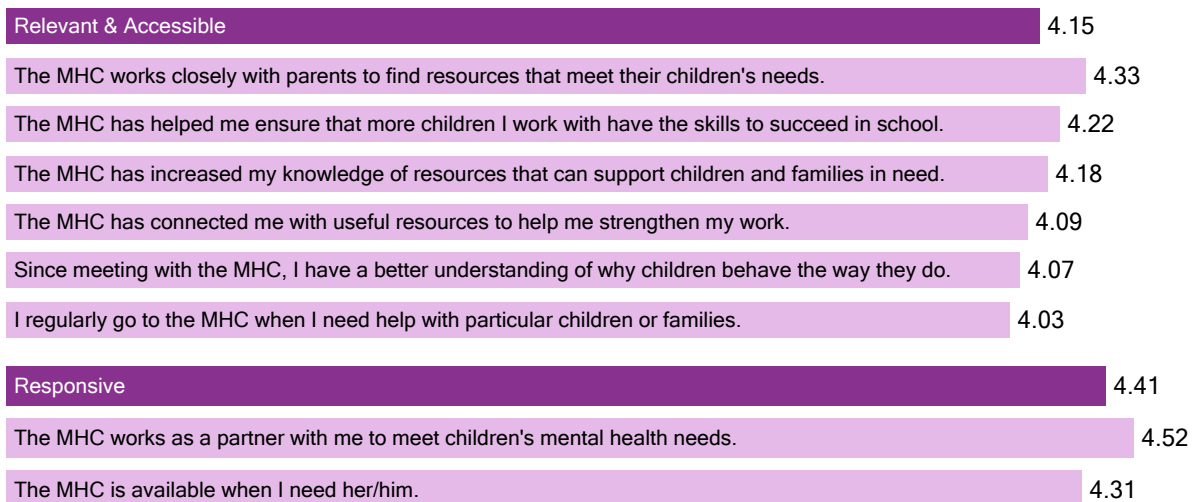
#### Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



#### Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Key findings:

- **Parents, caregivers, and educators rated responsiveness highest across all domains of quality.** Programs are “responsive” if they have a clear process for assessing and responding effectively to participant needs. Parents/caregiver ratings reflect how well program staff answer questions and concerns (4.68). Educators ratings averaged 4.41, reflecting that they felt that they had established good relationships with mental health consultants.
- **Parents, caregivers and educators also felt that the programs were relevant and accessible.** Parents indicate that staff are knowledgeable about children’ needs (4.66) and that through the program they are learning how to better meet their child’s needs (4.55). Similarly, educators felt that the strength of the mental health program was that they connected parents to resources so that they could better manage their child’s needs (4.03).

### Staff and Participant Quotes on Responsiveness and Relevance

*We started removing the barriers to participation and providing gift cards so they wouldn't have to forgo income on Saturday. (We provide) transportation if needed. —Staff Member, Safe Passages' Baby Learning Communities (Interview)*

*We're learning to parent in a different way than how we were parented... Positive way of parenting instead of just yelling at your child and letting your child yell at you... I actually sit with my three-year-old and talk about what she did. Before [I was in this program], I would have been like, "You know what? You're in time out." Time out, it doesn't work, because they're like, "Whatever. I'm just sitting here." They lose interest....[Because of the skills I learned in the program] my three-year-old will sit there and she'll tell me, "I don't like you right now." I'm like, "Well, what did I do to you that you don't like me?" "You said I couldn't have a cookie." She'll talk about why she's upset, why I made her upset, or we'll talk about it... she's more vocal, she's more expressive. —Parent, Prescott Joseph Center's Pre-Preschool (Focus group)*



## OUTCOMES

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The OFCY evaluation draws on participant surveys and qualitative data to assess five distinct sets of outcomes that align with the OFCY funding areas: a set of outcomes for early childhood programs, a set of general youth development outcomes for youth participants grade 3 and higher, and tailored sets of outcomes for the three youth-focused funding areas: Youth Development and Empowerment, Student Success in School, and Transitions to Productive Adulthood. This section includes an overview of progress toward early childhood outcomes for parents, caregivers, and educators, followed by a discussion of general youth development outcomes. Discussion of the strategy-specific outcomes for youth are included in the Strategy Reports.

### Early Childhood Outcomes

*We give parents the resources, give them the tools, give them the awareness. And then, allowing them the flexibility to do it on their own is giving them the power to help them improve and support their own kids.*

-Staff Member, Prescott Joseph Center's Pre-Preschool Program (Interview)

Programs under the *Early Childhood* funding area concentrate on improving outcomes for *adults* (parents, caregivers, and educators) that care for children ages 0-5. This funding area encompasses two unique strategies: *Early Childhood Mental Health Consultation* (3 programs) and *Parent Engagement and Support* (16 programs). The participants surveyed for this funding area were: (1) parents and caregivers participating in community support and education groups, (2) parents and caregivers whose children were participants in the summer pre-kindergarten program, and (3) educators receiving support from mental health consultants. Adult participant surveys, parent and educator focus group data, and interview data with directors of early childhood programs make up our key data sources for measuring progress towards early childhood outcomes.

Key outcomes for this funding area are illustrated in Exhibit 15 below.

Exhibit 15: Early Childhood Outcomes



## Parent and Caregiver Outcomes

*My daughter is (now) involved with kids her age. She's not just at home with me all day, waiting for her older siblings to come home, and that's all she has to play with. She comes here and she has kids that are her size, littler than her, and she can interact more. This is her environment, her comfort zone, and she takes what she's learned here and she brings it at home, and has everyone doing the ABCs, or she has everyone ... "You didn't pick up your plate. You have to pick up your plate and take it in here." She's learned a little structure herself, so it's helped me a lot.*

-Parent, Prescott Joseph Center's Pre-Preschool Program (Focus Group)

In total, 420 parents and caregivers across 13 programs completed the OFCY participant surveys.<sup>23</sup> Results from parent and caregiver surveys were consistently positive across all outcome areas. As shown in Exhibit 16 below, parents and caregivers reported very high outcome scores across all early childhood outcomes. Notably, **parents and caregivers who had been attending for at least one month reported greater progress towards outcomes**. For example, 94% of participants who had been attending programs for at least one month at the time of the survey reported having greater confidence in managing children's behavior, compared to 81% of participants who had attended programming for less than one month.<sup>24</sup> Unlike in previous years, we did not observe a difference in survey scores between those who had attended programming for one to six months and those who had attended programming for longer.

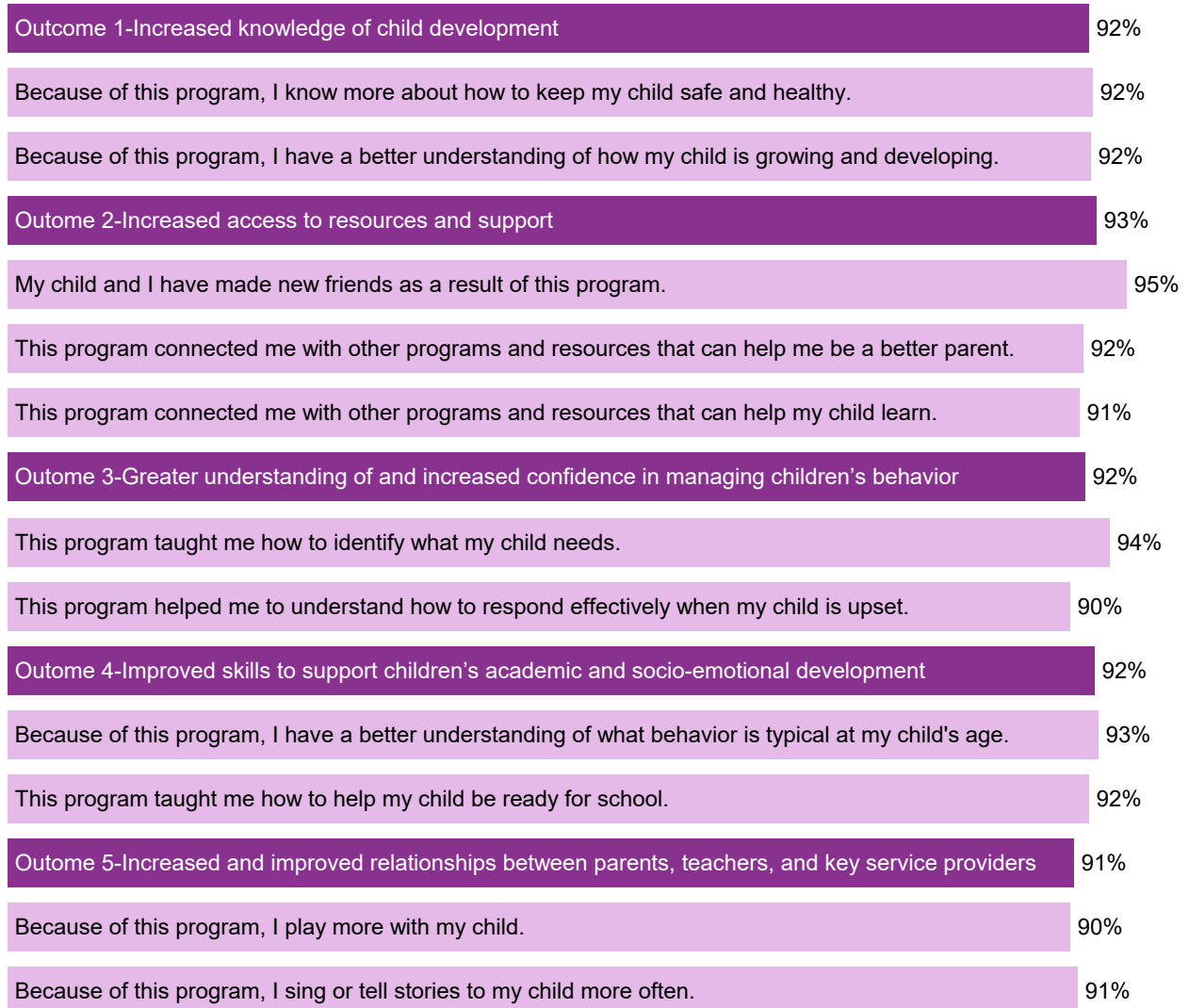
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<sup>23</sup> Surveys were not collected at two *Parent Support and Education* programs (Vision Awareness & Education for Low-Income Oakland Families and Capacity Building – Training in Early Learning) because of the nature of their service delivery model.

<sup>24</sup> Overall, 11% of participants reported attending the program for less than one month at the time of answering the survey.

## Exhibit 16: Parent and Caregiver Outcomes

Percentage of youth who agree or *strongly agree*  
(420 parents/caregivers in 13 programs)



## Educator Outcomes

*The mental health consultant has taught me a lot about working with children who have trauma. I have learned about being compassionate and giving students the space they need to be calm and safe.*

–Educator, Lincoln Child Center’s Early Childhood Mental Health Consultation (Survey)

A central goal of this strategy is to augment child development knowledge among educators that work with very young children. Across the three *Early Childhood Mental Health Consultation* programs, 156 educators completed the OFCY participant surveys. Seventy-nine percent of survey respondents felt that working with mental health consultants has increased their understanding of children’s behavior and development. These survey results are consistent with interview and consultant focus group responses from previous years. In the past, several program respondents spoke about the importance of closely partnering with educators to support mental health needs of children.

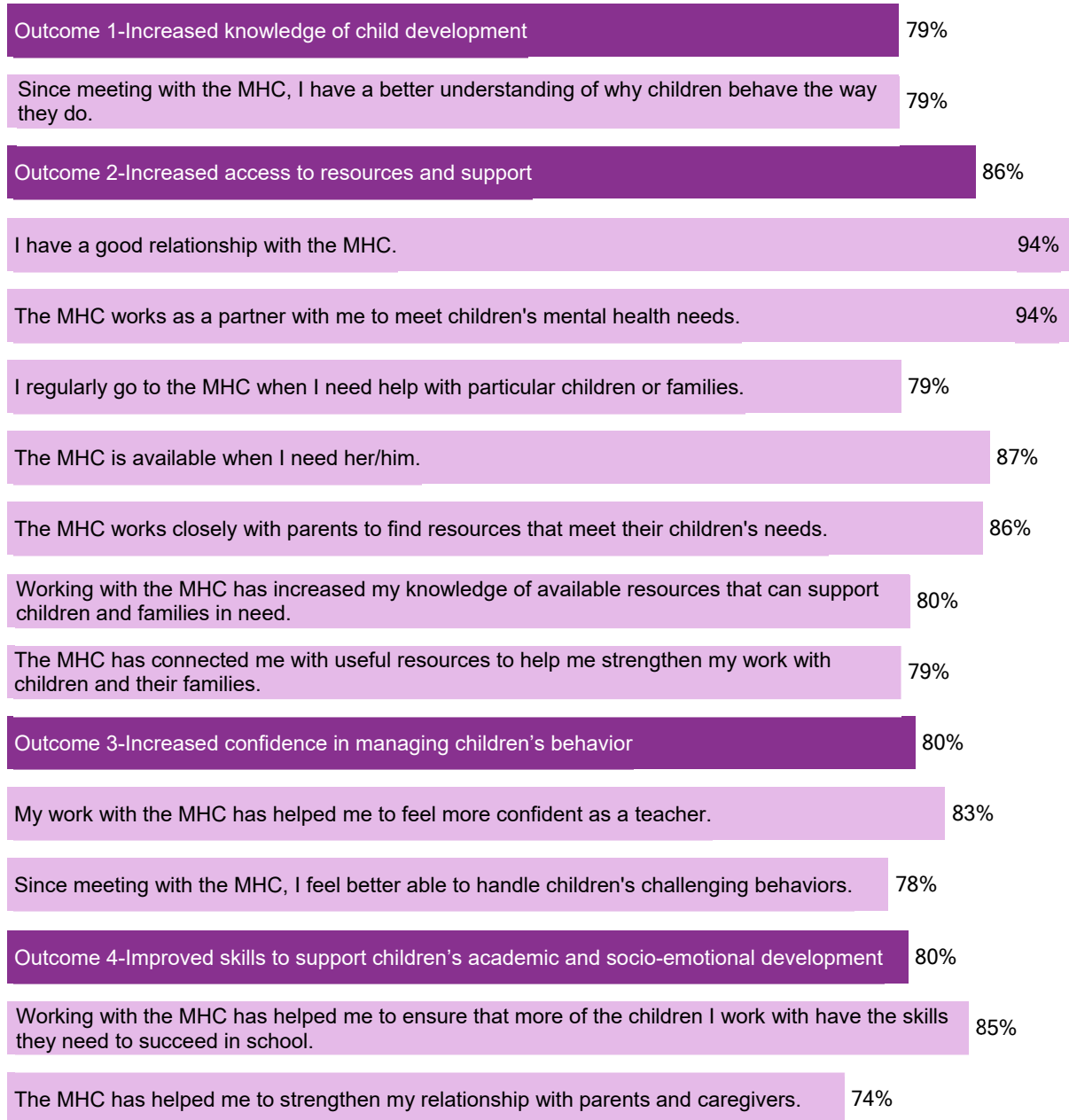
Key findings related to educator outcomes, illustrated in Exhibit 17, are:

- **Early childhood mental health consultants are doing well in their efforts to establish strong and helpful relationships with the educators they support.** Educator responses were similar to responses from FY2016-2017.
- **The outcome area of increasing access to resources and support showed the most progress.** With an average of 86% of educators agreeing or strongly agreeing with questions mapped to this area, survey results reveal that educators consider mental health consultants to be an important resource in their work. Questions that received the strongest agreement ratings overall fell in this outcome area: 94% of respondents agreed that they had a good relationship with their mental health consultant and 94% agreed that their mental health consultant works as a partner to meet children’s mental health needs
- **Educators may benefit from more support around strengthening their relationship with parents and caregivers.** Similar to what was observed in FY2016-2017, educators were least likely to agree that the consultant has helped them to strengthen their relationship with parents and caregivers (74%).

## Exhibit 17: Early Childhood Educator Outcomes

### Percentage of educators who agree or strongly agree

(156 educators in 4 programs)



## Youth Development Outcomes

*The unique things about (our circus arts program) is there's so many different skill disciplines that we offer that every student finds something they're good at. There are some students who are not quite as agile in acrobatics, but they are an amazing clown. And some students are very, very shy, so things like clowning is a good thing. Some of the skills building like unicycle or stilt dancing gives them a chance to be on stage, but they're focused on a skill that's their thing and they love doing that."*

-Staff, Prescott Theatre Summer Circus Theater (Interview)

OFCY youth programs are assessed on their ability to support four core youth development outcomes, as illustrated in Exhibit 18.

**Exhibit 18: Overall Youth Outcome Measures**



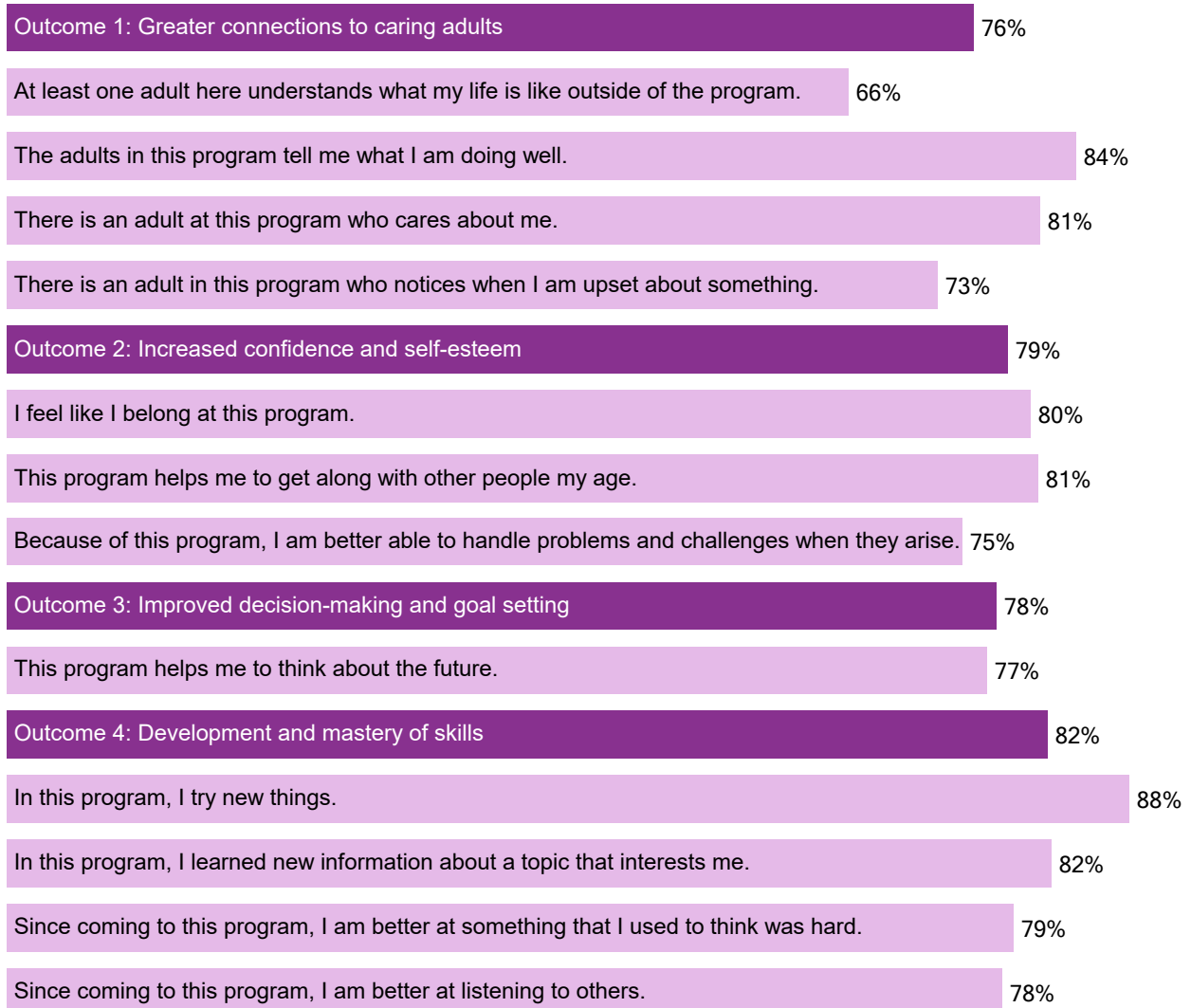
We assessed progress by drawing on 4,483 surveys from 71 programs; the results are displayed in Exhibit 19. Key findings mirrored the findings from FY2016-2017:

- **Youth generally reported very positive youth development outcomes.** As in FY2016-2017, youth showed the most progress in the area of *developing and mastering skills* and were least likely to agree or strongly agree with the statement “*at least one adult here understands what my life is like outside the program*” (64%). Youth were most likely to agree with the statement “*in this program, I try new things*” (87%).
- **Older youth showed the strongest progress toward general youth development outcomes.** Youth in grades 11 and 12, as well as those that are out- of-school, reported the highest ratings in general youth development outcomes. The area of greatest difference was *improved decision-making and goal setting*, perhaps because older youth are more interested in thinking about the future and planning ahead. On average, 90% of older youth agreed or strongly agreed with the questions mapped to *decision-making and goal setting* compared to 72% of youth in 10<sup>th</sup> grade and below.

## Exhibit 19: Youth Development Outcome Scores

### Percentage of youth who agree or *strongly agree*

(4,483 youth in 71 programs)



## CONCLUSION

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As the 2017-18 program year ends, the results of our evaluation indicate that OFCY plays a key role in ensuring that programs in Oakland can effectively support Oakland's children and youth to be safe, healthy, and productive. Below we summarize our observations and provide recommendations for how OFCY can continue to support programs over the final program year of the funding cycle.

- **Over 20,000 children and youth participated in OFCY-funded programming, receiving a broad range of services, including enrichment, academic support, work-based learning, and supportive services.** As demonstrated by their continued participation and their feedback via participant surveys, Oakland's children, youth, and families find meaningful opportunities tailored to their needs and interests in the 89 diverse programs funded by the city.
- **Community-based programs continue to make strong progress toward their intended outcomes.** According to surveys from youth, parents/caregivers, and early childhood educators, programs are making an impact in the areas of youth development, academic success, workforce readiness, and caregiver support.
- **As in previous years, there is a strong desire among grantees for OFCY to continue to support capacity building and networking.** OFCY grantees are eager to exchange resources and lessons learned, and they view OFCY as uniquely positioned to broker resources and make connections through opportunities like the grantee convenings it hosts. Some suggest that OFCY might build on the grantee convenings and find additional ways to connect organizations that have complementary needs or goals, such as hosting "summits" in common issue areas, developing a listserv where grantees could announce upcoming activities, or organizing "virtual" learning groups on issues of interest.
- **Language and translation services are an area of need.** A central theme arising from the quality assessments, surveys and site visits, was the difficulty that programs face in meeting the language needs of diverse participants. Programs could benefit from connections to translation resources as well as information on best practices related to recruiting staff and volunteers who speak specific languages.
- **Social-Emotional Learning (SEL) and trauma informed approaches are increasing perceived as central components of effective youth development and family engagement.** There is a strong emphasis among programs on using trauma-informed approaches and promoting skills such as emotional regulation, social understanding, and resilience. SEL is an arena where youth programs can make a real difference, particularly if they align with the SEL work being implemented within OUSD. Furthermore, these are areas where it would be useful for OFCY to help support learning.
- **OFCY may want to consider gathering broader feedback from parents and families related to the benefits of youth programming.** Youth programming provides value not just for the young people who participate, but for their parents. The value of OFCY programs for parents, other than those participating in early childhood program area, is not captured by the current evaluation, but could be if programs were willing to administer a parent survey. Dimension of interest may include whether programs help parents to remain in employment or education.

OFCY plays a critical role in sustaining and strengthening programs for children, youth and families in Oakland. It provides vital grant funds, helping to create a rich ecosystem of programs tailored to the needs of distinct aspects of the Oakland community, while also promoting continuous improvement and high-quality programming.



## APPENDIX 1: PROGRAM PERFORMANCE

The following table provides program-level performance information at the conclusion of FY2017-2018, including the number of unduplicated youth who participated in program activities and progress towards projected enrollment for the fiscal year; actual units of service and progress towards projected units of service. Where applicable, the tables include: average hours of service per youth and adult participants, the percentage of youth and adult participants receiving 40 or more hours, and the percentage of participants completing surveys.

Progress towards projected enrollment and units of service draws on the Cityspan Administrative Reports and includes adult hours of service while enrollment only includes children and youth. Red shading indicates programs that did not meet their enrollment or units of service targets at the end of the year.

### Early Childhood Mental Health Consultations

Agency	Program	Youth Enrollment			Total Units of Service		
		Projected	Actual	% Projected	Projected	Actual	% Projected
Family Paths, Inc.	Early Childhood Mental Health Collaborative	616	690	112%	3,892	3,624	93%
Jewish Family & Community Services East Bay	Integrated Early Childhood Consultation Program	695	562	81%	1,757	1,710	97%
Lincoln Child Center	Early Childhood Mental Health Consultation	910	1,114	122%	3,837	4,397	115%

### Parent Support and Education

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	Adults (%)
East Bay Agency for Children	Parent Child Education Support Program	68	45	66%	68	36	53%	6,956	7,267	104%	89	71%	91	72%	39%
East Bay Community Recovery Project	Project Pride	20	22	110%	30	51	170%	2,269	4,249	187%	40	41%	66	52%	18%
Family Paths, Inc.	Abriendo Puertas/Opening Doors Parent Education	34	26	76%	66	72	109%	2,063	825	40%	5	0%	10	0%	39%

**ATTACHMENT B:**  
**Oakland School-Based After  
School Programs Evaluation  
2017-2018 Findings Report**



## OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

2017-18 EVALUATION FINDINGS REPORT



## ACKNOWLEDGEMENTS

### 2017-18 OAKLAND PLANNING & OVERSIGHT COMMITTEE (POC) MEMBERS

DISTRICT	POC MEMBER - ADULT	POC MEMBER - YOUTH
Mayor	Astrid Regalado	(Mayor selects a single youth or adult member)
At Large	Julie Waters	Leann Mohamed Abelrahman
District 1	Gerald Williams	--
District 2	Julie Tinker Ward	Francois Barrilleaux
District 3	Anakarita Allen	Yota Omosowho
District 4	Eugene Lee	--
District 5	Max Chacana	Mayra Sanchez
District 6	Betty Booker	Hilda Ameyaw
District 7	Kisha Jackson	--

### PUBLIC PROFIT EVALUATION TEAM






Jessica Manta-Meyer, Director  
Stephanie Kong, Research Associate  
Melody Liao, Research Assistant

Da'Shon Carr, Project Assistant  
Emily McCaffrey, Summer Graduate Intern  
Corey Newhouse, Founder & Principal

### IMAGES

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# EXECUTIVE SUMMARY

## ABOUT OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

Youth in Oakland deserve access to the positive youth development experiences that help youth thrive and become successful in school and beyond. In order for youth to thrive, they need to feel safe, have positive relationships with caring adults, feel that they belong, and experience appropriate and engaging challenges aligned with their interests. After school programs can provide these very elements for youth in the critical hours after school.<sup>1</sup>

Moreover, youth who live in under-resourced communities, who may be living in poverty, or for whom English is not their first language, may face barriers to academic achievement and school success. These are the students most in need of high quality developmental experiences.<sup>2</sup>

For Oakland youth, these conditions are common. A large majority of Oakland public school students (74%) qualify for free and reduced-price meals and nearly one-third are English Language Learners. An estimated one-third of Oakland families with school-aged children live below the federally-defined poverty level and half of all students test below grade level on statewide standardized tests.

In order to address the need in Oakland, both the City of Oakland and Oakland Unified School District (the Oakland School-Based After School Partners) invest in a variety of strategies to support youth and their families, including school-based after school programs. The Oakland school-based after school programs are jointly funded through a planned and committed investment of funds from the School-Based Partners. The Partners blend local, state, and federal dollars and provides them to programs to ensure quality services that are free or low-cost. Currently, the Partnership invests in 81 programs across Oakland. This report includes information collected at those 81 school-based after school programs.

## ABOUT THE EVALUATION

This report summarizes the evaluation findings from the evaluation of the 2017-18 programs, including attendance data from programs, youth survey reports on the quality of the programs and participant outcomes, site visit observations using a validated rubric, interviews and other qualitative data from Agency Directors on program scope, family need, and community demand for after school programs. This report also includes an analysis of outcomes such as school day attendance and literacy.

