

CITY OF OAKLAND
AGENDA REPORT

2011 MAY 12 PM 9: 59

To: Office of the City Administrator
Attn: P. Lament Ewell, Interim City Administrator
From: Department of Human Services
Date: May 24, 2011

RE: An Informational Report From The Oakland Fund For Children And Youth And
Submission Of The OFCY Evaluation Interim Reports For 2010-11

SUMMARY

The Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee submits the interim evaluation reports as prepared by independent evaluation firms See Change and Public Profit. The interim evaluation reports concern grantee services and programs for the 2010-11 year, and are provided to assess program performance and quality at mid-year.

- The *Interim After School Program Evaluation Findings Report* submitted by the firm Public Profit in *Attachment A* covers 67 after school program sites and 6 school based transitions programs serving middle school youth.
- The *Interim Evaluation Report* submitted by the firm See Change in *Attachment B* concerns the 61 programs within the strategy areas of early childhood, summer, older youth, and wellness.

The Kids First Planning and Oversight Committee (POC) received the interim reports on April 6, 2011, and forwarded them to the City Council as an informational report.

FISCAL IMPACT

There are no fiscal impacts associated with this report.

BACKGROUND

In June, 2010, the City Council approved 123 individual grant programs for the 2010-11, the first year of service of a three year grant cycle. The Kids First reauthorizing legislation (Measure D) requires POC submission of an annual independent evaluation of the OFCY programs. OFCY's evaluation is conducted by independent firms Public Profit and See Change. These firms were first contracted for the OFCY's 2009-10 evaluation. They submit both an interim report at mid-year, and a final evaluation report annually.

The interim evaluation reports are based on grantee activity data reported as of January 2011, utilizing the customized Cityspan online data management system. OFCY staff and the POC use this early data to "redflag" or identify programs of concern, and work with programs to determine actions to be taken.

The third quarter data on service and activity is used to update progress in the grants renewal decision making process.

Additionally, the Public Profit interim report include completed assessment of the quality and performance of programs through the first half of the fiscal year. OFCY staff and the POC use the first site visit report to identify specific areas of concern resulting in low quality ratings. The program is able to develop a plan to address the evaluator's findings, and is reassessed in the spring.

KEY ISSUES AND IMPACTS

Evaluation Timeline and Grant Selection

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

- New grants are approved and agreements executed, and scope of work established in Cityspan for tracking of activities and participant data, beginning in June.
- By February, the interim report is prepared with participation, activities and service hours and demographic data reported as of January, 2011. The purpose of this initial report is to identify programs that are not on track to meet their annual participation and service delivery goals.
- The evaluators conduct site visits and quality assessments through April. The completed mid-year or interim report includes a quality assessment for each program and is delivered by April to the POC. When received in the first half of the year, the site visit quality assessment is used to develop plans for improvement that address specific concerns for each program. For the after school programs, a second site visit report and updated quality assessment is made available for the grant renewal decision.
- OFCY reviews updated participation, service, and quality assessments through April, 2011 to provide the recommendation for grants renewed for 2011-12. The POC hears from program representatives under review for discontinued funding. OFCY conducts meetings to determine if performance or programmatic concerns can be addressed through changes in the program design and scope of work or plans for improvement. The POC submits its recommendation in May to City Council.
- After Council approval, grant agreements are executed. Summer programs begin as early as June 15th.
- Grant programs report activity completed through year end, June 30th. Evaluation final reports include service and participation for the full year, quality assessment reports, and survey outcome analysis, completed activities data, and are submitted to City Council in October or November following the program year after review by the POC.

OFCY Program Quality Assessment

For all OFCY programs, with the exception of those in the area of early childhood, OFCY evaluators perform an assessment of program quality focused on five domains that are defined as key components for high performing youth programs. These include a safe environment where in youth experience both physical and emotional safety; a supportive environment wherein adults support youth to learn and grow, interaction meaning a positive peer culture exists and is encouraged by adults; engagement – youth should experience positive challenges and pursue learning; academic climate meaning that activities promote the development of academic skills or knowledge; and/or cultural competence.

For the after school programs, Public Profit's report (pages 16 -20) includes a chart to show their year's program ratings in each area, the overall program quality rating in the current year, and whether the program met, exceeded, or did not meet expectations for program quality in FY2009-10. The See Change report provides quality assessment ratings on pages 16-20 and individual site visit reports in Appendix A.

"Interim Findings Report" from Public Profit

The Public Profit evaluation covers 55 OFCY funded after school programs and 6 school based transitions programs for middle school aged youth (rising 6th and 9th graders). Attendance is a key measure particularly for school based after school programs. Research shows that regular attendance affects the benefit of these programs. Almost all of the after school programs were on track at mid-year to deliver services to targeted youth. A total of 5 after school programs and two transitions were below the expected threshold for delivery of service hours. The POC and OFCY staff heard program explanations, reviewed updated data for the 3rd quarter, and cost comparisons to other similar programs to determine if a reduction or change in scope should be a condition of renewal. All of the programs were on target for youth participation and program quality. OFCY will adjust the scope of work for the after school programs to correct for an over projection of service hours in the first year. None of the programs were below expectations for the number of youth participating.

Public Profit completed an initial observation and rating visit by February. A second observation visit is provided through the OUSD Success Office by April. The "Interim Findings Report" includes each program's site visit report on pages 22 to 166, and summarizes findings on page 6. Over half of all programs reviewed by Public Profit, or 58%, were assessed as thriving which indicates strong overall performance in program quality. Another 39% of sites are "performing", or providing quality service overall but can continue to improve in some areas.

The Bay Area Community Resources after school programs at Learning Without Limits and Place at Prescott elementary schools were assessed as "emerging", or not meeting expectations for quality, based on their first site visit in the fall. The "Interim Findings Report" from Public Profit includes their reports on pages 54 and 67. Both programs prepared plans for improvement with specific actions and staff trainings to address quality concerns this year:

- Building Intentional Communities training addresses youth needs for supportive environment and strong sense of community
- Youth Methods training provides activities and methods to improve youth engagement

- Second Step Training promotes empathy building and conflict resolution training
- Focused coaching on lesson planning and class room management
- Academic consultant led training improving the academic climate in the after school program and individual skills in the classroom environment.
- Mental health specialist training and consultation
- Recruitment of volunteers to support teacher student ratio in after school programs

The April site visit reports are included with the improvement plans in *Attachment C*.

“2010-11 Evaluation Interim Report” from See Change

The See Change evaluation covers 61 OFCY programs among four different strategy areas of early childhood, summer, wellness programs with youth leadership and conflict resolution, older youth academic and career readiness and older youth comprehensive programs. At midyear, 85% of programs (all but 6 programs) met the hours of service delivery threshold and 92% of programs (all but 9) met youth and participation thresholds. OFCY reviewed 12 programs for their progress as of the end of the third quarter and met individually with program staff to determine if non-renewal or specific actions or improvements were warranted as a condition of renewal.

A number of these first year programs were low in terms of hours of service delivered or child/youth participation in the interim report, but made up the hours by the third quarter reported as of March 30th. Many early childhood programs experienced a lag in start up related to the uncertainty in 2010 for state funded child development sites. Once the situation with site partnerships stabilized these programs were able to deliver the projected service hours and child participation proposed.

All the OFCY programs evaluated by See Change were performing or meeting expectations for quality. Using the nationally used Youth Program Quality Assessment scale, OFCY average is significantly above the national average score overall and in each domain area based on a national sample of 902 youth programs. The OFCY early childhood program used a quality assessment tool customized for programs serving children (ages 0 – 5). The quality assessment reports were provided as feedback to the mental health consultation programs, but were not used to categorize the quality assessment as “thriving”, “performing”, or “emerging” due to the need for revision of the ratings tool. Site reports of quality assessment ratings for each program are provided in the appendix of their report.

OFCY Final Evaluations Based on the Completed 2010-11 Program Year

The final evaluation provides more complete analysis of each OFCY strategy and OFCY overall. The final evaluation reports will include analysis of survey data, comparison of participants’ academic performance to themselves over time, some analysis of any change in OFCY students from the 2009-10 school year to the 2010-11 school year, and comparison of participants’ skill growth, satisfaction, and social development by level of program participation in 2010-11.

PROJECT DESCRIPTION

OFCY’s evaluations are based on “best practices” for assessing youth programs. The evaluator analyzes participation and service delivery data, conducts site visits, administers surveys to parents,

youth, and providers, and applies a quality assessment tool based on best practices by program type for each grant program. Participant tracking and linkage to student outcome data enables analysis at the strategy level as well as individual grantee evaluation.

SUSTAINABLE OPPORTUNITIES

Economic: The OFCY evaluation system encourages grantees to increase productivity and cost effectiveness.

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

Social Equity: The OFCY evaluation system results in direct social benefits such as organizational capacity building and improvements in youth development programs.

DISABILITY AND SENIOR CITIZEN ACCESS

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

RECOMMENDATION(S) AND RATIONALE

There are no recommendations associated with this report.

ACTION REQUESTED OF THE CITY COUNCIL

Staff requests that the City Council receives and files this report.

Respectfully submitted,



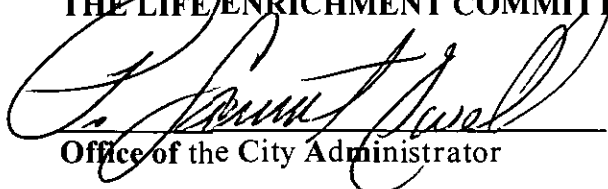
ANDREA YOUNGDAHL
Director, Department of Human Services

Prepared by: Sandra Taylor
Children and Youth Services Manager
Department of Human Services

ATTACHMENTS:

- Attachment A - Public Profit "Interim Findings Report"
- Attachment B - See Change OFCY Evaluation Interim Report
- Attachment C- Site Reports (2nd Visit)

APPROVED AND FORWARDED TO THE LIFE ENRICHMENT COMMITTEE:



Office of the City Administrator

Item: _____
Life Enrichment Committee
May 24, 2011

ATTACHMENT

A

*Public Profit
“Interim
Findings
Report”
[121 pages]*

OUT-OF-SCHOOL TIME PROGRAM EVALUATION INTERIM FINDINGS REPORT

Oakland Fund for Children and Youth
&
OUSD After School Programs Office
March 2011

[public
profit]

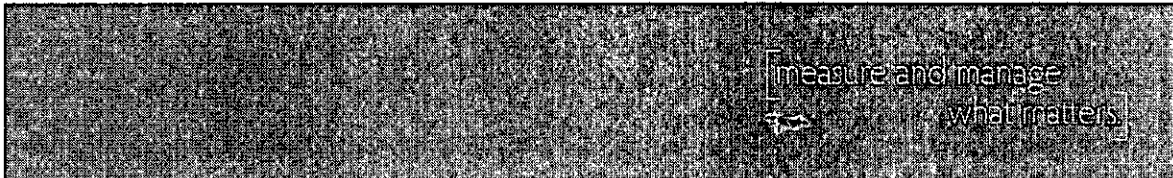


TABLE OF CONTENTS

Section	Page
Executive Summary	3
Program Performance - Overall	8
Point of Service Quality - Overall	13
Point of Service Quality - Site-by-Site	15
Site-Level Profiles - Elementary	22
Site-Level Profiles - Middle	76
Site-Level Profiles - Transitions	92
Site-Level Profiles - High	98
Appendices	117

What's in the *Interim Report*:

- For up-to-date information about a specific out-of-school time program, go to the Site Level Profiles that begin on page 21. Program Performance and Point of Service Quality include site-by-site tables, as well.
- To find out how programs are doing overall, go to the Executive Summary on page 3.
- To track whether programs are meeting their service targets, see Program Performance on page 8.
- Whether programs are providing high quality service, read the Point of Service Quality section on page 13.

Programs Included in the Out-of-School Time Evaluation

The Oakland Out-of-School Time (OST) evaluation encompasses school-based support programs for children and youth in Oakland, California, including:

- 86 school-based after school programs, serving youth in grades K-12. These programs provide a variety of activities, including homework help, enrichment, recreation, and academic support.
- 6 school-based transitions programs, serving middle school aged youth, focusing especially on rising 6th and 9th graders. These programs provide social and academic support to youth as they transition into middle and high school.

All of the after school programs in OUSD campuses receive funding from the Oakland Unified School District (OUSD) through the After School Education and Safety (ASES), 21st Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD's purview. OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland.

Table 1: Out-of-School Time Programs by Funding Source¹

	Total Sites in the Evaluation	Funded by OFCY	Funded by OUSD
After School	86 52 OUSD elementary 16 OUSD middle 16 OUSD high 2 charter	67 48 OUSD elementary 15 OUSD middle 2 charter 2 high	84 52 OUSD elementary 16 OUSD middle 16 OUSD high
Transitions	6	6	Not Applicable

¹ This evaluation does not include other school based out-of-school programs such as Supplemental Educational Services, School-Age Child Care, or fee-for-service programs.

EXECUTIVE SUMMARY

About the Interim Report

The interim report summarizes program participation and point of service quality data collected between July and December 2010. Additional data will be collected between January and June 2011, and will be reflected in the annual evaluation report, delivered to OFCY and OUSD in October 2011.

The figure below summarizes the data sources used in the evaluation, noting which elements are in the interim and which are in the annual evaluation report.

Table 2: Data Presented in the Interim and Annual Evaluation Reports

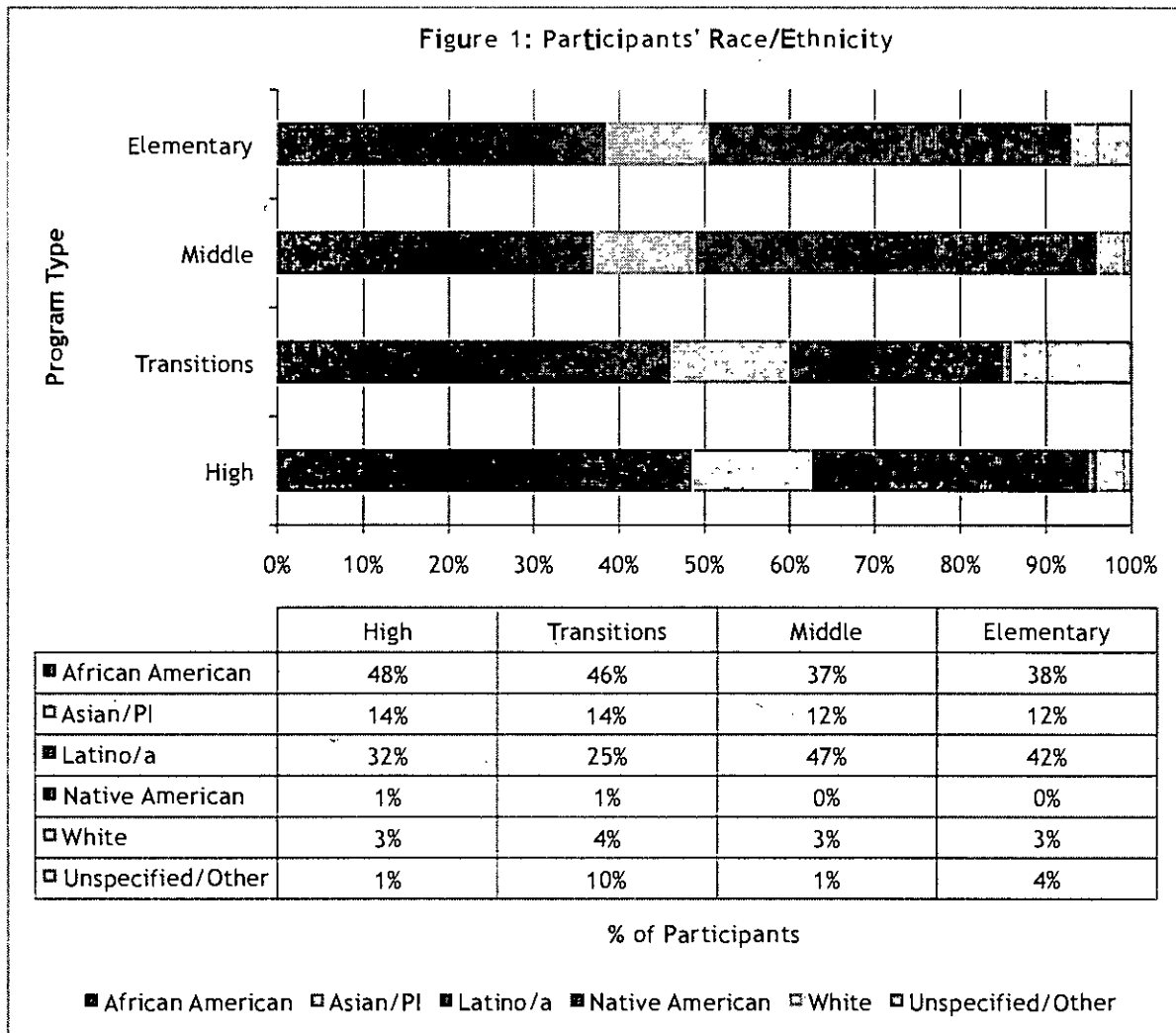
Data Source	Used to Assess	Interim Report	Annual Report
Participation records	Program performance	●	●
Youth Program Quality Assessment	Point of Service Quality	●	●
Stakeholder surveys	Point of Service Quality Direct Outcomes	○	●
Academic records	Contributory Outcomes	○	●
Key			
●	Complete data		
◐	Year-to-date		
○	Not yet collected		

EXECUTIVE SUMMARY

Findings to Date

School based out-of-school time programs in Oakland served 20,491 children and youth in the first half of the 2010-11 program year, approximately 55% of the student population at their host schools.² About 9,000 youth participate in a school-based out-of-school time program in Oakland each day.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 8,551 students, middle school-based programs 4,944, transitions programs 1,927, and high school programs 5,068. Of the children and youth served in the first half of the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, and 3% are White.³ The racial/ethnic heritage of youth served by program type is in Figure 1.



Source: CitySpan attendance records for youth who attended after school between July and December 2010.