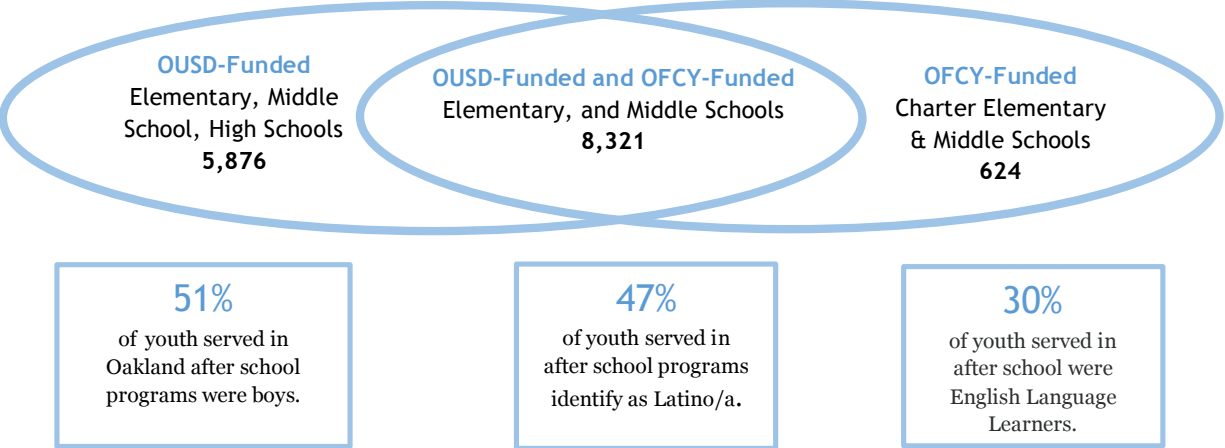
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<sup>1</sup> Gambone, M.A., Klem, A.M., and Connell, J.P. (2002). Finding out what matters for youth: testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

<sup>2</sup> Afterschool Alliance. (2016). America after 3PM special report: afterschool in communities of concentrated poverty.

# OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS SERVE A DIVERSE POPULATION OF YOUTH

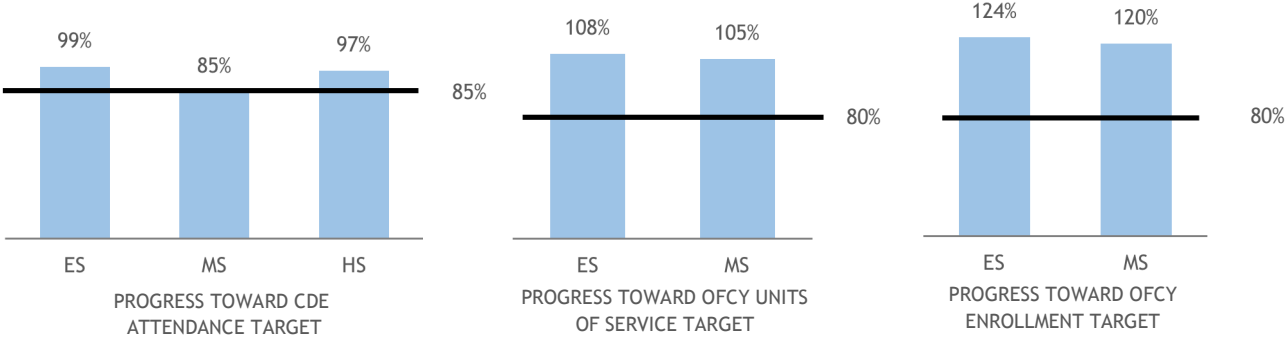
In the 2017-18 program year, Oakland school-based after school programs served 14,821 youth. OUSD-funded and OFCY-funded programs jointly served 8,321 youth, those funded only through OUSD served an additional 5,876, and 4 charters funded only by OFCY served a further 624 youth. Slightly more than half of the youth (51%) served in Oakland school-based after school programs were boys. Nearly half of all youth (47%) in Oakland school-based programs are Latino/a. Almost one-third (30%) served were English Language Learners.



Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018

# PROGRAMS MET OR EXCEEDED ENROLLMENT AND ATTENDANCE TARGETS

To better understand the extent to which youth are regularly participating in after school programs, the evaluation analyzed Oakland after school programs' attendance, enrollment, and hours of service. Elementary and high school programs exceeded their attendance target, while middle school program met CDE's required target (85%). Elementary and middle school programs surpassed OFCY's units of service target (108% and 105% respectively). Elementary (124%) and middle school (120%) programs also exceeded OFCY's enrollment targets.



Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018

# THERE IS A STRONG NEED FOR SCHOOL-BASED AFTER SCHOOL PROGRAMS IN OAKLAND

Many families in Oakland rely heavily on after school programs to balance the demands of employment, education, and other responsibilities that keep them out of the home. In order to best serve students across Oakland, particularly those with a strong academic, social emotional, or socioeconomic need, after school programs implemented several strategies to manage quality and capacity at their sites: waitlists, OFCY supplemental funding, and program fees.



Some programs, but not all, implemented waitlists at their sites initially because of overall program limitations—which included lack of staff and funding to serve more students—and high demand for programs among working families. When program space became available, programs prioritized students with academics needs, social emotional learning needs, and other special circumstances needs.



The majority of Oakland school-based after school programs did not charge program fees for the 2017-2018 program as they saw it as a financial burden and barrier for families they already served. Of the few programs that charged program fees, the money provided additional funding for activities, staff wages, and administrative fees that were not covered through existing grants.

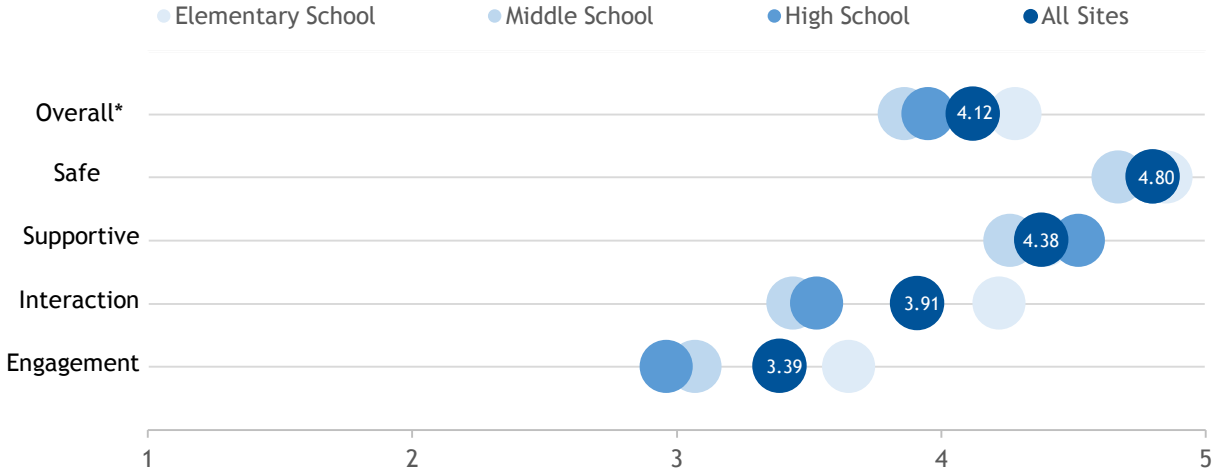


OFCY dedicated supplemental funds to build program capacity to more effectively serve and support high need populations. The majority of programs reported using OFCY supplemental funding to enhance enrichment capacity and to improve program quality. Most coordinators mentioned they were able to provide specialized programming to youth by employing staff and contractors who taught students specific skills, including: drumming, arts, robotics, dance, and STEM.



# OAKLAND AFTER SCHOOL PROGRAMS PROVIDE AND SUPPORT YOUTH WITH HIGH QUALITY PRACTICES

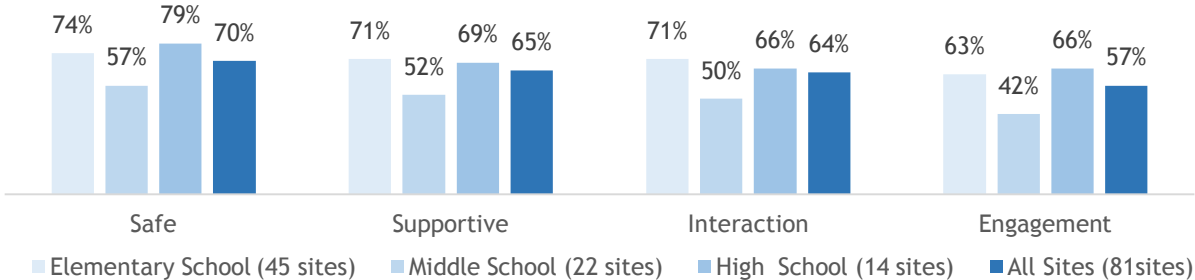
Program Quality Assessment (PQA) scores showed that Oakland after school programs provided youth with a safe and supportive environment to thrive in. Although programs scored within an acceptable performance range in the Interaction domain (above 3.0), elementary programs promoted stronger practices than middle and high school programs. Most after school programs exhibited acceptable scores in the Engagement domain but could improve further. Overall, PQA scores indicated that Oakland after school programs serve youth with high quality practices that lead to successful developmental and educational outcomes.



Source: Site visits were conducted by External Assessors with the School-Age Program Quality Assessment tool and the Youth Program Quality Assessment tool in Fall 2017. In the 2017-18 program year, only 76 programs received a site visit.

## YOUTH SELF-REPORTS OF PROGRAM QUALITY ECHO THESE FINDINGS

Overall, youth survey findings echoed site visit scores. Youth felt their program provided them with a safe and supportive environment to learn and grow. Youth also reported opportunities to interact with their peers and program staff. Youth were less likely to report sufficient engagement opportunities, which echoes findings from site visit observations. On average, middle school youth were less likely to respond positively than both elementary and high school youth across all domains.

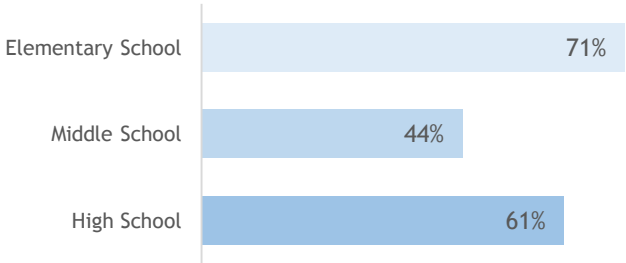


Source: Youth participant surveys administered spring 2018, n=4,924

# YOUTH IN OAKLAND AFTER SCHOOL PROGRAMS GAINED SKILLS AND KNOWLEDGE TO BE SUCCESSFUL IN THE SCHOOL DAY



## ACADEMIC BEHAVIORS

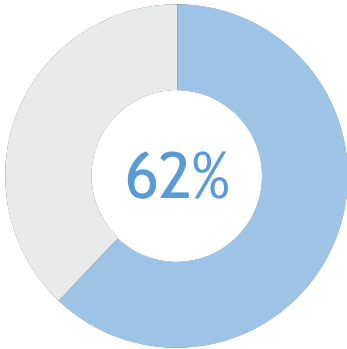


Academic behaviors, such as studying and completing homework, are habits youth develop so they can successfully learn academic content. When youth are engaged in these types of academic behaviors, they are more likely to increase their academic performance in school. Youth survey findings showed that a higher proportion of elementary youth (71%) reported gaining positive academic behaviors in their after school program than middle (44%) and high school (61%) youth.

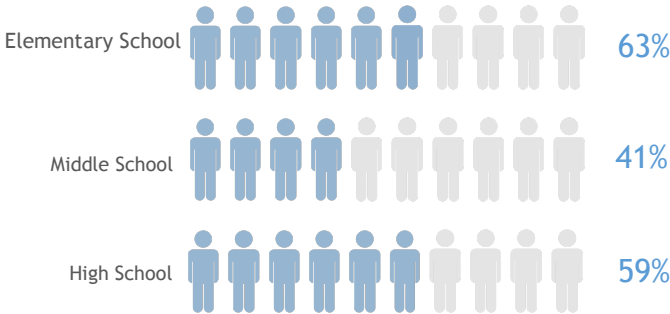


## SENSE OF MASTERY

A sense of mastery comes from being appropriately challenged to try new things. After school programs can provide youth with opportunities to build their confidence in trying new things. Due to the opportunities provided to youth in their after school program, about six in 10 youth (62%) in Oakland after school programs felt more competent in their skills.



## SOCIAL AND EMOTIONAL SKILLS



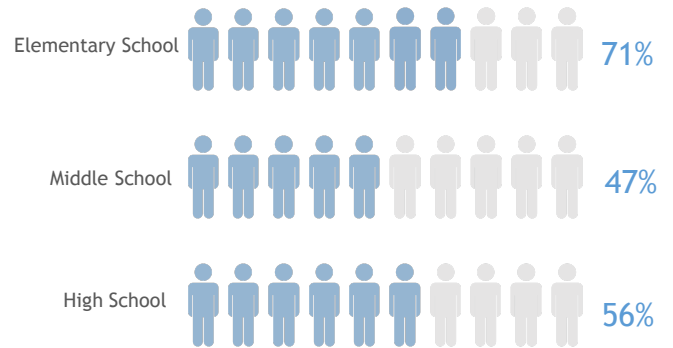
Youth use social and emotional skills to initiate and maintain positive relationships with peers and adults, to manage and communicate their emotions, and to understand their capabilities. Elementary (63%) and high school (59%) youth were more likely than their middle school peers (41%) to report gaining social and emotional skills in their after school program.

Source: Youth participant surveys administered spring 2018, n=4,924

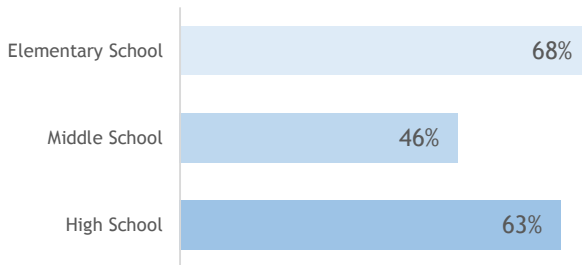


## WELLNESS BEHAVIORS

Most youth agreed their program helped them learn ways to be healthy, such as engaging in more physical activity and having a well-balanced diet. While many elementary school youth (71%) and more than half of high school (56%) youth reported learning behaviors that promote physical well-being, less than half of middle school youth (47%) reported learning these behaviors in their after school program.



## SCHOOL ENGAGEMENT

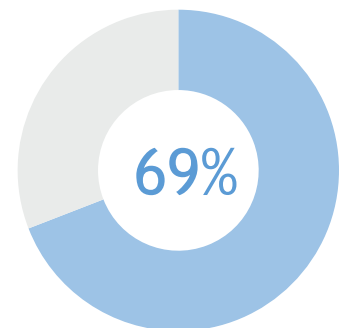


When youth are connected and engaged with their school, they are more likely to participate in school activities and feel that they belong. Youth are also more likely to talk about what happens at school with their families. Elementary (68%) and high school (63%) youth were more likely to report feeling that they belong in and are engaged by their after school program than middle school youth (46%).



## COLLEGE AND CAREERS

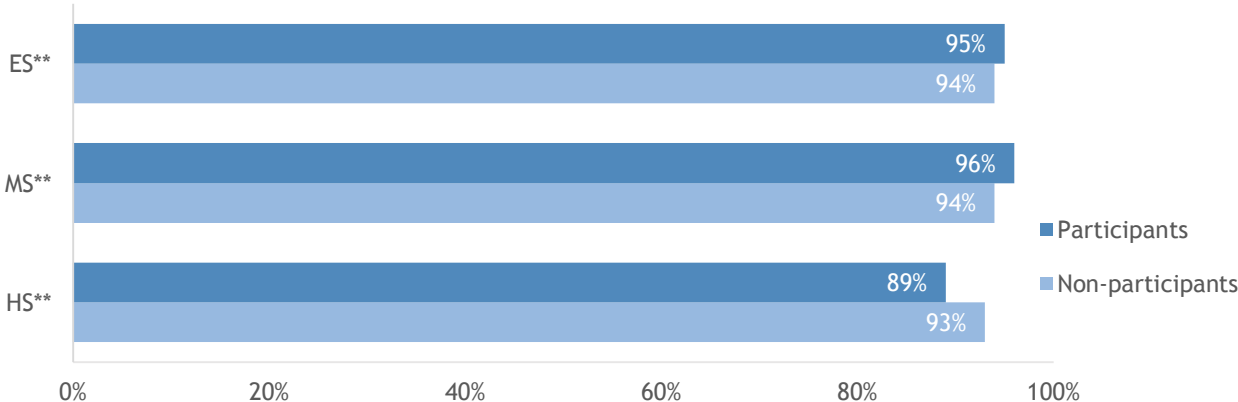
College and career exploration activities are opportunities that support youth to think about their future. These activities help them to identify both the skills that relate to careers of interest and the post-secondary degree programs needed to pursue those careers. More than half of high school youth (69%) reported exploring college and career opportunities. Elementary and middle school youth do so as well although to a lesser degree, as expected.



Source: Youth participant surveys administered spring 2018, n= 4,924

## ELEMENTARY AND MIDDLE SCHOOL AFTER SCHOOL PARTICIPANTS ATTENDED SCHOOL AT A HIGHER RATE - AND WERE LESS LIKELY TO BE CHRONICALLY ABSENT - THAN THEIR NON-PARTICIPANT PEERS

In 2017-18, the rate of school day attendance was higher for elementary and middle school after school program participants compared to their non-participant peers. This indicates that after school participation has a positive association with school day attendance, itself highly correlated with academic success, for these grade levels.

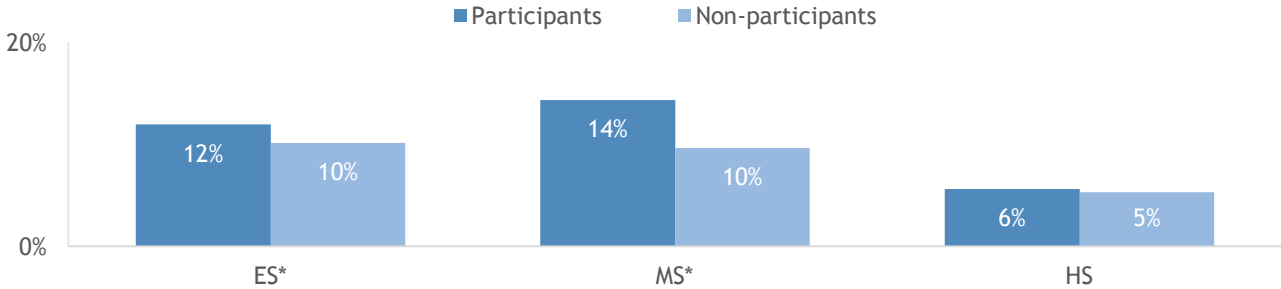


Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched participants n=13,805, non-participants n=19,455. \*\* p < .01.

In that same vein, elementary and middle school participants were also less likely to be chronically absent compared to their non-participant peers.

## ELL PARTICIPANTS WERE MORE LIKELY TO BE REDESIGNATED AS ENGLISH PROFICIENT THAN THEIR NON-PARTICIPANT PEERS

A key measure of success for English Language Learner students is whether or not they are redesignated as English proficient. Across all grade levels, after school participants were more likely to be redesignated (11%) than their non-participant peers (9%); though small, this difference is statistically significant for elementary and middle school groups.



Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, for those who were English Language Learners (ELLs) at the start of the 2017-18 school year, matched ELL participants n=4,234, ELL non-participants n=5,498. \*p < .05.

# OAKLAND'S AFTER SCHOOL PROGRAMS



# WHY AFTER SCHOOL MATTERS IN OAKLAND

Youth in Oakland deserve access to the positive youth development experiences that help youth thrive and become successful in school and beyond. In order for youth to thrive, they need to feel safe, have positive relationships with caring adults, feel that they belong, and experience appropriate and engaging challenges aligned with their interests. After school programs can provide these very elements for youth in the critical hours after school.<sup>3</sup>

Moreover, youth who live in under-resourced communities, who may be living in poverty, or for whom English is not their first language, may face barriers to academic achievement and school success. These are the students most in need of high quality developmental experiences.<sup>4</sup>

For Oakland youth, these conditions are common:

- A large proportion of students in Oakland public schools (74%) qualify for free and reduced-price meals (FRPM).<sup>5</sup>
- As of 2016, an estimated one-third of Oakland families with school-aged children (30%)<sup>6</sup> live below the federally-defined poverty level, which was \$24,339 for a family of 4 at the time.<sup>7</sup>
- Half of all students test below grade level on the statewide standardized math (51%) and English Language Arts (46%) test.<sup>8</sup>
- A meaningful proportion of all students in Oakland public schools (31%) are English Language Learners.<sup>9</sup>

In order to address the needs in Oakland, both the City of Oakland and Oakland Unified School District invest in a variety of strategies to support youth and their families. One critical strategy is school-based after school programs, the strategy covered in this report. The City of Oakland's Oakland Fund for Children and Youth and the Oakland Unified School District's After School Programs Office formed the School-Based After School Partnership in 2004 (The Partnership).

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<sup>3</sup> Gambone, M.A., Klem, A.M., and Connell, J.P. (2002). Finding out what matters for youth: testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

<sup>4</sup> Afterschool Alliance. (2016). America after 3PM special report: afterschool in communities of concentrated poverty.

<sup>5</sup> California Department of Education. (2018). 2017-18 Free and reduced prices lunch eligibility. Retrieved from <https://dq.cde.ca.gov/dataquest>.

<sup>6</sup> U.S. Census Bureau. (2016). Selected economic characteristics, 2012-2016 American community survey 5-year estimates. Retrieved from: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>. Indicated as the percentage of families and people whose income in the past 12 months is below the poverty level in 2016.

<sup>7</sup> U.S. Census Bureau. (2018). Poverty thresholds. Retrieved from <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>. The federal poverty threshold for a family of four increased to \$24,858 in 2017.

<sup>8</sup> California Department of Education. (2017). California assessment of student performance and progress (CAASPP) test results. Retrieved from <https://caaspp.cde.ca.gov/sb2017/Search>. Math results for 17,940 students; ELA results for 17,647. California standardized tests taken by students in grades 3-8 and grade 11.

<sup>9</sup> California Department of Education. (2018). 2017-18 English learners. Retrieved from <https://dq.cde.ca.gov/dataquest>. English Learner student proportions calculated by EL counts divided by total student enrollment.

The Partnership aims to provide equitable access to high quality after school programs that help children to be:

- Engaged and successful in school;
- College and career ready; and
- Physically and emotionally well.

These goals are aligned with other efforts in Oakland to improve young people’s educational outcomes, including Oakland’s investment in the Kids First! legislated goal to “Help Children and Youth Succeed in School and Graduate High School” and OUSD’s Full Service Community Schools initiative to provide health, education, and social services to youth, their families, and the community.

The Oakland school-based after school programs are jointly funded through a planned and committed investment of funds from the School-Based Partners. The Partners blend local, state, and federal dollars and provides them to programs to ensure quality services that are free or low-cost. Currently, the Partnership invests in 81 programs across Oakland. This report includes information collected at those 81 school-based after school programs.

## ABOUT THE OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children and Youth (OFCY) funds 148 programs for children and youth in a variety of community- and school-based settings. OFCY programs support children and youth throughout the formative periods of their lives, from birth through age 20. These programs play an important role for children, youth, parents, caregivers, and the community as a whole. OFCY funds programs to address four legislated goals:

- To support the healthy development of young children.
- To help children and youth succeed in school and graduate high school.
- To prevent and reduce violence, crime, and gang involvement among children.
- To help youth transition to a productive adulthood.

OFCY’s funding for school-based after school programs represents Oakland’s investment in no- or low-cost quality after school programs to support students and their families. OFCY’s school-based strategy specifically supports 59 elementary and middle school after school programs and is OFCY’s largest funding strategy. The City of Oakland invests nearly one-third (32.7%) of total OFCY annual funding into the school-based after school funding strategy.

This strategy provides base funding to elementary schools to deliver enrichment, arts, sports, technology, literacy, and other youth development and leadership programming, along with academic support. Middle school funding invests in after school programming that builds on youth interests and assets and develops a positive attachment between young people and their schools. These programs include science, technology, arts, sports, linked learning, and other school-based enrichment programming. At sites with high proportions of students qualifying for free or reduced-price meals, supplemental funding supports enrichment programming, such as arts, STEM (science, technology, engineering, and math), literacy, and gardening; expanded program capacity; and/or other site needs (page 42).

OFCY grantees served a total of 29,783 youth in the 2017-18 program year. The 59 programs in the school-based after school strategy served 30% of those youth (n=8,945).

## ABOUT THE OUSD AFTER SCHOOL PROGRAMS OFFICE

Oakland Unified School District (OUSD) supports the school-based after school programs through the After School Programs Office (ASPO). With the support of the ASPO, Oakland school-based after school programs align with the school district's Pathway to Excellence strategic plan. This plan articulates the vision that all students will find joy in their academic experience while graduating with the skills needed to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. To achieve this vision, OUSD aims to build full service community schools that focus on high academic achievement while serving the whole child. Oakland after school programs contribute to the community school model by providing youth multiple, aligned supports in the following key areas: academic support, social emotional learning, college and career readiness, and parent engagement.

The 2017-18 after school programs evaluation describes the supports provided to young people in OUSD-funded after school programs and assesses the resulting youth and program-level outcomes.

## ABOUT FUNDING FOR SCHOOL-BASED AFTER SCHOOL

The School-Based After School Partners, OUSD's After School Programs Office (ASPO) and OFCY, leverage funds to support a breadth of programs across Oakland. OUSD's ASPO applies for and receives state and federal funds to support school-based after school programs at elementary, middle, and high school sites, and leverages OFCY's investment as matching funding. OFCY's



school-based after school strategy supports non-profit agencies to serve as lead agencies for after school programs for youth in grades K-8 that receive ASES (After School Education and Safety) funding and operate at schools where more than 50% of students qualify for free and reduced-price meals. OFCY funding provides a local match to provide the resources needed for quality and enriching programming. In total, 55 of the 81 programs are mutually supported by OFCY and OUSD; OFCY also funds four (4) programs operating at OUSD-sanctioned charter schools. Twenty-one (21) programs, including 7 elementary and middle school programs and 14 high schools which are not funded by OFCY's grant strategy, are supported by state and federal after school funding through OUSD. Table 1 presents the 2017-18 funding levels from these sources.

**Table 1. Funding by ASES, 21st CCLC, ASSETS & OFCY GRANTS**

PROGRAM TYPE	ES (n=45)	MS (n=22)	HS (n=14)	Total (n=81)
ASES, 21st CCLC, ASSETS*	\$6,199,951	\$3,695,791	\$3,128,450	\$13,024,192
OFCY Funds*	\$3,252,073	\$1,608,700	—	\$4,860,773
Matched Funding**	\$1,497,917	\$675,301	—	\$2,173,218
Total	\$10,949,941	\$5,979,792	\$3,128,450	\$20,058,183

Source: OFCY and OUSD Grant Records and OFCY Matched Funding report August 2018.

\*Approximately 15% of ASES, 21<sup>st</sup> CCLC and ASSETS funding is retained by OUSD to cover grant administration; 85% goes to program sites; 100% of OFCY funds listed here go directly to sites.

\*\*Matched funding data is reported to OFCY by programs; no data on matched funding is provided for non-OFCY funded programs, including all high schools; therefore, matched funding information is under-reported here.

The Partnership makes a significant financial investment in Oakland's youth. Through the Student Success in School strategy, OFCY provides over \$4.8 million in funds to 59 elementary and middle school programs, with base grants at \$72,000 for elementary programs and \$85,000 for middle schools. An additional 16 high need sites receive between \$18,870 and \$20,000 in supplemental funds. These high need sites have a particularly high rate of students who qualify for free or reduced-price meals (85% of students or greater).

OUSD funds 77 programs through the After School Education and Safety (ASES), 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education (CDE). OUSD receives \$12.8 million in state and federal grants, including \$3.1 million for the 14 high schools; roughly 85% of this goes to fund programs at the sites while 15% supports District administration.

Programs report over \$9.2 million in additional funding leveraged by the public dollars. These funds come from a range of sources including in-kind donations, program fees, community donations, philanthropic grants, and contracts/service agreements with other local agencies. (For more on program fees paid by families, see page 38.)

## ABOUT THE EVALUATION

The guiding evaluation questions are:

**Table 2. Evaluation Questions & Oakland School-Based After School Partnership Goals**

EVALUATION QUESTION	SCHOOL-BASED PARTNERSHIP GOAL
What progress have school-based after school programs made toward target enrollment and daily attendance rates?	Youth have access to free or low-cost after school programming and attend after school regularly
How do Oakland school-based programs manage need and demand for programs? How do programs use waitlists, parent fees and supplemental funding to support the student and family need and equity at their sites?	Youth have access to free or low-cost, high quality after school programming  Youth at high-need sites (sites with high rates of students eligible for free and reduced-price meals) receive supplemental support in order to improve equity.
In what ways are school-based After School programs providing high quality services?	Youth experience high quality after school programs
Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success; b) college and career readiness; and c) physical and emotional well-being?	Youth are: <ul style="list-style-type: none"> <li>Engaged, attending, and succeeding in school,</li> <li>College and career ready, and</li> <li>Physically and emotionally well.</li> </ul>

For more information about the 2017-18 school-based programs evaluation including data sources and methodology, see the Data Companion at the end of this report.

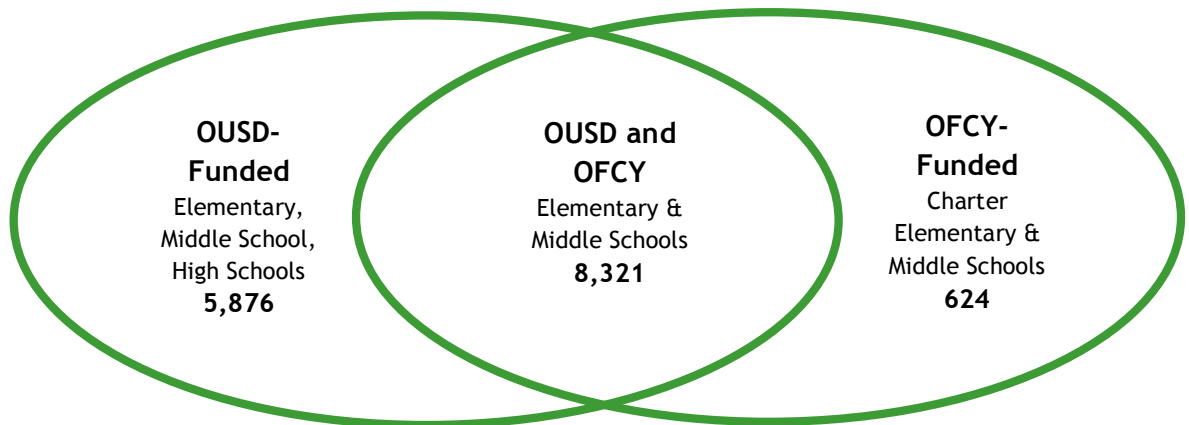
# PROGRAM REACH

Oakland school-based after school programs seeks to serve as many youth from their host school as their capacity allows. After school programs are open to all students<sup>10</sup> at the program’s host school at low or no cost.<sup>11</sup>

## YOUTH SERVED

In the 2017-18 program year, Oakland school-based after school programs served 14,821 youth across Oakland: 8,321 were served through programs jointly funded by OUSD and OFCY; 5,876 were served through OUSD funded programs (high schools and some elementary and middle school sites with lower FRPM rates); and 624 were served through OFCY-funded charter schools that meet OFCY’s FRPM criteria.

Figure 1. Number of Youth Served



Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018.

More than four in 10 after school youth are Latino/a (47%), making up the highest proportion of participants. About one-third of participants are African American (33%) followed by smaller proportions of Asian/Pacific Islander (12%) and White (6%) youth. African American enrollment is disproportionately higher in after school programs than in the school day, which suggests that programs

<sup>10</sup> Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs. For more information, see the “Capacity for Quality” section starting on page 38.

<sup>11</sup> 21st Century and ASES programs may charge a fee but may not turn away youth for inability to pay.

may be a critical strategy to address racial equity issues Oakland. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend after school programs.

**Table 3. After School Participants Come from Diverse Backgrounds**

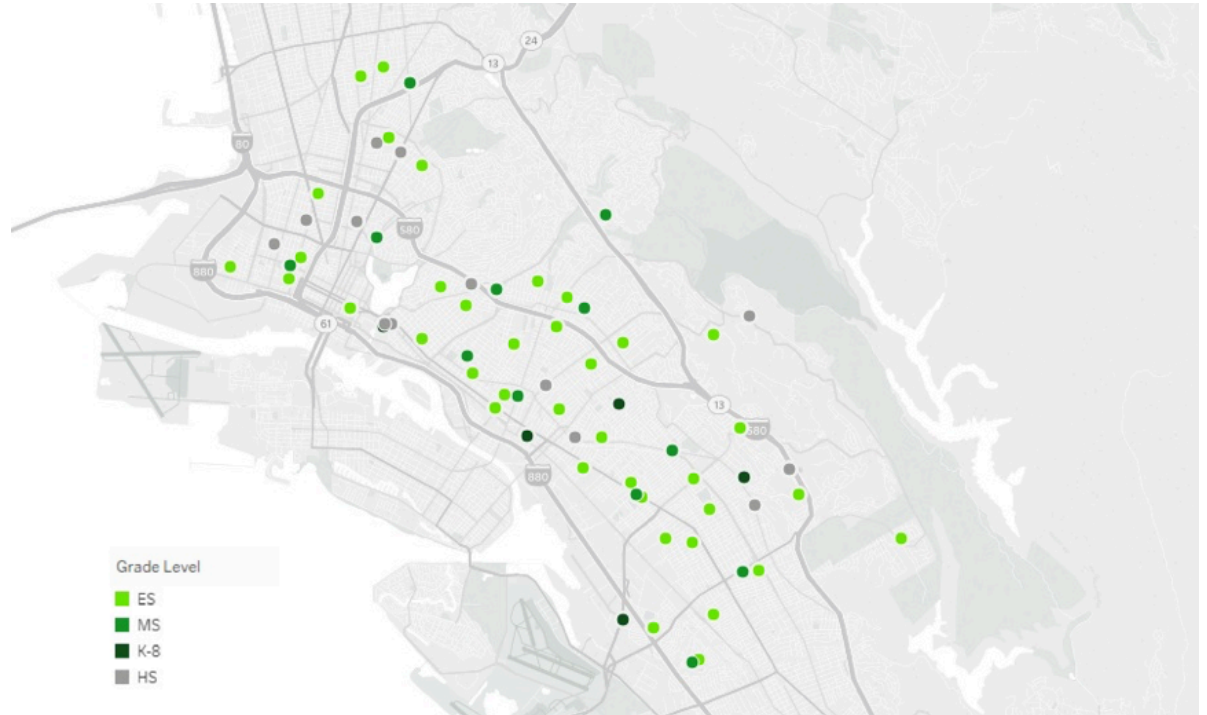
RACE/ETHNICITY	ES ASP	ES OUSD	MS ASP	MS OUSD	HS ASP	HS OUSD	ALL ASP	ALL OUSD
Latino/a	43%	43%	52%	47%	49%	48%	47%	46%
African American	36%	24%	28%	24%	36%	24%	33%	24%
Asian/Pacific Islander	13%	13%	13%	13%	11%	14%	12%	13%
White	6%	12%	7%	9%	5%	8%	6%	10%
American Indian/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Other/Multi-Racial	<1%	5%	<1%	3%	<1%	2%	<1%	4%
Unknown/Not Reported	<1%	2%	<1%	1%	<1%	2%	<1%	2%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018 and California Department of Education’s Dataquest data for 2017-18.

## ABOUT THE SCHOOLS AND THEIR COMMUNITIES

In the 2017-18 program year, Oakland school-based after school programs evaluated by Public Profit included 45 elementary schools, 22 middle schools, and 14 high schools. The majority of Oakland school-based after school programs are located below the 580 corridor.

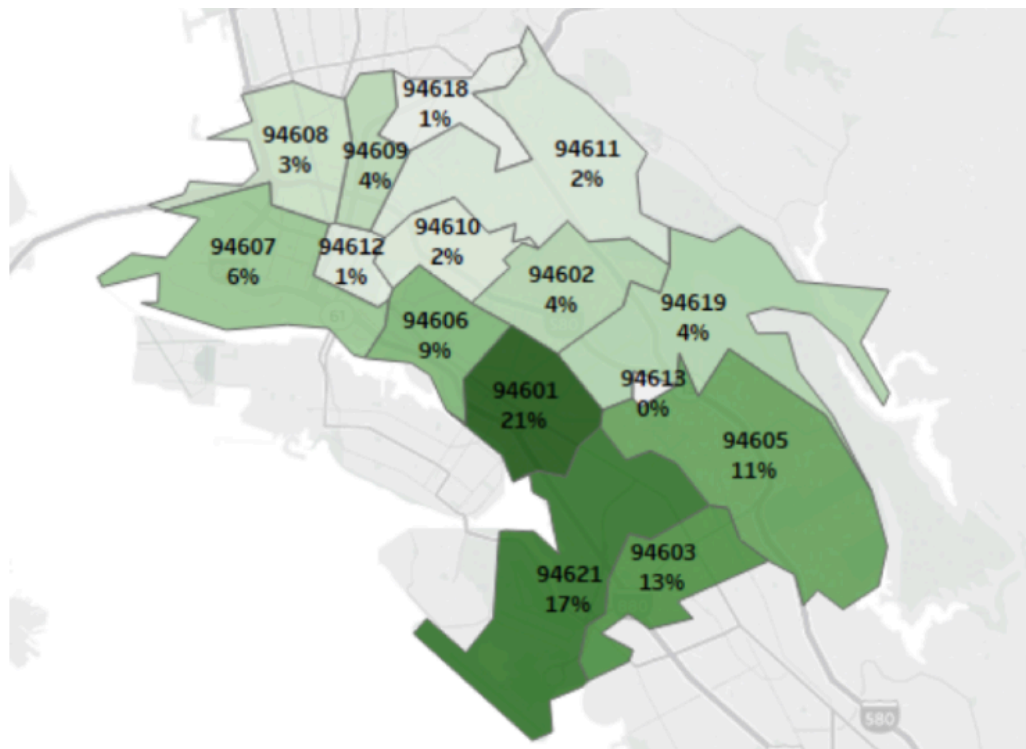
**Figure 2. Most Programs Are Located Below 580 Corridor**



Source: Grantee documents from OFCY and OUSD 2017-18. Site locations provided by OUSD.

Nearly half (51%) of participants resided in three zip codes: 94601, 94621, and 94603 (Figure 3). These zip codes represent the Coliseum, Fruitvale, and East Oakland areas.

**Figure 3. Nearly Half of Participants Reside in East Oakland Areas**



Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018. Darker shaded areas represent areas where more participants reside in.

Most of the host schools serve youth who are eligible for free and reduced-price meals (FRPM), a measure of poverty among the school population. All of the schools funded by OFCY have FRPM eligibility rates of 50% or greater<sup>12</sup>. For more on the FRPM rates for school-based after school sites, see Data Companion D. For more on need and demand in Oakland, including information about how programs prioritize students for enrollment, see the Capacity for Quality section starting on page 38.

<sup>12</sup> OFCY funded school-based after school programs with FRPM eligibility rates of 50% or greater. Currently, one school (Cleveland) has a slightly lower FRPM rate (49%, see also Data Companion D).

# PERFORMANCE

To better understand the extent to which Oakland's youth participate regularly in after school programs, this evaluation measures program participation through enrollment, hours (units) of service, California Department of Education's attendance measure, average days attended per youth, and participation rate, a measure of retention.

**Enrollment** - The number of youth served in after school. This information is reported for all programs, and progress towards enrollment goals are calculated for programs receiving OFCY funding. Programs aim to serve at least 80% of their target enrollment annually.

**Units of Service** - The number of service hours provided to youth during the program year. This information is reported for programs receiving OFCY funding.

**Attendance Goals** - Progress towards this goal is measured as the sum of the number of days each youth attends the program. Each site has an attendance target, based on their funding. Per the California Department of Education (CDE), after school programs funded by ASES and 21<sup>st</sup> CLCC must meet at least an 85% attendance target.

**Average Days Attended** - The average number of days youth attended a given program. There is no program-level goal for this measure; but research suggests that the more days youth attend the after school program, the more they benefit from the program.

**Participant Attendance Rate** - This measures youths' ongoing involvement with the program. The rate is calculated as the number of days attended divided by the number of days enrolled in the after school program. There is no program-level goal for this measure; rather, this measure helps programs understand the extent to which they are retaining youth.

# ENROLLMENT

Oakland school-based after school programs strive to serve as many youth from their host schools as program capacity will allow. In total, 14, 821 youth were served by school-based after school programs. School-based programs served nearly-half of students (40%) who attended their collective host schools. This proportion varied across grade level. Elementary programs served 35% of their host schools’ collective enrollment, middle schools served 51%, and high schools 47%. Elementary programs are designed to engage students five days a week, providing a safe and supportive after school program for students to participate in enrichment and receive academic support on a consistent basis. Middle school programs expect students to participate 3 days a week.

High school programs are designed to offer greater choice in how – and how often – students participate; high school programs have no expected weekly participation targets like elementary and middle school. Therefore, over the course of the year high school programs have the capacity to serve a larger proportion of host school students. On the other hand, elementary and middle schools are designed to serve a consistent set of enrolled students attending more frequently. As a result, these programs tend to serve a lower proportion of the host school overall, but each youth tends to attend more days of programming.

**Table 4. Percent of Host School Students Attending School-Based After School Programs**

GRADE LEVEL	TOTAL NUMBER OF PARTICIPANTS	% OF HOST SCHOOLS
Elementary School Programs (n=45)	6,378	35%
Middle School Programs (n=22)	3,747	51%
High School Programs (n=14)	4,696	47%
<b>Overall (n=81)</b>	<b>14,821</b>	<b>40%</b>

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018 and California Department of Education’s Dataquest data for 2017-18.

Each year OFCY-funded programs set a goal for the number of youth they intend to serve. At minimum, programs are expected to serve 80% of this figure, which serves as their enrollment target. Throughout the course of the year, elementary and middle school programs exceeded their enrollment targets (124% and 120%, respectively).

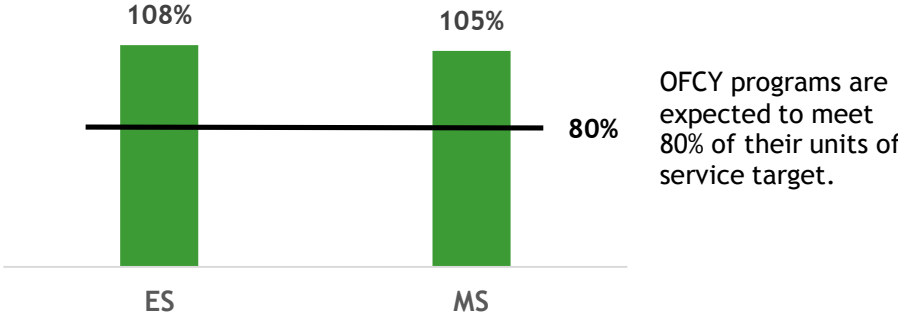


# UNITS OF SERVICE

Units of Service represents the average number of hours individual elementary and middle school youth in OFCY-funded programs spent in a given activity or content area during the program year. These hours are tracked as programs record activity attendance. This information describes how often the average young person participated in subject area hours during the academic year.

OFCY funded programs developed a comprehensive scope that projects activity hours by program type. Elementary and middle school programs are exceeding the minimum performance threshold for their units of services (108% and 105% respectively).

**Figure 4. Progress Towards OFCY Units of Service Target**



Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

Youth spend an average of 355 hours in activities in programs funded through OFCY’s school-based after school grant strategy. The amount of time spent in each activity varied by grade level, as expected given the difference in program design and dosage. On average, youth participated more in academic and enrichment programming than character education programming.

**Table 5. Average Hours of Service per Participant**

ACTIVITY TYPE	ELEMENTARY PROGRAMS	MIDDLE SCHOOL PROGRAMS	OVERALL
Academic	161	119	145
Enrichment	152	118	139
Character Education	77	48	66
<b>Total</b>	<b>397</b>	<b>264</b>	<b>355</b>

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

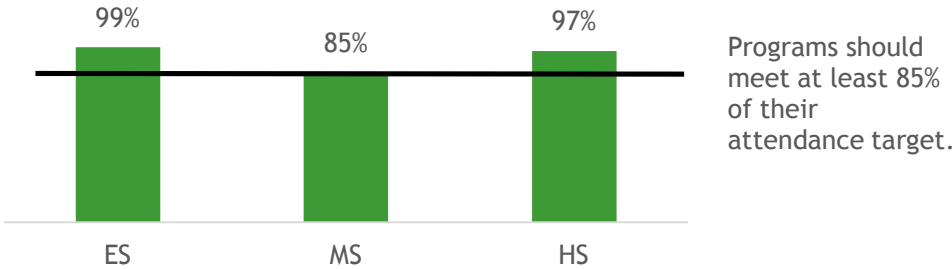
# PROGRESS TOWARD ATTENDANCE GOALS

Attendance is measured by the number of days any youth attends program. This information is reported for any programs receiving state and federal funding.

Attendance target are calculated relative to the programs funding amount. Sites receive \$8.19 per projected youth per day attended under the state’s ASES grants. Sites funded through the 21<sup>st</sup> CCLC federal grants receive \$7.50 per projected youth per day. To illustrate how these attendance targets are calculated, consider a typical ASES grant of \$122,850. A school site receiving this grant amount is expected to reach 15,000 attendances (grant amount divided by \$8.19 daily rate). Given the 180-day school year, the program receiving that grant amount should serve 83-84 students per day on average to fully meet their attendance target.

CDE has established an 85% threshold for that attendance target (a minimum of 71 students per day on average). This threshold is established by the California Department of Education (CDE) and is required for programs to sustain funding. On average, both elementary (99%) and high school (97%) programs exceeded this threshold. Middle school programs as a whole just met CDE’s threshold.

**Figure 5. Progress Toward Attendance Targets**



Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

## AVERAGE DAYS ATTENDED

On average youth in school-based after school attended 92 days of programming. Attendance varied by grade level, with elementary participants attending 126 days on average, middle school participants attending an average of 104 days, and high school participants attending 36 days on average (See Table 6).

**Table 6. Average Days Attended by Grade Level**

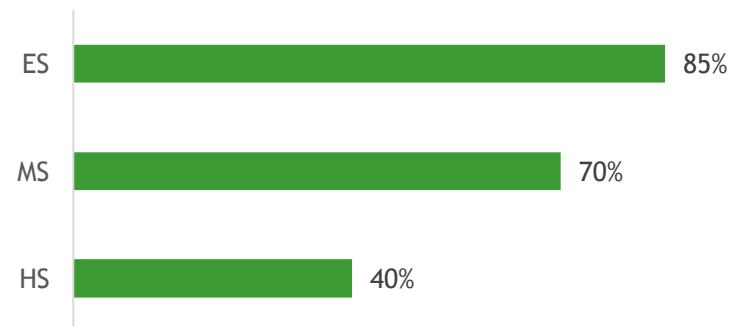
GRADE LEVEL	AVERAGE DAYS ATTENDED
Elementary School Programs (n=45)	126
Middle School Programs (n=22)	104
High School Programs (n=18)	36
Overall (n=81)	92

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

## PARTICIPANT ATTENDANCE RATE

Participant attendance rate measures youths' ongoing participation in the program while enrolled. Participation rates are calculated by taking the number of times a youth attended the program divided by the number of days they were enrolled in the program; drop-in activities are excluded from the calculation. The participation rate can give a sense how much youth were actively engaging during their time in the program.

**Figure 6. Participant Attendance Rate by Grade Level**



Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

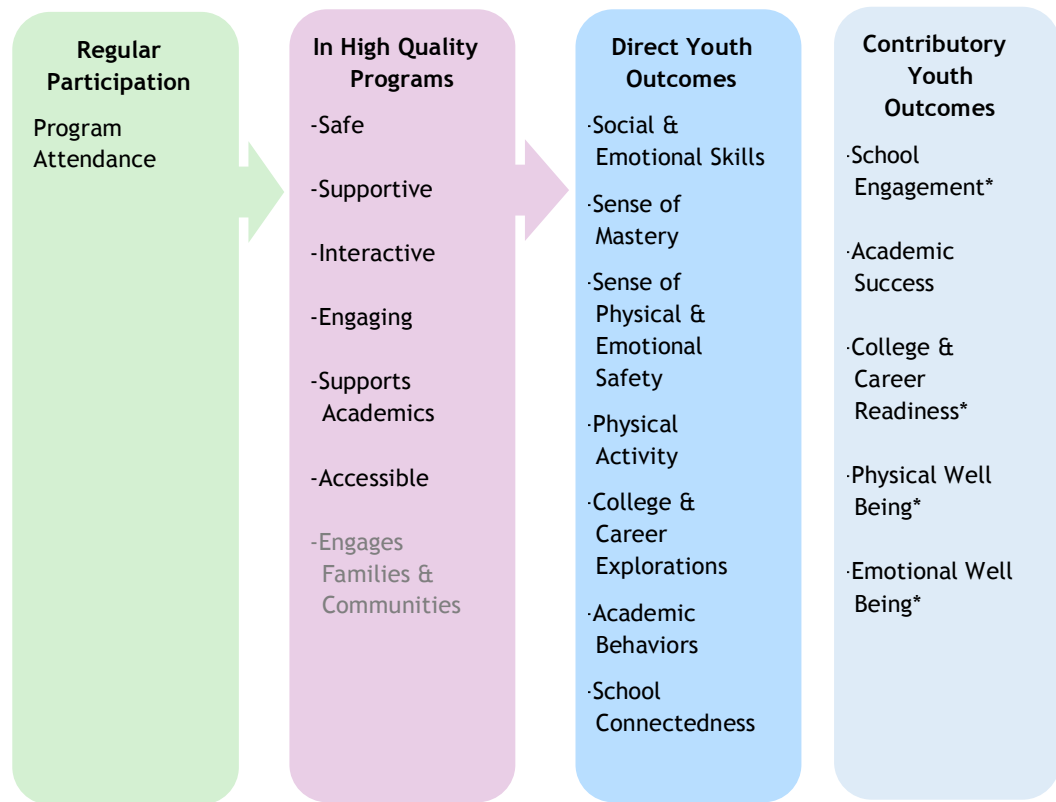
# AFTER SCHOOL QUALITY AND OUTCOMES IN OAKLAND



## OAKLAND AFTER SCHOOL THEORY OF ACTION

The Theory of Action for Oakland’s after school programs informs this evaluation and is the foundation for the Oakland School-Based After School Partnership’s goals for its programs. Access to high quality after school programs helps children and youth who attend these programs regularly to be engaged and succeeding in school prepared for college and career, and physically and emotionally well. Evidence that youth are making progress toward these longer-term (contributory) outcomes includes a range of direct outcomes: improvement in social and emotional skills, a sense of emotional and physical safety, increased physical activity, college and career exploration, and consistent practice of academic skills and behaviors.

**Figure 7. Oakland School-Based After School Theory of Action**



Note: Items In grey are not measured in the evaluation due to data limitations.

\* We use direct outcomes as indicators of progress toward items with an asterisk (\*) because long-term assessments are unavailable.

# PROGRAM QUALITY

In order for youth to thrive, they need to feel safe, have positive relationships with caring adults, feel that they belong, and experience appropriate and engaging challenges.<sup>13</sup> High quality programs can provide youth with these important developmental experiences. These opportunities, in turn, lead to positive developmental outcomes. In particular, research has shown repeatedly that high quality school-based programs promote students' social emotional development and improve attitudes towards self and others, positive social and emotional skills, and academic performance.<sup>14</sup> These positive developmental outcomes contribute to long-term positive outcomes for youth.<sup>15</sup>

For Oakland school-based after school programs, program quality is measured in two ways. Point-of-service observations conducted in the 2017-18 program year provide a snapshot of program quality, and self-reported survey data from youth (page 34) provides insight into youth experiences. Together, this information allows the Partnership and individual programs to understand how programs support the development of youth and in what ways programs can improve.

## OBSERVATIONS OF PROGRAM QUALITY

Point-of-service quality is measured during site visits using either the School-Age Program Quality Assessment (SAPQA - for programs serving elementary-age youth) or the Youth Program Quality Assessment (YPQA - for programs serving middle school, K-8, and high school-aged youth). Both the SAPQA and YPQA – hereafter collectively referred to as PQA – are research-based observation tools used by out-of-school-time programs nationally. Figure 8 provides a brief description of the PQA; for further detail please refer to Data Companion C on page 70 of this report.

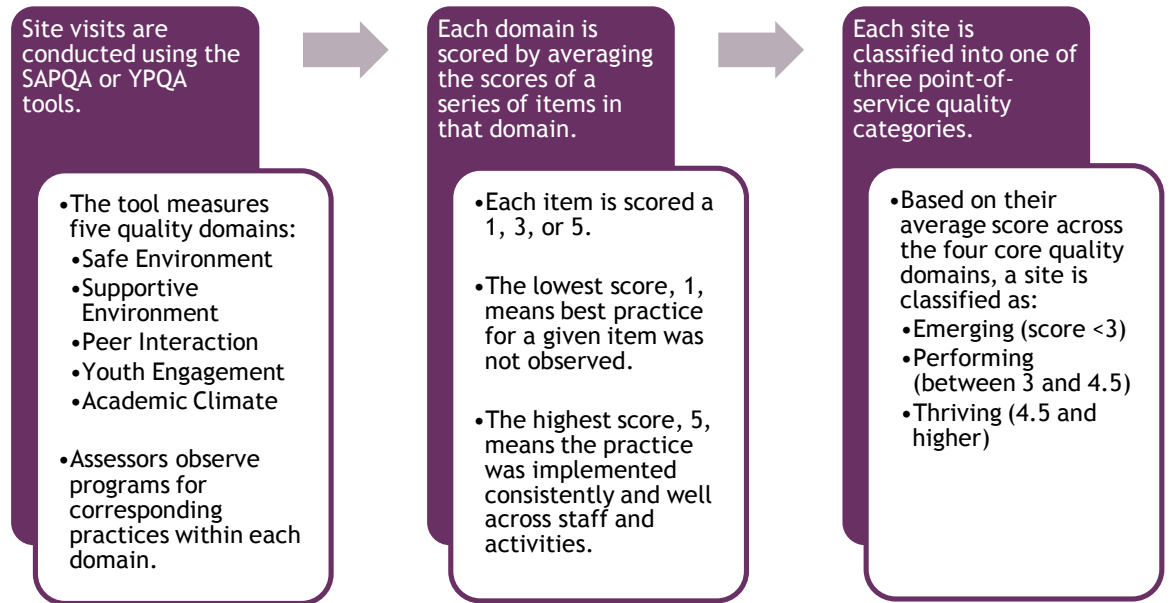
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<sup>13</sup> Gambone, M.A., Klem, A.M., and Connell, J.P. (2002). Finding out what matters for youth: testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

<sup>14</sup> Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*. 82(1): 405-32.

<sup>15</sup> Ibid.

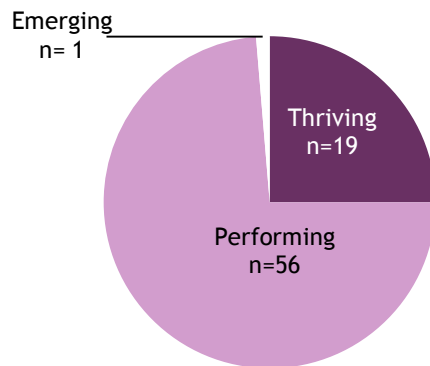
**Figure 8. How to Read the PQA Scores**



Source: Adapted from PQA Handbook by High/Scope Educational Research Foundation, 2013.

In the 2017-18 program year, many Oakland school-based after school programs were designated as “Thriving” (25%), most (74%) of programs were designated as “Performing,” and only one program (1%) was categorized as “Emerging.” In other words, the majority of programs demonstrated that they use moderate to high quality practices across all quality domains (Figure 9).

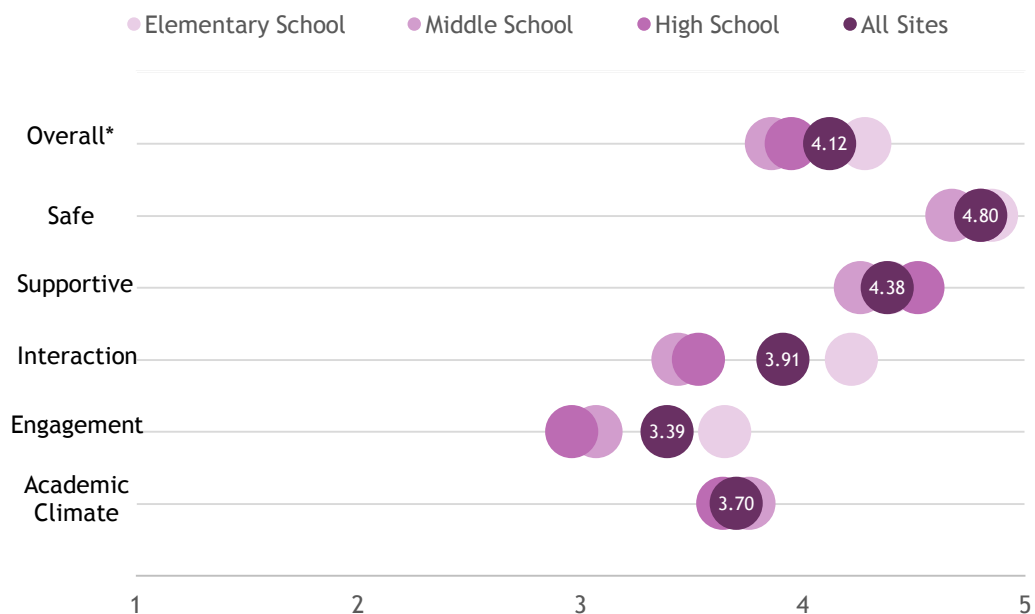
**Figure 9. 2017-18 Point-of-Service Quality Status in Oakland**



Source: Site visits observations conducted by External Assessors with the School-Age Program Quality Assessment tool and the Youth Program Quality Assessment tool in Fall 2017. In the 2017-18 program year, only 76 programs received a site visit.