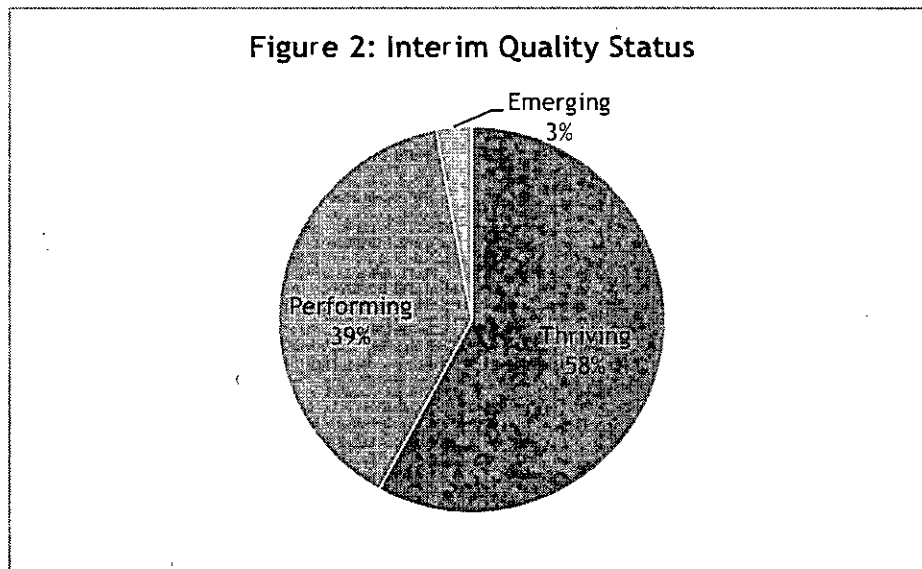
² Based on 2009-10 enrollment figures for schools that host a school-based after school program.

³ Race/ethnicity is available for 14,932 participants, approximately 94% of youth served.

EXECUTIVE SUMMARY

Out-of-school time programs are on track to meet contracted units of service and attendance goals. Just seven programs (2 in elementary, 3 in middle, and 2 transitions) are not currently on track to meet their annual units of service targets (as defined by OFCY). Similarly, thirteen sites are not yet on track to meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 1 middle, and 10 high school programs).

Site visits completed to date⁴ indicate that out-of-school time programs are providing high quality service to youth. Two sites (3%) are currently in the Emerging program quality category, indicating they are not yet meeting point of service quality expectations. Thirty-nine percent (39%) of sites are in the Performing category, indicating that they are providing quality service overall and can continue to improve in specific areas. Fifty-eight percent (58%) of sites visited to date are Thriving, indicating strong overall performance.



Source: Youth Program Quality Assessment scores for 69 out-of-school time programs based on visits conducted by Public Profit.

Year-to-year quality assessments indicate that nearly all programs consistently meet or exceed research-based quality indicators. Programs in the Not Yet Meeting Expectations category in the 2009-10 program year have all improved to the Performing or Thriving categories.

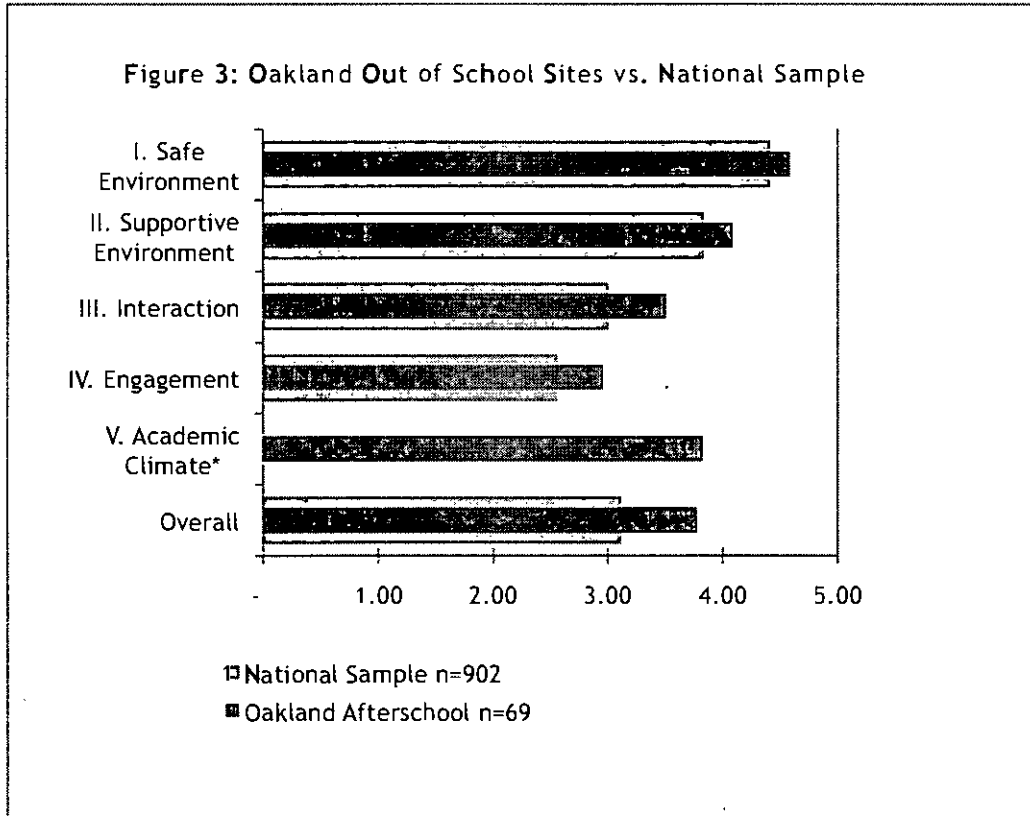
Table 3: Summary of Program Performance and Point of Service Quality

Program Type	On Track to Reach Annual Units of Service Goal (OFCY Goal is 80% or higher)	On Track to Reach Annual Attendance Goal (OUSD goal is 85% or higher)	Meeting or Exceeding Point of Service Quality Measures (Performing or Thriving)
Elementary (n=54)	96%	96%	96%
Middle (n=16)	80%	94%	100%
Transitions (n=6)	67%	Not Applicable	100%
High (n=16)	100% <i>Excel & Life Only</i>	38%	100%
Overall (n=92)	91%	85%	97% N=69

⁴ Through March 3, 2011.

EXECUTIVE SUMMARY

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally, as described in the following figure. The difference in point-of-service quality is particularly large in the Interaction and Engagement domains, culminating in an Overall score that is nearly 20% higher than the national sample.



PROGRAM PERFORMANCE

Table 4 summarizes three inter-related performance indicators: enrollment, attendance, and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes for the “reach.”
- Units of Service is the number of service hours, a key measure of program capacity. In the July-December period, most programs operated for about 40% of their expected days, and therefore should have reached about 40% of targeted attendances.
- Attendance is the number of unique visits, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.
- Retention is the average participant attendance rate in the program. It measures the frequency with which youth attend. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation.

Table 4: Enrollment, Attendance & Retention by Site

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% UOS Goal Shaded if Less than 10%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Elementary												
Acorn Woodland*	AspiraNet	220	284	129%	91,701	48,182	53%	8,317	35%	87%	50	89%
Allendale	Higher Ground	120	104	87%	58,189	22,269	38%	6,716	45%	112%	15	22%
Ascend	Oakland Leaf	175	245	140%	65,463	35,853	55%	14,397	40%	99%	29	66%
Bella Vista	East Bay Asian Youth Center (EBAYC)	80	101	126%	33,600	18,846	56%	6,282	42%	105%	59	98%
Bridges Academy	Bay Area Community Resources (BACR)	90	91	101%	29,649	19,142	65%	5,768	38%	96%	35	46%
Brookfield	Higher Ground	120	139	116%	52,294	18,122	35%	5,714	38%	95%	59	91%
Burckhalter	Ujima Foundation	110	120	109%	23,348	22,806	98%	6,458	43%	108%	65	97%
Carl Munck	AspiraNet	130	148	114%	72,678	30,583	42%	8,990	60%	150%	16	51%
Cleveland	Oakland Asian Students Educational Services (OASES)	110	108	98%	40,055	23,556	59%	7,390	49%	123%	8	96%
Community United*	AspiraNet	216	263	122%	102,158	46,856	46%	6,914	46%	115%	60	82%
East Oakland Pride	AspiraNet	122	131	107%	41,842	19,593	47%	6,949	46%	116%	41	76%
Emerson	BACR	90	98	109%	59,327	14,306	24%	6,076	41%	101%	24	100%
Encompass Academy*	AspiraNet	220	284	129%	91,701	48,182	53%	6,739	45%	112%	52	81%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% UOS Goat Shaded if Less than 30%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Esperanza Academy*	BACR	180	187	104%	97,747	31,985	33%	5,145	32%	81%	61	96%
Franklin	EBAYC	120	126	105%	50,400	21,423	43%	7,141	34%	85%	23	83%
Fred T. Korematsu*	BACR	180	187	104%	97,747	31,985	33%	4,890	33%	82%	68	99%
Fruitvale	Learning for Life	115	127	110%	36,472	23,109	63%	6,981	47%	116%	28	95%
Futures Elementary*	AspiraNet	122	263	216%	102,158	46,856	46%	6,224	41%	104%	58	91%
Garfield	EBAYC	160	193	121%	71,625	33,627	47%	11,067	37%	92%	13	55%
Glenview**	BACR	NA	86	NA	NA	14,453	NA	6,188	41%	103%	49	85%
Global Family School*	BACR	180	211	117%	82,165	35,674	43%	5,335	36%	89%	39	66%
Grass Valley**	AspiraNet	NA	133	NA	NA	24,032	NA	9,844	66%	165%	52	81%
Greenleaf	BACR	90	127	141%	46,850	15,858	34%	6,353	40%	100%	39	84%
Hoover	BACR	100	163	163%	46,848	18,432	39%	8,707	58%	146%	39	80%
Horace Mann	Learning for Life	120	154	128%	52,886	27,723	52%	8,498	57%	142%	61	81%
Howard	AspiraNet	97	98	101%	46,878	19,515	42%	5,574	37%	93%	57	93%
International Community School*	AspiraNet	260	273	105%	74,913	45,469	61%	7,065	47%	118%	58	69%
La Escuelita	EBAYC	80	106	133%	33,960	18,718	55%	6,156	41%	103%	10	43%
Lafayette	BACR	90	121	134%	58,476	32,370	55%	8,347	56%	140%	54	100%
Lakeview	Ujirnaa Foundation	110	132	120%	64,037	32,665	51%	8,294	56%	139%	57	92%
Laurel	PMA Consulting	90	108	120%	50,051	19,722	39%	5,799	39%	97%	47	62%
Lazear	Spanish Speaking Citizens' Foundation (SSCF)	120	98	82%	47,203	17,572	37%	5,421	36%	90%	49	97%
Learning Without Limits*	BACR	180	211	117%	82,165	35,674	43%	5,708	38%	96%	54	83%
Lighthouse Community Charter	Lighthouse Community Charter	190	297	156%	96,086	20,742	22%	NA	NA	NA	50	87%
Lincoln	OASES	156	159	102%	49,231	32,781	67%	9,897	37%	92%	57	91%
M.L. King, Jr.	BACR	91	136	149%	54,006	20,628	38%	7,818	52%	130%	51	69%
Manzanita Community School*	EBAYC	160	208	130%	61,780	37,773	61%	5,876	39%	98%	56	89%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per OFCY Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop- in activities	OST Attendance Rate Excludes drop- in activities
Manzanita Seed*	EBAYC	160	208	130%	61,780	37,773	61%	6,588	42%	104%	76	64%
Markham	BACR	90	94	104%	43,096	17,584	41%	5,589	37%	94%	48	79%
Marshall**	BACR	NA	104	NA	NA	20,949	NA	6,577	44%	110%	52	84%
Maxwell Park	Learning for Life	120	125	104%	54,378	20,945	39%	6,809	46%	114%	55	91%
New Highland Academy*	Higher Ground	200	230	115%	114,451	43,980	38%	6,645	44%	111%	57	91%
Parker	Girls, Inc.	120	115	96%	32,378	14,774	46%	5,877	39%	98%	60	96%
Peralta**	AspiraNet	NA	229	NA	NA	30,894	NA	10,749	72%	180%	58	97%
Piedmont Avenue	AspiraNet	100	113	113%	40,944	21,460	52%	6,846	46%	115%	63	85%
Place @ Prescott	BACR	90	122	136%	62,096	19,317	31%	6,166	38%	94%	61	85%
Reach Academy**	OUSD	NA	125	NA	NA	6,019	NA	6,184	41%	103%	54	93%
Rise Community School*	AspiraNet	200	230	115%	114,451	43,980	38%	6,195	41%	104%	56	94%
Sankofa	BACR	96	147	153%	55,415	26,915	49%	7,513	38%	95%	26	61%
Santa Fe	BACR	91	98	108%	47,912	29,969	63%	6,051	41%	101%	16	86%
Sequoia	East Bay Agency for Children (EBAC)	95	100	105%	48,549	22,006	45%	6,417	43%	107%	50	89%
Sobrante Park	Higher Ground	120	102	85%	50,085	21,787	43%	7,099	48%	119%	13	58%
Think College Now*	AspiraNet	260	273	105%	74,913	45,469	61%	9,482	63%	158%	63	82%
World & Achieve	EBAC	82	116	141%	34,442	13,593	39%	NA	NA	NA	62	97%
Total/Average		6,618	8,551	129%	3,000,574	1,464,496	49%	369,825	44%	110%	47	81%
Middle												
Alliance Academy*	BACR	240	599	250%	151,167	44,381	29%	8,080	40%	101%	57	67%
Barack Obama Academy**	YMCA of the East Bay	NA	34	NA	NA	4,040	NA	1,444	18%	45%	57	81%
Bret Harte	Murphy & Associates	120	155	129%	5,744	25,185	438%	10,010	50%	125%	13	44%
Claremont	BACR	120	313	261%	69,031	19,243	28%	7,320	37%	92%	58	94%
Coliseum College Prep Academy*	Safe Passages	210	324	154%	31,991	28,686	90%	8,870	44%	111%	58	83%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Edna Brewer	Safe Passages	120	197	164%	9,928	22,231	224%	7,813	39%	98%	59	99%
Elmhurst Community Prep*	BACR	240	599	250%	151,167	44,381	29%	12,793	64%	160%	62	91%
Frick	Safe Passages	120	273	228%	20,795	19,139	92%	7,152	36%	89%	54	85%
Madison	BACR	120	323	269%	67,681	26,925	40%	18,340	123%	307%	14	54%
Melrose Leadership	AspiraNet	234	241	103%	87,466	38,613	44%	13,821	35%	86%	57	96%
Roosevelt	EBAYC	180	217	121%	80,400	38,469	48%	12,776	38%	96%	42	80%
Roots*	Safe Passages	210	324	154%	31,991	28,686	90%	6,658	46%	116%	56	91%
United For Success	Safe Passages	120	322	268%	12,370	18,147	147%	10,974	60%	151%	14	44%
Urban Promise Academy	Oakland Leaf	120	260	217%	36,517	29,828	82%	6,955	35%	87%	38	77%
West Oakland Middle	YMCA	171	179	105%	22,656	17,823	79%	9,284	46%	116%	51	88%
Westlake	Eagle Village	120	584	487%	40,439	34,902	86%	14,995	36%	91%	5	67%
Total/Average		2,445	4,944	202%	819,340	440,679	54%	157,285	47%	117%	43	78%
Transitions												
Bret Harte Bridges Program	BACR	100	208	208%	19,025	6,203	33%	NA	NA	NA	46	64%
Bridge To Success	EBAYC	60	128	213%	5,700	3,612	63% Summer Only	NA	NA	NA	58	82%
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	SSCF	72	79	110%	10,953	5,787	53%	NA	NA	NA	51	90%
Learners Engaged in Awesome Programming (LEAP)	AspiraNet	100	88	88%	10,929	6,201	57% Summer Only	NA	NA	NA	48	93%
PASS-2 Peer Mentoring Program	Oakland Kids First	985	1,132	115%	8,645	9,446	109%	NA	NA	NA	52	84%
Safe Passages Transition Program	Safe Passages	915	292	32%	6,604	7,480	113%	NA	NA	NA	56	89%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Total/Average		2,232	1,927	86%	61,856	38,729	63%	NA	NA	NA	52	84%
High School												
Bunche**	BACR	NA	203	NA	NA	48,718	NA	7,556	56%	140%	42	84%
Coliseum College Prep Academy**	Safe Passages	NA	189	NA	NA	10,834	NA	5,132	33%	82%	27	48%
College Prep & Architecture**	YMCA	NA	203	NA	NA	5,161	NA	2,482	13%	33%	14	59%
Dewey**	EBAYC	NA	275	NA	NA	12,970	NA	10,558	42%	106%	48	84%
EXCEL (McCllymonds)*	Alternatives in Action	515	635	123%	46,561	28,934	62%	5,729	27%	67%	62	91%
Far West**	BACR	NA	237	NA	NA	29,480	NA	12,790	95%	237%	64	97%
Life Academy*	Alternatives in Action	515	635	123%	46,561	28,934	62%	6,962	46%	116%	7	35%
Mandela**	YMCA	NA	235	NA	NA	6,659	NA	2,940	16%	39%	70	100%
Media Academy**	YMCA	NA	244	NA	NA	7,287	NA	3,412	18%	45%	30	72%
Met West**	OUSD	NA	153	NA	NA	19,520	NA	5,546	36%	91%	58	86%
Oakland High**	EBAYC	NA	523	NA	NA	20,069	NA	8,100	33%	82%	25	43%
Oakland Technical**	BACR	NA	505	NA	NA	58,872	NA	20,676	83%	208%	27	51%
Rudsdale Continuation**	BACR	NA	214	NA	NA	13,015	NA	6,675	31%	77%	52	80%
Skyline**	Youth Together	NA	532	NA	NA	10,493	NA	5,065	30%	75%	29	67%
Street Academy**	BACR	NA	130	NA	NA	8,705	NA	4,095	30%	76%	38	85%
Youth Empowerment School**	Youth Together	NA	156	NA	NA	7,569	NA	5,781	25%	62%	37	61%
Total/Average		515	635	123%	46,561	57,868	62%	113,499	38%	96%	39	71%

* Paired site. See Appendix.