Grade level results from PQA site visits show that 2017-18 Oakland school-based after school programs are providing high quality programming to youth (Figure 10). PQA ratings demonstrate that programs at all levels provided youth with physically and emotionally safe programs, and offered supportive environments characterized by opportunities for learning and positive relationships. Many programs also had high ratings in the more advanced staff practices assessed in the Interaction and Engagement domains. Middle and high school programs, although generally within an acceptable range (above 3.0), scored lower than elementary school programs in almost all domains.

**Figure 10. Oakland School-Based After School Program Provided Youth with High Quality Experiences**



Source: Site visits observations conducted by External Assessors with the School-Age Program Quality Assessment tool and the Youth Program Quality Assessment tool in Fall 2017. In the 2017-18 program year, only 76 programs received a site visit.

\*By convention, Academic Climate was not included in the calculation for the overall average.



**Figure 11. Details about Oakland School-Based After School Program Quality and PQA Scores by Grade Level**

**Safe Environment**

Programs provided an emotionally and physically safe environment for all participants.

On average, elementary programs scored 4.85 in this domain, middle school programs scored a 4.67, and high school programs scored a 4.80. Together these indicate that the practices associated with promoting Safe Environments were observed to be implemented consistently and well in the programs.

**Supportive Environment**

Programs offered all participants a supportive environment and positive relationships with adults.

On average, elementary programs scored 4.39 in this domain, middle school programs scored 4.26, and high school programs scored 4.52. This indicates that the practices associated with promoting Supportive Environments were observed to be implemented consistently and well in the programs.

**Interaction**

Programs gave meaningful opportunities for interaction with peers and adults among elementary school participants.

On average, elementary programs scored 4.22 in this domain. This indicates that the practices associated with promoting Interaction were observed to be implemented consistently and well in the program. On the other hand, middle school and high school programs scored 3.44 and 3.53 respectively, which indicate that the practices associated with promoting positive Interaction were observed to be implemented well in many but not all programs. More than a quarter of middle school programs (28%) and 14% of high school programs scored below a 3, while only 5% of elementary schools scored below a 3 in this domain. While average middle and high school program scores fell in an acceptable range, staff at some programs could provide more opportunities for youth to lead and collaborate with their peers.

### Engagement

Programs engaged many youth with positive experiences to pursue learning.

On average, elementary programs scored 3.65 in this domain, middle school programs scored 3.07, and high school programs scored 2.96. This indicates that the practices associated with promoting Youth Engagement were observed to be implemented well in some but not all programs and were particularly well implemented in elementary programs. Over a third of elementary programs (36%) scored at least a 4, while only 22% of middle school programs and 14% of high school programs scored at least a 4 in this domain. A lack of intentional reflection activities and opportunities for youth choice and planning in activities contributes to the lower scores in middle and high school programs.

### Academic Climate

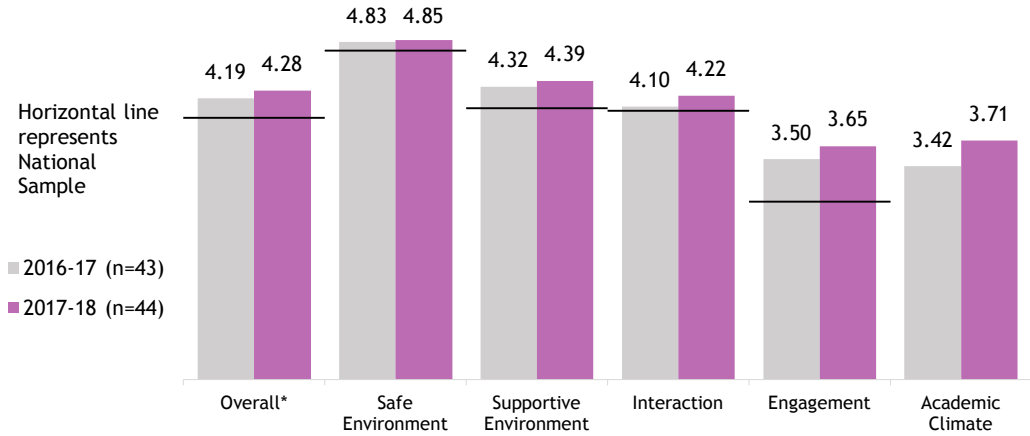
Programs provided youth with activities to strengthen and build academic skills and knowledge.

On average, elementary programs scored 3.71, middle school programs scored 3.76, and high school programs scored 3.64. These indicate that the practices associated with promoting Academic Climate were observed to be implemented well in many but not all programs. While most program scores fell in an acceptable range, programs could improve by linking academic content to youths' prior knowledge and using specific, intentional academic skill building activities.

Variation in quality ratings across elementary, middle, and high school programs reflect national program quality ratings from a sample of programs across the United States (See Figures 12 and 13 below). Notably, 2017-18 PQA scores for both School-Age (elementary) and Youth (middle and high) Oakland school-based after school programs exceeded the national sample in all domains.

Oakland school-based after school programs maintained relatively high program quality ratings compared to the prior program year. As depicted in Figures 12 and 13 on the following page, average scores were slightly higher in the current program year among all domains of the School-Age (elementary) PQA scores compared to that of the 2016-17 program year. On the other hand, average scores were higher in the current program year only among the Supportive Environment, Engagement, and Academic Climate domains of the Youth PQA scores compared to that of the 2016-17 program year.

**Figure 12: 2-Year Comparison of SAPQA Scores (2016-17 & 2017-18)**

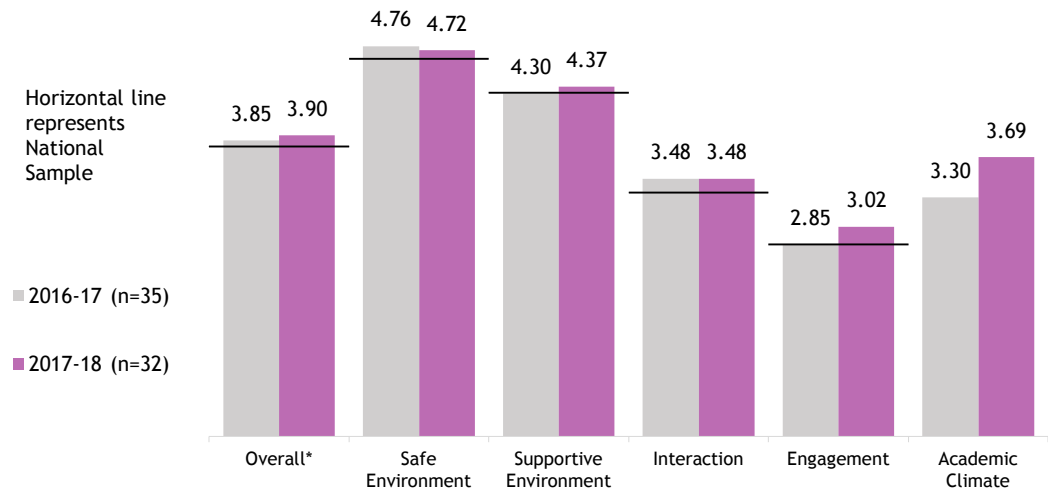


Source: Site visits conducted by External Assessors to School-Based After School programs, October 2016 through January 2017, n=43, October 2017 through January 2018 n=44. Some programs did not receive a visit in either 2016-17 or in 2017-18.

National sample data provided by the Center for Youth Program Quality, 2016, n=2,067.

\*Overall SAPQA scores exclude Academic Climate domain because national sample data is not available for Academic Climate domain.

**Figure 13: 2-Year Comparison of YPQA Scores (2016-17 & 2017-18)**



Source: Site visits conducted by External Assessors to School-Based After School programs October 2016 through January 2017, n=35; October 2017 through January 2018, n=32. Some programs did not receive a visit in either 2016-17 or in 2017-18.

National sample data provided by the Center for Youth Program Quality, 2016, n=1,626.

\*Overall YPQA scores exclude Academic Climate domain because national sample data is not available for Academic Climate domain.

## YOUTH EXPERIENCE OF QUALITY

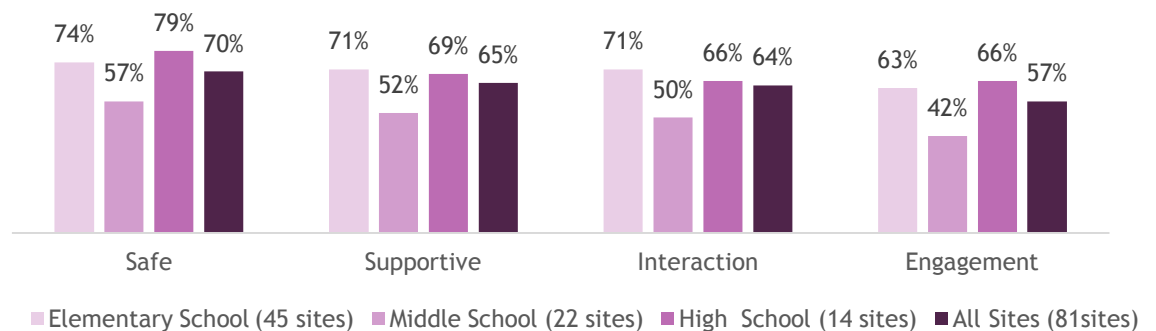
To provide a greater understanding about program quality and to provide youth the opportunity to give feedback about their experience in after school, youth were asked survey questions that aligned with the youth development domains in the Program Quality Assessment (PQA) Tool.

The majority of youth reported that they felt safe and supported in their after school program. In addition, nearly two-thirds of youth (64%) in Oakland school-based after school programs reported feeling that they belong, get to help others, and make new friends (Interaction). Compared with middle school youth (42%), a greater percentage of elementary (63%) and high school (66%) youth reported that their after school program provided them with opportunities to choose or try new activities (Engagement).

Overall, youth survey findings echoed site visit scores. Youth felt their program provided them with a safe and supportive environment to learn and grow. Youth also reported opportunities to interact with their peers and program staff. Similar to program quality scores, youth were less likely to report sufficient engagement opportunities. Also, on average, middle school youth were less likely to respond positively than both elementary and high school youth across all domains.

**Youth Survey Composites** – A composite is used as a global measure of each quality domain. The composite indicates the proportion of youth who answered positively to nearly all of the survey questions related to that quality theme. For example, a youth who answers positively to at least two of the three related survey questions in the Supportive Environment domain is “positive” on that domain’s composite. Survey composites are reported separately for elementary, middle, and high school youth. (See also Data Companion G on p. 83).

**Figure 14. Youth Self-Reports Mirror PQA Findings (Survey Composites)**



Source: Youth participant surveys administered spring 2018, n=4,924. Detailed youth survey results are included in Data Companion G: Youth Survey Results by Program on page 83.

## AFTER SCHOOL CLIMATE: A COMPARISON OF AFTER SCHOOL AND THE SCHOOL DAY

Comparing the experiences of youth in Oakland after school programs with the experiences of their in-school counterparts sheds light on the impact of Oakland school-based after school programs. Youth in Oakland after school programs are asked similar questions as the California Healthy Kids Survey (CHKS) asks of in-school youth.<sup>16</sup> This allows for a rough comparison of youth experiences. Findings from this comparison highlight how the experiences of youth in Oakland after school programs compare with their in-school counterparts:





In general, more after school youth across all grade levels felt safer in their programs compared to how their in-school counterparts felt during the school day. However, more middle school youth in after school programs reported instances of physical bullying compared to their in-school counterparts.



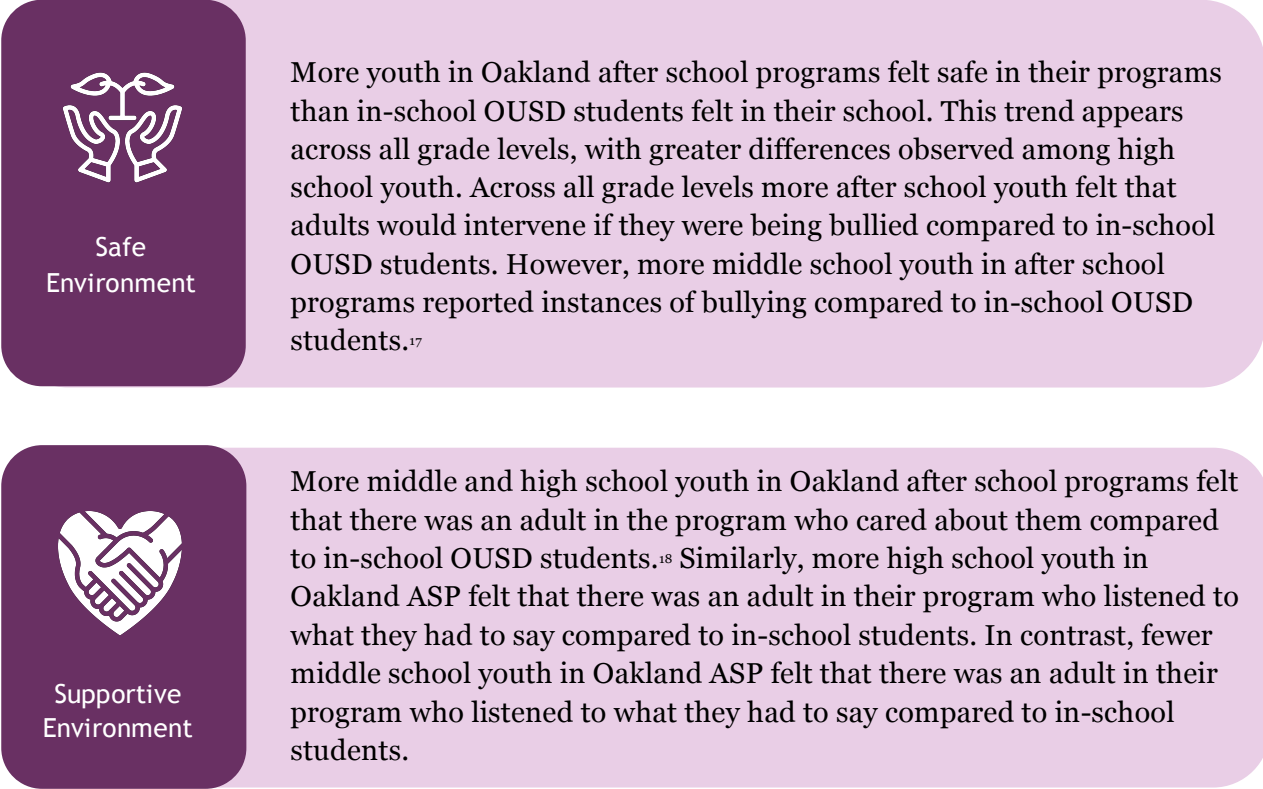
While more ASP middle and high school youth felt that adults cared about them compared to their in-school counterparts, less middle school youth in after school programs reported that adults listened to them compared to their in-school counterparts.

**Table 7. Six After School Program Survey Items Align with CHKS**

Domain	After School Programs Survey	California Healthy Kids Survey (CHKS)
	How many times in this program have you been pushed...?	Do other kids hit or push you at school when they are not just playing around?
	How many times in this program have you had mean rumors or lies spread about you?	Do other kids at school spread mean rumors or lies about you?
	If someone bullies my friends or me at this program, an adult steps in to help.	If you tell a teacher that you've been bullied, will the teacher do something to help?
	I feel safe in this program.	Do you feel safe at school?
	There is an adult at this program who really cares about me.	Do the teachers and other grown-ups at school care about you?
	The adults in this program listen to what I have to say.	Do the teachers and other grown-ups at school listen when you have something to say?

<sup>16</sup> For more information, see the “California Healthy Kids Survey” Data Companion I of the Appendix starting on page 102.

**Figure 15. Elementary and High School Youth Experiences in Oakland After School Programs are More Positive Than Middle School Youth Experiences**



These findings should be interpreted with caution. For both the in-school CHKS survey and the after school survey, responses represent only a sample of youth. In particular, only 20% of all high school participants responded to the after school survey. Therefore, these findings may not represent the full population of students and participants. See also Data Companion I.

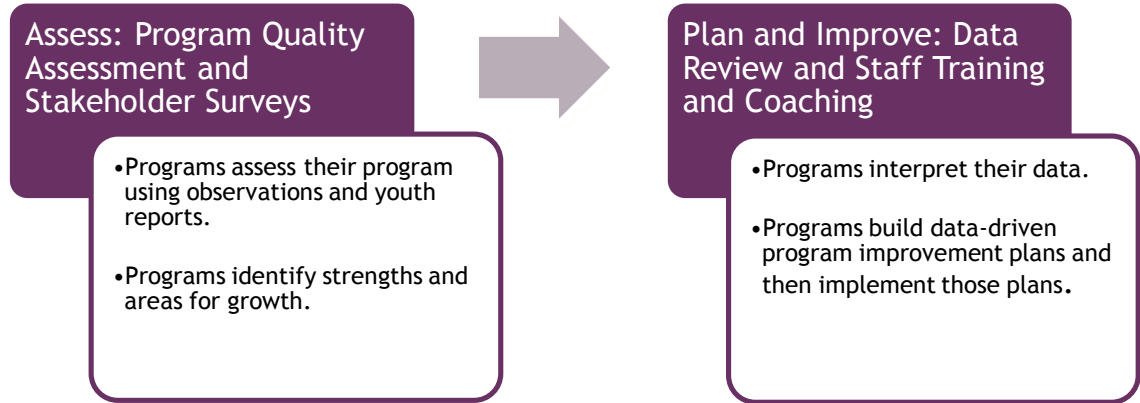
<sup>17</sup>Note: Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD’s CHKS survey.  
<sup>18</sup>Ibid.

# CONTINUOUS QUALITY IMPROVEMENT

Oakland after school programs strive to serve children, youth, and families with high quality programs that provide youth with opportunities to grow, learn, and lead in their communities. To help programs do their best work with youth, the School-Based After School Partnership supports on-going continuous quality improvement (CQI) efforts.

The Partners require that programs develop a program quality improvement action plan that improves specific program practices based on their PQA scores and triangulated with youth survey reports and other data. As part of this process, programs conduct a self-assessment using the PQA, review external site visit scores and other available data, submit an improvement plan, and work to carry out the steps identified in their plan.

**Figure 16. Oakland School-Based After School Partnership CQI Goals**



The Partners support programs to engage across all steps in the CQI process - Assess, Plan, and Improve:

- Trainings to build staff capacity to use the PQA for self- and peer-assessment and to lead the quality improvement process.
- A series of trainings linked to practices called out in the PQA tools.
- Professional learning communities (PLCs) for program staff.
- On-site coaching and technical assistance.

Moreover, as part of these efforts, many staff from the lead agencies have become certified PQA assessors and conduct observations of programs run by other agencies. This experience can build a sense of shared purpose among the Oakland after school programs.

About two-thirds of programs (52) submitted a PQA self-assessment in 2017-18, and 59 programs submitted an improvement plan based on their self-assessment, external assessment, or both. This demonstrates that most programs, although not all, are actively engaging in the CQI cycle.

# CAPACITY FOR QUALITY

Oakland school-based after school programs serve diverse communities, and high quality after school programs play an important role in the lives of Oakland's youth and their families across the city. Many families seek a safe and supportive environment for their children while they balance the demands of employment, education, and other responsibilities that keep them out of the home. In addition, many of Oakland's youth need the academic support, social emotional development, and college and career enrichment offered by after school programs.

Over the course of 2017-18, the evaluation team took a qualitative approach to understanding need and how programs manage program demand in Oakland. The following summarizes the findings from these data collection efforts.

## NEED AND DEMAND FOR AFTER SCHOOL IN OAKLAND

The need and demand for after school programs varies at the many school sites across Oakland. Program staff see differences in demand across communities that are often linked to cultural or socioeconomic differences in the population. Some programs serve more working families who require after school care for their children until six o'clock every day. Other programs find that many families have an adult in the home – a parent or another family member such as an aunt, cousin, grandmother –who picks up children at the end of the school day. Some programs see the need for a safe space for youth after school because of a lack of neighborhood safety. For example, in communities where many families rely on walking as their primary mode of transportation, families prefer that youth leave their program before it gets dark. In the winter months, this means some youth leave long before six o'clock. Additionally, program staff report that, primarily in schools that serve high populations of African American youth, families are leaving OUSD for neighboring cities with a lower cost of living.

Regardless of the need for care, staff report that parents want high quality, engaging academic and social emotional enrichment opportunities for their children. Many youth in Oakland would not otherwise get this support at home or be able to access enrichment opportunities for free or at such a low cost. It can be difficult for parents who work or attend school, or for whom English is not their primary language, to help their children with homework or the development of literacy and math skills. High quality after school programs address this need. As the cost of living continues to rise while wages stagnate, Agency Directors and Site Coordinators anticipate the demand for after school programs will continue to grow.



School-based program staff and Agency Directors, particularly those that serve the highest population of students from low-income homes, cited the need for two additional types of programming: trauma-informed care and Transitional Kindergarten (TK)/Kindergarten care. However, in order to provide high quality programming in these areas, significant investment is necessary in the training of staff to deliver this type of specialized care. Several program staff noted that specialized early childhood providers are necessary for providing high quality programming for children younger than 1<sup>st</sup> grade – expertise that is currently not held by most after school staff.

In order to best serve students across Oakland, particularly those with a strong academic, social emotional, or socioeconomic need, Oakland after school programs employed several strategies to manage quality and capacity. At some sites, demand exceeded capacity. This requires programs to develop and maintain waitlists to manage how interested students join the program when new slots become available. Some programs charged fees to some families in order to increase their capacity to serve more students. Similarly, OFCY provided supplemental funding to sites with particularly high student need in order to increase their capacity in gardening, literacy, and other types of high quality programming.

The evaluation team investigated all three of these strategies to better understand how programs manage waitlists, how and why some charge program fees, and how programs use the OFCY supplemental funds to extend program capacity. Taking both a quantitative and a qualitative approach, the evaluation fielded a series of surveys, conducted a brief focus group, interviewed Agency Directors, and analyzed matched funding data provided to OFCY to see how programs used these strategies to better serve students across Oakland. Although this analysis provided some insight into these strategies, the data has severe limitations: many sites did not participate in each form of data collection in part due to the differences in funding requirements for OFCY or OUSD only sites, some sites provided data for specific sites while others for a typical site in their portfolio, and data from one source often contradicted data from other sources. For recommendations on how to improve data quality in the future, see the recommendations at the end of this report.

## WAITLISTS

Elementary schools and middle schools had large waitlists in the beginning of the school year, but the waitlists decreased as the school year progressed. Programs had waitlists at the start of the year for two primary reasons. First, programs started waitlists to manage interest by working families that need a safe place for youth, especially elementary-aged youth, before they can get off work. Second, because not all programs were fully staffed so children were put on a waitlist until all positions could be filled. However, waitlists generally diminished as the school

year progressed as programs became fully staffed. At the same time, families arranged alternative activities for their children. Anecdotally, the evaluation team learned that at least some families kept their children in these other programs even when spaces in the school-site program became available (either by becoming fully staffed or as other students left the program for other reasons).

When elementary and middle school programs were able to add students from the waitlists, they often prioritized students because of their academic needs, social emotional learning needs, students’ special circumstances, parent/families’ circumstances, or program needs (Table 8).

**Table 8. Reasons for Program Acceptances from Waitlists**

REASONS STUDENTS OFF WAITLIST	RESPONSES GIVEN BY AGENCY DIRECTORS
Students’ academic need	Literacy Support ♦♦♦♦♦ Multiple years behind in math/or literacy
Students’ social emotional learning needs	SEL ♦♦♦♦♦♦♦ Some teachers recognize ongoing mentoring in program; students recommended for emotional support Newcomer ♦ Neighborhood Safety
Students’ special circumstances	Foster care ♦♦♦♦♦ Homeless ♦♦♦♦♦♦♦ Special cases and special needs
Parent/Families’ circumstances	Single-parent working families need support ♦ Work ♦♦♦♦♦♦♦ Kinder siblings ♦♦♦♦
Program needs	May depend on grade level to ensure 1:20 ratio

Source: Focus group with Agency Directors on February 7, 2018, approximate n=17. ♦ Reflects how often this response was “seconded” during data collection gallery walk.

No high schools had waitlists. High school program staff cited the following interrelated features of high schools as primary reasons why waitlists are not a feature of high school programs: more after school program funding, higher enrollment capacity, and greater staff capacity including school day staff who support after school programming. Agency Directors noted that no high schools had waitlists because all students are welcome in the after school programming – whether at the drop-in center or study hall. Furthermore, because no minimum attendance is required, any number of students could attend after school programs for any length of time—thereby eliminating the need for programs to have waitlists. High school program staff also reported that they had the capacity to fundraise, hire subcontractors, and partner with school day staff to provide after school programming to serve any interested youth, themes not brought up in relation to the younger grade levels. This information, combined with high

enrollment and low attendance and survey response rates among high school students, warrants further investigation into the high school program model and student experience.

## Program Fees

Evidence suggests that the majority of programs did not charge program fees to participating families during the 2017-18 program year. However, evidence about program fees is inconsistent across available data sources. Of the 56 programs for which Agency Directors completed surveys mid-year, about one-third (17) programs charged program fees. Notably, no high school programs did so.

At the conclusion of the year, sites provided data to OFCY on their funding match. Among the 17 sites that reported that they were charging parent fees, four were not funded by OFCY and so did not provide updated information as part of the matched funding reporting. Of the 13 sites funded by OFCY, only five reported program fees as part of their matched funding. While the combined program fees totaled just over \$49,000, the total dollar amount collected in program fees across all sites in the Partnership may be higher.

At the mid-year survey, Agency Directors gave two overarching reasons why programs did not charge fees. Either programs did not have a financial need to charge fees, or programs served a low-income community where fees would be a barrier for student access to the program. As one Agency Director explained: *“Serving a very low-income community means we would rather shoulder the burden of fundraising than asking those with more pressing concerns to [pay for the program].”*

Programs with no financial need to charge program fees report that they rely on grants or fundraisers to supplement costs for their programs. The matched funding report completed at the end of the year indicates that programs raised nearly \$1,500,000 dollars in donations and foundation grants.

One Agency Director mentioned that while their program did not charge fees currently, they would likely do so in 2018-19 after conducting further research into the feasibility of implementing a fee.

For the programs that did charge program fees, Agency Directors described different amounts and frequencies:

- Programs charged families fee amounts that varied by the number of children attending the program from the same family. Agency Directors noted that some programs offered sibling discounts and others offered discounts if families paid the fee on an app. Programs also offered fee

waivers or rates on a sliding scale, taking into account a families' ability to pay.

- Programs charged these fees at varying frequencies with fees due on a monthly, quarterly, or annual basis.
- The amount collected per program varied widely. Programs that are both funded by OFCY and collect program fees estimated at mid-year that they would collect \$20,000 over the course of the year; a few programs estimated as high as \$60,000. Among the five OFCY-funded programs that reported program fees as part of their matching funds, the actual amounts tended to be lower. The actual amount per program ranged from \$6,000 to \$20,000.
- Among the 17 programs that estimated program fees as of the mid-year survey, four have low rates of eligibility for free or reduced price meals (FRPM) and are not funded by OFCY (Peralta, Melrose Leadership Academy, Sequoia Elementary and Montera Middle School). Among this group, the mid-year estimates ranged from \$20,000 to \$250,000. Most of the remaining 13 programs are run by an agency that has made parent fees part of its parent engagement strategy (East Bay Asian Youth Center).
- Agency Directors who oversee these programs noted several advantages. Program fees allowed programs to have additional funding for activities, to pay for administrative fees not covered by existing grants, to pay staff higher wages, to train and retain quality staff, and to generate higher buy-in and commitment from parents.

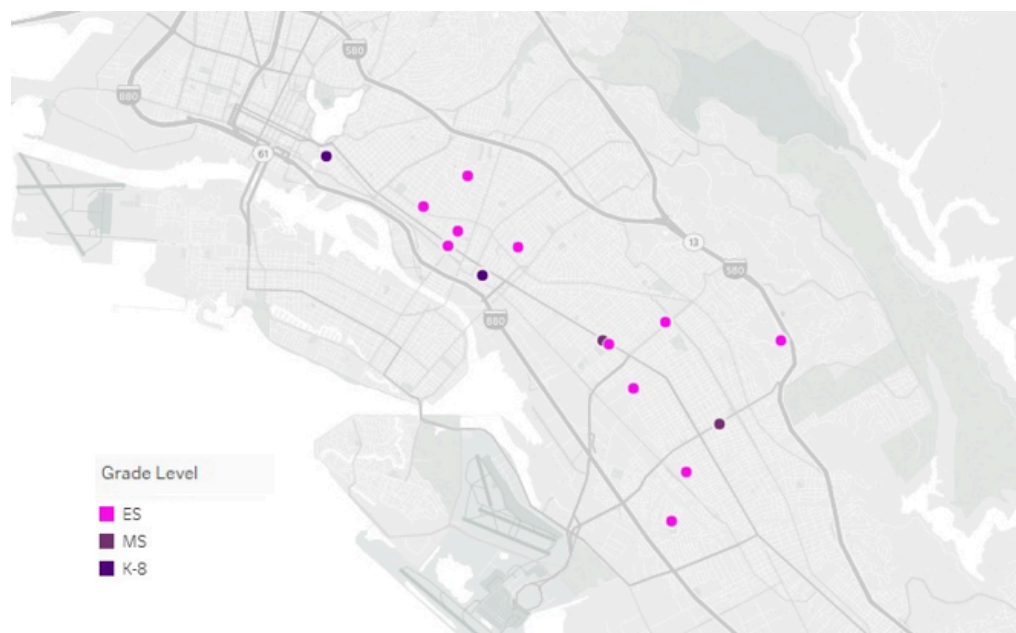
In order to improve understanding of program fees, the Partners may want to consider a new way of collecting this data since the matched funding report only captures partial information and in the past financial information provided by finance departments contradicts data provided by program staff. We speculate from anecdotal information that this may be because parent fees are coded as donations or other types of income and not tracked as separate type of income that shows up on financial reporting. The Partners may want to collect more reliable data on fees such as through an end of year, site-specific survey completed by Site Coordinators or Agency Directors..

## Supplemental Funding

In response to requests for support from sites that serve particularly high need populations, OFCY dedicated additional, supplemental funds to build program capacity to more effectively serve their students. Programs were able to apply the funding to support specialized enrichment programming, to expand program capacity, or to fund another site need as described in their application.

OFCY funds programs at school sites with a 50% or higher free and reduced-price meal (FRPM) rate. Starting in the 2016-17 grant cycle, supplemental funding requests were awarded to 16 elementary, K-8 and middle school sites with extreme FRPM eligibility rates, those above 85% (Table 9 on the following page). These funds are intended to address greater inequities at school sites serving a large majority of low-income students. OFCY provided \$315,773 in supplemental funds to these sites in 2017-18.

**Figure 17. Supplemental Funding Sites Located Across East Oakland**



Source: Grantee documents from OFCY and OUSD 2017-18. Site locations provided by OUSD.

**Table 9. Sites That Received Supplemental Funding and Their Free and Reduced-Price Meals Eligibility Rates by Program's Lead Agency**

SITE	SCHOOL SITE FRPM RATE
<b>Bay Area Community Resources</b>	
Alliance Academy (MS)	96%
Esperanza Academy (ES)	95%
Fred T. Korematsu Discovery Academy (ES)	92%
Howard Elementary (ES)	89%
Markham Elementary (ES)	97%
<b>Citizens Schools</b>	
Roots International Academy (MS)	97%
<b>East Bay Agency for Children</b>	
Achieve Academy (ES)	95%
<b>East Bay Asian Youth Center</b>	
Garfield Elementary (ES)	93%
La Escuelita (K-8)	91%
Manzanita Community (ES)	92%
<b>Girls Incorporated</b>	
ACORN Woodland Elementary (ES)	92%
<b>High Ground Neighborhood Development Corporation</b>	
Madison Park Academy (ES)	93%
<b>Oakland Leaf</b>	
ASCEND (K-8)	87%
International Community School (ES)	91%
Learning Without Limits (ES)	89%
<b>Safe Passages</b>	
Community United Elementary School (ES)	95%

Source: OFCY School-Based After School Supplemental Award List 2017-2018 and California Department of Education's Dataquest data for 2017-18.

Interviews conducted with Agency Directors and Site Coordinators that received supplemental funding in the 2017-18 school year illustrated the ways in which programs used funding to better support youth. The majority of coordinators reported using the funding to enhance enrichment capacity and therefore improve program quality. Furthermore, most coordinators mentioned they were able to provide specialized programming to youth by employing staff and contractors who taught students specific skills, including: drumming, arts, robotics, dance, and Science, Technology, Engineering and Math (STEM).

*“It’s nice to partner with these different youth serving organizations and very nice to have specialized enrichment that comes to kids... Our staff aren’t able to teach music or dance in a professional way, so it really brings up the quality of the program.”*

*“They have a staff member whose main focus is STEM, who actually has more hours than just a regular line staff. He is focused on putting together curriculum and different projects. Not many of our sites have a designated person to do that, because they don’t usually have the funding for it.... He’s a really valued instructor. He’s a really good person to connect school day and after school around STEM.”*

*“A cool thing about Destiny Arts is they have a lot of that youth development and PQA lens; so that’s been really super helpful to have providers that actually understand what youth development best practices are and are able to actually implement that in their offerings.”*

Research from a recent RAND Corporation report on the value of out of school time suggests that specialty programs, such as the ones made possible by supplemental funding, contribute to new experiences, opportunities, and skill development – outcomes that benefit youth beyond foundational multipurpose programs.<sup>19</sup> Agency Directors and Site Coordinators noted the following impacts on program quality (Table 10).

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<sup>19</sup> McCombs, J., Whitaker, A., Yoo, P. (2017). The value of out-of-school time programs. Santa Monica, CA: RAND Corporation, 2017.

**Table 10. Supplemental Funding Use and Impact on Program Quality**

TOP USES OF SUPPLEMENTAL FUNDING	EXAMPLES	IMPACT
<ul style="list-style-type: none"> <li>• Specialized enrichment provider</li> <li>• Stem programming</li> <li>• Literacy programming</li> <li>• Investment in program fieldtrips and materials</li> <li>• Additional hours for line staff</li> <li>• Investment in professional development for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Hired subcontractors such as <i>Destiny Arts Center, Tiny Techs, Oakland Youth Chorus, AmericaScores, Today's Future Sounds, Attitudinal Healing</i></li> <li>• Investment in STEM materials and dedicated space on school campus for storage of materials</li> <li>• Shift in a line staff's role to a case-manager model focused on literacy</li> <li>• Restorative Justice facilitator provided services to after school students and expanded to school day</li> <li>• Additional paid hours during school day for after school line staff to collaborate with school day staff and administration and plan curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Higher quality programming</li> <li>• Greater capacity for specialized enrichment</li> <li>• Greater access to high quality materials and curriculum</li> <li>• Increased school day collaboration and curriculum alignment</li> <li>• Equitable provision of high quality enrichment opportunities</li> <li>• More opportunities for individualized support and lower staff to student ratio</li> <li>• Greater capacity to partner with programs on a shared-site campus and coordinate events and activities</li> </ul>

Source: Interviews conducted with Agency Directors whose sites receive supplemental OFCY funding, n=11, June-July 2018.

Similar to last year's findings, program leaders reported that investing in staff and high quality contractors resulted in greater collaboration between shared-site programs, with community partners, and with the school day administrators and teachers. While only three programs were able to serve a greater number of youth, two coordinators reported they were able to provide greater individualized support to youth and were able to reduce the ratio of staff to youth in their programs because of the additional funding. Programs are able to provide low-income youth with opportunities to engage in high quality enrichment, which they otherwise would not have access to because of a lack of family resources.

*“For a child to be able to participate in a full year of beat making and knowing how to produce music or a composition, or for kids to know how to do their own drum circle...they are programs that parents probably would not have been able to afford had it not*



*been for us having it in our program.... It just brings so much light to our after school program that's severely needed in Oakland."*

*"We wanted to be intentional about providing programs to both [schools on a shared site]. They get to see each other's work in progress and are able to discuss and have a similar language because they are getting the same kind of services. That was impressive to see; on a shared campus, it felt more equitable."*

*"It impacted program quality by allowing us to serve smaller amounts of children at one time... so it allowed us to increase our interaction with them. It also allowed us to have richer engagement types of conversations [about the] future, goal setting, and how STEM integrates in with air quality, illegal dumping – that happens a lot over in that area."*

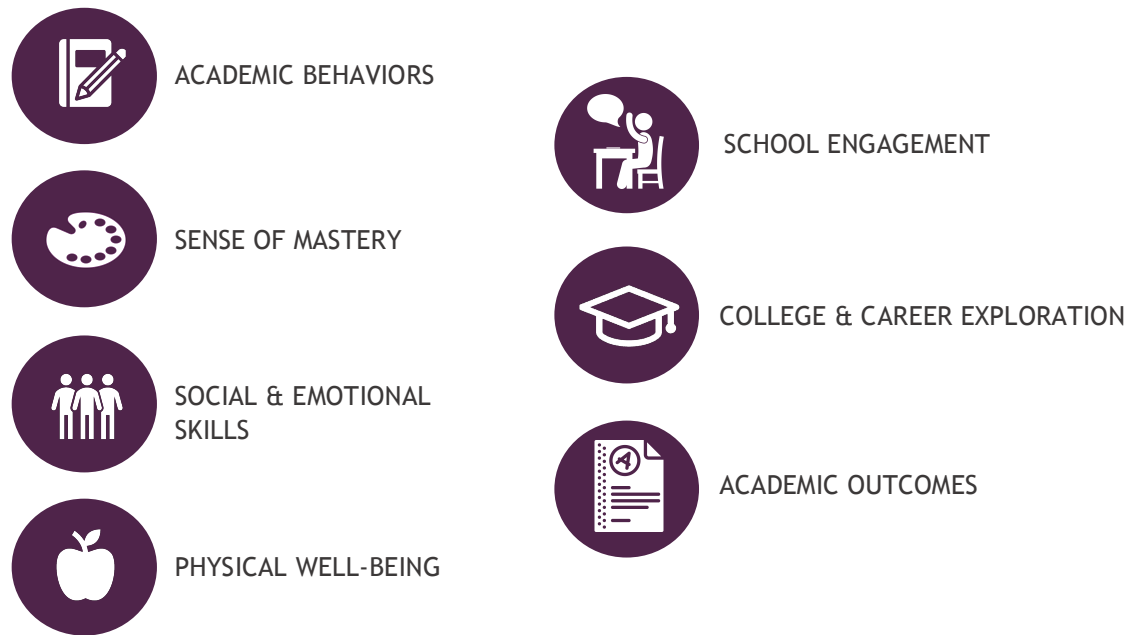
Notably, however, site visit and attendance data do not provide clear evidence of supplemental funding's impact on attendance or program quality. The evaluation team compared data for all supplemental funding sites for the year before receiving supplemental funding and the two years since. Attendance changes were very mixed. Seven sites increased average daily attendance in that three-year period, with the average increase being 12 students served per day. Another seven decreased an average of 17 students per day. Similarly, program quality ratings were also mixed. Seven sites increased their overall PQA score over the three-year period while nine sites decreased. Notably, nearly all of these changes were very slight (changes of less than 0.4 points on the 5-point scale).

# STUDENT OUTCOMES

As discussed previously, when youth participate in high quality after school programs they are likely to experience positive outcomes. Many outcomes are direct, immediate outcomes in line with the program model. As one example, after school programs in Oakland work to build academic behaviors in youth participants such as study habits and homework planning and completion. After school programs also use restorative practices and discussion groups to support participants' social and emotional skills. These direct outcomes, in turn, contribute to medium-term outcomes such as improved academic performance. After school contributes to these medium-term outcomes alongside many other influences, including the school day, community, and families, that impact a student's academic achievement.

In Oakland's school-based after school programs, the Partners and partner agencies strive to provide high quality programming that prioritize seven outcome areas. As defined in the Theory of Action (page 27), these outcome areas represent the near-term and medium-term benefits that regular participation in high quality programs can help youth to achieve. These, in turn, should contribute to longer-term outcomes such as stronger academic achievement over time.<sup>20</sup>

**Figure 18. Oakland School-based After School Outcome Areas**



<sup>20</sup> Nagaoka, J., Farrington, C.A., Ehrlich, S, Heath, R. (2015). Foundations for young adult success: a developmental framework. Chicago: University of Chicago Consortium on Chicago School Research.

The following pages outline youth reports on their outcomes across the six direct outcome domains. The extent to which young people experience positive direct outcomes is assessed through youth surveys (N=4,924), including composite survey measures.

**About Youth Survey Composites** – A composite is used as a global measure of each outcome area. The composite indicates the proportion of youth who answered positively to nearly all of the survey questions related to that outcome theme. For example, a youth who answers positively to at least two of the three related survey questions in the Physical Well-Being domain is “positive” on that domain’s composite. Survey composites are reported separately for elementary, middle, and high school youth. (See Data Companion G on p. 83).

In addition, the evaluation team conducted an analysis on the academic achievement data of participants to assess the seventh outcome domain, Academic Outcomes (page 62). Evidence from these analyses shows:

- In 2017-18, the rate of school day attendance was higher for after school program participants than compared to their non-participant peers, for elementary (95% and 94%) and middle school students (96% and 94%). These differences, though small, are statistically significant. This indicates that after school participation has a positive association with school day attendance for these grade levels.
- The opposite, however, is true for high school students, where participants had lower rates of school day attendance than their non-participant peers (89% compared 93%).
- After school participants in elementary school were less likely to be chronically absent compared to their non-participant peers (13% and 17% respectively). This trend continues in middle school (9% and 14%).
- Participants in high school, however, are more likely than their non-participant peers to be chronically absent (30% and 19%).
- After school participants were more likely to be behind in reading compared to their non-participant peers. Both groups improved in 2017-18 at nearly equal rates.
- Across all grade levels, after school participants who began the school year as English Language Learners were more likely to be redesignated as English proficient (11%) than their non-participant peers (9%); though small, this difference is statistically significant for elementary and middle school groups.



## ACADEMIC BEHAVIORS

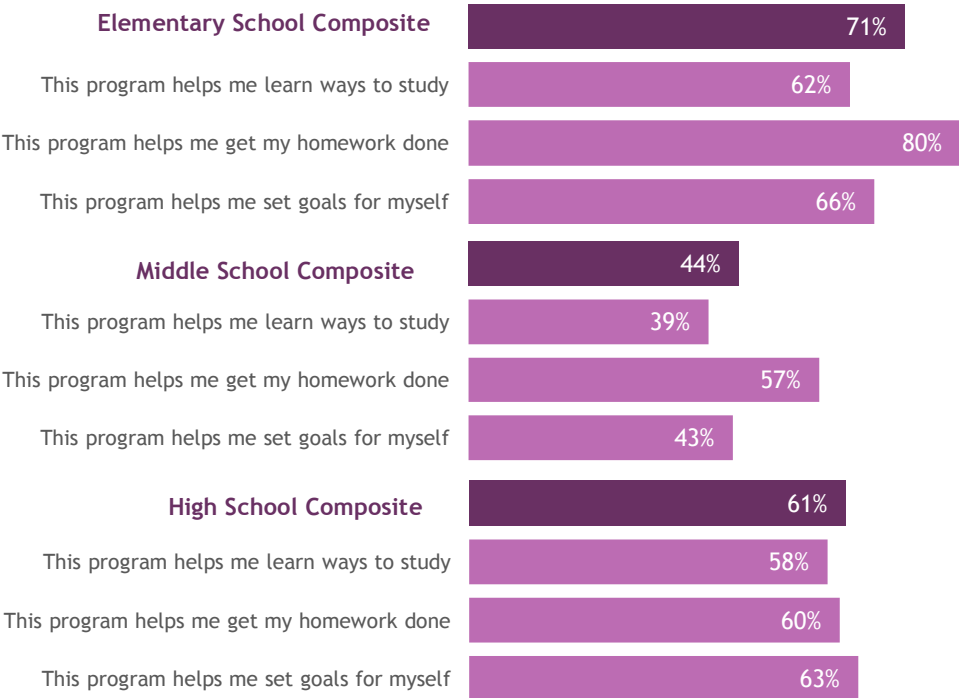
Academic behaviors, such as studying and completing homework, are habits youth develop so they can successfully learn academic content. When youth consistently engage in positive academic behaviors, they are more likely to improve their academic performance.<sup>21</sup> Oakland after school programs provided academically enriching environments that helped youth develop academic behaviors (Figure 19). Specifically:

- More than half of all youth (61%) developed positive academic behaviors as a result of their involvement in after school – 71% of elementary, 44% of middle school, and 61% of high school youth reported developing a range of academic behaviors.
- Many, though not all, youth learned to set goals in their after school programs – about two-thirds of elementary (66%) and high school youth (63%) reported being better at setting goals, while under half of middle school youth (43%) felt the program helped them set goals.
- Some after school participants improved their study skills – 62% of elementary youth, 39% of middle school, and 58% of high school youth reported learning ways to study.
- Youth learned better homework habits – eighty percent (80%) of elementary, 57% of middle, and 60% high school youth reported that their program helps them complete their homework.
- Fewer middle school youth (44%) reported developing academic behaviors in 2017-2018 than in the 2016-2017 year (52%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported developing academic behaviors in 2017-2018 compared with in 2016-2017.

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<sup>21</sup> Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

**Figure 19. Youth Developed Positive Academic Behaviors**



Source: Youth participant surveys administered spring 2018, n=4,924.



## SENSE OF MASTERY

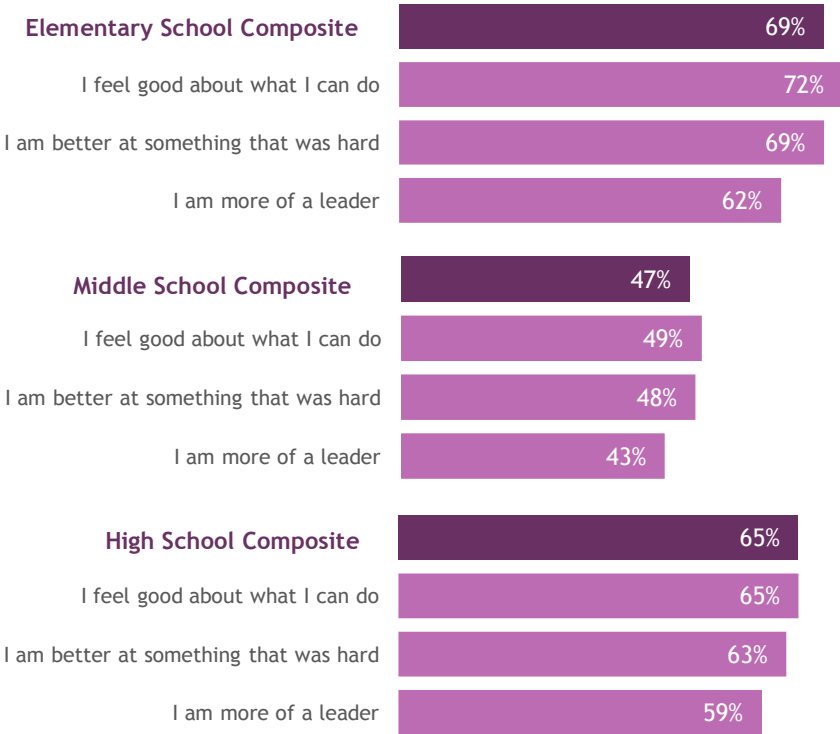
A sense of mastery is feeling that one has learned a skill fully and confidently. When youth have a sense of mastery, they feel competent in their skills and see themselves as leaders.<sup>22</sup> A sense of mastery comes from being appropriately challenged to try new things. After school enrichment programming and project based learning, such as learning to play music, joining a soccer team, or painting a community mural, give youth an opportunity to develop a sense of mastery in a new skill. Oakland after school programs helped youth to develop their sense of mastery (Figure 20):

- Six in 10 (62%) of youth reported experiences that support a sense of mastery – 69% of elementary school, 47% of middle school, and 65% of high school youth.
- Many youth reported becoming more competent at a new skill – elementary school (69%), middle school (48%), and high school (63%) youth reported being better at something they used to think was hard.
- Many after school participants feel more confident about their skills – 72% of elementary, 49% of middle school and 65% of high school youth felt more confident about what they can do.
- Many youth see themselves as leaders – 62% of elementary, 43% of middle school, and 59% of high school students reported feeling like more of a leader as a result of the program.
- Fewer middle school youth (47%) reported developing a sense of mastery in 2017-2018 than in the 2016-2017 year (55%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported developing a sense of mastery in 2017-2018 compared with in 2016-2017.

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<sup>22</sup> Hui, E. K. P. & Tsang, S. K. M. (2012). Self-determination as a psychological and positive youth development construct. *The Scientific World Journal*, 2012, 7. doi: 10.1100/2012/759358.

**Figure 20. Youth Developed a Sense of Mastery**



Source: Youth participant surveys administered spring 2018, n=4,924.



## SOCIAL AND EMOTIONAL SKILLS

Youth use social and emotional skills to initiate and maintain positive relationships with peers and adults, to manage and communicate their emotions, and to understand their capabilities. These skills are known to help young people to be successful in school and in life.<sup>23</sup> Survey responses showed that youth gained social and emotional skills because of their after school program (Figure 21):

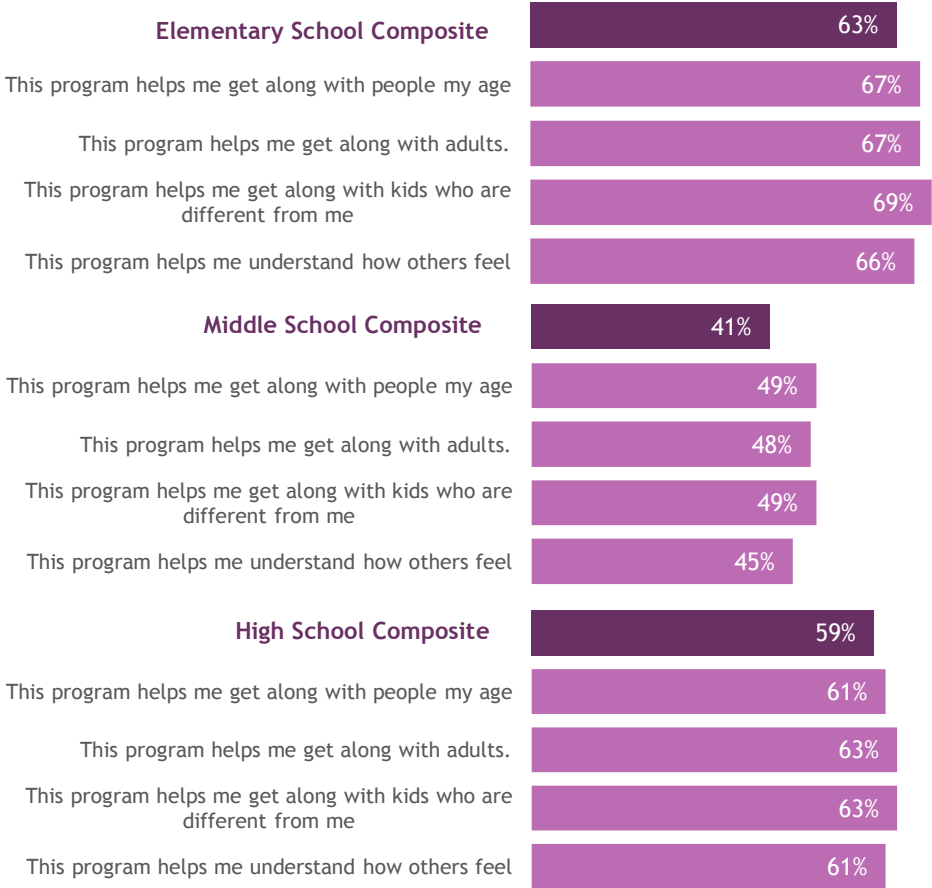
- Most elementary and high school youth report that they built social and emotional skills – 63% of elementary, 41% of middle, and 59% of high school youth reported building these skills in their program.
- Most youth in all grade levels got along better with others – in particular, 67% of elementary youth reported getting along better with peers. Forty-nine percent (49%) of middle school and 61% of high school youth reported the same.
- Youth are better at getting along with children who are different than them – most youth (69% of elementary youth, 49% of middle school youth, and 63% of high school youth) reported getting along better with those different than them.
- Participants get along with adults well – 67% of elementary youth, 48% of middle school youth, and 63% of high school youth felt the program helps them get along with adults.
- Fewer middle school youth (41%) reported developing social and emotional skills in 2017-2018 than in the 2016-2017 year (49%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported developing social and emotional skills in 2017-2018 compared with in 2016-2017.

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<sup>23</sup> Gootman, L., & Schoon, I. (2013). The impact of non-cognitive skills on outcomes for young people: literature review. London: Institute of Education and Social Research, University of London.



**Figure 21. Youth Developed Positive Social and Emotional Skills**



Source: Youth participant surveys administered spring 2018, n=4,924.



## PHYSICAL WELL-BEING

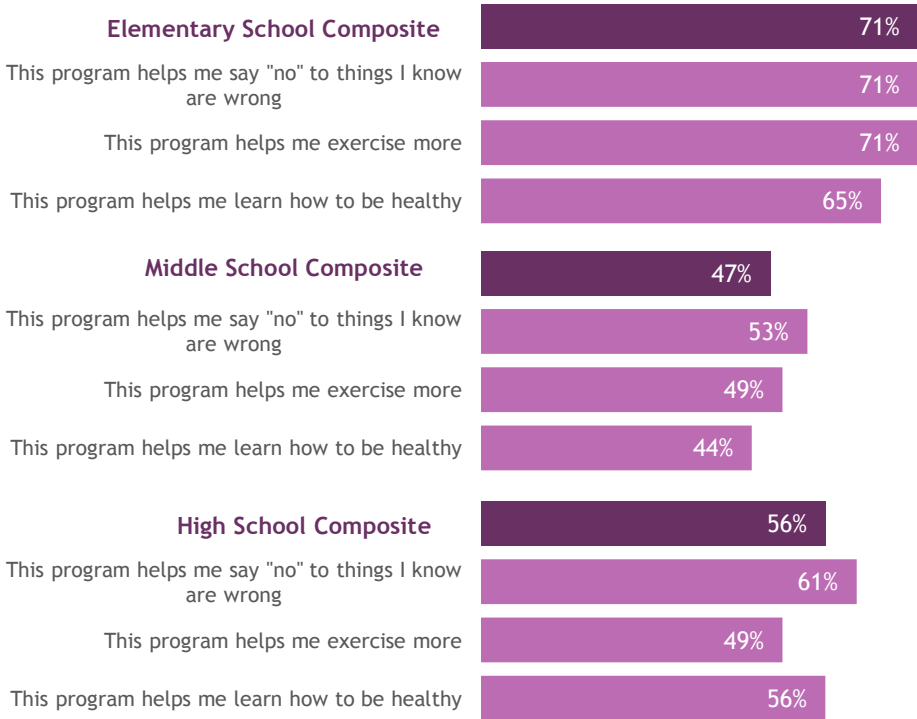
Activities that promote physical well-being are those that engage youth in physical activity, such as exercising, and help youth develop healthy habits, such as eating a balanced diet.<sup>24</sup> Large majorities of youth in each grade group agreed that their program helped them learn ways to be healthy (Figure 22):

- Many youth reported learning about how to promote their physical well-being – seven in 10 elementary youth (71%), nearly half of middle school youth (47%), and over half of high school youth (56%) reported learning behaviors to promote their wellness.
- After school participants learned to make positive choices related to their well-being – many elementary (71%), and over half of middle school (53%) and high school (61%) youth reported their after school program helped them to say “no” to things they know are wrong.
- Many youth said the program helped them exercise more – 71% of elementary, 49% of middle school, and 49% of high school youth reported that they exercise more.
- Some youth learned healthy habits – close to half of both middle and high school youth (44% and 56% respectively) reported learning how to be healthy at their after school programs. Almost two-thirds of elementary youth (65%) did so.
- In aggregate, youth reports about physical well-being did not change significantly when compared to the prior year.