** Does not receive direct OFCY funding.

POINT OF SERVICE QUALITY

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

The evaluation team conducted site visits to OFCY funded programs between October 2010 and February 2011, and will visit all programs in the evaluation study by the conclusion of the program year. The Oakland After School Programs Office team will complete visits to all programs by the end of the program year. All school-based after school programs will have two site visits in 2010-11, while transitions programs and charter-based after school will have one visit.

Visits were conducted using the Youth Program Quality Assessment (YPQA), a research-based point of service quality observation tool used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality, the developers of the YPQA.

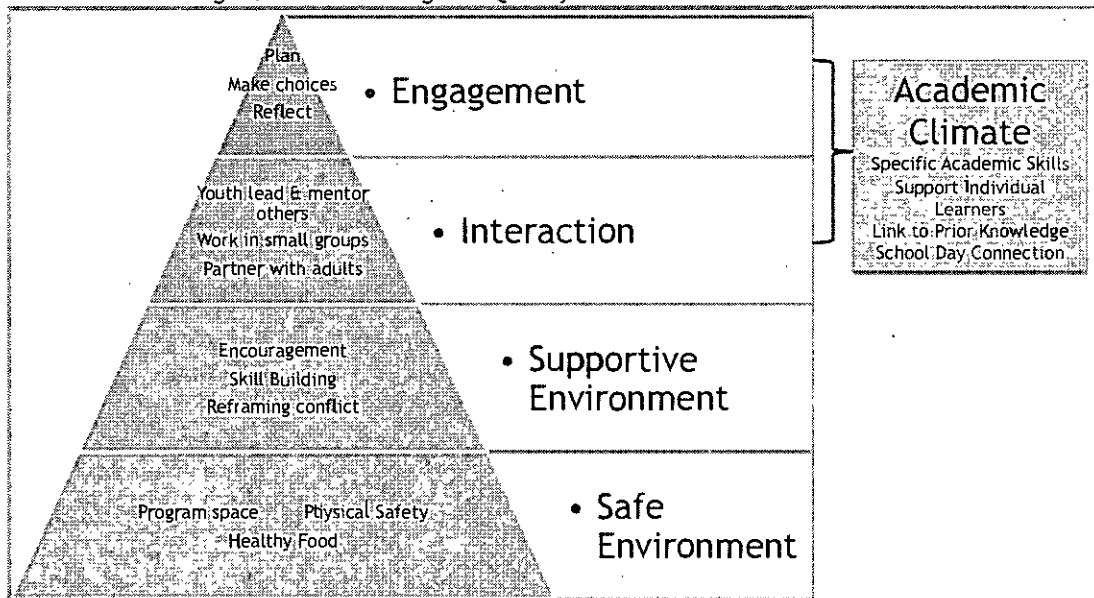
The YPQA includes five domains:

1. Safe Environment - Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. Supportive Environment - Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. Interaction - There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. Engagement - Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.
5. Academic Climate - Activities in the program intentionally promote the development of key academic skills and content-area knowledge.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, Engagement, and Academic Climate. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others (an example of an unsupportive environment) is not likely to be an interactive, engaging place for kids.

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

Figure 4: Youth Program Quality Assessment Domains



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

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

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

Based on their overall ratings distribution, sites are categorized by three interim point-of-service groups:

- **Thriving** - Program provides high-quality services across all five quality domains. Defined as a site with no domains with 25% or more "1" ratings.
- **Performing** - Program assures participants' physical and emotional safety (defined by having less than 25% "1" ratings in Safe and Supportive), and has a few areas for additional improvement. Defined as a site with up to two domains with 25% or more "1" ratings in Interaction, Engagement, or Academic Climate.
- **Emerging** - Program is not yet providing high-quality service. Defined as a site that has three or more domains have 25% of more "1" ratings.

POINT OF SERVICE QUALITY

Table 6: Point of Service Quality Ratings by Site

Program Site	OFGY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Elementary									
Acorn Woodland*	Aspiranet	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Allendale	Higher Ground	Met Expectations	Performing	3.29	4.58	3.38	3.04	2.17	3.17
ASCEND	Oakland Leaf	Met Expectations	Thriving	4.24	5	4.69	3.92	3.33	4.56
Bella Vista	EBAYC	Met Expectations	Performing	3.67	4.77	3.89	3.54	2.50	3.56
Bridges Academy	BACR	Met Expectations	Performing	3.89	4.82	4.21	3.88	2.67	4.11
Brookfield	Higher Ground	Met Expectations	Performing	3.59	4.72	3.91	3.25	2.50	4.33
Burckhalter	Ujima Foundation	Did Not Meet Expectations	Performing	2.95	4.37	2.9	3.04	1.5	2.22
Carl Munck	Aspiranet	Met Expectations	Performing	3.59	4.52	4.19	3.67	2	4.11
Cleveland	OASES	Met Expectations	Thriving	4.19	4.52	4.22	4.38	3.67	4.06
Community United*	Aspiranet	Met Expectations	Performing	3.23	3.9	3.69	3.00	2.33	3.56
East Oakland Pride	Aspiranet	Did Not Meet Expectations	Thriving	3.83	4.33	4.26	3.92	2.83	4.06
Emerson	BACR	Met Expectations	Performing	3.55	4.56	4.10	3.38	2.17	2.44
EnCompass Academy*	Aspiranet	Met Expectations	Performing	3.60	4.54	4.02	3.00	2.83	2.83
Espnaza Academy*	BACc	Met Expectations	Performing	3.08	4.26	3.42	2.62	2.00	2.78
Franklin	EBAYC	Met Expectations	Thriving	4.23	4.74	4.11	4.25	3.83	4
Fred T. Korematsu*	BACR	Met Expectations	Performing	3.08	4.26	3.42	2.62	2.00	2.78
Fruitvale	Learning for Life	Met Expectations	Performing	3.05	4.14	3.44	2.79	1.83	4.33
Futures Elementary*	Aspiranet	Met Expectations	Thriving	3.94	4.90	4.13	3.71	3.00	3.56
Garfield	EBAYC	Met Expectations	Thriving	3.85	4.58	4.14	3.67	3	4.33

POINT OF SERVICE QUALITY

Program Site	OFGY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Glenview**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Global Family School*	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Grass Valley**	Aspiranet	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Greenleaf	BACR	Met Expectations	Performing	3.52	4.52	3.72	3.5	2.33	4.33
Hoover	BACR	Met Expectations	Performing	3.51	4.72	3.62	3.21	2.50	2.78
Horace Mann	Learning for Life	Met Expectations	Thriving	3.63	4.24	4.00	3.25	3.17	3.83
Howard	Aspiranet	Met Expectations	Performing	3.63	4.62	3.91	3.50	2.50	3.39
International Community School*	Aspiranet	Met Expectations	Thriving	4.37	4.66	4.64	4.33	3.83	4.17
La Escuelita	EBAYC	Met Expectations	Thriving	4.13	4.72	4.21	4.08	3.5	3.83
Lafayette	BACR	Met Expectations	Performing	3.17	4.44	3.73	3.00	1.50	2.50
Lakeview	Ujima Foundation	Met Expectations	Did Not Respond to Visit Request	--	--	--	--	--	--
Laurel	PMA Consulting	Met Expectations	Thriving	3.85	5	4.32	3.25	2.83	4.33
Lazear	SSCF	Met Expectations	Thriving	3.95	4.72	4.23	3.67	3.17	4.17
Learning Without Limits*	BACR	Met Expectations	Emerging	3.00	4.80	3.02	2	2.17	2.17
Lighthouse Community Charter	Lighthouse Community Charter	Met Expectations	Thriving	3.76	4.80	3.95	3.13	3.17	4.56
Lincoln	OASES	Met Expectations	Thriving	4.25	4.8	4.72	3.96	3.5	4.22
M. L. King, Jr. Elementary	BACR	Met Expectations	Thriving	3.78	4.72	3.87	3.54	3	2.94

POINT OF SERVICE QUALITY

Program Site	OFGY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Manzanita Community School*	EBAYC	Did Not Meet Expectations	Thriving	3.88	4.84	4.19	3.5	3	4.78
Manzanita Seed*	EBAYC	Met Expectations	Thriving	3.52	4.56	3.21	3.5	2.83	4.11
Markham	BACR	Met Expectations	Performing	3.26	4.1	3.94	2.83	2.17	2.72
Marshall**	BACR	Met Expectations	Program to be visited in Spring 2011	3.82	--	--	--	--	--
Maxwell Park	Learning for Life	Met Expectations	Performing	3.41	4.64	3.96	2.71	2.33	2.56
New Highland Academy*	Higher Ground	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Parker	Girls, Inc.	Met Expectations	Thriving	4.13	4.62	3.97	4.25	3.67	3.56
Peralta**	Aspiranet	Met Expectations	Program to be visited in Spring 2011	3.09					
Piedmont Avenue	Aspiranet	Met Expectations	Performing	3.72	4.37	4.42	3.08	3.00	3.11
Place @ Prescott	BACR	Met Expectations	Emerging	2.33	3.80	2.78	1.75	1.00	4.33
Reach Academy**	OUSD	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Rise Community School*	Aspiranet	Met Expectations	Performing	3.5	4.22	3.78	3.67	2.33	4.78
Sankofa	BACR	Met Expectations	Performing	3.81	4.92	4.33	3.83	2.17	3.83
Santa Fe	BACR	Met Expectations	Thriving	3.64	4.60	3.92	3.04	3.00	4.39
Sequoia	EBAC	Met Expectations	Thriving	3.81	4.57	4.00	3.33	3.33	3.28
Sobrante Park	Higher Ground	Met Expectations	Thriving	4.17	4.6	4.67	3.75	3.67	4
Think College Now*	Aspiranet	Met Expectations	Thriving	4.00	4.84	4.49	3.5	3.17	4.33

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Envirb.	Supportive Enviro.	Interaction	Engagement	Academic Climate
World Academy/ Achieve	EBAC	Met Expectations	Performing	3.62	4.56	4.41	2.67	2.83	3.78
Average/Total				3.65	4.57	3.96	3.37	2.71	3.68
Middle									
BACR	Alliance Academy*	Exceeded Expectations	Thriving	3.99	4.32	4.06	3.75	3.83	5
YMCA**	Barack Obama Academy	New in 2010-11	Program to be visited in Spring 2011	--	--	--	--	--	--
Murphy & Assoc	Bret Harte	Met Expectations	Thriving	3.86	4.52	4.09	3.67	3.17	3.83
BACR	Claremont	Met Expectations	Performing	3.97	4.70	4.29	3.71	3.17	4.33
Safe Passages	Coliseum College Prep Academy*	Met Expectation	Program to be visited in Spring 2011	--	--	--	--	--	--
Safe Passages	Edna Brewer	Exceeded Expectations	Performing	3.63	4.82	4.22	2.83	2.67	2.11
BACR	Elmhurst Community Prep*	Met Expectations	Performing	3.61	4.72	4.05	2.67	3	3.94
Safe Passages	Frick	Met Expectations	Thriving	3.72	4.44	3.98	3.29	3.17	4.33
BACR	Madison	Met Expectations	Thriving	4.27	4.60	4.39	3.92	4.17	4.11
Aspiranet	Melrose Leadership	Met Expectations	Thriving	3.67	4.26	4.18	3.25	3	4.56
EBAYC	Roosevelt	Exceeded Expectations	Thriving	4.22	4.92	4.69	4.08	3.17	4.56
Safe Passages	Roots*	Met Expectations	Thriving	3.88	4.62	4.14	3.92	2.83	4.22
Safe Passages	United For Success	Met Expectations	Performing	3.39	4.93	3.61	2.83	2.17	2.17
Oakland Leaf	Urban Promise Academy	Met Expectations	Thriving	4.08	4.72	4.36	4.08	3.17	4.33
YMCA	West Oakland	Met Expectations	Thriving	4.44	4.64	4.89	4.08	4.17	4.56

POINT OF SERVICE QUALITY

Program Site	OFGY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1-5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
	Middle								
Eagle Village	Westlake	Met Expectations	Thriving	4.32	4.92	4.69	4.17	3.5	4.78
Average/Total				3.93	4.65	4.26	3.59	3.23	4.06
Transitions									
BACR	Bret Harte Bridges Program	New in 2010-11	Thriving	4.12	4.29	4.28	4.42	3.5	Not Rated
EBAYC	Bridge To Success		To be visited in Summer 2011	--	--	--	--	--	--
SSCF	LIBRE		Thriving	4.46	4.52	4.66	4.67	4	Not Rated
Aspiranet	LEAP		To be visited in Summer 2011	--	--	--	--	--	--
Oakland Kids First	PASS-2 Peer Mentoring Program		Thriving	4.89	4.68	4.89	5	5	Not Rated
Safe Passages	Safe Passages Transitions Program		Performing	4.12	4.92	4.89	4.00	2.67	5.00
Average/Total				4.40	4.60	4.68	4.52	3.79	5.00
High									
Bunche**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Coliseum College Prep Academy**	Safe Passages	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
College Prep & Architecture**	YMCA	Met Expectations	Thriving	3.69	4.15	3.91	3.54	3.17	4.17
Dewey**	EBAYC	Did Not Meet Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
EXCEL (McClymonds)*	Alternatives in Action	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1-3-5 scale					
		Year-End Status 2009-10	Interim Status 2010-11	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Far West**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Life Academy*	Alternatives in Action	Met Expectations	Thriving	4.45	4.93	4.61	4.08	4.17	4.17
Mandela**	YMCA	Met Expectations	Thriving	3.69	4.15	3.91	3.54	3.17	4.17
Media Academy**	YMCA	Met Expectations	Thriving	3.69	4.15	3.91	3.54	3.17	4.17
Met West**	OUSD	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Oakland High**	EBAYC	Met Expectations	Thriving	4.68	4.84	4.89	4.33	4.67	4.33
Oakland Technical**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Rudsdale Continuation**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Skyline**	Youth Together	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Street Academy**	BACR	Met Expectations	Program to be visited in Spring 2011	--	--	--	--	--	--
Youth Empowerment School**	Youth Together	Met Expectations	Thriving	4.1	4.82	4.41	3.5	3.67	4.06
Average/Total				4.05	4.51	4.27	3.76	3.67	4.18

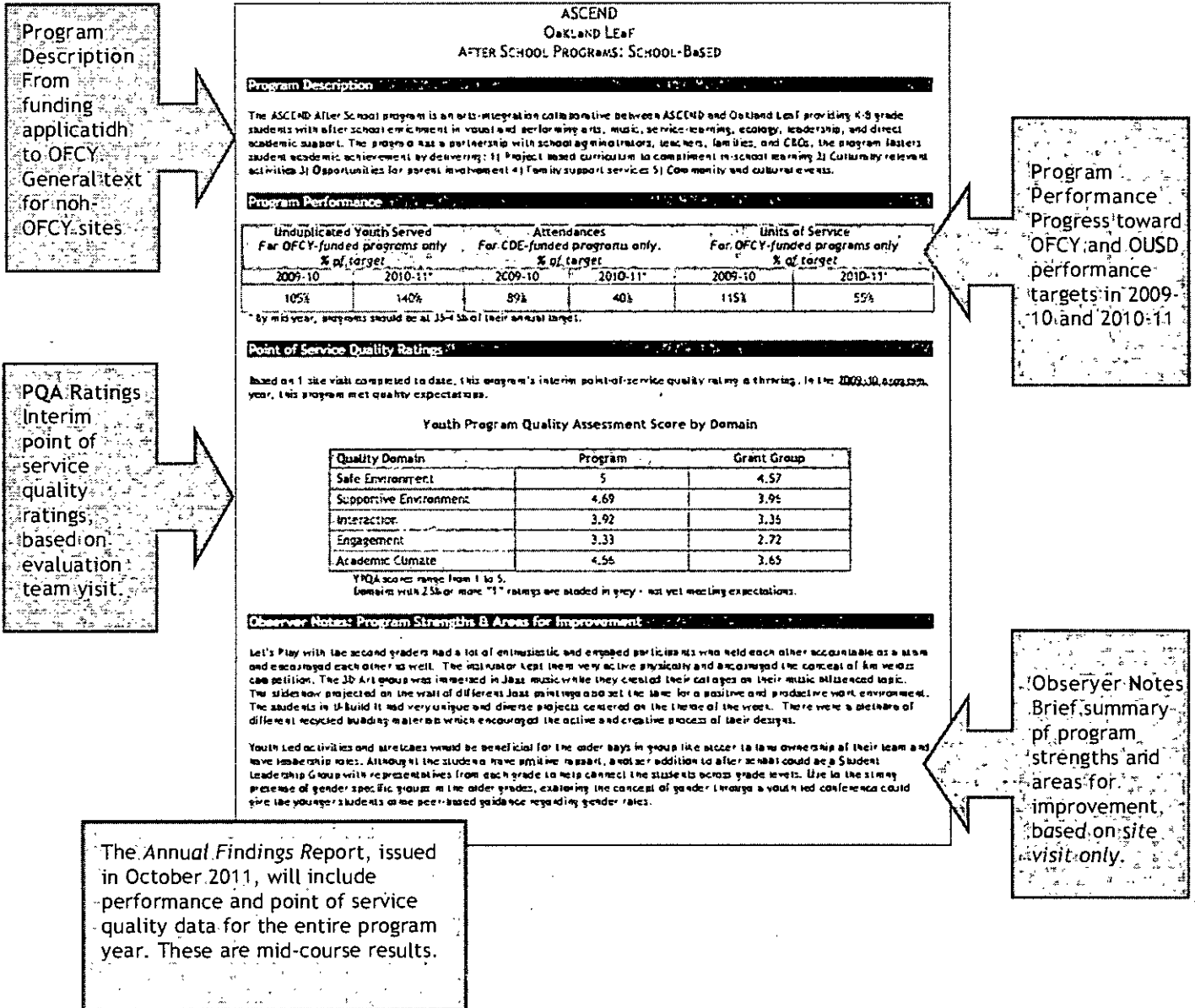
* Paired site. See Appendix.

** Does not receive direct OFCY funding

SITE PROFILE

The Site Profiles on the following pages summarize currently available information about Oakland out-of-school time programs. Use the figure below to understand how each Profile is laid out.

Figure 5: Sample Site Profile



SITE PROFILE – ELEMENTARY

ACORN WOODLAND
ASPIRANET
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
177%	129%	114%	35%	130%	53%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

in the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - ELEMENTARY

ALLENDALE
HIGHER GROUND
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Allendale After School program provides comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Tigers Roar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
146%	87%	108%	45%	131%	38%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.58	4.57
Supportive Environment	3.38	3.96
Interaction	3.04	3.36
Engagement	2.17	2.71
Academic Climate	3.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The students have the ability to showcase their work through expos or performances to the after school program. The cheerleading team especially focuses on creating new routines often and takes ownership over their choreography. The academic lesson during homework time has an intentional focus as a connection to the school day. The students have an expectation and schedule that they adhere to on a daily basis and each day has a specific focus such as vocabulary or mathematics. The "follow the leader activity" in the Health and Fitness class promoted the quality of leadership for the older students and the youth were actively participating in this enjoyable activity.

In general there are no Lesson Plans utilized although the staff can choose activities from an activity book. Lesson plans are essential because they help create diversity in activities and help the group leaders prepare for a variety of student needs. There were also three fitness groups doing similar activities with a lot of repetition and limited structure. The learning targets or goals were not clear and would be useful in encouraging students to gain or practice new skills. The academic portion in homework time was very brief and mirrored the school day. Incorporating activities involving different learning modalities would encourage further academic learning. There were a number of students without appropriate clothing for cold weather and a majority of the students were outside for activities. Providing alternative activities on cold or rainy days, or ensuring students wear appropriate clothing while in cold weather, would increase learning and student safety. Use of call and response or redirection techniques could help the staff refocus their groups more easily. The use of "running laps" as a punishment should be replaced with encouragement or incentives for work well done.

SITE PROFILE - ELEMENTARY

ASCEND OAKLAND LEAF AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
105%	140%	89%	40%	115%	55%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.69	3.96
Interaction	3.92	3.36
Engagement	3.33	2.71
Academic Climate	4.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The slideshow projected on the wall of different Jazz paintings also set the tone for a positive and productive work environment. The students in U-Build It had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.

SITE PROFILE - ELEMENTARY

BELLA VISTA
EAST BAY ASIAN YOUTH CENTER (EBAYC)
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Bella Vista After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDF-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
139%	126%	90%	42%	111%	56%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.77	4.57
Supportive Environment	3.89	3.96
Interaction	3.54	3.36
Engagement	2.50	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The relationships between the Bella Vista after school staff and the students seemed very comfortable and respectful. In addition, the staff who led the Science activity worked to engage the students, asked open-ended questions, and had dialogue with the students during and after the science experiment. The staff was well prepared and knowledgeable.

It is suggested that the Bella Vista after school staff make more connections with students' personal experience and interests within their lessons. It is also suggested that youth have more opportunities to plan activities in which they are involved.

SITE PROFILE - ELEMENTARY

BRIDGES ACADEMY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Bridges Academy After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
118%	101%	97%	38%	95%	65%

* By mid-year, programs should be at 35-45% of their annual target.

Point-of-Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.57
Supportive Environment	4.21	3.96
Interaction	3.88	3.36
Engagement	2.67	2.71
Academic Climate	4.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The youth at Melrose are polite and very inclusive of each other. This site scored well in the safe environment domain, supportive environment domain, and the academic climate evaluation. The gardening class was seen as engaging and a great opportunity for youth to have a hands on learning experience. Youth also did a journaling activity to reflect on what they were doing and how they planted their radish seeds. This site is also strong in making sure parents are involved and that they are well aware of what is happening with their youth afterschool.

During snack time, it is recommended that outside snacks are equally healthy as the ones provided by the afterschool program. This includes things that are sold by outside parties or what a youth might bring from home. The wires behind the staff desk can be a potential safety hazard. It is recommended that all appliances and computer systems are organized so that all wires are safely secured and away from walkways. It is recommended that during the first homework time staff is more engaged with youth in order to keep youth on task and/or support youth when they need it. It is also recommended that youth have more opportunity for leading groups, making programmatic choices (content, process and planning) and making connections to the school day. Lastly, it is recommended that youth are given more structured opportunities to be acknowledged for their achievements and work through each activity.

SITE PROFILE - ELEMENTARY

BROOKFIELD HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Brookfield After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
107%	116%	118%	38%	94%	35%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service: Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	3.91	3.96
Interaction	3.25	3.36
Engagement	2.50	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The academic component of this program is particularly strong -- curriculum is clearly linked to the school day while also tailored for students to relate to real world experiences and individualized for each students' needs.

Youth could benefit from more structured, intentional ways of reflecting in the activities (vs. at the end of class as the class is lined up ready to go). Also, in some activities, staff could benefit from reinforcing youths' positive behavior and applying discipline rules consistently. Staff could also be clearer on their expectations/guidelines for students so that the learning targets of all activities- including enrichment-are clear.

SITE PROFILE - ELEMENTARY

BURCKHALTER
UJIMAA FOUNDATION
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Burckhalter After School program serves students in grades K-5. The goal is to improve students academic performance and to help students develop new skills, express themselves, and interact positively with adults and peers. Activities include academic skill building, homework help, martial arts, dance, gardening, theater, music, art, recreation, and Showcase Events. The program also provides intensive intervention for students with acute academic or behavioral problems.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
137%	109%	122%	43%	128%	98%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program did not meet quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.37	4.57
Supportive Environment	2.9	3.96
Interaction	3.04	3.36
Engagement	1.5	2.71
Academic Climate	2.22	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Nine Codes of Conduct provide a strong foundation for a shared language about expectations and positive behavior in the program; staff members' regular mention of the Code helps to reinforce its meaning among youth. The program provides a variety of enrichment activities, through which all students rotate over the course of the year, assuring that they experience new things while in the Ujima After School Program. Some staff members use a variety of effective behavioral guidance techniques, such as call-and-response, one-on-one conversations with individual youth, and intentional grouping of students.

The program can benefit from more consistent behavioral guidance among staff; there were very clear differences in the emotional tone of the different activities. The pacing of some of the enrichment courses should be re-visited, as some youth clearly had not mastered foundational skills before being asked to move on to another. Activities could have a clearer focus on the learning goals for the session.

SITE PROFILE – ELEMENTARY

CARL MUNCK
ASPIRANET
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Carl B. Munck After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities includes sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrates youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only: % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
122%	114%	150%	60%	109%	42%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.57
Supportive Environment	4.19	3.96
Interaction	3.67	3.36
Engagement	2	2.71
Academic Climate	4.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The diversity of activities that differ from the school day make the after school program enticing to the students. Dance, drama, and gardening are well attended groups and the students have the opportunity to interact with the materials and engage in active movement. The academic activities in Gardening and the Kindergarten group were well organized, well prepared, and all of the students were engaged. The teachers adhered to learning targets and made the activity fun for the students. There were hands-on activities for the students and they enjoyed the materials. The lesson plans were thorough and included the learning targets for the day. Drama and dance will lead to performances where the students can showcase their work. This is very important to promote a sense of accomplishment for the students. The drama teacher uses lead up activities, like "telephone" and a "commercial" script, to coach the students in acting techniques. The dance teacher uses dance terms with her second graders but also defines them in terms they can understand. Both of these groups use techniques which promote age appropriate ways to teach dance and drama and allow the students to feel successful.

The space in the multi-purpose room is split between Arts and Crafts, Dance and Drama. The room can be very noisy and the drama group is cramped on the stage and the music from dance is loud. Ideally, each activity can have an individual space dedicated to them. The use of call and response could help the groups become more focused in a faster amount of time. The Kindergarten teacher utilized age appropriate call and response and was able to refocus her group quickly. Some of the other groups struggled with refocusing students. Youth leadership is important to further skills, especially for the 4th and 5th graders. Much like the "Junior Coach" concept with the sports program, other leadership opportunities, through collaborations between groups, would provide further opportunities for skill development in leadership. Allowing youth to lead activities, such as stretching in dance or stage games in drama, would also promote skill building for those participants.

SITE PROFILE -- ELEMENTARY

CLEVELAND OAKLAND ASIAN STUDENTS EDUCATIONAL SERVICES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The OASES QUEST at Cleveland program is a comprehensive after school program serving K-5th grade youth who demonstrate academic, economic, or social need. The program focuses on leadership, building bonds with caring adults, and safety and provides applied and experiential learning opportunities to support student achievement. Curriculum is aligned with CA state standards. Enrolled youth 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate lasting, positive relationships with adults and other youth.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
109%	98%	104%	49%	123%	59%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.57
Supportive Environment	4.22	3.96
Interaction	4.38	3.36
Engagement	3.67	2.71
Academic Climate	4.06	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has multiple strategies in place to providing engaging opportunities for youth. Youth have the opportunity to reflect in multiple ways (during an activity verbally, during a 'dear diary' activity, and through journaling of what they learned), and also have opportunities to mentor and lead younger students and continually get to know one another through team building activities offered on a weekly basis. The program also has strong academic linkages to the school day through their power hour, providing pacing worksheets for students who complete homework and also portfolios for each student to track their academic progress through the power/homework hour.

The program could benefit by having a positive behavioral management structure that emphasizes and rewards good behavior within classrooms, as an alternative to addressing primarily negative behaviors. This might also curtail over-using call and response strategies to gain students' attention. The space is also crowded in some areas and the backpack policy causes disruption in an already-crowded classroom, which they might want to revisit.

SITE PROFILE – ELEMENTARY

COMMUNITY UNITED ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
129%	122%	107%	46%	120%	46%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	3.9	4.57
Supportive Environment	3.69	3.96
Interaction	3.00	3.36
Engagement	2.33	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has built in multiple opportunities for building community and a sense of belonging within the program. Staff are consistently engaged with their students and the academic enrichment oriented activities clearly focus on skill-building and learning experiences for youth.

The safety of the program space is a primary concern- there were a few unlocked doors and gates that with easy access to a busy outdoor street. Also- the staff could benefit from using more positive behavioral management strategies as well as consistent expectations within different activities. Finally, academic-oriented activities can be made stronger with more linkages to the school day, open-ended, analytic questions asked of students, and learning in different modalities (i.e., journal writing reflections, drawing findings from experiments, etc.).

SITE PROFILE – ELEMENTARY

EAST OAKLAND PRIDE ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The East Oakland Pride After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
157%	107%	138%	46%	101%	47%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program did not meet quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.33	4.57
Supportive Environment	4.26	3.96
Interaction	3.92	3.36
Engagement	2.83	2.71
Academic Climate	4.06	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The after school program has incorporated multiple opportunities for community-building and development of socio-emotional skills for youth. The academically-oriented activities have clearly defined skill building goals and the activities support those well. The program has adopted behavior guidance methods that are used in the school day, which helps establish common expectations for youth.

The two service providers, SuperStars Literacy and Touch the Sky, should consider more intentional cross-project observations and resource sharing, as this would further enhance program quality and provide an additional professional development opportunity for staff. Consider incorporating additional opportunities for youth to provide input into the content and process of the academic/homework sessions.

SITE PROFILE - ELEMENTARY

EMERSON BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description:

This Emerson After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance:

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
120%	109%	110%	41%	123%	24%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.56	4.57
Supportive Environment	4.10	3.96
Interaction	3.38	3.36
Engagement	2.17	2.71
Academic Climate	2.44	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The emotional climate of the after school program is positive overall; youth almost always interact with one another in a friendly and relaxed way and clearly love and respect the adult staff. The gender-specific grouping for 3-5th graders allows tailoring of activities (starting the boys' day off with physical exercise, for example). During homework time, staff members demonstrated high expectations for students, encouraging them to have complete and accurate assignments.

Toward the end of the day, youth in some groups began to lose focus, and the pace of the activity slowed substantially as staff members sought to regain the group's attention. Consider varying activity formats (e.g. using fewer worksheets) and allowing for some "brain breaks." Though most entrances to the campus were supposed to be closed at 5pm, at least two were open at 5:45pm.

SITE PROFILE – ELEMENTARY

ENCOMPASS ACADEMY ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
138%	129%	107%	45%	125%	53%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.54	4.57
Supportive Environment	4.02	3.96
Interaction	3.00	3.36
Engagement	2.83	2.71
Academic Climate	2.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has dedicated staff who have created a welcoming, positive atmosphere for the youth in this program. Students who participate in the newsletter have taken ownership of the project as their own, while also having an engaged staff facilitating the process. The youth clearly have a great relationship with Brother Daniel, the Site Coordinator here.

The program could benefit from positive behavior management training for newer staff and more interactive engaging activities around academic enrichment activities. For example, rather than questions posed for recall, older students could be prompted with open ended questions to stimulate learning.

SITE PROFILE - ELEMENTARY

ESPERNAZA ACADEMY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
137%	104%	105%	32%	106%	33%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant/Group
Safe Environment	4.26	4.57
Supportive Environment	3.42	3.96
Interaction	2.62	3.36
Engagement	2.00	2.71
Academic Climate	2.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

SITE PROFILE – ELEMENTARY

FRANKLIN EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Franklin After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
131%	105%	104%	34%	110%	43%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.74	4.57
Supportive Environment	4.11	3.96
Interaction	4.25	3.36
Engagement	3.83	2.71
Academic Climate	4	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The academic component of this program is strong and have clearly defined learning objectives and opportunities for students to learn in both enrichment and academic-oriented activities. The program fosters a positive environment and a space where students can try out new skills and being supported by staff. The EL class incorporates a variety of games and fun learning opportunities for students to practice English in a safe environment with other students.

The program could benefit from securer outdoor spaces- especially the main entrance being in close proximity to after school classrooms. There could also be intentional structured opportunities for youth leadership, and also structured time for reflection for youth.

SITE PROFILE – ELEMENTARY

FRED T. KOREMATSU
 BAY AREA COMMUNITY RESOURCES (BACR)
 AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
147%	104%	110%	33%	108%	33%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.26	4.57
Supportive Environment	3.42	3.96
Interaction	2.62	3.36
Engagement	2.00	2.71
Academic Climate	2.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

SITE PROFILE - ELEMENTARY

FRUITVALE LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Fruitvale After School program comprehensive program provides services to students in grades K-5 on a daily basis during the afterschool hours. The program serves the ethnically diverse, low-income population of Fruitvale Elementary where 39% of students are English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
123%	110%	116%	47%	121%	63%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.14	4.57
Supportive Environment	3.44	3.96
interaction	2.79	3.36
Engagement	1.83	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The "call and response" in the 3rd grade academic intervention group worked very well to refocus the students and the emotional climate of the program was positive overall. The science lesson and teaching style during "Engineer It" kept the students very engaged. The teacher asked and answered questions frequently which supported a great learning environment. The garden clean-up was a good way to expand the classroom for Nutrition and Gardening and the inclusion of the garden space will give the class that extra hands-on they need.

Some of the other groups, especially the younger students, could use more of the "call and response" like in the 3rd grade group for refocusing distracted students. Some of the 1st and 2nd grade groups could use more developmentally appropriate lessons with more visuals, music, tangible items to hold, and movement. The lecture style does not lend to their developmental level. The program space could use more security and supervision. There are multiple entrances that are not supervised and unauthorized people can come onto campus. The 3rd grade academic intervention group also has a very small space with no desks.

SITE PROFILE - ELEMENTARY

FUTURES ELEMENTARY ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
140%	216%	89%	41%	89%	46%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.90	4.57
Supportive Environment	4.13	3.96
Interaction	3.71	3.36
Engagement	3.00	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program is cohesive and focused on building youth's academic skills while also providing a fun learning environment. Program culture here is strong and staffed with caring adults. Youth have opportunities to plan for culminating events and have tangible products that reflect the academic lessons being taught in the program.

Youth could have structured opportunities to plan out more activities, as well as have process and content choices within the program. The program could also benefit from structured opportunities to reflect on a daily/weekly basis. The gates are generally unsupervised and while the program and SSO do a good job at monitoring them, the perimeter could be more secured by closing most gateway entrances.

SITE PROFILE – ELEMENTARY

GARFIELD EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Garfield After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
193%	121%	89%	37%	137%	47%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Prbgran	Grant Grbup
Safe Environment	4.58	4.57
Supportive Environment	4.14	3.96
Interaction	3.67	3.36
Engagement	3	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

One Reading Group sessions led by a staff person, for fourth graders, had a small number of students who were highly engaged and diligently working. The fourth grade group of intervention students was well organized and the students had ownership of their learning. The teacher used numerous techniques to engage and include her students. The fifth grade group, led by a High school intern, was very involved in sharing, taking responsibility, and leading their group during Community circle and their activity. The teacher assigned roles to the students and was well organized. The students also had a friendly rapport their teacher and had a lot of ownership over their group. The Art class students were very engaged and diligently working on their project. They were creating their own pieces that they were allowed to take home or display on the wall in a designated area of the room. They were taught the history and diversity behind their projects as well.

The High School interns for the third grade could use continual professional development especially when it comes to group management. Their space was also small and it was difficult for the teachers to maintain student attention with so many distractions in the room. The rooms are limited because they are daytime classrooms and the groups cannot move furniture easily or at all. Dedicated space and time to showcase student work would be beneficial. The fifth grade group is organized and creative. Mentoring and leadership opportunities year round for the fifth grade group would be a great asset to the program.