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<sup>24</sup>Macera, C. A. (n.d). Promoting healthy eating and physical activity for a healthier nation. Centers for Disease Control and Prevention. Retrieved from: <https://www.cdc.gov/healthyyouth/publications/pdf/pp-ch7.pdf>.

**Figure 22. Youth Developed Positive Wellness Behaviors**



Source: Youth participant surveys administered spring 2018, n=4,924.



## SCHOOL ENGAGEMENT

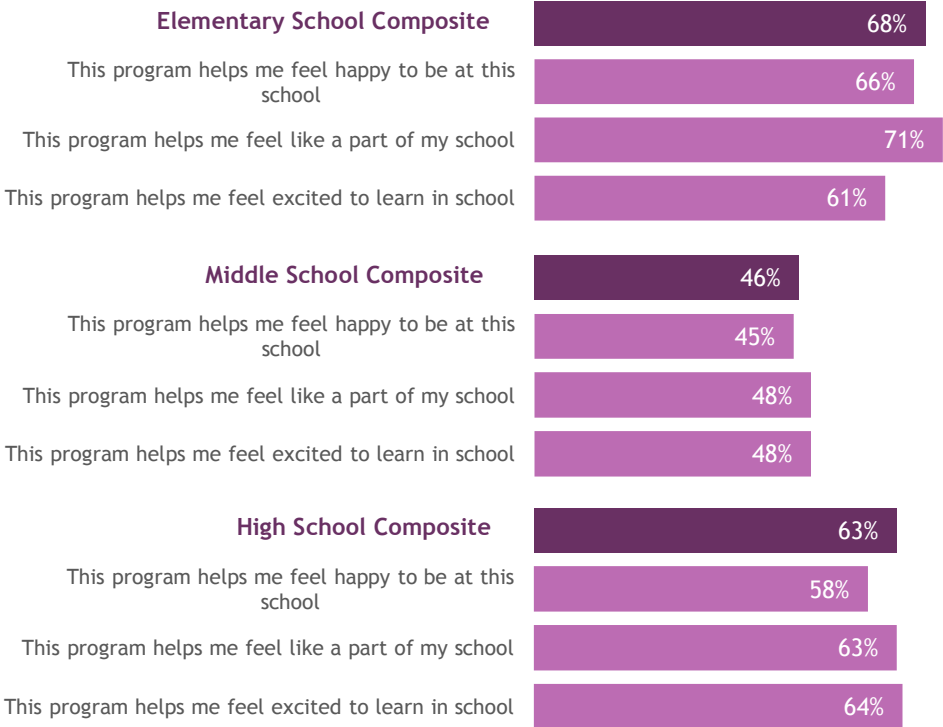
Youth are connected to and engaged with their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families. Students who increase school connectedness are more likely to attend school and therefore receive the benefits of more schooling.<sup>25</sup> Together, these can improve a student's academic achievement. Youths' self-reports about their degree of school engagement were fairly consistent across grade levels (Figure 23):

- Many youth in after school felt more engaged with their school because of their program – about two-thirds of elementary (68%) and high school (63%) youth reported more connection with their schools since attending their after school program. About half of middle school youth (46%) reported the same.
- Youth felt happy to be at their school – 66% percent of elementary youth reported feeling happy to be at their school since coming to after school. Close to half of middle school youth (45%) and over half (58%) of high school youth reported the same.
- In particular, youth felt like a part of their school – about two-thirds of elementary (71%) and high school (63%) youth reported feeling like a part of their school since coming to the after school program. About half of middle school youth reported the same (48%).
- Youth felt excited to learn in school – nearly two-thirds of elementary (61%) and high school (64%) youth felt excited to learn in school. About half of middle school youth (48%) reported the same.
- Fewer middle school youth (46%) reported feeling engaged in school in 2017-2018 than in the 2016-2017 year (54%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported feeling engaged in school in 2017-2018 compared with in 2016-2017.

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<sup>25</sup> Blum, R. W. (2005). A case for school connectedness. *The adolescent learner*. 62(7), 16-20.

**Figure 23. Youth Reported Greater Engagement in School**



Source: Youth participant surveys administered spring 2018, n=4,924.



## COLLEGE AND CAREER

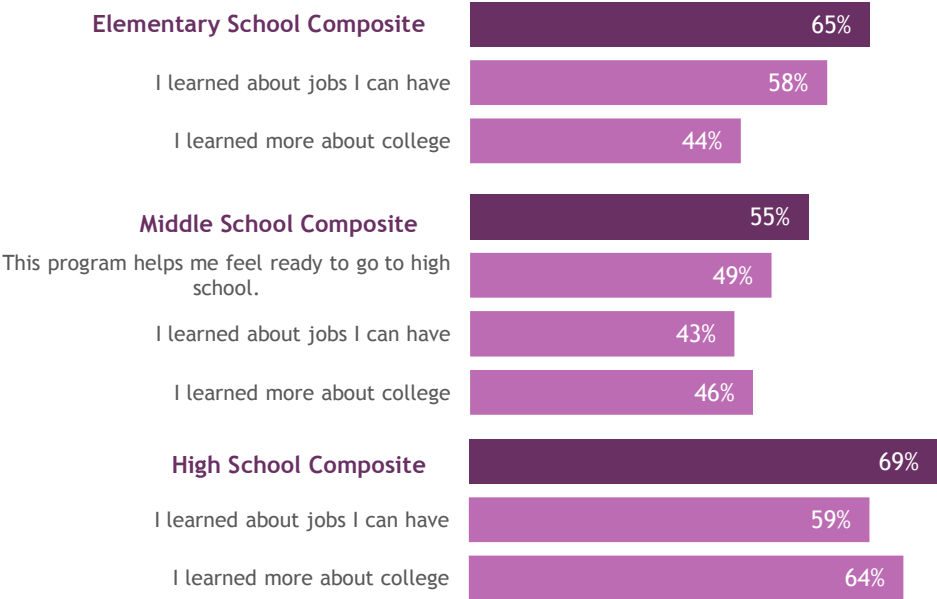
College and career exploration activities are opportunities that support youth to look towards the future by helping them identify both the skills that relate to careers of interest and the post-secondary degree programs needed to pursue those careers.<sup>26</sup> Programs for high school-aged youth tend to place greater emphasis on college and career, though programs at all grade levels may introduce students to these concepts. Youth survey findings show that many high school youth report exploring college and career opportunities. Younger youth do so as well, although to a lesser degree (Figure 24):

- High school youth reported exploring college and career opportunities – 69% of high school youth reported opportunities in their after school program for college and career exploration. Elementary (65%) and middle school (55%) youth also reported the same opportunities.
- Many high school youth learn about college – 64% of high school youth reported learning more about college options in their after school program. Less than half of elementary (44%) and middle (46%) school youth reported doing so.
- Over half of all youth across grade levels learned about potential future careers – 65% of elementary school youth, 55% of middle school youth, and 69% of high school youth reported that they learned about jobs they could have.
- Middle school students were asked particularly if their program helps them feel ready to go to high school. Close to half (49%) reported that it did so.
- In aggregate, youth reports about college and career activities did not change significantly when compared to the prior year.

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<sup>26</sup>Hynes, K., Greene, K. M., & Constance, N. (2012). Helping youth prepare for careers: what can out-of-school time programs do? Afterschool Matters. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ992134.pdf>.

**Figure 24. Youth Learned About College and Career Opportunities**



Source: Youth participant surveys administered spring 2018, n=4,924.



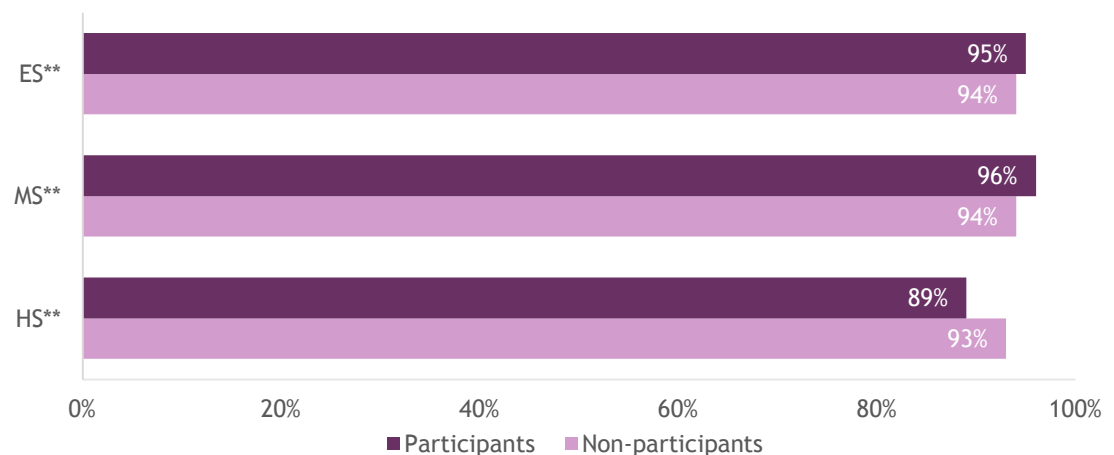
## ACADEMIC OUTCOMES

Academic outcomes, such as assessment scores and school attendance, are indicators of youths' progress in school. Research shows that youth who attend high quality after school programs can improve their academic outcomes.<sup>27</sup> The school-based after school evaluation focused on youths' school day attendance and chronic absenteeism, both of which are critical predictors of academic success.<sup>28</sup> The evaluation also examined available measures of student literacy. Analysis focused on describing differences between after school participants and non-participants at the same schools and any trends from the previous school year.

### School Day Attendance

In 2017-18, the rate of school day attendance was higher for after school program participants than compared to their non-participant peers, for elementary (95% and 94%) and middle school students (96% and 94%). These differences, though small, are statistically significant. This indicates that after school participation has a positive association with school day attendance for these grade levels. The opposite, however, is true for high school students, where participants had lower rates of school day attendance than their non-participant peers (89% compared 93%). Again, this difference is statistically significant. The average rate of school day attendance decreased slightly for both participants and non-participants from 2016-17 to 2017-18.

**Figure 25. After School Participants in Elementary and Middle School Attended More School Days Than Their Non-Participant Peers**



Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched n=13,805, non-participants n=19,455. \*\* p< .01.

<sup>27</sup> Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? a review of the literature. *American Journal of Community Psychology*. 45(3-4), 310-24.

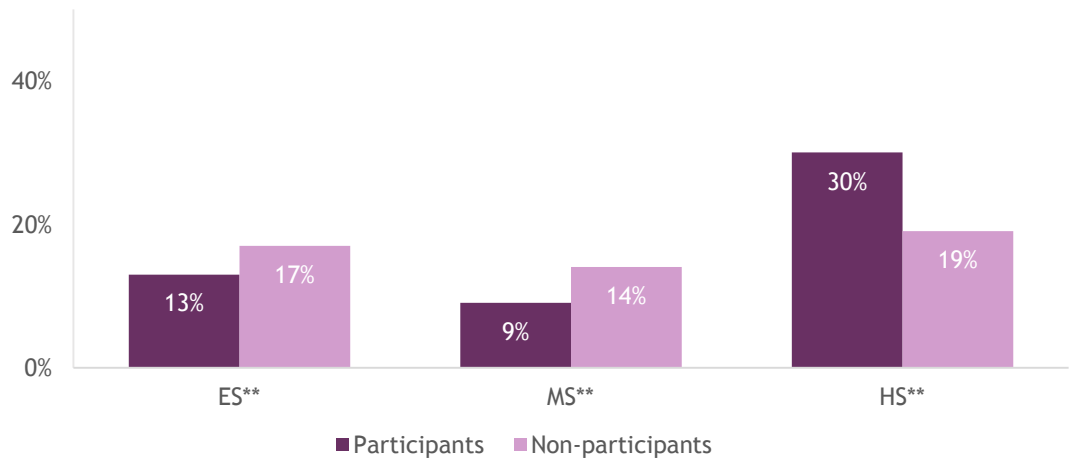
<sup>28</sup> The 2018-19 evaluation report will include a longitudinal analysis of youth literacy, school day attendance (chronic absence), and available math and English Language Arts (ELA) benchmarks.



## Chronic Absenteeism

Being chronically absent – missing 10% or more of school days – is strongly correlated with poor school performance and, in the upper grades, with an increased risk of dropping out of school. Similar to school day attendance, differences between after school participants and their non-participant peers varied by grade level. After school participants in elementary school were less likely to be chronically absent compared to their non-participant peers (13% and 17% respectively). This trend continues for participants in middle school (9% and 14%). Participants in high school, however, are more likely than their non-participant peers to be chronically absent (30% and 19%). All differences are statistically significant. Compared to 2016-17, participants were slightly more likely to become chronically absent in 2017-18 than their non-participant peers.

**Figure 26. After School Participants in Elementary and Middle School Were Less Likely Than Their Non-Participant Peers to be Chronically Absent**

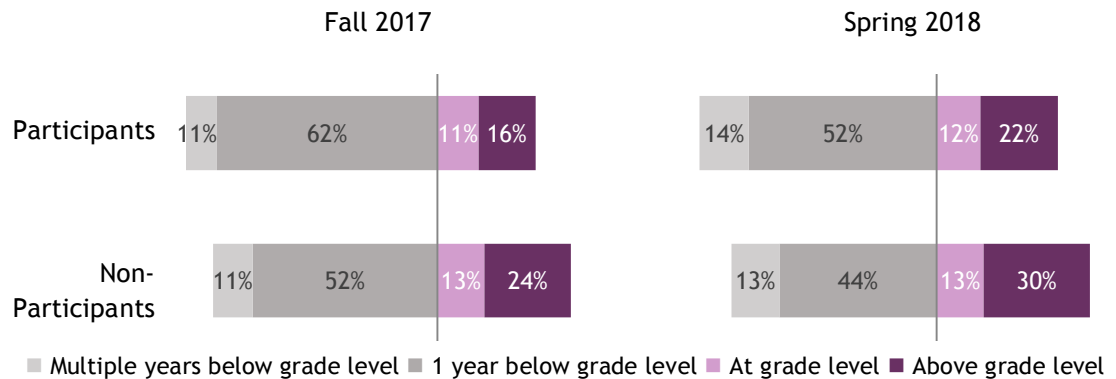


Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched n=13,805, non-participants n=19,455. \*\* p< .01

## Literacy

A few times a year, student literacy is assessed through the Scholastic Reading Inventory (SRI). Students are assessed by their teachers and are determined to be at or above grade level for reading, one year below or even multiple years below. Most students at the after school programs' host schools, whether they are in the program or not, are at least one year below grade level in reading. Overall, after school participants were more likely to be below grade level than their non-participant peers. On the fall assessment, only 27% of after school participants were at or above grade level, compared with 37% of non-participants. Both groups improved on the spring assessment at similar rates: 18% of participants increased their assessed level, compared to 19% of non-participants.

**Figure 27. After School Participants Were More Likely to Read Below Grade Level Than Their Non-Participant Peers**



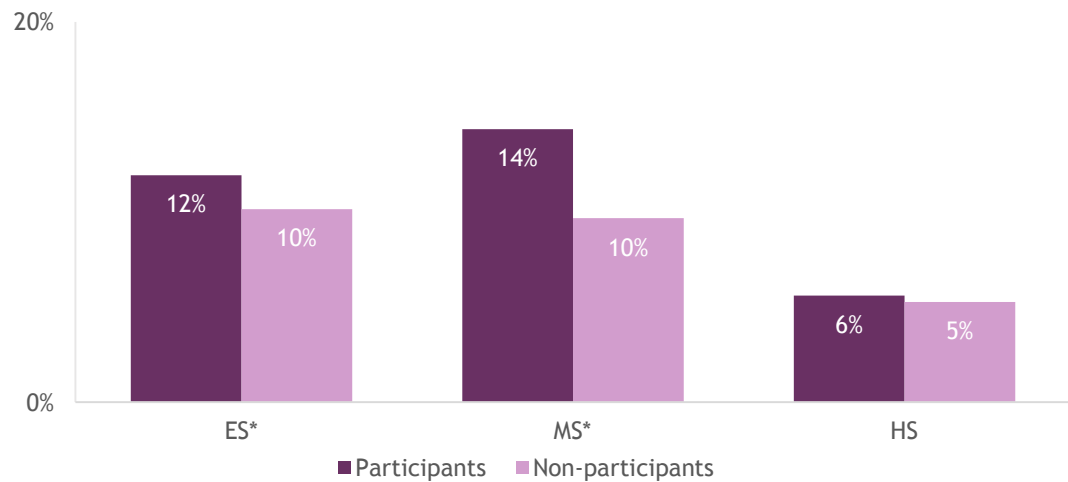
Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched n=10,103, non-participants n=11,938.

## English Language Learners and English Proficiency

English Language Learner students, who comprise nearly one-third of all students at the programs' host schools, are often behind grade level in literacy. So, it is important to review their progress toward English language proficiency when evaluating literacy. A key measure of success for English Language Learner students is whether or not they are redesignated as English proficient, a district-specific process that takes into account student performance on the new English Learner Proficiency Assessments for California (ELPAC), the SRI assessments, and student writing, among other criteria.

Across all grade levels, after school participants were more likely to be redesignated (11%) than their non-participant peers (9%); though small, this difference is statistically significant. This significance persisted for elementary and middle school students in particular. The greatest difference was in middle school, where participants were more likely to be redesignated than their peers by four percentage points (14% of participants who started the year as English Language Learners compared to 10% of such non-participants). After school participants in high school were redesignated at a similar rate as their non-participant peers.

**Figure 28. ELL After School Participants Were More Likely to be Redesignated to English Proficient Than Their Non-Participant Peers**



Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, for those who were English Language Learners (ELLs) at the start of the 2017-18 school year, matched ELL participants n=4,234, ELL non-participants n=5,498. \*p < .05.

# CONCLUSION

Oakland school-based after school programs provide much-needed support for students and their families in Oakland. By keeping students safe, providing enriching opportunities, and promoting academic outcomes, Oakland's school-based after school programs provide access to opportunities students would not otherwise receive, which in turn support their positive development and academic success. As the City of Oakland and Oakland Unified School District Partners continue to support students through school-based after school, data from this year's evaluation suggests some possible next steps. These include both programming recommendations and recommendations for additional investigation:

## SUPPORT FOR PROGRAMS

**Prioritize strategies that support English Language Learners.** About one-third of all students in the after school programs are English Language Learners (ELLs). Programs that intentionally support ELL students, such as through intentional structured reading, opportunities for youth to talk with each other in pairs or small groups, supporting youth to use and develop their academic home language, and support to develop English-language academic vocabulary, will support the academic achievement of all students.

**Continue to support peer leadership for Continuous Quality Improvement.** Continuous Quality Improvement (CQI) efforts in Oakland have built a community of organizations that can mutually support each other to create high quality experiences for youth in Oakland. The Partners may want to continue to support site visits across agencies and programs in order to continue to support this community of organizations.

**Explore the need to expand staff capacity to serve very young children.** Agency Directors shared that their programs struggle to provide after school programming for the youngest grades, particularly transitional kindergarten (TK) and kindergarten. Staff for these positions may need specialty training in early childhood practices. Also, serving these grades can stretch existing staff to youth ratios. The Partners may want to explore the extent of that need – including how this need may already be addressed by OUSD's child development centers (CDCs) – in order to determine whether this may be an area for additional investment.

## ADDITIONAL AREAS FOR ANALYSIS

**Trace participation in after school over the past decade.** As Oakland's demographics and needs shift, participation (attendance patterns and participant demographics) may have changed significantly over time. The Partners may want to use the wealth of data collected over the past decade to map these trends.

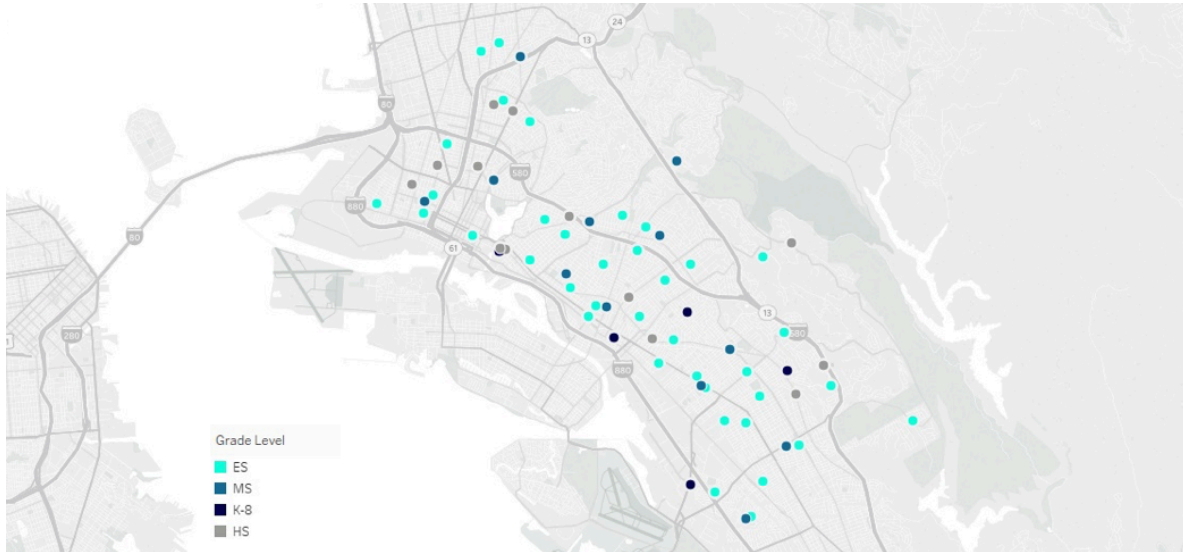
**Measure the association between academic performance and participation in after school over time.** How does participation in programs affect academic outcomes? The Partners may want to use available participation and academic data to measure the association between participation in after school over the past three years or so and academic markers such as redesignation, literacy assessments, and school day attendance.

**Conduct qualitative data collection with middle school students.** Middle school students consistently rate their experiences in after school programs lower than either elementary or high school students. Moreover, middle school girls tend to rate their experiences lower than middle school boys. At the same time, the middle school model is intentionally different than the elementary school model in order to meet the needs of this transitional age. The Partners may want to conduct focus groups with middle school youth to investigate their experience in Oakland programs, identify ways that the middle school model works well for them and ways to improve the model. This analysis should how this experience differs among subgroups.

**Conduct qualitative data collection with high school students.** High school students attend programs at much lower rates than younger students. Moreover, extremely few participants complete the annual survey, so little is known about the possible range of high school student experience in after school programs. Finally, some high school programs report an extremely high number of participants, some exceeding official school enrollment. The Partners may want to take a qualitative approach with both staff and students to investigate how high school programs engage and support high school students and to identify better ways to measure high school participation quantitatively. This could include focus groups with students and with staff, high school-specific observations, or a case study approach drawing on a range of data sources.

**Monitor program fees and the impact on program access.** Some programs charge fees on a sliding scale, but little is understood about how these program fees impact families. In order to better understand this, the Partners may want to first collect more reliable data on fees such as through an end of year, site-specific survey that asks for total fees collected plus some specific information on program fee policies. Then, the Partners may want to conduct focus groups with impacted families or staff to better understand how program fees are collected and the impact they have on student participation.

## DATA COMPANION A: AFTER SCHOOL LOCATIONS AND PARTNERS



### PROGRAMS OPERATED BY 18 COMMUNITY-BASED ORGANIZATIONS

#### Number of Programs in Parenthesis

- After School All Stars (1)
- Alternatives in Action (4)
- Bay Area Community Resources (25)
- Citizen Schools (2)
- East Bay Agency for Children (4)
- East Bay Asian Youth Center (18)
- Girls Inc. of Alameda County (5)
- Higher Ground (4)
- Love. Learn. Success (1)
- Lighthouse Community Charter (1)
- Love Learn Success (1)
- Oakland Kids First (1)
- Oakland Leaf (5)
- Safe Passages (5)
- Ujimaa Foundation (2)
- YMCA of the East Bay (2)
- Youth Together (1)

### AFTER SCHOOL PROGRAM LOCATIONS

#### ELEMENTARY

- Achieve Academy
- Acorn Woodland
- Allendale
- Bella Vista
- Bridges Academy
- Brookfield
- Burckhalter
- Carl Munck
- Cleveland
- Community United
- East Oakland Pride
- Emerson
- Encompass Academy
- Esperanza Academy
- Franklin
- Fred T. Korematsu
- Fruitvale
- Futures Elementary
- Garfield
- Glenview
- Global Family School
- Grass Valley
- Greenleaf
- Horace Mann
- Howard
- International Community School

- Lafayette
- Laurel
- Learning Without Limits
- Lincoln
- Madison Park Academy (Lower)
- Manzanita Community School
- Manzanita SEED
- Markham
- Martin Luther King, Jr.
- New Highland Academy
- Peralta
- Piedmont Avenue
- PLACE @ Prescott
- Reach Academy
- Rise Community
- Sequoia
- Think College Now

#### MIDDLE SCHOOLS

- Alliance Academy
- ASCEND
- Bret Harte
- Claremont
- Coliseum College Prep Academy MS
- Edna Brewer
- Elmhurst Community Prep
- Frick
- Greenleaf MS
- La Escuelita

- La Escuelita
- Life Academy MS
- Lighthouse Community Charter
- Madison Park Academy (Middle)
- Melrose
- Montera
- Parker
- Roosevelt
- Roots
- Sankofa Academy
- United For Success
- Urban Promise Academy
- West Oakland Middle
- Westlake

#### HIGH SCHOOLS

- Bunche
- Castlemont High
- Dewey
- Fremont Federation
- Life Academy HS
- McClymonds
- Met West
- Oakland High
- Oakland International High
- Oakland Technical
- Rudsdale Continuation
- Skyline
- Street Academy

## DATA COMPANION B: DATA SOURCES BY REPORT SECTION

Data for the 2017-18 Oakland School-Based Evaluation Findings Report came from the following sources:

### Data Collected for the Evaluation:

- **Program Quality Assessment (PQA) Scores:** Collected via structured site visits to program sites. For more on this data source, see Data Companion C.
- **Youth Surveys:** Administered in March-May 2018. For more on this data source, see Data Companion C.
- **Attendance Data:** Demographics and performance data (including enrollment, attendance, and service) entered over the course of the year by programs into the Cityspan Attendance system.
- **Agency Director Input:** Qualitative data collected for the evaluation on funding, fees, need and demand. Surveys conducted fall 2017 and spring 2018; focus group conducted spring 2018; interviews conducted summer 2018.

### Additional Data Used in this Report:

- **School Day Outcomes:** Data provided by OUSD's Research, Assessment, and Data office, matched to participants.
- **General School Information:** Publicly available data provided by the California Department of Education, including school and District demographics.
- **Population Data:** Publicly available U.S. Census data.

# DATA COMPANION C: EVALUATION METHODOLOGY

## C.1 Site Visit Methodology

Site visits provide observational data about key components of program quality. Oakland school-based after school programs use the Program Quality Assessment (PQA) observation tool, a research-based, point-of-service quality observation tool used by out-of-school time programs nationally. The PQA is based on research about the program features and practices that are most likely to positively affect young people’s development. Public Profit, OUSD, and CBO-based site visitors are certified as statistically reliable raters by the Weikart Center for Youth Program Quality. Assessors were certified in fall 2016 or fall 2017.

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

**Figure 29: Program Quality Assessment Ratings**

1	3	5
(Lowest score)	→	(Highest score)
The practice was not observed while the visitor was on site, or the practice is not a part of the program.	The practice was implemented relatively consistently across staff and activities.	The practice was implemented consistently and well across staff and activities.

Source: Adapted from Youth PQA Handbook by High/Scope Educational Research Foundation, 2013.

Sites as a whole are then classified into one of three point-of-service quality categories based on their average score across the four core domains: Safe Environment, Supportive Environment, Interaction and Engagement. Note: Academic Climate is excluded from this average.

**Thriving** – The program provides high quality services across the quality domains and practice areas. Defined as a site with an average of 4.5 or higher.

**Performing** – The program provides high quality service in almost all program quality domains and practice areas with a few areas for additional improvement. Defined as a site with an overall average score across the four core domains between 3 and 4.5.

**Emerging** – The program is not yet providing high quality service. Defined as a site that has an overall average score across the four core domains that is lower than 3.

### SITE VISIT WALK THROUGH METHOD

Oakland’s school-based after school programs use the walk-through method to measure program quality at a single point in time. This method was developed with and approved by the Weikart Center for comprehensive after school programs such as those in Oakland. It has also



being used in other locations, including a rollout in the state of Missouri. This method involves visiting 3-4 activities, each for a substantial amount of time (30 minutes or so). The walk through method also requires visitors to observe the start or conclusion of activities to observe the key quality practices that normally occur at the beginning and end.