SITE PROFILE - ELEMENTARY

GLENVIEW BAY AREA COMMUNITY RESOURCES (BACR)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
5%	NA	88%	41%	86%	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - ELEMENTARY

GLOBAL FAMILY SCHOOL
BAY AREA COMMUNITY RESOURCES
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
135%	117%	113%	36%	92%	43%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – ELEMENTARY

GRASS VALLEY
ASPIRANET

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	NA	150%	66%	89%	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - ELEMENTARY

GREENLEAF BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Greenleaf After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Service For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
7%	141%	97%	40%	84%	34%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.57
Supportive Environment	3.72	3.96
Interaction	3.5	3.36
Engagement	2.33	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Gardening class had very engaged and excited students who were able to understand and review the content while learning new ideas. The teacher was positive, had a lot of energy and enthusiasm, and catered to the desires of the students. The teachers overall seemed to have a good rapport with the students and they used methods such as call and response to focus the students. The class representative program is a great way to give students ownership and have buy-in for their program. This gives them a voice in decision making as well as leadership skills. Highlighting Oakland leaders in their program activities also promotes leadership and pride in their city.

Although the students have a good rapport with the teachers, positive behavior incentives and recognition is important to reinforce a positive atmosphere. Continual reminders acknowledging negative behaviors takes away from the group as a whole. The lesson plans shared across the age groups on Fridays have need to be age appropriate and engaging for the students. Reading difficult articles could be broken down into smaller passages or turned into a reading or art game for the students. Sports should have more stations, equipment, or teachers. There are too many students for the amount time and attention of two teachers.

SITE PROFILE – ELEMENTARY

HOOVER BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Hoover After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFGY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFGY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
149%	163%	145%	58%	103%	39%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	3.62	3.96
Interaction	3.21	3.36
Engagement	2.50	2.71
Academic Climate	2.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The variety of hands-on and kinesthetic activities available at Hoover is notable: every child had an opportunity for out-of-seat learning during my visit. Staff and youth interacted positively overall; students regularly hugged and joked with adults. The daily academically-oriented Centers activities at the end of the day are a terrific way for youth to have fun while practicing key math and English Language Arts skills.

Staff members could diversify their behavior guidance toolkits by using more call-and-response to get youths' attention, allowing youth brief breaks to focus, and consistently using incentives for positive behavior. Youth could benefit from additional opportunities to reflect on what they are doing and learning.

SITE PROFILE - ELEMENTARY

HORACE MANN LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Horace Mann Learning for Life Afterschool Program offers comprehensive services to students in grades K-5 on a daily basis during the afterschool hours. The student population of Horace Mann is ethnically diverse and has 83% socioeconomically disadvantaged youth and 52% English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
145%	128%	133%	57%	123%	52%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.24	4.57
Supportive Environment	4.00	3.96
Interaction	3.25	3.36
Engagement	3.17	2.71
Academic Climate	3.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Video production utilizes the student leaders from the older groups well using delegation of roles. The teacher also uses a well organized praise system for this group of excited first graders. The garden class has a small student to teacher ratio and many hands on activities. The lessons are comprehensive and keep the students very engaged. The engineering and dance class offer a lot of opportunities for the students to engage with the materials.

The praise and refocusing of particular groups, such as video production and gardening, could be utilized in a class such as Engineering. Praise and positive encouragement are important to boost student morale. There was a Spanish speaking student who was left out of the activity and should have accommodations in the program. The outside temperature for gardening was too cold and the students were complaining. The space in the multi-purpose room during dance had constant interruptions. Providing alternative spaces for these groups would be beneficial.

SITE PROFILE – ELEMENTARY

HOWARD ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Howard After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	101%	91%	37%	104%	42%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.62	4.57
Supportive Environment	3.91	3.96
Interaction	3.50	3.36
Engagement	2.50	2.71
Academic Climate	3.39	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program environment is generally positive and there are opportunities for students to immerse themselves in a variety of activities. Staff are engaged with their youth and provide a variety of enrichment for students to participate and build their skills in.

The program could benefit for more structured opportunities for reflection and planning activities with youth feedback considered. The program could also benefit from stronger connections made to school day learning and more varied activities that will keep students engaged throughout entire program activities. Interns/volunteers also could benefit from professional development or have clear expectations of their roles (as I noticed some were texting during activities).

SITE PROFILE - ELEMENTARY

INTERNATIONAL COMMUNITY SCHOOL ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
121%	105%	117%	47%	126%	61%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.66	4.57
Supportive Environment	4.64	3.96
Interaction	4.33	3.36
Engagement	3.83	2.71
Academic Climate	4.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has a strong academic enrichment component, with interactive learning opportunities for all youth in the program. The program also provides youth consistently with opportunities to reflect on the activities in an intentional way, and the overall emotional climate of the program is positive.

Youth could benefit from more structured opportunities to lead and mentor, while also getting more opportunities to plan various activities - with staff facilitating and guiding - but youth having overall ownership of certain portions of activities.

SITE PROFILE – ELEMENTARY

LA ESCUELITA
EAST BAY ASIAN YOUTH CENTER (EBAYC)
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The La Escuelita After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
154%	133%	93%	41%	54%	55%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	4.21	3.96
Interaction	4.08	3.36
Engagement	3.5	2.71
Academic Climate	3.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The fifth grade group was very engaged in dialogue and learning with their teachers. They related to the materials through a unique exercise of visualization and every student was participating with enthusiasm. They seem to really enjoy the curriculum and their teachers. The fourth grade group enjoyed their interviewing exercise and the teachers explained and demonstrated the activity very well. The students could relate the material to their own lives and to their future goals. There was a lot of active learning and engaged participation in this group. The cultural dance group had the opportunity to create their own dance routines in small groups and adding their new innovations to their overall routine. The groups were able to practice leadership skills while learning from one another. The teachers gave feedback to the students while allowing the youth to utilize their own creativity.

The space in the library did not allow for a lot of movement and the furniture was overcrowded in such a small space. The group arrangements made the students hearing one another read problematic due to their close proximity. The fourth and fifth grade groups are very engaged and advanced and could benefit from leadership roles with the younger groups. Especially a literacy based curriculum where older students could read to, and help younger students with activities and projects. The openness of the school campus and the ability for people to walk into the small space, leads to safety issues. Although there is a large effort to secure the school grounds, the layout and chain link fences could allow unwanted guests to enter or hide themselves on school grounds easily.

SITE PROFILE - ELEMENTARY

LAFAYETTE BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Lafayette After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
103%	134%	131%	56%	167%	55%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.44	4.57
Supportive Environment	3.73	3.96
Interaction	3.00	3.36
Engagement	1.50	2.71
Academic Climate	2.50	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program's strong relationships with the host school are clear: the Panther Paws reading challenge is incorporated into the after school program, and the sports and cheerleading activities provide youth with new opportunities. Staff members are generally quite engaged with youth and hold them to high expectations. The emotional climate of the program is positive - staff and youth almost always interact in a friendly way with one another.

Program staff could benefit from more positive group management strategies; time-outs and promises to call students' parents were used frequently in observed sessions. For some groups, the enrichment component could have been strengthened by incorporating more kinesthetic and visual elements.

SITE PROFILE -- ELEMENTARY

LAKEVIEW
UJIMAA FOUNDATION
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Lakeview After School program facilitates a comprehensive agenda that promotes academic support, recreational and physical activity, and a range of enrichment activities. The program staff promote life skills daily, and serve as mentors to all participating students to help encourage highly functional social skills that assure future success. The Site Coordinator consults with the Principal, Academic Liaison, and parents to align the requests of Lakeview's primary stakeholders.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
126%	120%	117%	56%	92%	51%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This site did not respond to request for a site visit. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – ELEMENTARY

LAUREL LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Laurel After School program provides a comprehensive program through offering developmentally and age appropriate, academic intervention and enrichment, as well as youth enriched activities that include physical education, integrated health, science, math, and gardening. The services provided supplement the school days academic program, while supporting the site in accomplishing its goals as outlined in the single site plan for achievement. The academy not only partners with community based organizations, but promotes opportunity for parent and family engagement.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
132%	120%	110%	39%	99%	39%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.32	3.96
Interaction	3.25	3.36
Engagement	2.83	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The staff in the Laurel after school program seem very supportive of students' efforts and abilities. During academic as well as enrichment classes, staff made sure to use scaffolding when working with the students. The relationships between the students and the staff seemed respectful and comfortable.

Although some instructors seemed to make intentional connections between what was learned during the school day, it is suggested that they also integrate students' interests more closely to activities. In addition, it is suggested that there be more possibility of student input in some classes.

SITE PROFILE - ELEMENTARY

LAZEAR
SPANISH SPEAKING CITIZEN'S FOUNDATION
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Pathways After School Program at Lazear targets youth ages 6-12 in grades 1-5 from predominately low-income Latino residents of the Fruitvale District and English Learners. The program features an academic intervention curriculum, homework assistance, enrichment / recreation, health components, leadership development, and family engagement. The vision for the program is that students achieve academic excellence, gain self-confidence, develop into leaders, with the values of leadership, respect, teamwork, and courage.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only		Attendances For CDE-funded programs only		Units of Service For OFCY-funded programs only	
% of target		% of target		% of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
157%	82%	104%	36%	104%	37%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	4.23	3.96
Interaction	3.67	3.36
Engagement	3.17	2.71
Academic Climate	4.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

There are a variety of activities offered and a very positive and interactive group of students in the classrooms. The students speak fondly about their after school program and are very engaged with the staff and each other. The leadership opportunities with the fifth grade group and the student council has promoted a strong group of leaders who take pride in mentoring the younger students. The academic group of first and second graders are very enthusiastic in their learning of math facts with their group. The math is made fun by the group leader. The gardening group has many opportunities for reflection, choice, and leadership within their classroom.

Incentive prizes for student achievement should always be healthy. Using tickets or prize dollars instead of food and candy will promote healthier students. There are a few exposed electrical or telephone wires running across the bottoms of the doorways. These could pose a serious risk to students in terms of tripping hazards as well as cause issues with having exposed wires that can get wet. There are also numerous puddles on campus that cause the classrooms to become very wet. Mats for classrooms or filling in the holes could help alleviate some of these issues. The use of call and response promotes a sense of ownership of the class and helps refocus students who are distracted or excited. Training the staff to use more call and response would be beneficial.

SITE PROFILE – ELEMENTARY

LEARNING WITHOUT LIMITS BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
120%	117%	96%	38%	98%	43%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is emerging. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.80	4.57
Supportive Environment	3.02	3.96
Interaction	2	3.36
Engagement	2.17	2.71
Academic Climate	2.17	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Learning Without Limits program staff seemed to have comfortable relationships with the students. Specifically the academic/art instructor had a positive rapport with the students and her demeanor was calm yet matter-of-fact.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. It is also suggested that staff use more open ended questions when teaching/working with the students.

SITE PROFILE - ELEMENTARY

LIGHTHOUSE COMMUNITY CHARTER AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Safe Harbor After School Program has K - 8 students, ages 5 - 14, and offers a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. This school-linked program is designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
126%	156%	NA	NA	142%	22%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grath Group
Safe Environment	4.80	4.57
Supportive Environment	3.95	3.96
Interaction	3.13	3.36
Engagement	3.17	2.71
Academic Climate	4.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The cooking class was well prepared and the student to teacher dialogue was focused on the cooking project and the connection to the students' everyday lives. All of the students were engaged, reviewing, and learning skills. Volunteers and multiple adults in the groups, with designated roles, helped the programs and activities run smoothly while giving the youth additional time with older people. The Improv and art students were very engaged in their activities and the teachers were instructing them in new skills while allowing the students to create and participate in their own ways.

The Martial Arts class had a lot of students sitting out because they did not want to participate or because they got into trouble. Providing alternative activities for students who do not wish to participate would be beneficial for large groups. If there are large groups of students and extra adults available, providing another activity in a separate space would benefit the students. Utilizing call and response for younger students will help with attention and refocusing. The younger students would also benefit from positive incentives versus punishments for behaviors. Communication and schedule clarity is important in helping the program run smoothly. Issues with safety could arise if students are not clear on where they should be, or if an activity is cancelled.

SITE PROFILE – ELEMENTARY

LINCOLN OAKLAND ASIAN STUDENTS EDUCATIONAL SERVICES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The OASES LEAP program at Lincoln is a high quality, comprehensive after school program promoting achievement through academic and enrichment activities. LEAP serves 3rd-5th graders who demonstrate academic, economic or social need and focuses on leadership, building bonds with caring adults, and providing a safe environment. Working with the school, LEAP provides academic support to ensure CA standards alignment. Enrolled youth: 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate positive relationships with adults and peers.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
153%	102%	97%	37%	167%	67%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.8	4.57
Supportive Environment	4.72	3.96
Interaction	3.96	3.36
Engagement	3.5	2.71
Academic Climate	4.22	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Oases is a great example of how intentional programming can be engaging and fun for youth. Oases scored high in almost every indicator. Program staff, school staff and volunteers all work cohesively to support their youth. Some specific high lights include having youth draw a picture of a monster and transfer it onto graph paper to find out the parameter and area of it, writing a letter to your future self and acting in a science class.

While curriculum is extremely important in creating a positive learning environment, it is also up to the staff to truly enforce it. It is important that youth treat each other with respect and that staff actively engage with any youth that makes fun of others for getting answers wrong or for choosing not to participate in an activity. Although this is a recognized issue for Oases, youth were seen disengaged after they were laughed at or teased for not participating or getting answers wrong. It is recommended that something more deliberate is introduced into the program to help with this issue. It is also recommended that youth have more a concrete ways to make programmatic changes and give feedback for program improvement.

SITE PROFILE – ELEMENTARY

M. L. KING, JR. ELEMENTARY
 BAY AREA COMMUNITY RESOURCES (BACR)
 AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Martin Luther King, Jr. After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances ¹ For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
166%	149%	122%	52%	87%	38%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	3.87	3.96
Interaction	3.54	3.36
Engagement	3	2.71
Academic Climate	2.94	3.65

YPOA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The emotional climate of the after school program is very positive, and staff members are engaged and caring with youth. Students benefit from a variety of activity options, including sports, drama, and book club. The academically-oriented activities were challenging and engaging for youth, and staff provided consistent support for participants to try new things and build skills.

Staff members could use more grouping techniques to assure that all youth are active throughout the session, rather than waiting for others or watching what's going on. Using more consistent praise for good behavior may reduce the number of youth who are asked to leave enrichment activities.

SITE PROFILE - ELEMENTARY

MANZANITA COMMUNITY SCHOOL EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
205%	130%	100%	39%	121%	61%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program did not meet quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.57
Supportive Environment	4.19	3.96
Interaction	3.5	3.36
Engagement	3	2.71
Academic Climate	4.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

There is quite a diversity of classes taught and the students are actively engaged. There are a variety of activities from the students to choose from. The program does a good job of balancing the academic portion with the enrichment side. The space is open and accessible for afterschool staff. The space includes a field, basketball court, cafeteria access, and classrooms. The teachers utilize the space well and are able to offer a variety of selections, including a cooking class taught in the cafeteria which the students were actively engaged. The Spanish and Art class has active participation from the second graders. They retained a lot of information from the previous session and were able to review easily with the teacher. The class had a great balance of learning objectives and hands-on project tied to the topic.

There are large groups of students in some of the activities and refocusing the students can be difficult. Using call and responses to refocus the students would help to give them ownership over the program while helping them to refocus. Creating designated roles for the students in all of the activities, through the use of job charts would also involve the students. For a large and complicated activity like cooking, having a clear plan, plenty of extra supplies, and roles for the high school interns would help the activity to run more smoothly. In all of the activities at Manzanita, the High school interns could run small groups or direct a group of advanced or proficient students while the teacher assists students who are struggling. There is difficulty in securing the campus because of the open gate and the other school located on the same campus. Employing a security could help ensure the safety of the students.

SITE PROFILE - ELEMENTARY

MANZANITA SEED EAST BAY ASIAN YOUTH CENTER AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
108%	130%	119%	42%	107%	61%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.56	4.57
Supportive Environment	3.21	3.96
Interaction	3.5	3.36
Engagement	2.83	2.71
Academic Climate	4.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

A majority of the groups had a lot of active participation and had structured systems in place to promote ownership of the program. The second graders had a self-created "Fiesta Friday," the Fourth graders had call and response, and the third graders had points and groups. The fourth grade academic activity had a positive and engaging balance of movement, fun, and learning. The teacher was able to refocus the students with call and response, while having a positive atmosphere in the room. The "Afternoon Meetings" provide a great way for students to get to know each other and check-in about their day at the beginning of program. There are also leadership opportunities which the kids really enjoy. All of the second graders had an engaging and fun time singing their favorite song for three seconds during their afternoon meeting.

Groups should adhere to the program schedule unless there are extenuating circumstances. The kindergarten and first graders were supposed to do a "literacy circle," but were having recess outside instead. A lot of Parents/guardians also came early to pick-up their children which disrupted program activities. Materials should be prepped ahead of schedule for an activity and the activity should start on-time. The fifth graders appeared restless and one group began aggressively play fighting because they were not engaged in an activity. The teacher was unaware of the group dynamics because he was preparing his materials for the lesson. There are multiple entrances on the campus and unauthorized people can easily come onto campus. The program space could use more security and supervision.

SITE PROFILE - ELEMENTARY

MARKHAM

BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Markham After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
118%	104%	99%	37%	82%	41%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.1	4.57
Supportive Environment	3.94	3.96
Interaction	2.83	3.36
Engagement	2.17	2.71
Academic Climate	2.72	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The enrichment classes provide students with new experiences and opportunities that they also find engaging. The drumming class in particular provided leadership opportunities, building new skills, and learning how to work as a team. The Gardening/Cooking class also provides a great opportunity for students to reflect on the days' activities through journaling their activities of the day.

The academic component of the program can be more intentional about learning targets, linking learning to the school day, etc. Large homework help times could be use groupings so that peer to peer learning is encouraged, while also using students as leaders and alleviating staff in particularly large classes. Positive reinforcements and incentives could also be provided to help in focusing students on modeling good behavior.

SITE PROFILE - ELEMENTARY

MARSHALL BAY AREA COMMUNITY RESOURCES (BACR)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
114%	NA	99%	44%	112%	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – ELEMENTARY

MAXWELL PARK LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Maxwell Park International Academy After School program serves ethnically diverse students in grades K-5; the majority of whom are far below basic in either reading and/or math and 20% of whom are English language learners. The program works with community partners and provides daily physical fitness/sports activities, and additional enrichment classes, with a strong academic focus, surrounding: English/Language Arts, Mathematics and Writing and activities that improve motor skills, along with small-group tutoring and homework assistance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
119%	104%	103%	46%	108%	39%

* By mid-year, programs should be at 35-45% of their annual target.

Point-of-Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.64	4.57
Supportive Environment	3.96	3.96
Interaction	2.71	3.36
Engagement	2.33	2.71
Academic Climate	2.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Overall, the Maxwell Park program seems to provide a safe, positive space for students. The coordination of the program seems structured and clear.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning. In addition, it is suggested that more tools for behavior management are used, specifically with the older students.

SITE PROFILE – ELEMENTARY

NEW HIGHLAND ACADEMY HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help; remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
336%	115%	121%	44%	92%	38%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – ELEMENTARY

PARKER
GIRLS, INC.
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Parker After School program focuses on several key principles and beliefs based in the Youth Development Approach to education. The program upholds Parkers' mission to engage each child in powerful learning experiences. The program provides a nurturing and safe environment for children during the after-school hours. The purpose of programs are to expand learning beyond the school day and beyond the classroom walls. Programs enhance daily classroom instruction, while providing a structured environment encouraging creativity and flexibility.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
117%	96%	91%	39%	113%	46%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.62	4.57
Supportive Environment	3.97	3.96
Interactidn	4.25	3.36
Engagement	3.67	2.71
Academic Climate	3.56	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program environment is positive and inclusive of all youth in the program. Staff are actively involved with the youth during an activity's entirety, and provide an enriching learning environment for youth.

Youth could benefit from more small group work and varied ways to learn within small groups. Staff could also follow up with behavioral management strategies that are consistent with expectations in particular classrooms. Currently, security is an issue on the campus (no consistent SSO during after school program hours), but they the site is working on getting a replacement.

SITE PROFILE – ELEMENTARY

PERALTA
ASPIRANET

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
121%	NA	135%	72%	100%	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – ELEMENTARY

PIEDMONT AVENUE
ASPIRANET
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Piedmont After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	113%	124%	46%	90%	52%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.37	4.57
Supportive Environment	4.42	3.96
Interaction	3.08	3.36
Engagement	3.00	2.71
Academic Climate	3.11	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program schedule strikes a good balance between enrichment, academic support, and homework time, offering youth a variety of activities in different group settings. The close alignment between the school day and the after school academic support is clear, and is a strength of Piedmont Avenue's after school program. Staff members make regular use of positive group management strategies and informal checks for understanding.

Staff members may want to consider pairing students together during academic support sessions to enable higher-performing youth to assist those who need more assistance. The program needs to establish a set of emergency procedures, ideally aligned with the school day plan. Posting group agreements or behavioral expectations in program spaces can help youth keep in mind what's expected.

SITE PROFILE - ELEMENTARY

PLACE @ PRESCOTT BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Prescott (PLACE) After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
146%	136%	78%	38%	79%	31%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is emerging. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Gralt Group
Safe Environment	3.80	4.57
Supportive Environment	2.78	3.96
Interaction	1.75	3.36
Engagement	1.00	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Place @ Prescott has ample space they can use, the librarian is a resource and they provide an engaging African drum class to their students. Also, staff identified that they're comfortable talking with teachers in reference to the school day which is a reflection of that relationship. Staff at Place @ Prescott have expressed that they'd like to see their program grow and improve. The librarian weaved a variety of academic points with fun and engaging activities in her gardening class. This is a great example to follow when creating curriculum for other classes.

Physical and Emotional safety for participants at Place @ Prescott is a high concern. Program would benefit from a basic walk through of their space addressing safety concerns (unlocked doors, cars parking on black tops, placement of emergency procedures, and parent/guardian/caregiver sign out procedures). Program staff would also benefit greatly from ongoing professional development around conflict management, behavior management, classroom management and how to effectively communicate with young people. Site coordinator could benefit from training around scheduling, developing "plan B" procedures (what to do on a rainy day, if a staff no calls/no shows, this space is all of the sudden unavailable, etc) and staff management.

SITE PROFILE - ELEMENTARY

REACH ACADEMY OUSD

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFGY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFGY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	107%	41%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.57
Supportive Environment	--	3.96
Interaction	--	3.36
Engagement	--	2.71
Academic Climate	--	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – ELEMENTARY

RISE COMMUNITY SCHOOL ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDF-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
169%	115%	102%	41%	101%	38%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant/Group
Safe Environment	4.22	4.57
Supportive Environment	3.78	3.96
Interaction	3.67	3.36
Engagement	2.33	2.71
Academic Climate	4.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program offers a variety of different programs and exposes students to new experiences, including capoeira, hip hop dance, and art. The Science class was clearly linked to previous knowledge and skills learned in the school day and the students were urged to make connections to real life experiences. Finally, the program has structured opportunities each month for students to provide feedback and reflection about the program, as well as have ongoing team building activities for the entire program.

The emotional climate of the program is characterized by both positive and negative behaviors from staff- ranging from unfriendly behaviors such as using negative call and response techniques (ie: yelling, snapping at someone, etc.) or responding to students in a negative tone. The program could also be more intentional about providing reflection activities within each activity itself, which often got lost because of lack of time. Students could also be more involved in planning, and also could benefit from more open ended questions to develop their critical thinking skills (vs. questions that require one word answers).

SITE PROFILE - ELEMENTARY

SANKOFA (K-5) BAY AREA COMMUNITY RESOURCES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Sankofa After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
131%	153%	85%	38%	126%	49%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.57
Supportive Environment	4.33	3.96
Interaction	3.83	3.36
Engagement	2.17	2.71
Academic Climate	3.83	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program provides hands-on, kinesthetic activities that have a clear product (or allows for presentation of youth learning). Youth are clearly engaged in the variety of activities provided. Girls, Inc. activities in particular offer a model of 'enriched enrichment' with clear linkages to mathematic and vocabulary taught during the school day. The program also has strong structural opportunities in place for all youth to reflect and feel heard within the program.

The program could provide opportunities for youth to plan activities within the program- including how content is covered and what content might be covered. The program could also vary grouping strategies in order for students to stay engaged while also giving students leadership opportunities/specific tasks to accomplish within their small groups.

SITE PROFILE – ELEMENTARY

SANTA FE BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Santa Fe After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
119%	108%	93%	41%	354%	63%

* By mid-year, programs should be at 35-45% of their annual target.

Point-of-Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.57
Supportive Environment	3.92	3.96
Interaction	3.04	3.36
Engagement	3.00	2.71
Academic Climate	4.39	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has a variety of activities which have the students engaged throughout the program- from Gardening to Activities Club. Students are asked to do academic-oriented activities within enrichment activities as well, and are provided spaces to openly reflect on their day. There is a strong policy in place around safety to ensure students are safe throughout the program.

Writing activities during tutoring could be strengthened with structured follow-up support with students (i.e., making sure they are completing the assignment, have enough time, help with spelling, grammar, etc.). Staff can also make more connections to the school day and also use older students in more structured leadership roles within each activity.

SITE PROFILE - ELEMENTARY

SEQUOIA EAST BAY AGENCY FOR CHILDREN (EBAC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Sequoia After School program provides high-quality student and family support services at Sequoia Elementary. SHS is a collaborative project between EBAC staff, community members, OUSD, parents, teachers, and administrators. Together they work closely with school day to ensure that the needs of students are being met. Program seeks to ensure that every student's spark are be kindled, nurtured and encouraged to radiate. SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
107%	105%	101%	43%	117%	45%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.57	4.57
Supportive Environment	4.00	3.96
Interaction	3.33	3.36
Engagement	3.33	2.71
Academic Climate	3.28	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Sequoia staff members were very engaged with their youth. They had a respectful and amiable tone with their students, while also using respectful language. In addition the staff was intentional about the way they modeled respect and their other core values to their students.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. In addition, it is suggested that more strategies be used around handling students who misbehave.

SITE PROFILE – ELEMENTARY

SOBRAnte PARK HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Sobrante After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include community garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
111%	85%	127%	48%	84%	43%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.6	4.57
Supportive Environment	4.67	3.96
Interaction	3.75	3.36
Engagement	3.67	2.71
Academic Climate	4	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has built a strong sense of belonging and a culture that students have bought into and have taken ownership of (i.e., specific cheers, knowing their roles in the group, etc.). Staff are attentive to students, interacting and engaging with students at all times. Finally, in gardening, strong youth voice with a good mix of abstract concepts and concrete skills being enforced.

The program could benefit from more youth input on how enrichment activities are structured, and have more structured opportunities to reflect on what they are learning. There could be stronger engagement in some enrichment classes as well, where staff could work on building a positive and safe emotional environment and sense of belonging.

SITE PROFILE – ELEMENTARY

THINK COLLEGE NOW ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
106%	105%	157%	63%	147%	61%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.57
Supportive Environment	4.49	3.96
Interaction	3.5	3.36
Engagement	3.17	2.71
Academic Climate	4.33	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The structure of the College Prep group allowed a very small tutor to student ratio and the students were able to have individualized attention. The Group Leader asked open ended questions to the students and was able to rotate around the room giving positive feedback. There is also a structured system for behavior and the space is dedicated specifically to this group which allows student ownership over the space. The GIRLstart group utilizes work stations which allow students to work in reading level appropriate groups as well as work independently and with a team to gain skills. The workstations are well organized and the students are engaged. The group also has a structured system for behavior and creates ownership of the group through student jobs. The entire program is mostly academically focused yet provides some opportunities for physical outlet in some of the groups. The SCORES group has a physical outlet through soccer and a majority of the participants are engaged and encourage each other to do well. Despite their lack of sport appropriate clothing, the coach adjusts the drills to accommodate the students.

There were injuries in the SCORES group during the drills because the students could not hear instructions from across the multi-purpose room and there were some confused participants. Having more volunteers helping or older students taking leadership roles would be beneficial to the safety of any sport program. There are opportunities for leadership and mentoring between the younger students and the older groups. The Super Stars boys could especially use some mentoring in behavior and focus from the older students in a program like SCORES or College Prep. Although the programs do well to accommodate the different schedules of two schools combining into one after school program, the difficulties of having two different sets of students and longer transition periods at the start of program causes strain on the productivity of the program. School safety is also an issue when there are multiple entrances to the campus that are not supervised and there are two schools with multiple activities occurring simultaneously.

SITE PROFILE - ELEMENTARY

WORLD ACADEMY/ACHIEVE
EAST BAY AGENCY FOR CHILDREN (EBAC)
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Eagles' Nest After School Program provides wrap-around student and family support services at World and Achieve Academies. This programmatic framework works to address the complex educational, social and economic challenges that children and families face by providing high-quality, culturally appropriate and caring services in a safe and supportive environment. Program services include: comprehensive after school, 0-5 parent-child program, a parent center, adult education and a health clinic. Services are aligned with and support the school days goal.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	141%	NA	NA	111%	39%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.56	4.57
Supportive Environment	4.41	3.96
Interaction	2.67	3.36
Engagement	2.83	2.71
Academic Climate	3.78	3.65

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Eagles afterschool program provided by the Hawthorn Family Resource Center has many strengths. The program scored high in safe environment and supportive environment. Activities were seen as engaging and academically focused. The program works well with the school and has established a critical presence in supporting the school day learning. The program also has a very comprehensive conflict management process that includes reflection.

It is recommended that staff are consistent with their teaching styles across the board. Inconsistencies were seen between how one staff would interact with youth in their class, and how another would interact youth in a different class. Individual assessment might be the trick to hammer out these inconsistencies. It is also recommended that youth are more involved in programmatic decision making processes and, have a more intentional way of reflection and feedback in each activity.

SITE PROFILE – MIDDLE SCHOOL

ALLIANCE ACADEMY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
106%	250%	165%	40%	85%	29%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program exceeded quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.32	4.65
Supportive Environment	4.06	4.26
Interaction	3.75	3.59
Engagement	3.83	3.23
Academic Climate	5	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The MESA programs and Spanish class are taught by credentialed teachers which is reflected in the teaching style of the class and the learning happening in the classroom. The students seem very engaged and are learning new skills.

The music, sports, and wrestling programs are very popular and the students take ownership of their skills and are very engaged during these activities.

The program space is large and the students have access to materials and tools for their lessons. The program is able to utilize school day classrooms and the students have dedicated spaces for music and sports. This program feels like a genuine extension of the school day because of the administrative support. The students who attend seem very enthusiastic about their participation.

The music class could use more teachers or groupings in which experienced students can help the inexperienced students. Tuning machines could also assist the teacher in helping more students and in beginning the practice sooner.

The wrestling class could use new mats, safety equipment for the students, and a uniform policy. Numerous students were injured during the practice and the space was crowded for the number of students enrolled. The clothing of some of the participants did not seem appropriate for the practice.

Although there is a security guard on campus, there are a few entrances that are unsupervised and could be a potential safety risk.

SITE PROFILE - MIDDLE SCHOOL

BARACK OBAMA ACADEMY YMCA

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	NA	18%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.65
Supportive Environment	--	4.26
Interaction	--	3.59
Engagement	--	3.23
Academic Climate	--	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – MIDDLE SCHOOL

BRET HARTE MURPHY & ASSOCIATES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Bret Harte After School program offers comprehensive after school programming for middle school youth, as well as involvement opportunities for their families. Programming provides academic support, recreation, mentoring, arts and technology enrichment five days a week, from the end of school for the entire school year. There are also frequent weekend and evening events. A portion of each day is devoted to academic interventions, expanding interests, critical thinking, and decision-making skills. Programs are aligned with the school curriculum.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
154%	129%	130%	50%	153%	438%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.65
Supportive Environment	4.09	4.26
Interaction	3.67	3.59
Engagement	3.17	3.23
Academic Climate	3.83	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Art and technology class had a large number of actively involved students who were respectful to their teachers. There was an overall sense of productivity and students learning new skills in these classes. There were some defined leadership roles for students who were more advanced in their skills and the range of grades in each group allowed for some moments of teaching from the students. The dedicated spaces for the after school program are helpful in giving the students ownership of their program while allowing them to have a different environment from the school day. The sports and recreation program had a large number of students who were given a lot of freedom to work on their own skill sets and to work together when sharing equipment.

During the visit, a student with special needs was observed to be in considerable distress, which neither the program staff member nor the student's brother could address effectively. Further discussion with staff indicated that the agreed-upon accommodation for this student was to pair him with his sibling, which was not effective during the observation. Academy Time is a fairly new concept that could use more development and student input. There are a number of students who are distracted or seem unengaged during this time. School safety is an issue, especially for the driveway portion leading up to the afterschool buildings which needs far more lighting, and also the general open concept of the school with multiple entrances.

SITE PROFILE – MIDDLE SCHOOL

CLAREMONT BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Claremont After School programs provides students with extended day academic intervention and support, enrichment activities, recreation, and youth leadership opportunities. Program partners collectively develop curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen leadership, improve self-esteem and develop team building skills.

Program Performance

Unduplicated Youth Served For OFGY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFGY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
296%	261%	88%	37%	76%	28%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.70	4.65
Supportive Environment	4.29	4.26
Interaction	3.71	3.59
Engagement	3.17	3.23
Academic Climate	4.33	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Program provides a variety of hands-on, engaging activities with the idea of improving skills through guided practice. Academic component in the Spanish class is strong-staff provides varied activities to build new skills and that supports individual learners. Safety is carefully monitored at this site, with transitions supervised by staff standing outside of hallways ensuring students get to next activity.

Staff could provide a more welcoming atmosphere for youth- greeting all students and establishing a positive atmosphere as soon as students come into the activity. The program could be stronger through providing structured opportunities for youth to reflect and provide feedback about the program's activities.

SITE PROFILE – MIDDLE SCHOOL

COLISEUM COLLEGE PREP ACADEMY (MIDDLE SCHOOL) SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDC-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
133%	154%	104%	44%	393%	90%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.65
Supportive Environment	--	4.26
Interaction	--	3.59
Engagement	--	3.23
Academic Climate	--	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – MIDDLE SCHOOL

EDNA BREWER SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Pride After School program at Edna Brewer is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
245%	164%	97%	39%	281%	224%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program exceeded quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.65
Supportive Environment	4.22	4.26
Interaction	2.83	3.59
Engagement	2.67	3.23
Academic Climate	2.11	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program provides a variety of various programs for students, particularly enrichment classes, that allow students to explore different and new interests. Their enrichment block is particularly strong- with structured opportunities for building positive rapport between peer to peer and peer to staff, as well as building new skills with staff whose expertise is in the content taught.

Academic block could be strengthened to frame their homework block to have learning targets, but also that staff actively circulate around the room, checking on student progress but also not asking leading questions/telling students the answers but facilitating students' own learning from homework.

SITE PROFILE - MIDDLE SCHOOL

ELMHURST COMMUNITY PREP BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
105%	250%	167%	64%	82%	29%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.65
Supportive Environment	4.05	4.26
Interaction	2.67	3.59
Engagement	3	3.23
Academic Climate	3.94	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

All staff are actively involved with youth in the activities and provide students with a variety of different activities. The direct instruction in Citizen Schools is directly linked to the school day and state standards. Finally, most activities provide a variety of ways to reflect and also present their work to their peers.

The environment could benefit from more positive strategies to create a more inclusive, positive atmosphere. As well, there could be more structured opportunities for youth to plan and lead activities.

SITE PROFILE - MIDDLE SCHOOL

FRICK
SAFE PASSAGES
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Frick After School program is a comprehensive program, providing students with academic support and the opportunity to participate in range of engaging enrichment activities. The academic support component addresses students individual academic needs focused on strengthening literacy and math skills. The enrichment component of the program offers students the opportunity to develop new skills, explore interests, and express themselves.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
294%	228%	88%	36%	253%	92%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving in the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.44	4.65
Supportive Environment	3.98	4.26
Interaction	3.29	3.59
Engagement	3.17	3.23
Academic Climate	4.33	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program has multiple opportunities for students to create and engage in materials for presentations throughout the year. Science for Girls has a positive emotional climate for their youth and interactive activities/hands on learning for youth to engage in.