#### SITE VISITS CONDUCTED BY PEER-ASSESSORS

Starting in the 2015-16 school year, Site Coordinators and Agency Directors apply to participate in the program, which provides training and resources for participants to become certified PQA assessors. Fellows then serve as certified external peer assessors. An additional nine staff from the partner agencies were certified as external peer assessors and conducted site visits alongside three staff from the After School Programs Office.

## C.2 Survey Methodology

Youth survey results are used in this evaluation to understand youths' perception of the quality of the program they attend and to report youths' growth in the outcomes domains described in this report.

#### SELECTION OF YOUTH

Program staff are asked to administer the youth survey to as many of their youth participants as possible in grades 3 and up. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program (adjusted for grades 3 and up). For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=4,924) represents 65% of the 7,525 youth who attend Oakland After School programs on the average day. The survey count represents 33% of the 14,821 youth served by after school programs during the course of the program year.

#### PROCEDURE FOR ADMINISTERING THE SURVEY

The evaluation team distributed online surveys and paper surveys to programs in March 2018 and collected surveys in May 2018. Surveys were available in English, Chinese, Spanish and Vietnamese to meet the language needs of the vast majority of Oakland public school students.

#### INTERPRETING RESULTS: LIMITATIONS

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution. Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors. Moreover, the surveys are only collected in the spring and answered only by participants who are attending the program at that time. Notably, this excludes any youth who attended only in the beginning of the year and left the program by spring. Notably, many high schools had low response rates compared to their total participants who attended the program at some point during the year.

## DATA COMPANION D: PARTNERSHIP FUNDING AND FREE AND REDUCED-PRICE MEALS ELIGIBILITY FOR 2017-2018

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS COUNT AND RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21 <sup>ST</sup> CLCC/ASSETS FUNDING
<b>ELEMENTARY SCHOOL PROGRAMS</b>					
Futures	294	291 (99.0%)	X	X	
Martin Luther King, Jr.	269	263 (97.8%)	X	X	X
Rise Community	242	236 (97.5%)	X	X	
New Highland Academy	351	342 (97.4%)	X	X	
Global Family	442	428 (96.8%)	X	X	
Markham	340	329 (96.8%)	X	X	
Bridges Academy	442	426 (96.4%)	X	X	
East Oakland Pride	351	336 (95.7%)	X	X	
Hoover	278	265 (95.3%)	X	X	X
Achieve Academy	675	642 (95.1%)	X	X	
Esperanza	352	334 (94.9%)	X	X	
Community United Elementary	367	347 (94.6%)	X	X	
Horace Mann	345	325 (94.2%)	X	X	
EnCompass Academy	326	307 (94.2%)	X	X	
Madison Park Academy (TK-5)	304	284 (93.4%)	X	X	
Garfield Elementary	654	606 (92.7%)	X	X	
Brookfield Elementary	296	274 (92.6%)	X	X	
Fred T. Korematsu Discovery Academy	339	313 (92.3%)	X	X	
ACORN Woodland	300	276 (92.0%)	X	X	
Manzanita Community	438	401 (91.6%)	X	X	
Franklin	702	637 (90.7%)	X	X	
International Community	306	277 (90.5%)	X	X	
Sankofa Academy	187	169 (90.4%)	X	X	X

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS COUNT AND RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21 <sup>ST</sup> CLCC/ASSETS FUNDING
Think College Now	307	276 (89.9%)	X	X	X
Preparatory Literary Academy of Cultural Excellence	181	162 (89.5%)	X	X	X
Lafayette	165	147 (89.1%)	X	X	X
Howard	214	190 (88.8%)	X	X	
Learning Without Limits	426	378 (88.7%)	X	X	
Fruitvale	367	317 (86.4%)	X	X	
Burckhalter	248	214 (86.3%)	X	X	
Reach Academy	397	328 (82.6%)	X	X	
Allendale	361	297 (82.3%)	X	X	
Laurel	510	411 (80.6%)	X	X	
Bella Vista	447	354 (79.2%)	X	X	
Lincoln	744	571 (76.7%)	X	X	
Grass Valley	260	193 (74.2%)	X	X	
Carl B. Munck	236	175 (74.2%)	X	X	
Emerson	314	232 (73.9%)	X	X	
Piedmont Avenue	334	236 (70.7%)	X	X	
Manzanita SEED	400	263 (65.8%)	X	X	
Cleveland*	411	200 (48.7%)	X	X	
Glenview	455	163 (35.8%)		X	
Sequoia	436	146 (33.5%)		X	
Peralta	329	59 (17.9%)		X	
<b>Total**</b>	<b>16,142</b>	<b>13,420 (83.1%)</b>			
<b>MIDDLE SCHOOL / K-8 / 6-12 PROGRAMS</b>					
Roots International Academy	309	299 (96.8%)	X	X	
Alliance Academy	358	344 (96.1%)	X	X	
West Oakland Middle	202	194 (96.0%)	X	X	

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS COUNT AND RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21 <sup>ST</sup> CLCC/ASSETS FUNDING
Urban Promise Academy	372	357 (96.0%)	X	X	
United for Success Academy	359	342 (95.3%)	X	X	X
Elmhurst Community Prep	371	352 (94.9%)	X	X	X
Greenleaf	638	604 (94.7%)	X	X	X
Coliseum College Prep Academy (6-12)	475	449 (94.5%)	X	X	X
Madison Park Academy (Middle)	772	724 (93.8%)	X	X	X
Roosevelt Middle	548	513 (93.6%)	X	X	X
Frick Middle	227	212 (93.4%)	X	X	
Life Academy (6-12)	464	427 (92.0%)	X	X	X
La Escuelita (K-8)	417	378 (90.6%)	X	X	
Parker (K-8)	370	332 (89.7%)	X	X	
Bret Harte Middle	591	509 (86.1%)	X	X	X
ASCEND (K-8)	487	423 (86.9%)	X	X	
Westlake Middle	360	307 (85.3%)	X	X	
Lighthouse Community Charter (K-8)	507	423 (85.2%)	X	X	
Edna Brewer Middle	805	503 (62.9%)	X	X	X
Montera Middle	774	416 (53.7%)			X
Melrose Leadership Academy (K-8)	508	252 (49.8%)		X	
Claremont Middle	474	211 (44.5%)		X	
<b>Total**</b>	<b>10,388</b>	<b>8,571 (82.5%)</b>			
<b>HIGH SCHOOL PROGRAMS*</b>					
Oakland International High	367	353 (96.2%)			X
Fremont High	827	781 (94.4%)			X
Castlemont High	858	789 (92.0%)			X
Dewey Academy	240	214 (89.2%)			X
McClymonds High	401	354 (88.3%)			X

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS COUNT AND RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21 <sup>ST</sup> CLCC/ASSETS FUNDING
Oakland High	1,568	1,369 (87.3%)			X
Street Academy (Alternative)	108	94 (87.0%)			X
Ralph J. Bunche High	100	87 (87.0%)			X
Rudsdale Continuation	187	149 (79.7%)			X
MetWest High	174	143 (75.9%)			X
Skyline High	1,756	1,302 (74.1%)			X
Oakland Technical High	1,998	970 (48.5%)			X
<b>Total**</b>	<b>8,584</b>	<b>6,605 (76.9%)</b>			

Source: California Department of Education Dataquest for OUSD enrollment records for FY 2017-2018.

\*Even though OFCY funded programs in the 2017-18 program year with FRPM rates of 50% or greater, Cleveland Elementary was funded at a FRPM rate at 49%. In prior years, OFCY has funded Cleveland Elementary at a higher FRPM rate.

\*\*Free and Reduced-Price Meal grade level totals were calculated using weighted averages from the site-level data.

Note: OFCY's School Based after school grant strategy supports CBOs as lead agencies for elementary and middle school sites. Through OFCY's other funding strategies, CBOs operating as lead agencies for HS also may receive OFCY funds to support complementary programming, such as transition programs for rising 9<sup>th</sup> graders and specialized academic support across all grade levels. At many of the high schools listed above, additional CBOs funded by OFCY provide further complementary services, including tutoring, case management, mentorship, work experiences, restorative justice, and support for immigrant and refugee students.

# DATA COMPANION E: PROGRAM REACH AND ATTENDANCE

LEAD AGENCY/ PROGRAM	ENROLLMENT		Progress Towards Annual Goal (shaded if below 80%)	UNITS OF SERVICE		Progress Toward Annual Target (shaded if below 80%)	YOUTH PARTICIPATION		
	Goal	Actual		Goal	Actual		Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
<b>ELEMENTARY SCHOOL PROGRAMS</b>									
<i>Bay Area Community Resources</i>									
Bridges Academy	100	143	143%	504,48	48,306	96%	99%	104	81%
Emerson	100	110	110%	63,178	53,262	84%	101%	138	84%
Esperanza	100	110	110%	52,868	48,880	92%	95%	129	87%
Fred T. Korematsu	100	116	116%	51,740	46,532	90%	96%	124	83%
Fruitvale	100	104	104%	58,559	45,772	78%	89%	128	85%
Futures	120	130	108%	48,945	55,018	112%	105%	121	90%
Glenview	–	98	–	–	–	–	97%	148	95%
Global Family	100	110	110%	42,168	55,873	133%	117%	160	93%
Grass Valley	110	98	89%	53,943	99,428	184%	94%	144	76%
Greenleaf (K-5)	110	100	91%	49,297	47,070	95%	92%	137	91%
Hoover	110	137	125%	52,028	70,921	136%	80%	133	90%
Howard	110	104	95%	55,259	49,134	89%	85%	122	78%
Markham	100	132	132%	48,892	48,589	99%	97%	110	71%
M.L.K Jr***	–	–	–	–	–	–	97%	170	99%
Lafayette***	200	234	117%	102,921	117,808	114%	54%	153	99%
PLACE@ Prescott	110	117	106%	49,104	39,041	80%	59%	120	78%
Sankofa Academy (K-5)	200	155	78%	58,408	66,432	114%	56%	121	84%
<i>East Bay Agency for Children</i>									
Achieve Academy**	100	136	136%	53,910	61,429	114%	–	118	83%
Rise Community	100	114	114%	53,093	52,553	99%	98%	124	82%
Peralta	–	251	–	–	–	–	178%	106	70%
Sequoia	–	100	–	–	–	–	99%	148	87%

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE		YOUTH PARTICIPATION			
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
<i>East Bay Asian Youth Center</i>									
Bella Vista	75	116	155%	44,044	55,002	125%	114%	148	96%
Cleveland	75	110	147%	44,044	52,448	119%	109%	148	73%
Franklin	100	129	129%	58,344	64,810	111%	96%	157	93%
Garfield	150	251	167%	88,650	102,306	115%	103%	123	80%
Lincoln	130	170	131%	76,830	94,685	123%	106%	168	97%
Manzanita Community	75	114	152%	44,044	50,813	115%	107%	140	92%
Manzanita Seed	150	150	100%	51,480	69,188	134%	143%	143	85%
<i>Girls Incorporated of Alameda County</i>									
ACORN Woodland	117	146	125%	59,766	62,884	105%	126%	129	89%
Allendale	100	131	131%	53,309	44,388	83%	84%	97	73%
East Oakland Pride	100	104	104%	53,309	39,895	75%	80%	116	73%
Horace Mann	100	136	136%	54,365	49,680	91%	95%	105	81%
Reach Academy	100	136	136%	53,855	57,244	106%	104%	114	85%
<i>Higher Ground Neighborhood Development Corp</i>									
Brookfield	100	139	139%	45,777	51,019	111%	101%	110	85%
Madison Park Elementary)	100	298	298%	49,403	52,384	106%	93%	48	85%
New Highland	100	102	102%	51,437	54,558	106%	96%	143	91%
<i>Oakland Leaf Foundation</i>									
EnCompass	120	134	112%	48,756	51,192	105%	109%	122	86%
International Community	90	109	121%	32,495	45,004	138%	90%	123	84%
Learning Without Limits**	85	132	155%	47,409	47,443	100%	–	118	78%
Think College Now	90	136	151%	45,093	59,166	131%	108%	120	81%
<i>Safe Passages</i>									
Communities United Elementary School (CUES)	98	110	112%	52,416	53,216	102%	90%	123	87%

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE		YOUTH PARTICIPATION			
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
Laurel	84	116	138%	57,613	63,517	110%	107%	139	81%
<i>Uijmaa Foundation</i>									
Burckhalter	100	145	145%	63,384	67,731	107%	126%	131	83%
Carl B. Munck	109	119	109%	51,265	58,190	114%	114%	143	89%
<i>YMCA of the East Bay</i>									
Piedmont Avenue	115	117	102%	47,352	49,162	104%	104%	134	87%
<b>Elementary School Overall</b>	<b>4,433*</b>	<b>5,949</b>	<b>124%*</b>	<b>2,219,201</b>	<b>2,401,973</b>	<b>108%</b>	<b>99%</b>	<b>126</b>	<b>85%</b>
<b>MIDDLE SCHOOL / K-8 PROGRAMS</b>									
<i>After School All-Stars</i>									
Claremont	–	100	–	–	–	–	64%	99	80%
<i>Alternatives in Action</i>									
Life Academy Middle School	193	207	107%	77,775	56,655	73%	86%	141	84%
<i>Bay Area Community Resources</i>									
Alliance Academy	130	194	149%	51,522	42,950	83%	88%	71	46%
Elmhurst Community Prep	165	236	143%	57,811	76,108	132%	94%	95	64%
Madison Park (Middle)	360	204	57%	45,894	46,151	101%	56%	87	61%
Montera	–	280	–	–	–	–	97%	69	44%
<i>Citizen Schools</i>									
Greenleaf (6-8)	–	92	–	–	–	–	64%	104	67%
Roots International Academy	130	147	113%	46,146	28,851	63%	67%	59	44%
<i>East Bay Asian Youth Center</i>									
Edna Brewer	145	196	135%	84,388	99,546	118%	101%	158	89%
Frick	81	140	173%	41,038	47,596	116%	91%	107	86%
La Escuelita (K-8)	85	132	155%	51,480	63,299	123%	99%	149	96%
Roosevelt	255	324	127%	148,500	145,408	98%	92%	151	88%



LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE		YOUTH PARTICIPATION			
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
Urban Promise Academy	100	256	256%	63,580	65,275	103%	110%	80	57%
Westlake	120	135	113%	48,620	44,769	92%	87%	103	74%
<i>Higher Ground Neighborhood Development Corp.</i>									
Parker (K-8)	125	141	113%	62,813	64,011	102%	85%	119	85%
<i>Love.Learn.Success</i>									
Melrose Leadership (K-8)	–	259	–	–	–	–	91%	132	75%
<i>Lighthouse Community Charter School</i>									
Lighthouse (K-8)**	200	195	98%	61,427	72,018	117%	–	119	84%
<i>Oakland Leaf Foundation</i>									
ASCEND (K-8)**	125	161	129%	52,215	61,081	117%	–	107	78%
Bret Harte	160	206	129%	43,938	68,556	156%	82%	100	68%
<i>Safe Passages</i>									
Coliseum College Prep Academy (CCPA)	200	212	106%	48,248	52,316	108%	125%	116	80%
United For Success Academy	160	199	124%	68,205	76,540	112%	73%	106	76%
<i>YMCA of the East Bay</i>									
West Oakland	130	160	123%	50,781	50,881	100%	85%	74	52%
<b>Middle School Overall</b>	<b>2,864</b>	<b>4,176</b>	<b>120%*</b>	<b>1,104,381</b>	<b>1,162,011</b>	<b>105%</b>	<b>85%</b>	<b>104</b>	<b>70%</b>
<b>HIGH SCHOOL PROGRAMS</b>									
<i>Alternatives in Action</i>									
Fremont Federation	–	776	–	–	–	–	61%	19	16%
Life Academy High School	–	269	–	–	–	–	55%	49	65%
McClymonds	–	490^	–	–	–	–	69%	27	32%
<i>Bay Area Community Resources</i>									
Oakland Technical	–	319	–	–	–	–	173%	12	16%
Ralph J. Bunche	–	48	–	–	–	–	218%	67	63%

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE		YOUTH PARTICIPATION			
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
Rudsdale	-	258 <sup>^</sup>	-	-	-	-	82%	30	46%
Street Academy	-	135 <sup>^</sup>	-	-	-	-	114%	79	52%
<i>East Bay Asian Youth Center</i>									
Dewey	-	370 <sup>^</sup>	-	-	-	-	101%	67	62%
MetWest	-	161	-	-	-	-	129%	144	82%
Oakland High	-	150	-	-	-	-	92%	34	55%
Oakland International	-	251	-	-	-	-	101%	13	34%
<i>Oakland Kids First</i>									
Castlemont	-	512	-	-	-	-	89%	9	41%
<i>Safe Passages</i>									
Coliseum College Prep Academy (High School)	-	274	-	-	-	-	110%	99	73%
<i>Youth Together</i>									
Skyline	-	683	-	-	-	-	82%	24	33%
<b>High School Overall</b>	-	<b>4,696</b>	-	-	-	-	<b>97%</b>	<b>36</b>	<b>40%</b>

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018.

\*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding; grade level totals for Enrollment Goal and % Progress Towards Enrollment Goal exclude programs that do not receive OFCY funding.

\*\*Progress towards attendance goals is not available for charter-based programs.

\*\*\*Martin Luther King Jr. Elementary School and Lafayette Elementary School combined programs for the 2017-18 program year. OFCY Progress Toward Enrollment Target and Units of Service Target are reported under Lafayette Elementary.

<sup>^</sup>Indicates high schools where youth served exceeds official enrollment counts for that school.

## DATA COMPANION F: YOUTH SURVEY ITEMS

COMPOSITE	ELEMENTARY	MIDDLE	HIGH (IF DIFFERENT THAN MIDDLE)
<b>Program Quality - Safe</b>	I feel safe in this program.		
	If my friends or I get bullied at this program, an adult steps in to help.	If someone bullies my friends or me at this program, an adult steps in to help.	
	In this program, other kids hit or push me when they are not just playing around.	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
<b>Program Quality - Supportive</b>	The adults in this program listen to what I have to say.		
	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
	In this program, I tell other kids when they do a good job.	In this program, I tell other youth when they do a good job or contribute to the group.	
<b>Program Quality - Interaction</b>	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	
<b>Program Quality - Engagement</b>	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	I am interested in what we do in this program.		
<b>Academic Behaviors</b>	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me get my homework done.	Because of this program, I am better at getting my homework done.	
	This program helps me learn how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	

COMPOSITE	ELEMENTARY	MIDDLE	HIGH (IF DIFFERENT THAN MIDDLE)
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	-- no question --	This program helps me feel ready to go to high school.	-- no question --
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	This program helps me get better at things that I used to think were hard.		
	This program helps me feel like more of a leader.		
School Engagement (Academic Outcomes)	This program helps me feel excited to learn in school.	This program helps me feel more motivated to learn in school.	
	This program helps me to feel like a part of my school.		
	This program helps me feel happy to be at this school.		
Social and Emotional Skills	This program helps me try to understand how other people feel.		
	This program helps me get along with adults.	This program helps me get along better with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
	This program helps me get along with kids who are different from me.	This program helps me get along with people my age who are different from me.	
Physical Well-Being	This program helps me to learn how to be healthy.		
	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying "no" to things I know are wrong.	
	This program helps me exercise more.		

## DATA COMPANION G: YOUTH SURVEY RESULTS BY PROGRAM

The following survey percentages represent the proportion of students in mild or full agreement with the statements on the particular theme.

LEAD AGENCY/ PROGRAM	YOUTH SURVEY RESULTS: PROGRAM QUALITY						YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
	N	N/ ADA*	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well- Being
<b>ELEMENTARY PROGRAMS</b>												
<i>Bay Area Community Resources</i>												
Bridges Academy	68	162%	81%	63%	77%	68%	77%	69%	68%	70%	70%	72%
Emerson	63	143%	56%	66%	63%	54%	72%	59%	67%	69%	56%	54%
Esperanza	61	156%	68%	64%	60%	37%	60%	39%	60%	55%	57%	73%
Fred T. Korematsu	63	162%	72%	81%	79%	84%	84%	74%	75%	77%	72%	93%
Fruitvale	52	141%	98%	98%	98%	90%	98%	73%	100%	96%	100%	98%
Futures	49	111%	62%	69%	70%	53%	77%	91%	72%	76%	67%	74%
Glenview	46	118%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Global Family	76	155%	87%	61%	77%	68%	75%	63%	78%	76%	71%	74%
Grass Valley	42	105%	71%	65%	83%	59%	64%	54%	77%	74%	56%	67%
Greenleaf (K-5)	48	123%	98%	96%	98%	93%	96%	75%	96%	98%	91%	98%
Hoover	47	92%	69%	80%	69%	64%	70%	65%	72%	71%	65%	81%
Howard	29	83%	37%	25%	39%	21%	24%	21%	26%	19%	11%	20%
Lafayette	58	141%	91%	97%	100%	93%	100%	95%	98%	82%	95%	100%

LEAD AGENCY/ PROGRAM	YOUTH SURVEY RESULTS: PROGRAM QUALITY						YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
	N	N/ ADA*	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well- Being
Markham	58	93%	62%	40%	56%	50%	53%	73%	55%	52%	36%	56%
M.L.K Jr.	66	103%	98%	98%	100%	92%	100%	97%	98%	100%	98%	100%
PLACE @ Prescott	40	36%	84%	78%	79%	54%	74%	75%	69%	68%	61%	76%
Sankofa Academy (K-5)	38	92%	41%	57%	47%	44%	54%	64%	67%	58%	47%	65%
<i>East Bay Agency for Children</i>												
Achieve Academy	33	120%	88%	88%	84%	72%	79%	70%	76%	73%	76%	91%
Rise Community	43	105%	90%	93%	89%	95%	100%	95%	95%	95%	92%	98%
Peralta	70	91%	90%	79%	76%	59%	41%	28%	64%	66%	66%	60%
Sequoia	50	119%	62%	72%	50%	47%	57%	30%	54%	53%	47%	53%
<i>East Bay Asian Youth Center</i>												
Bella Vista	56	117%	56%	56%	62%	48%	54%	75%	38%	44%	42%	60%
Cleveland	54	115%	63%	56%	61%	59%	67%	57%	58%	50%	44%	45%
Franklin	94	162%	81%	73%	70%	74%	78%	87%	65%	56%	61%	66%
Garfield	98	113%	94%	92%	94%	94%	94%	92%	95%	91%	95%	94%
La Escuelita**	49	64%	91%	81%	68%	80%	77%	70%	77%	73%	70%	83%
Lincoln	130	160%	59%	38%	45%	54%	46%	61%	41%	45%	24%	48%
Manzanita Community	57	127%	73%	92%	81%	83%	84%	70%	86%	83%	83%	85%
Manzanita Seed	56	90%	77%	71%	70%	45%	61%	44%	58%	69%	62%	68%

LEAD AGENCY/ PROGRAM	YOUTH SURVEY RESULTS: PROGRAM QUALITY						YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
	N	N/ ADA*	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well- Being
<i>Girls Incorporated of Alameda County</i>												
ACORN Woodland	59	113%	70%	75%	74%	59%	81%	48%	68%	74%	68%	75%
Allendale	31	91%	41%	59%	36%	37%	61%	72%	52%	54%	27%	52%
East Oakland Pride	40	129%	62%	62%	53%	42%	62%	55%	71%	54%	62%	59%
Horace Mann	49	123%	47%	56%	58%	43%	60%	52%	50%	49%	47%	54%
Reach Academy	31	69%	67%	66%	78%	70%	82%	65%	72%	70%	73%	63%
<i>Higher Ground Neighborhood Development Corp</i>												
Brookfield	33	85%	63%	64%	66%	67%	77%	79%	55%	63%	64%	67%
Madison Park (Elementary)	27	79%	65%	64%	58%	44%	63%	65%	65%	52%	56%	59%
New Highland	54	138%	94%	94%	94%	92%	94%	89%	94%	94%	92%	94%
Parker**	41	66%	65%	44%	61%	30%	58%	54%	49%	32%	33%	41%
<i>Lighthouse Community Charter School</i>												
Lighthouse**	21	22%	65%	57%	43%	45%	71%	33%	44%	59%	47%	71%
<i>Love.Learn.Success</i>												
Melrose Leadership**	48	83%	69%	60%	70%	58%	45%	33%	59%	63%	55%	57%
<i>Oakland Leaf Foundation</i>												
ASCEND**	42	63%	75%	68%	77%	50%	70%	69%	68%	74%	61%	73%
EnCompass	50	106%	64%	82%	67%	44%	66%	63%	74%	65%	55%	59%

LEAD AGENCY/ PROGRAM	YOUTH SURVEY RESULTS: PROGRAM QUALITY						YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
	N	N/ ADA*	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well- Being
International Community	31	82%	80%	63%	87%	58%	63%	47%	60%	71%	60%	69%
Learning Without Limits	63	134%	91%	81%	81%	58%	77%	56%	81%	85%	76%	75%
Think College Now	32	68%	74%	55%	61%	53%	63%	50%	50%	43%	52%	57%
<i>Safe Passages</i>												
Communities United Elementary School (CUES)	47	131%	60%	66%	63%	47%	71%	67%	70%	50%	51%	80%
Laurel	54	117%	57%	52%	51%	44%	51%	40%	49%	44%	45%	56%
<i>Uijmaa Foundation</i>												
Burckhalter	52	100%	62%	57%	55%	41%	63%	39%	60%	68%	55%	56%
Carl B. Munck	39	80%	76%	63%	66%	62%	46%	54%	69%	48%	49%	67%
<i>YMCA of the East Bay</i>												
Piedmont Avenue	54	120%	65%	74%	61%	58%	76%	65%	75%	65%	60%	63%
<b>Elementary School Overall</b>	<b>2,592</b>	<b>106%</b>	<b>74%</b>	<b>71%</b>	<b>71%</b>	<b>63%</b>	<b>71%</b>	<b>65%</b>	<b>69%</b>	<b>68%</b>	<b>63%</b>	<b>71%</b>
<b>MIDDLE SCHOOL PROGRAMS</b>												
<i>After School All-Stars</i>												
Claremont	21	38%	84%	95%	90%	86%	86%	90%	84%	83%	79%	89%
<i>Alternatives in Action</i>												
Life Academy Middle School**	75	45%	59%	49%	47%	43%	48%	50%	31%	35%	31%	33%
<i>Bay Area Community Resources</i>												



LEAD AGENCY/ PROGRAM	YOUTH SURVEY RESULTS: PROGRAM QUALITY						YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
	N	N/ ADA*	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well- Being
Alliance Academy	74	87%	63%	57%	51%	41%	38%	54%	55%	49%	40%	53%
Elmhurst Community Prep	23	18%	59%	57%	65%	48%	57%	65%	50%	57%	57%	59%
Madison Park (Middle)	54	62%	57%	59%	54%	51%	46%	54%	59%	57%	50%	72%
Montera	69	59%	51%	28%	36%	26%	22%	32%	29%	25%	23%	27%
<i>Citizens School</i>												
Roots International Academy	35	73%	42%	59%	53%	40%	33%	71%	41%	50%	41%	40%
<i>East Bay Asian Youth Center</i>												
Edna Brewer	160	92%	61%	50%	45%	35%	33%	51%	37%	40%	38%	38%
Frick	83	98%	48%	44%	46%	39%	46%	51%	43%	41%	36%	42%
La Escuelita**	49	37%	58%	59%	57%	46%	57%	54%	46%	43%	41%	67%
Roosevelt	100	36%	50%	52%	48%	34%	47%	68%	51%	51%	42%	47%
Urban Promise Academy	88	75%	45%	43%	39%	36%	38%	44%	41%	40%	39%	40%
Westlake	58	73%	62%	62%	61%	54%	63%	88%	61%	60%	52%	57%
<i>Higher Ground Neighborhood Development Corp.</i>												
Parker**	19	31%	47%	28%	35%	28%	12%	22%	29%	31%	22%	22%
<i>Love. Learn. Success</i>												
Melrose Leadership**	26	45%	85%	68%	65%	54%	50%	50%	56%	50%	58%	56%
<i>Lighthouse Community Charter School</i>												

LEAD AGENCY/ PROGRAM	YOUTH SURVEY RESULTS: PROGRAM QUALITY						YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
	N	N/ ADA*	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well- Being
Lighthouse**	7	7%	50%	43%	57%	29%	67%	57%	33%	33%	50%	40%
<i>Oakland Leaf Foundation</i>												
ASCEND**	33	49%	52%	38%	48%	33%	28%	30%	45%	45%	33%	42%
Bret Harte	73	58%	74%	78%	82%	71%	65%	69%	70%	75%	70%	62%
<i>Safe Passages</i>												
Coliseum College Prep Academy (CCPA)**	165	114%	57%	45%	35%	34%	36%	46%	46%	35%	30%	42%
United for Success Academy	117	95%	66%	55%	58%	53%	57%	61%	57%	57%	51%	60%
<i>YMCA of the East Bay</i>												
West Oakland	63	84%	58%	57%	58%	55%	55%	61%	56%	52%	41%	53%
<b>Middle School Overall</b>	<b>1,412</b>	<b>59%</b>	<b>57%</b>	<b>52%</b>	<b>50%</b>	<b>42%</b>	<b>44%</b>	<b>55%</b>	<b>47%</b>	<b>46%</b>	<b>41%</b>	<b>47%</b>
<b>HIGH SCHOOL PROGRAMS</b>												
<i>Alternatives in Action</i>												
Fremont Federation	31	48%	72%	65%	72%	58%	60%	71%	60%	67%	53%	58%
Life Academy High School**	48	77%	76%	60%	50%	48%	33%	46%	40%	36%	40%	41%
McClymonds	55	81%	68%	61%	61%	61%	59%	75%	65%	58%	49%	58%
<i>Bay Area Community Resources</i>												
Oakland Technical	76	44%	76%	66%	69%	71%	63%	66%	67%	70%	58%	53%
Ralph J. Bunche	50	68%	76%	51%	34%	33%	42%	47%	33%	29%	27%	16%

LEAD AGENCY/ PROGRAM	YOUTH SURVEY RESULTS: PROGRAM QUALITY						YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
	N	N/ ADA*	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well- Being
Rudsdale	47	75%	87%	74%	57%	68%	55%	70%	64%	64%	59%	72%
Street Academy	54	84%	68%	54%	53%	58%	52%	56%	58%	54%	45%	54%
<i>East Bay Asian Youth Center</i>												
Dewey	152	115%	91%	89%	86%	89%	86%	88%	85%	84%	85%	83%
MetWest	68	51%	82%	74%	82%	83%	74%	85%	71%	78%	66%	55%
Oakland High	77	64%	80%	75%	67%	63%	49%	67%	63%	57%	61%	49%
Oakland International	58	67%	86%	77%	66%	71%	70%	78%	75%	77%	61%	59%
<i>Oakland Kids First</i>												
Castlemont	34	53%	87%	70%	68%	62%	87%	82%	68%	74%	67%	55%
<i>Safe Passages</i>												
Coliseum College Prep Academy**	81	56%	49%	30%	31%	21%	20%	36%	27%	19%	22%	26%
<i>Youth Together</i>												
Skyline	89	82%	87%	84%	84%	84%	74%	76%	86%	84%	81%	70%
<b>High School Overall</b>	<b>920</b>	<b>70%</b>	<b>79%</b>	<b>69%</b>	<b>66%</b>	<b>66%</b>	<b>61%</b>	<b>69%</b>	<b>65%</b>	<b>63%</b>	<b>59%</b>	<b>56%</b>

Source: Youth participant surveys administered spring 2018, n= 4,924

\*N/ADA is the survey response rate; ADA drawn from the start of the year through 2/20/18.