Safety is a concern- though there is a SSO in front of the school and the program space is locked during program hours, students in one class were let out 20 minutes early and waiting for their rides in the rain. As well, there seems to be a negative climate in one classroom in particular, and positive behavior management and establishing rapport with students would benefit the environment in the classroom.

SITE PROFILE - MIDDLE SCHOOL

MADISON BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Madison After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk middle school students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
235%	269%	291%	123%	119%	40%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.65
Supportive Environment	4.39	4.26
Interaction	3.92	3.59
Engagement	4.17	3.23
Academic Climate	4.11	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Madison- Project Achieve ASP has many strengths. Class offerings are varied and focused on fulfilling the needs of their participants. This could be a student shop filled with affordable clothes (ran by students, for students), a barbershop/beauty shop class for youth to get their hair done for free while learning a skill, or completing decorations for their dance (a dance that they planned) in an art class. Madison's positive scores are reflective of many advantages it has. Their coordinator has been there for four years, there is a strong relationship between the coordinator and principal, and everything that happens afterschool is under the afterschool umbrella. This means any activities, ANY activities that happen afterschool is under the direction of Project Achieve. This gives a tremendous amount of flexibility, power and freedom to coordinate and provide meaningful activities. They also run a "6th period" which is mandatory for all students (you have to have special permission to be excused). This 6th period is technically afterschool but is messaged as part of the school day to its students. This could be a problem if done ineffectively but students were seen engaged and showing a connection to the program.

Students were allowed to form own groups which allowed for youth to be confined by gender and ethnic boundaries. Program could benefit from intentional grouping strategies to mix the groups more diversely. The instructor of the Leadership class and Art class seemed to be holding on to a lot of responsibility and stress due to the Winter Ball being a few days away. Something to consider doing if it wasn't done this time is to create an "insurance policy" in future events so that she is not left doing more work than the youth. This could also look like time lining, creating committee leaders (decoration leader, marketing leader, budget leader, logistics leader, etc). This way youth can reflect on the process, commitment, follow through, responsibility, delegation, etc. The use of open-ended questions in Tech Bridge will be very beneficial to the youth's learning. It's ok to be hands off with this age group and let them make conclusions, discoveries and connections on their own. If their experiment doesn't work, process the why's with them. If they can articulate that on their own and identify what they'd do different, you've succeeded.

SITE PROFILE – MIDDLE SCHOOL

MELROSE LEADERSHIP ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Melrose Leadership After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Service For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
123%	103%	82%	35%	118%	44%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.26	4.65
Supportive Environment	4.18	4.26
Interactivity	3.25	3.59
Engagement	3	3.23
Academic Climate	4.56	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The intervention class is taught by a credentialed teacher who is employing youth development practices in order to encourage the students to participate and learn. She employs various methods to engage the youth and allows their creativity while positively encouraging them. The students are very engaged and active during football and the teacher gives the students ownership over their activity. There is a lot of teamwork and no negative behaviors were observed during this activity. The art and dance class have very active and independent students. There are no students asking to leave or who seem unengaged. The dance and art teachers have a good rapport with the students and allow student creativity to determine the activity.

The space at Melrose Leadership is very limited. The academic intervention group is limited in the library and are unable to keep their work posted or move the tables around. The art class is very crowded into two very small spaces, and the dance class does not have a lot of space to accommodate the students and their movement. Melrose follows an extended day model and enrolls all of their students. This means students have their choices limited to the activities offered and have no choice about participation in the after school program. Having even more variety, with student input, and adequate space for the students is especially important. Student leadership and mentoring could give the students further influence and buy-in for their after school program. There are Kindergarten and first graders on site who could benefit from working with older students while giving the students an opportunity to mentor. Middle school students can also benefit from leadership roles, including leading their own activities or service learning projects.

SITE PROFILE – MIDDLE SCHOOL

ROOSEVELT
EAST BAY ASIAN YOUTH CENTER (EBAYC)
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Roosevelt After School program is a comprehensive After-School Learning program providing middle school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
234%	121%	93%	38%	157%	48%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program exceeded quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.65
Supportive Environment	4.69	4.26
Interaction	4.08	3.59
Engagement	3.17	3.23
Academic Climate	4.56	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The physical activities are filled with actively engaged youth. Hip Hop class has experienced and innovative dancers who worked well together to create challenging routines. The Basketball program has over 30 students and is broken up into two organized stations with 3 adults supervising. The energy in both spaces was positive and there was encouragement from the staff and students. The Yearbook class utilized the Mac Lab which allowed students to work independently on their own projects, while another group of students reviewed interviewing skills with the instructor. Positive and constructive feedback was encouraged by the students and instructor. The cooking class has a well organized set-up of stations with students in designated roles. The interactions between the students were positive and they worked well together creating their chicken soup.

Mentoring and Leadership opportunities would be encouraged for this group of active and positive students. Collaboration with an Elementary school could add another positive element to the program. Having a bigger, dedicated space for cooking could allow for more student roles in preparing the food. Basketball could collaborate with other schools to hold tournaments for the students.

SITE PROFILE - MIDDLE SCHOOL

ROOTS SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
238%	154%	89%	46%	143%	90%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.62	4.65
Supportive Environment	4.14	4.26
Interaction	3.92	3.59
Engagement	2.83	3.23
Academic Climate	4.22	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Activities mix a balance of concrete experience with abstract concepts. A good balance of activities using concrete experiences-tangible products like fudgy fruit or bikes or relatable experiences- combined to teach more abstract concepts, such as team work, respect, etc. Also, instructors used both diagrams/lectures prior to jumping into the experiential learning, and vice versa. Staff are always actively involved with youth, whether providing directions, answering questions, working as partners, etc.)- staff are participatory and model work by example, actively willing to work through questions, assignments with students. Staff make intentional spaces for youth to build new skills and try higher levels of performance, whether from understanding algebraic inequalities, using a new cooking technique, or adding designs to their bike. All youth are encouraged to try out new skills by staff without negative consequences.

Program could benefit from creating a stronger welcoming atmosphere in the beginning of program (directly after snack) as students transition, including welcoming students by name as they enter the classroom at the beginning of activities, and using a warm tone throughout, and using a more intentional check in question (i.e., requiring everyone to answer instead of a general "How is everyone doing?" but not allowing students to really respond). Program could also benefit from more structured opportunities for reflection, particularly at the end of the session activity. While some activities do this, all activities could at least use built in time in the agenda to do a quick debrief in order for students to process and provide feedback on how the activity went in a structured way. Other activities could consider using journals for students to write in, including journaling activities of the day, lessons learned, or creating cook books, bike manuals, etc.. to track progress. Use students as student leaders in a more structured way, especially those that have a clear command of the content- whether helping others with math homework, an assistant in Bike Club to help others, or students taking turns in cooking class to share a recipe/how to cook a favorite dish- allowing students to lead in a facilitative role/assistant role to instructor might help build a strong support and sense of belonging for students, especially in particularly impacted activities where instructors could use support.

SITE PROFILE – MIDDLE SCHOOL

UNITED FOR SUCCESS SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The United for Success After School program is a comprehensive program provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
281%	268%	103%	60%	178%	147%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.93	4.65
Supportive Environment	3.61	4.26
Interaction	2.83	3.59
Engagement	2.17	3.23
Academic Climate	2.17	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Building Bridges class seemed to engage students in a hands-on opportunity to learn and create.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning.

SITE PROFILE – MIDDLE SCHOOL

URBAN PROMISE ACADEMY OAKLAND LEAF AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

This Urban Promise Academy After School program provides middle school students with weekly after school enrichment including visual arts; music, dance, sports, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, parents, and students, the program delivers project based curriculum to compliment in-school learning, integrates culturally relevant activities, offers opportunities for parent involvement, provides family support services, and hosts community events to foster positive learning outcomes.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
195%	217%	94%	35%	102%	82%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.65
Supportive Environment	4.36	4.26
Interaction	4.08	3.59
Engagement	3.17	3.23
Academic Climate	4.33	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Overall the students were engaged in their activities and took ownership of their roles as team leaders or captains. They actively participated and focused on their skill building. They relied on each other for additional help and worked inclusively together. There are a variety of activities offered, especially for students with different interests in active and physical activities. The program provides Cheerleading, soccer, Martial arts, and Latin dance. There are also opportunities that allow students with varied interests to explore leadership roles within their chosen activity. The groups have clear Learning Targets and are aligning their created curriculum with state content standards. The lesson were thought out and prepared thoroughly.

The academic portion, including homework time, could have more focus and intention towards supporting the core subjects of the school day. The space and equipment available for Martial Arts, cheerleading and soccer are cramped or limited to the outside yard. The safety mats are also used by multiple groups which could cause problems when the weather limits the groups to inside space only. These Middle School students exhibit leadership potential and mentoring capabilities. Partnering with an elementary school or working across grade levels to create opportunities, can further the students' skills in these areas of their development.

SITE PROFILE - MIDDLE SCHOOL

WEST OAKLAND MIDDLE YMCA AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Phoenix Rising Extended Day Program at West Oakland Middle works in collaboration with the principal, school day teachers and support staff to integrate the program. The program is designed to extend the learning opportunities of the students and support their academic achievement, social & life skills development, cultural awareness and enrichment, and career education and planning. West Oakland Middle School students performing below grade level on the previous year's assessments in reading and math participate.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
115%	105%	116%	46%	58%	79%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.64	4.65
Supportive Environment	4.89	4.26
Interaction	4.08	3.59
Engagement	4.17	3.23
Academic Climate	4.56	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Leadership has a clear and consistent structure through their detailed agenda. The youth are able to include their own agenda items and plan for their projects and activities. The mentorship component and participation in conferences allow the students to expand beyond the school day classrooms. The music based classes, SLAP Team and Hip Hop History, have knowledgeable instructors who serve as guides to the youth. The projects are youth led and inspired. The students enjoy creating their own productions and look forward to using equipment and taking field trips. The Basketball team has a successful track record of turning the youth into student athletes. The coaches provide specific positive and constructive feedback. The youth are well knowledgeable in the drills and their desired expectations.

The job roles that are given to the students in basketball are a great example of how to provide leadership roles in other classes to encourage student accountability and ownership. Due to the transition of the school from the larger building to the portables, and the shared space with classroom teachers, displaying student work and group guidelines in the classrooms on a daily basis will promote a sense of ownership of space for the youth. The difficulty of sharing a campus with another school, coupled with multiple, unlocked entrances onto campus, make the school's safety a concern.

SITE PROFILE -- MIDDLE SCHOOL

WESTLAKE EAGLE VILLAGE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Eagle Village/Westlake After School program has collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming. The program provides academic, cultural, recreational, and leadership classes to low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCCYFS classes are taught by working professionals from the community with a teacher/student ratio between 1:7 and 1:20. Students receive letter grades and course credit for each class.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11**
315%	487%	93%	36%	127%	86%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.65
Supportive Environment	4.69	4.26
Interaction	4.17	3.59
Engagement	3.5	3.23
Academic Climate	4.78	4.06

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Science students had very hands-on activities with an extensive academic focus. The activity included review and has a structure for reflection and experimentation. The students were engaged in both the experiment and the discussion following.

The Art class creates many opportunities for youth to display their works and to constructively present, with feedback, to one another. The instructor provides a diverse range of modalities and allows students to create projects independently or with partners.

The activities involving physical movement were very well attended. The Dance class is mostly youth led and the routines are inspired by the students. The Sports Class has a large number of students and they are all actively engaged in the activity, including encouraging each other. The staff allows the youth to make choices about activities and lead each other.

Mentoring opportunities would be very beneficial for students. This could be a peer conflict mediation group, or a collaboration with elementary students.

With such a highly attended program, having a community service project would be a great addition to the community and the students could have some leadership roles.

There is a problematic fence by the parking lot which students can squeeze through. Also, the back of the school yard is very dark and could use more lighting. These safety concerns could pose a risk for students.

SITE PROFILE - HEALTHY TRANSITIONS

BRET HARTE BRIDGES PROGRAM BAY AREA COMMUNITY RESOURCES (BACR) WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

Program Description

The Bret Harte Bridges program provides transition support and services to youth, either transitioning into 6th grade or exiting 8th grade, who have been identified as being at risk of disengaging from school during their transition to and from middle school. The program integrates peer supports, mentoring, counseling, and academic interventions to assure successful attachment to the pursuit of learning, as well as to the next educational level. The program trains and supervises 7th and 8th graders, as well as high school mentors who are matched with transitioning youth.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	208%	NA	NA	NA	33%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.29	4.60
Supportive Environment	4.28	4.68
Interaction	4.42	4.52
Engagement	3.5	3.79
Academic Climate	Not Rated	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Transitions Program at Bret Hart M.S. has great energy, great engagement from youth and holds many leadership opportunities for young people. This program is carried out by mainly one staff however the relationship between the school and this staff is extremely strong. The program has its own classroom, staff is able to do 1:1 interventions through the school day and take youth on field trips. This program also has a great relationship with the local high school and includes a great group of high school youth to individually mentor a middle school youth. The staff intern mentors the high school youth. Together the youth learn valuable life skills, gain positive relationships and memories.

The high school youth dominated most of the conversations as they were the most active in answering questions, presenting out and the only voice in the closing debrief. It is recommended that the middle school youth are intentionally brought into these conversations more. This could also be a great "sharing the mic" exercise for the high school youth.

SITE PROFILE - HEALTHY TRANSITIONS

BRIDGE TO SUCCESS EAST BAY ASIAN YOUTH CENTER (EBAYC) WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

Program Description

Bridge To Success is an intensive transition program for incoming 6th graders at Roosevelt Middle School. Bridge To Success' goals include: 1) Youth have increased confidence about entering the new school year; 2) Youth develop a pro-social peer group; and 3) Youth enroll into school-year programming. Bridge To Success programming provides 1) Summer Academic programming; 2) Summer Leadership program; and 3) school orientation; and 4) enrollment/follow through into After-School Learning.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	213%	NA	NA	NA	63%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program took place in summer 2010. The site visit was conducted by See Change Evaluation using a different tool. Public Profit will conduct a visit with the YPQA in summer 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.60
Supportive Environment	--	4.68
Interaction	--	4.52
Engagement	--	3.79
Academic Climate	--	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

This Program was visited in the summer of 2010 by See Change and rated using the Program Quality Assessment Protocol. Below are observer notes from the areas of excellence, areas for improvement, and suggested follow up that are included in their findings.

Great opportunities for team-based work and planning in GoBo, and for youth to develop leadership skills through taking responsibility and decision-making roles for camping trip.

Many youth in English and Math classes seemed unengaged - could be improved with opportunities for varied teaching strategies for different learning styles. Could also include more opportunities for peer-to-peer feedback and guided interaction in order to actively include all participants and make sure that youth are given opportunities to gauge their own progress

No substantial concerns about program quality.

SITE PROFILE – HEALTHY TRANSITIONS

LEADING THE INDEPENDENCE OF OUR BARRIOS FOR RAZA EMPOWERMENT (LIBRE)

SPANISH SPEAKING CITIZENS' FOUNDATION (SSCF)

WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

Program Description

Spanish Speaking Citizens' Foundation in partnership with Oakland Unified School District, developed the LIBRE program to serve Latino youth ages 13 to 15 through leadership development, academic support and case management. Services are offered twice a week at United for Success Academy, Roots International Academy, Coliseum College Prep Academy and SSCF. Leadership development is offered during the school day; academic support offered after school, and ongoing case management as needed. LIBRE's goal is to reengage youth in their education and develop social justice consciousness.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	110%	NA	NA	NA	53%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.52	4.60
Supportive Environment	4.66	4.68
Interaction	4.67	4.52
Engagement	4	3.79
Academic Climate	NA*	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

LIBRE's biggest asset is their passion for youth and their desire to make a difference in the community. Staff meet youth where they're at regardless of their circumstances or what a youth is labeled as by outsiders. Staff is dedicated to youth who need support around social, mental and physical needs. They also partner heavily with the school to make sure they are serving the youth that would benefit most from its intensive program. LIBRE also has a comprehensive conflict management system that engages the youth in exploring how their actions affect their life. Youth have opportunities to be leaders in the classroom, make critical programmatic decisions and participate in a positive team atmosphere.

Program scored low on safe environment due to absence of fire extinguisher, emergency procedures and first aid kit. These are quick improvements that will remedy this issue. It is also recommended that youth are engaged in a structured debrief or reflection opportunity in every class. For the activity observed, youth could benefit from a breakdown of what specific things should have been researched for the upcoming trip to Santa Cruz. This could have looked like a brainstorm with all youth to determine the actual steps for research. That way, when the youth came back together the research presented would have been more applicable to the trip in question. Other than these improvements, LIBRE scored very high.

SITE PROFILE - HEALTHY TRANSITIONS

LEAP - LEARNERS ENGAGED IN AWESOME PROGRAMMING ASPIRANET WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

Program Description

The LEAP program addresses students' academic, social and emotional needs as they gain skills to transition into Middle and High school. The program strengthens students academic skills, provides a platform to engage students in discussion and exploration of challenges they may face in preparing for their next level of education, offers a college readiness component as well as provides enrichment activities through engaging, high-interest approaches and integrates youth development into all areas.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	88%	NA	NA	NA	57%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program took place in summer 2010. The site visit was conducted by See Change Evaluation using a different tool. Public Profit will conduct a visit with the YPQA in summer 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.60
Supportive Environment	--	4.68
Interactipn	--	4.52
Engagement	--	3.79
Academic Climate	--	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

This Program was visited in the summer of 2010 by See Change and rated using the Program Quality Assessment Protocol. Below are observer notes from the areas of excellence, areas for improvement, and suggested follow up that are included in their findings.

Program age is specific and age appropriate. It challenges youth to think about school in a new way. Good balance of discussion regarding the Middle School environment and discussions on individual responsibility.