\*\* This program submitted surveys for more than one age group.

## DATA COMPANION H: YOUTH SURVEY RESPONSE DIFFERENCES BY RACE/ETHNICITY, GENDER, AND GRADE LEVEL

Youth surveys are used to assess the extent to which participating young people experience positive benefits and report high quality programs.

We present the results of an analysis youth surveys in the three ways described below. Survey questions are presented by quality and outcome themes aligned with the organization of the Findings Report.

- **Differences in Youth Survey Responses** – We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender and ethnicity.
- **By Gender and Grade Level** – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
- **By Race/Ethnicity and Grade Level**– We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses, when available, from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to five are excluded from detailed tables but included in aggregate analysis within the Findings Report.

## H1. YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

	MALE		FEMALE		OVERALL	
	N	%	N	%	N	%
<b>ELEMENTARY SCHOOL PROGRAMS</b>						
Latino/a	455	48%	490	52%	945	100%
African American	291	46%	345	54%	636	100%
Asian/Pacific Islander	214	56%	169	44%	383	100%
White	59	45%	72	55%	131	100%
Unknown/ Not Reported	30	60%	20	40%	50	100%
American Indian/ Alaskan Native	6	60%	4	40%	10	100%
<b>MIDDLE SCHOOL PROGRAMS</b>						
Latino/a	274	50%	271	50%	545	100%
African American	128	42%	176	58%	304	100%
Asian/Pacific Islander	105	52%	97	48%	202	100%
White	16	31%	36	69%	52	100%
Unknown/ Not Reported	16	64%	9	36%	25	100%
American Indian/ Alaskan Native	1	50%	1	50%	2	100%
<b>HIGH SCHOOL PROGRAMS</b>						
Latino/a	99	52%	92	48%	191	100%
African American	80	54%	69	46%	149	100%
Asian/Pacific Islander	25	42%	35	58%	60	100%
White	4	44%	5	56%	9	100%
Unknown/ Not Reported	3	38%	5	63%	8	100%
American Indian/ Alaskan Native	2	100%	0	0%	2	100%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth surveys administered in spring 2017.



Note: We were unable to match 1,220 surveys to a known participant; their gender and race/ethnicity are unknown.

## H2. DIFFERENCE IN YOUTH SURVEY RESPONSES BY RACE/ETHNICITY, GRADE LEVEL, AND GENDER

The following section contains differences in responses by three youth characteristics.<sup>29</sup> Notable results are discussed in the “Differences in Youth Outcomes” section. The tables in this section are presented at the grade level; detailed results by gender or ethnicity follow this section.

Analysis was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items.<sup>30,31</sup>

Survey items are presented by outcome theme and annotated to indicate items for which statistically significant differences (at  $p < .05$ ) and mean differences over 5% were found. To see results for individual sub-groups, continue on to the next pages, where detailed results are presented by gender and race/ethnicity. Note: any statistically significant differences are marked with a bull’s-eye or star symbol (as denoted within each table). The bull’s eye  indicates a statistically significant difference by ethnicity; the star  indicates a statistically significant difference by gender. Additionally, any statistically significant differences greater than +/- 5% are shaded.

Note: Latino/a students are the reference group for the analysis in survey responses by ethnicity. This is because they are the largest group, in keeping with recommended analysis practice. Therefore, the column with survey responses by Latino students will never be shaded. Rather, any group where differences are statistically significant, and greater than +/- 5% **compared to Latino students**, will be shaded.

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<sup>29</sup> Survey results are presented for youth responses where matched demographic data was available.

<sup>30</sup> Unknown/Not Reported, American Indian/Alaskan Native and Other/Multiple or Bi-Racial were excluded since they represented only 3% of the total sample.

<sup>31</sup> For analysis, the race/ethnicity category Hispanic/Latino was used as the reference group, meaning that all race groups were compared against this group. This is because the Hispanic/Latino category represents the majority of the population served by Oakland school-based after school programs, and therefore statistically must be the reference group to which other populations are compared. Any race/ethnicity group differences +/- 5% from the Hispanic/Latino reference group are highlighted.

ELEMENTARY SCHOOL: QUALITY

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	GENDER			ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
<b>SAFE ENVIRONMENT</b>								
☉	In this program, other kids hit or push me when they are not just playing around.	15%	15%	13%	14%	12%	17%	7%
☹	When I am in this program, other kids spread mean rumors or lies about me.	21%	21%	19%	17%	19%	23%	11%
☹	If my friends or I get bullied at this program, an adult steps in to help.	71%	70%	75%	64%	73%	75%	72%
☹	I feel safe in this program.	78%	75%	81%	72%	80%	78%	86%
<b>SUPPORTIVE ENVIRONMENT</b>								
☹	There is an adult at this program who cares about me.	78%	75%	82%	66%	79%	83%	82%
☹	In this program, I tell other kids when they do a good job.	51%	49%	56%	43%	54%	55%	56%
☹	The adults in this program listen to what I have to say.	70%	68%	73%	61%	74%	70%	77%
<b>INTERACTION</b>								
☹	I feel like I belong at this program.	70%	68%	72%	59%	73%	72%	71%
☹	In this program, I get to help other people.	69%	65%	74%	59%	71%	74%	75%
☹	This program helps me to make friends.	68%	68%	68%	61%	72%	67%	67%
<b>ENGAGEMENT</b>								
	I am interested in what we do in this program.	68%	66%	70%	65%	69%	68%	70%
	In this program, I get to choose what I do and how I do it.	42%	41%	43%	46%	42%	39%	40%
☉	In this program, I try new things.	69%	67%	73%	69%	72%	70%	66%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).

MIDDLE SCHOOL QUALITY

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	GENDER			ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
<b>SAFE ENVIRONMENT</b>								
⊕	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	26%	29%	21%	20%	24%	30%	17%
	How many times in this program have you had mean rumors or lies spread about you?	22%	20%	21%	17%	20%	25%	16%
	If someone bullies my friends or me at this program, an adult steps in to help.	56%	58%	58%	55%	60%	57%	58%
	I feel safe in this program.	62%	66%	62%	61%	66%	61%	76%
<b>SUPPORTIVE ENVIRONMENT</b>								
	There is an adult at this program who really cares about me.	59%	59%	61%	60%	57%	64%	63%
	In this program, I tell other youth when they do a good job or contribute to the group.	39%	42%	37%	38%	39%	39%	58%
	The adults in this program listen to what I have to say.	53%	58%	53%	57%	57%	50%	58%
<b>INTERACTION</b>								
	I feel like I belong at this program.	51%	55%	50%	51%	52%	51%	55%
	In this program, I get to help other people.	51%	51%	51%	49%	51%	49%	67%
⊕	Since coming to this program, I am better at making friends.	50%	55%	47%	50%	51%	50%	47%
<b>ENGAGEMENT</b>								
	I am interested in what we do in this program.	48%	50%	48%	42%	51%	48%	52%
⊕	In this program, I get to choose what I do and how I do it.	32%	39%	27%	36%	31%	30%	43%
	In this program, I try new things.	48%	49%	49%	43%	52%	48%	47%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).



HIGH SCHOOL: QUALITY

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	GENDER			ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF/AM	WHITE
<b>SAFE ENVIRONMENT</b>								
	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	6%	4%	1%	0%	2%	5%	0%
	How many times in this program have you had mean rumors or lies spread about you?	8%	6%	4%	0%	4%	8%	13%
	If someone bullies my friends or me at this program, an adult steps in to help.	71%	76%	83%	80%	77%	80%	86%
	I feel safe in this program.	77%	84%	88%	87%	85%	88%	71%
<b>SUPPORTIVE ENVIRONMENT</b>								
	There is an adult at this program who really cares about me.	72%	79%	85%	78%	82%	84%	88%
	In this program, I tell other youth when they do a good job or contribute to the group.	59%	65%	74%	72%	70%	70%	63%
	The adults in this program listen to what I have to say.	71%	81%	84%	85%	82%	83%	75%
<b>INTERACTION</b>								
	I feel like I belong at this program.	67%	76%	81%	75%	79%	81%	75%
	In this program, I get to help other people.	64%	70%	75%	70%	73%	74%	63%
	Since coming to this program, I am better at making friends.	57%	65%	70%	63%	68%	68%	100%
<b>ENGAGEMENT</b>								
	I am interested in what we do in this program.	65%	74%	80%	72%	76%	81%	63%
	In this program, I get to choose what I do and how I do it.	60%	67%	70%	62%	66%	76%	63%
⊕	In this program, I try new things.	67%	75%	84%	83%	78%	81%	88%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).

ELEMENTARY SCHOOL: OUTCOMES

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	GENDER			ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
<b>SCHOOL ENGAGEMENT</b>								
👍	This program helps me to feel like a part of my school.	71%	69%	74%	64%	74%	72%	74%
👍	This program helps me feel happy to be at this school.	66%	64%	69%	55%	71%	66%	71%
👍	This program helps me feel more motivated to learn in school.	61%	58%	63%	48%	66%	63%	50%
<b>ADACEMIC BEHAVIORS</b>								
👍	Because of this program, I am better at getting my homework done.	80%	80%	81%	77%	84%	78%	82%
👍	This program helps me to learn good study skills (like reading directions, taking tests).	62%	61%	64%	55%	67%	67%	45%
👍	Since coming to this program, I am better at setting goals for myself.	66%	65%	68%	59%	69%	71%	48%
<b>SENSE OF MASTERY</b>								
👍	This program helps me feel like more of a leader.	62%	61%	65%	50%	63%	71%	52%
👍	This program helps me get better at things that I used to think were hard.	69%	67%	71%	58%	73%	71%	64%
👍	This program helps me to feel more confident about what I can do.	72%	70%	75%	62%	76%	75%	68%
<b>COLLEGE AND CAREER EXPLORATION</b>								
👍	In this program, I learn about the kinds of jobs I'd like to have in the future.	58%	57%	59%	58%	59%	62%	40%
👍	This program helps me feel more confident about going to college.	44%	42%	47%	49%	43%	49%	26%
<b>PHYSICAL WELL-BEING</b>								
👍	This program helps me exercise more.	71%	73%	70%	65%	75%	70%	70%
👍	This program helps me to learn how to be healthy.	65%	63%	66%	54%	71%	64%	51%
👍	Since coming to this program, I am better at saying “no” to things I know are wrong.	71%	70%	74%	63%	75%	73%	71%
<b>SOCIAL AND EMOTIONAL SKILLS</b>								

☉	Since coming to this program, I get along better with other people my age.	67%	65%	70%	53%	73%	68%	74%
☉	This program helps me get along better with adults.	67%	67%	68%	57%	72%	68%	67%
☉	This program helps me get along with people my age who are different from me.	69%	67%	72%	56%	75%	69%	73%
☉	This program helps me try to understand how other people feel.	66%	64%	68%	59%	69%	67%	63%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).

MIDDLE SCHOOL: OUTCOMES

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	GENDER			ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
<b>SCHOOL ENGAGEMENT</b>								
★	This program helps me feel more motivated to learn in school.	48%	53%	45%	49%	50%	48%	42%
★	This program helps me to feel like a part of my school.	48%	56%	44%	45%	52%	50%	37%
★	This program helps me feel happy to be at this school.	45%	51%	42%	46%	46%	47%	44%
<b>ADACEMIC BEHAVIORS</b>								
★	Because of this program, I am better at getting my homework done.	57%	61%	53%	63%	57%	53%	50%
★	This program helps me to learn good study skills (like reading directions, taking tests).	39%	46%	34%	39%	41%	42%	31%
★	Since coming to this program, I am better at setting goals for myself.	43%	49%	40%	43%	44%	48%	41%
<b>SENSE OF MASTERY</b>								
★	This program helps me feel like more of a leader.	43%	49%	40%	38%	44%	51%	37%
★	This program helps me get better at things that I used to think were hard.	48%	54%	46%	49%	51%	49%	42%
	This program helps me to feel more confident about what I can do.	49%	55%	46%	45%	53%	50%	44%
<b>COLLEGE AND CAREER EXPLORATION</b>								
★	In this program, I learn about the kinds of jobs I'd like to have in the future.	43%	48%	42%	51%	41%	48%	52%
	This program helps me feel more confident about going to college.	46%	52%	44%	47%	48%	49%	47%
	This program helps me feel ready to go to high school.	49%	53%	47%	49%	51%	52%	40%
<b>PHYSICAL WELL-BEING</b>								
★	This program helps me exercise more.	49%	56%	42%	45%	54%	46%	35%
★	This program helps me to learn how to be healthy.	44%	51%	39%	40%	47%	46%	38%
★	Since coming to this program, I am better at saying “no” to things I know are wrong.	53%	56%	54%	52%	56%	56%	47%

SOCIAL AND EMOTIONAL SKILLS								
+	Since coming to this program, I get along better with other people my age.	49%	58%	44%	47%	52%	51%	44%
+	This program helps me get along better with adults.	48%	53%	45%	52%	52%	43%	35%
+	This program helps me get along with people my age who are different from me.	49%	53%	47%	48%	53%	48%	46%
+	This program helps me try to understand how other people feel.	45%	49%	43%	39%	48%	48%	40%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page re93).

HIGH SCHOOL: OUTCOMES

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	GENDER			ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
<b>SCHOOL ENGAGEMENT</b>								
	This program helps me feel more motivated to learn in school.	64%	74%	78%	75%	76%	77%	75%
	This program helps me to feel like a part of my school.	63%	74%	78%	80%	76%	76%	86%
	This program helps me feel happy to be at this school.	58%	69%	74%	72%	69%	76%	63%
<b>ADACEMIC BEHAVIORS</b>								
	Because of this program, I am better at getting my homework done.	60%	69%	73%	75%	69%	73%	86%
	This program helps me to learn good study skills (like reading directions, taking tests).	58%	66%	74%	67%	69%	72%	71%
	Since coming to this program, I am better at setting goals for myself.	63%	71%	77%	75%	74%	74%	75%
<b>SENSE OF MASTERY</b>								
	This program helps me feel like more of a leader.	59%	70%	68%	65%	65%	77%	63%
	This program helps me get better at things that I used to think were hard.	65%	76%	79%	82%	74%	78%	100%
	This program helps me to feel more confident about what I can do.	63%	71%	77%	78%	73%	74%	100%
<b>COLLEGE AND CAREER EXPLORATION</b>								
	In this program, I learn about the kinds of jobs I'd like to have in the future.	59%	70%	69%	63%	71%	72%	75%
	This program helps me feel more confident about going to college.	64%	75%	76%	72%	75%	79%	75%
<b>PHYSICAL WELL-BEING</b>								
⊙	This program helps me exercise more.	49%	61%	60%	64%	54%	69%	63%
	This program helps me to learn how to be healthy.	56%	67%	67%	59%	68%	69%	71%
	Since coming to this program, I am better at saying “no” to things I know are wrong.	61%	68%	72%	78%	69%	69%	83%

**SOCIAL AND EMOTIONAL SKILLS**

Since coming to this program, I get along better with other people my age.	61%	73%	74%	75%	72%	78%	75%
This program helps me get along better with adults.	63%	73%	74%	76%	72%	74%	75%
This program helps me get along with people my age who are different from me.	63%	73%	74%	78%	70%	76%	75%
This program helps me try to understand how other people feel.	61%	70%	74%	67%	71%	77%	63%

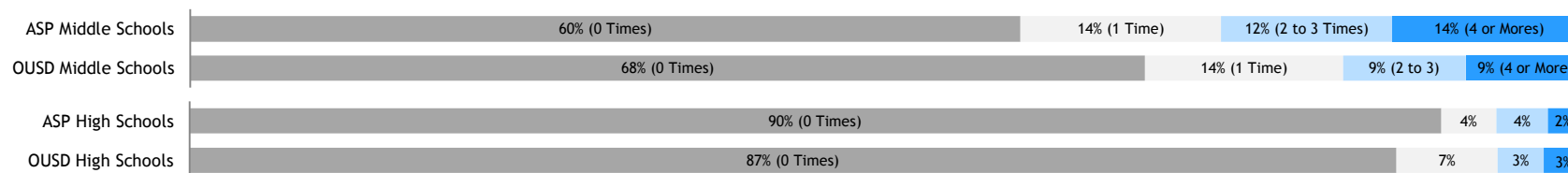
Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 94).

## DATA COMPANION I: CALIFORNIA HEALTHY KIDS SURVEY

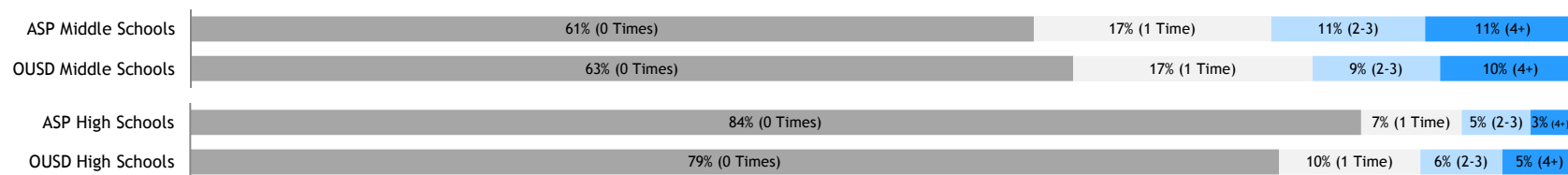
The California Health Kids Survey (CHKS) is a statewide survey of factors that promote resilience and positive youth development in schools. OUSD administers the CHKS survey annually to youth in grades 3 and higher. Eight selected survey items in the Oakland after school student survey roughly aligned to CHKS, allowing a comparison of in-school and after school responses in Oakland.

Because the 2017-18 ASP survey and CHKS differed in response option number and types, a methodology was developed to draw conclusions from the data. The highest response option categories were compared in each overlapping survey item on the ASP and CHKS survey. When comparing survey items across the Oakland ASP survey and CHKS, differences greater than or equal to 10 percentage points indicated a meaningful finding.

**Figure 30. ASP Reported Similar Instances of Physical Bullying for Middle and High Schoolers Compared to Their In-School Counterparts<sup>32</sup>**



**Figure 31. ASP Reported Similar Instances of Verbal Bullying for Middle and High Schoolers Compared to Their In-School Counterparts<sup>33</sup>**

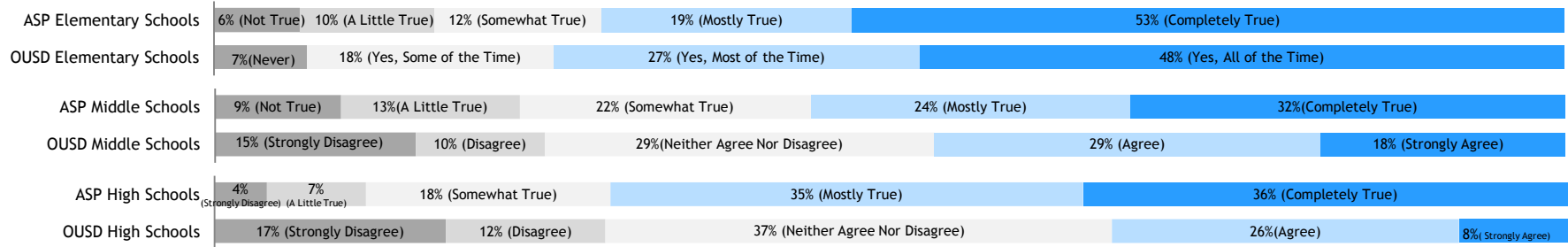


<sup>32</sup> Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD's CHKS survey.

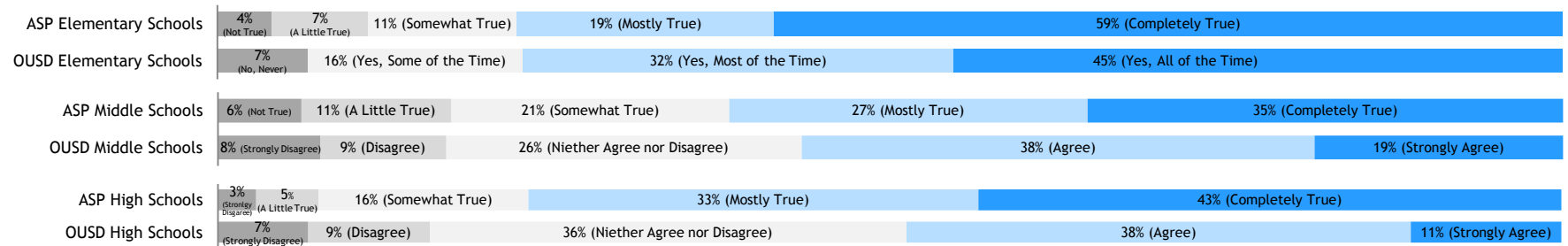
<sup>33</sup> Ibid.



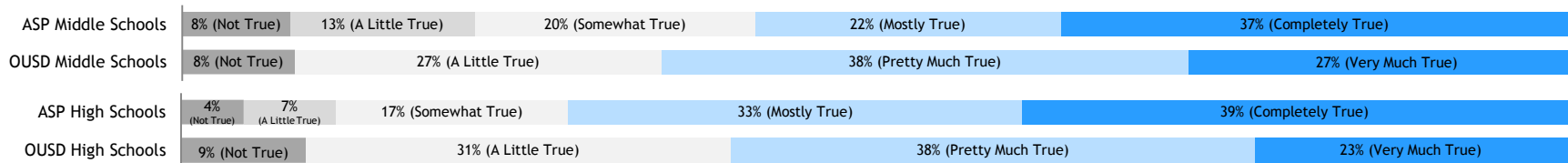
**Figure 32. More ASP Youth Across All Grade Levels, Especially Middle and High Schoolers, Felt Strongly That an Adult Would Intervene When They Were Being Bullied Compared to Their In-School Counterparts**



**Figure 33. More ASP Youth Across All Grade Levels Felt Strongly That They Were Safe in Their Program Compared to Their OUSD In-School Counterparts**

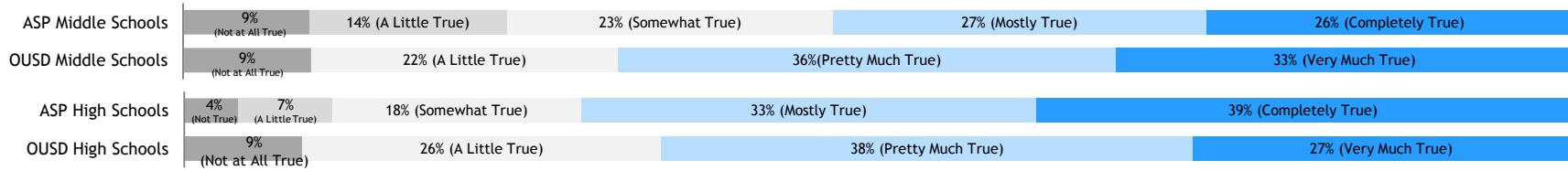


**Figure 34. More ASP Middle School and High School Youth Felt Strongly That Adults in The Program Cared About Them Compared to Their In-School Counterparts<sup>34</sup>**



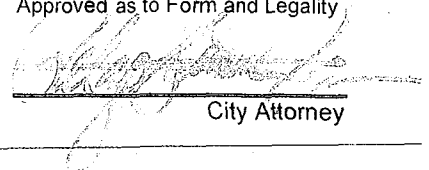
<sup>34</sup> Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD’s CHKS survey.

**Figure 35. More ASP High Schoolers Felt Strongly That Adults in The Program Listened to What They Had to Say, However Less ASP Middle Schoolers Felt the Same Way Compared to Their in-School Counterparts<sup>35</sup>**



<sup>35</sup> Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD’s CHKS survey.

FILED  
OFFICE OF THE CITY CLERK  
OAKLAND

  
City Attorney

**OAKLAND CITY COUNCIL**

2019 FEB -7 PM 4:30

RESOLUTION No. \_\_\_\_\_ C.M.S.

**RESOLUTION ADOPTING THE OAKLAND FUND FOR CHILDREN AND YOUTH FINAL EVALUATION REPORTS FOR FISCAL YEAR 2017-2018**

WHEREAS, the Kids First! Oakland Fund for Children and Youth (OFCY) was established by voter approved ballot Measure K in 1996 and renewed and extended by Measure D in 2009 to set money aside for programs and services benefiting children and youth; and

WHEREAS, the Kids First! Legislation (Oakland City Charter Article XIII, Section 1305.4) requires the Planning and Oversight Committee (POC) of the Oakland Fund for Children and Youth annually to present the independent evaluation reports to the Oakland City Council for adoption; and

WHEREAS, the City contracted with the firms Social Policy Research Associates and Public Profit, Inc. to conduct the independent evaluation for Fiscal Year (FY) 2017-2018 and report their findings; and

WHEREAS, for FY 2017-2018 OFCY awarded \$14,847,101 in grant funds and monitored 148 grant agreements with qualified organizations for direct services to children and youth; and

WHEREAS, the firms Social Policy Research Associates and Public Profit, Inc. have presented their findings to the OFCY Planning and Oversight Committee in the evaluation reports titled OFCY Final Report FY 2017-2018 and Oakland School-Based After School Programs Evaluation 2017-2018 Findings Report, and the POC submits these reports to the City Council for adoption; now therefore, be it

**RESOLVED**, That the City Council hereby accepts and adopts the Oakland Fund for Children and Youth final evaluation reports as completed by the independent evaluation firms Social Policy Research Associates and Public Profit, Inc. and submitted by the Oakland Fund for Children and Youth Planning and Oversight Committee, pursuant to Charter Section 1305.4.

IN COUNCIL, OAKLAND, CALIFORNIA, \_\_\_\_\_

**PASSED BY THE FOLLOWING VOTE:**

AYES - BAS, GALLO, GIBSON MCELHANEY, KALB, REID, TAYLOR, THAO and PRESIDENT KAPLAN

NOES -

ABSENT -

ABSTENTION -

ATTEST: \_\_\_\_\_

LaTonda Simmons  
City Clerk and Clerk of the Council  
of the City of Oakland, California