Most of what was observed was direct instruction; not much opportunity for peer-to-peer engagement and youth-led activities.

No substantial concerns about program quality.

SITE PROFILE – HEALTHY TRANSITIONS

PASS-2 PEER MENTORING PROGRAM OAKLAND KIDS FIRST WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

Program Description

PASS-2 (Peers Advising Students to Succeed) is a student-created peer education and mentoring program that helps over ninth grade students successfully transition into high school academically motivated and prepared. PASS-2 is designed to cast a wider safety net of peer support services throughout the school day to significantly increase the number of 9th graders who have access to critical information about graduation and post-high school options, learn academic and life planning skills, learn how to navigate obstacles, and who are encouraged to set and reach their highest academic goals.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	115%	NA	NA	NA	109%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.68	4.60
Supportive Environment	4.89	4.68
Interaction	5	4.52
Engagement	5	3.79
Academic Climate	Not Rated	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The Oakland High PASS Program was only three indicators away from a perfect score on the YPQA. The way the program is structured allows youth to plan, make decisions and mentor each other. Highlights of this program was the way staff let the youth plan what they wanted to plan with light guidelines and how during the event, youth who weren't even in the program still held some type of role. The PASS Program is great example of how adults can support youth in their learning and social development through meaningful activities and experiences.

The indicators to look at are the ones around appropriate emergency procedures. It is recommended that staff work with the school to ensure that the emergency procedures are posted, the fire extinguisher is easily assessable and the first aid kit is easily assessable. The last one is for staff to use specific and no evaluative language when evaluating youth's work.

SITE PROFILE – HEALTHY TRANSITIONS

SAFE PASSAGES TRANSITIONS PROGRAM SAFE PASSAGES WELLNESS AND HEALTHY TRANSITIONS: TRANSITIONS PROGRAMMING

Program Description

The Safe Passages Transitions Program targets high-need incoming 6th graders and outgoing 8th graders during critical periods in their academic and socio-emotional development at OUSD middle school sites. Year-round services include case management, pro-social bonding activities (reaching 6th graders) and curriculum, support for the High School Options Process, student and family education opportunities and summer bridge programming towards improved attitudes, achievement and preparedness for school. Collaborative partners include UC Berkeley Student Learning Center and Alliance, Elmhurst Community Prep, Frick, Brewer and Claremont Middle Schools.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	32%	NA	NA	NA	113%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is performing.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.60
Supportive Environment	4.89	4.68
Interaction	4.00	4.52
Engagement	2.67	3.79
Academic Climate	5.00	5.00

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Claremont Safe Passages has a lot of strengths. The most prominent is the way they've integrated their programming into the school day. Their approach lends itself to be more intensive with the most at risk youth. Safe Passages also has an advantage with their ratios using two case managers, each with 13 youth on their case load. During the school day, staff use youth's PE class time, lunch time and elective class time to concentrate on building academic and social skills. Furthermore, staff are able to do one on one interventions, advocate on students behalf, mediate conflicts between youth, involve parents in meaningful ways and partner with the local high school. Staff were seen as engaging, energetic and excited to support students learning and their small group sizes foster a collaborative learning environment. Lastly, during class time youth use journaling, life mapping and critical thinking skills to support their emotional growth, and are taught how to practice academic theories through guided practice in order to support their academic growth.

As Safe Passages moves forward in their first year it's recommended that youth have more opportunities to act as group facilitators, mentors and leaders. This could look like very small roles within the group times. It is also recommended that as that process grows, youth should be included in planning what activities are presented to the group and how they are taught (process and product). Structured time for feedback/reflections after each class is also recommended and might be a starting point to support this work. Lastly, communication between transitions staff and school day staff could be stronger. Making sure that transitions staff are aware of youth suspensions, class room changes, or critical program changes (ex. Not being able to take a youth out of PE for some reason) is vital to the work that the transitions staff do with their youth. Since this program is only during the school day, it is important that information is shared so that all involved are able to support the young person in the most effective way

SITE PROFILE - HIGH SCHOOL

BUNCHE BAY AREA COMMUNITY RESOURCES (BACR)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office; part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	90%	56%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – HIGH SCHOOL

COLISEUM COLLEGE PREP (HIGH SCHOOL) SAFE PASSAGES

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	84%	33%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

COLLEGE PREP & ARCHITECTURE (FREMONT) YMCA

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	112%	13%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.15	4.51
Supportive Environment	3.91	4.27
Interaction	3.54	3.76
Engagement	3.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel."

The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development.

In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

SITE PROFILE – HIGH SCHOOL

The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process.

Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs.

Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

SITE PROFILE - HIGH SCHOOL

DEWEY EAST BAY ASIAN YOUTH CENTER (EBAYC)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	94%	42%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program did not meet quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

EXCEL (MCCLYMONDS) ALTERNATIVES IN ACTION OLDER YOUTH: COMPREHENSIVE PROGRAMMING

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	123%	42%	27%	NA	62%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – HIGH SCHOOL

FAR WEST (8-12) BAY AREA COMMUNITY RESOURCES (BACR)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	93%	95%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

LIFE ACADEMY ALTERNATIVES IN ACTION OLDER YOUTH: COMPREHENSIVE PROGRAMMING

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only. % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only. % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
118%	123%	119%	46%	365%	62%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.93	4.51
Supportive Environment	4.61	4.27
Interaction	4.08	3.76
Engagement	4.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The culture of the Life Academy after school program seems to be one of mutual respect, comradary, and learning. The students and the staff respond very positively to each other, and appear to want to be a part of the program. The atmosphere is warm and seems family-like. The staff take time to engage with the students, and listen to what they have to say. The students offer the same to the adults.

Although, the staff are very supportive and encouraging to youth when youth contribute to discussions or activities, it is suggested that all staff use more nonevaluative language when giving feedback.

SITE PROFILE - HIGH SCHOOL

MANDELA (FREMONT)
YMCA

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	113%	16%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.15	4.51
Supportive Environment	3.91	4.27
Interaction	3.54	3.76
Engagement	3.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel."

The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development.

In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

SITE PROFILE – HIGH SCHOOL

The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process.

Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs.

Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

SITE PROFILE – HIGH SCHOOL

MEDIA ACADEMY (FREMONT) YMCA

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	123%	18%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.15	4.51
Supportive Environment	3.91	4.27
Interaction	3.54	3.76
Engagement	3.17	3.67
Academic Climate	4.17	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel."

The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development.

In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

SITE PROFILE - HIGH SCHOOL

The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process.

Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs.

Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance; and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

SITE PROFILE - HIGH SCHOOL

MET WEST
OUSD

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	88%	36%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE – HIGH SCHOOL

OAKLAND HIGH EAST BAY ASIAN YOUTH CENTER (EBAYC)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	100%	33%	174%	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.51
Supportive Environment	4.89	4.27
Interaction	4.33	3.76
Engagement	4.67	3.67
Academic Climate	4.33	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

The two gender specific groups, Stepping up and Looking Up, have groups of actively engaged and reflective students. The team building activities were well received and the students took ownership of the process.

The Hip Hop Dance creates original and innovative routines directed by the students. The dancers collaborate with each other and teach one another their routines. The music choices are also youth decided.

The tutoring and mentoring group utilizes team building activities to explore life skills and processing skills necessary for their personal growth. The students experience the importance of team work and communication before getting into their academics.

This productive group of high school students would make great collaborative partners with each other and this could provide leadership opportunities for the students. Beats and Rhymes could collaborate with Hip Hop Dance. Stepping Up and Looking Up could do a conference on gender for the students.

Peer-to-peer mentoring opportunities between the different grades during tutoring time could add more assistance for students in need of academic help.

The campus safety is a concern due to the multiple entrances and the variety of activities occurring at the school. Group specific clothing or badges may be helpful in identifying the groups on campus.

SITE PROFILE – HIGH SCHOOL

OAKLAND TECHNICAL BAY AREA COMMUNITY RESOURCES (BACR)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFGY-funded programs only % of target		Attendances For GDE-funded programs only % of target		Units of Service For OFGY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	303%	83%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

RUDSDALE CONTINUATION BAY AREA COMMUNITY RESOURCES (BACR)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	83%	31%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

SKYLINE YOUTH TOGETHER

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	85%	30%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant/Grpup
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

STREET ACADEMY BAY AREA COMMUNITY RESOURCES (BACR)

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFGY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFGY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	157%	30%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

In the 2009-10 program year, this program met quality expectations. This program will be visited in Spring 2011.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.51
Supportive Environment	--	4.27
Interaction	--	3.76
Engagement	--	3.67
Academic Climate	--	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

YOUTH EMPOWERMENT SCHOOL YOUTH TOGETHER

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unapportioned Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
NA	NA	89%	25%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.51
Supportive Environment	4.41	4.27
Interaction	3.5	3.76
Engagement	3.67	3.67
Academic Climate	4.06	4.18

YPQA scores range from 1 to 5.

Domains with 25% or more "1" ratings are shaded in grey = not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Students have multiple opportunities to reflect on what they are learning, process information, and have a safe space to share freely about their day. The program also has an extensive and strong conflict resolution procedure that is youth and solution-centered. Youth have a strong voice and opportunity to engage in activities and make it their own program.

The program could benefit from more intentional academic development, with a focus on varied modalities of presenting information, and asking for youth input in deciding content and process of certain activities within the class. Also program could benefit from staff moving into a facilitative role, allowing youth to share responsibility in controlling the direction of certain activities.

APPENDICES

APPENDIX 1: PAIRED SITES

A small number of school based after school programs are on shared campuses, and therefore share staffing and administrative tasks and funding. These programs receive one grant from OFCY, and have a common set of goals for youth served and units of service. However, they maintain separate state and federal grants, and are monitored as independent programs by OUSD and the California Department of Education.

In the site-level tables, these sites are reported individually; data reported for targeted youth served and units of service, as well as their performance through the end of December 2010 are reported in common (i.e., with the same figures).

These paired sites are:

Acorn Woodland	Encompass
Community United	Futures
Esperanza	Korematsu
Global Family	Learning without Limits
International Community School	Think College Now
Manzanita Community	Manzanita Seed
New Highland	Rise
Alliance	Elmhurst Community School
Coliseum College Prep Middle	Roots
Life Academy	EXCEL

APPENDICES

APPENDIX 2: OFCY STRATEGIC PLAN OUTCOMES FOR SCHOOL-BASED PROGRAMS

The Oakland Fund for Children and Youth (OFCY) Strategic Plan 2010-13 sets out a series of grant-specific outcome goals for grantees. These goals are summarized in the table below, along with the data source(s) used to track programs' progress toward the Strategic Plan outcome.

OFCY Strategic Plan Goals & Data Sources in the Evaluation

Strategic Plan Outcome	Data Source						
	Program Attendance	YPOA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
Elementary School-Based After School							
Youth are learning new skills and building confidence through challenging activities.			✓	✓	✓		
Youth increase their sense of mastery and accomplishment.			✓				
Youth have more caring adults in school or in their community.			✓				
Youth feel like part of the school day.			✓				
Youth in school-based programming have higher school attendance.							✓
Youth sustain or improve their academic performance.							✓
Physical Activity in Elementary After School							
After school physical activity met the needs and interests of all students.			✓			✓	
Youth feel included in every activity and motivated to be physically active.			✓			✓	
Youth have leadership opportunities in physical activity.						✓	
Youth have opportunities to experience success in developmentally appropriate physical activity.						✓	
Youth set personal and group physical activity						✓	

APPENDICES

Strategic Plan Outcome	Data Source						
	Program Attendance	YPQA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
goals and celebrate their accomplishments. Sites provide moderate physical activity at each session.	✓					✓	
Gardening & Nutrition in Elementary After School							
Children eat more fruits and vegetables during school hours and at home.			✓				
Children's nutrition knowledge increases.			✓				
Youth feel more connected to the school day.			✓				
Youth have exposure to interactive learning activities that promote school success.		✓				✓	
Family & Community Engagement in Elementary After School							
Support families by responding to their needs and interests and empowering parents to act on behalf of their children and themselves.						✓	
Communicate and build trusting relationships with families.				✓	✓	✓	
Develop the capacity of after school youth development staff and after school programs to engage families in education.						✓	
Build linkages across individuals and organizations, including among families, schools, community organizations, and government agencies.						✓	
Middle School-Based After School							
Youth are learning new skills and building confidence through challenging activities.			✓				
Youth increase their self-esteem.			✓				
Youth will improve their communication and social skills.			✓	✓			
Youth are exposed to activities and opportunities that relate to possible career	✓		✓		✓	✓	

APPENDICES

Strategic Plan Outcome	Data Source						
	Program Attendance	YPQA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
interests: Youth have more caring adults in school or in their community.			✓				
Youth feel like part of the school day.			✓				
Youth in school-based programming have higher school attendance.							✓
Youth sustain or improve their academic performance.							✓
Middle School Transitions Programs							
Increased confidence about entering the new school year.			✓	NA	NA		
Development of a pro-social peer group that reinforces positive life choices in academics and overall well-being.			✓	NA	NA	✓	
Improved communication skills.			✓	NA	NA		
Exposure and enrollment into school year programming that promotes academic and social development.	✓		✓	NA	NA		
Increased family involvement in a young person's educational life.				NA	NA	✓	
Youth feel like part of the school day.			✓	NA	NA		
Increased school attendance rates.				NA	NA		✓
Youth have more caring adults in school or in their community.			✓	NA	NA		

APPENDICES

APPENDIX 3: OUSD MASTER PLAN KEY OUTCOMES

The Oakland After School Programs Office issued a Master Plan in Fall 2010 that outlined a set of priority outcomes for regular program participants and their families. These outcomes, and the data sources used to address them, are noted in the table.

OSD Master Plan Key Outcomes & Data Sources in the Evaluation

Master Plan Outcome	Data Source						
	Program Attendance	YPQA	Youth Survey	Parent Survey	Principal/Teacher Survey	Site Self-Assessment	Academic Records
For Regular Program Participants							
Improve school day attendance.							✓
Improve academic skills and behaviors, including math, literacy, science, and English fluency (for EL students).			✓	✓			✓
Increase progress toward high school graduation, and knowledge of college and career pathways.			✓		✓		✓
Develop a variety of new interests and skills.			✓	✓	✓		
Experience increased safety during out-of-school-time hours.		✓	✓		✓		
Increase positive social interactions with peers and caring adults.			✓	✓	✓		
Become active participants in their communities.	✓		✓		✓		
Have healthier lifestyles and increased levels of physical activity.			✓		✓		
For Participants' Families and Caregivers							
Increase participation in school-related activities.				✓	✓	✓	
Increase access to community support services.				✓	✓	✓	

ATTACHMENT

B

*See Change
“OFCY
Evaluation
Interim
Report”
[132 pages]*

Oakland Fund for Children and Youth

2010-11 EVALUATION INTERIM REPORT

EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY-BASED AFTER SCHOOL, WELLNESS & HEALTHY TRANSITIONS, AND SUMMER STRATEGY AREAS



SEE CHANGE

EXECUTIVE SUMMARY

The See Change Evaluation interim report provides a mid-year snapshot of the quality, participation rates, and hours of programming delivered by 61 programs funded by the Oakland Fund for Children and Youth across five strategy areas: Early Childhood, Older Youth, Wellness & Healthy Transitions, Community-Based After School, and Summer. These diverse programs, ranging from early childhood play groups to academic enrichment, from services for youth aging out of the foster care system to peer mediation, provided 13,608 Oakland children and youth with 989,600 total hours of service from June 2010- January 2011.

EVALUATION METHODOLOGY AND DATA

The See Change 2010-11 evaluation comprises the following elements:

- 1) **Participation and Service Data-** See Change has analysed data on youth/child participation (program enrollment) and hours of service through January, 2011. Though programs have continued to add participants and deliver programs since then, these are the most recently compiled data. The next quarter's data will be ready in April. Using January data, See Change has identified programs that have encountered start-up challenges, so that their progress can be more closely followed throughout the rest of the year.
- 2) **Program Quality Site Visit-** See Change has assessed the quality of the 61 programs using structured observational site visits, including a nationally tested, research-based observation tool called the Youth Program Quality Assessment (YPQA). Evaluators conducted site visits to observe each of the programs in action and rate them on a structured, objective rating scale. They also interviewed program staff. Program quality is closely associated with outcomes for youth and children.

IN THIS REPORT

This report includes evaluation data available at mid-year. The chart below outlines what is covered in this report versus the final report.

	Interim Report	Final Report
Participation Data	X	X
Service Data	X	X
Program Quality Assessment	X	X
Individual Program Level Reports	X	X
Strategic Plan Outcomes (Survey Results)		X
OUSD Academic Data		X

FINDINGS

See Change's findings to date are outlined below.

Table 1: Strategy Area Performance Meets Expectations

Strategy Area	On Track to Reach Participation Goals	On Track for Hours of Service Goals	Meeting Program Quality Expectations
Early Childhood	79%	71%	92%
Older Youth	94%	88%	100%
Wellness and Healthy Transitions	89%	78%	100%
Community-Based After School	100%	82%	100%
Summer	92%	100%	100%

Overall

- Every program except one is meeting or exceeding expectations for quality.
- The majority of programs are meeting mid-year expectations for hours of service delivered and child/youth participation.
- The programs served 13,608 children and youth in the first half of 2010-11 program year.

Service and Participation

- While the majority of programs are on track to reach hours of service and child/youth participation goals, six are behind participation benchmarks and nine programs are behind service hour goals at the mid-year mark.

- Almost all of the programs that missed the mid-year service and participation benchmarks are new programs or grantees as of 2010-2011, so the data may reflect common start-up delays including logistic and administrative issues such as securing space for programming, recruiting new participants and finalizing contracts.

Quality

- Programs are providing quality programming and excel in particular in the areas of building relationships with caring adults and supportive staff, and facilitating conflict resolution.
- While most programs are strong, a number of programs need to pay more attention to the basic condition of facilities and to emergency preparation, e.g. emergency procedures, fire extinguishers and first-aid kits.

PROGRAM PERFORMANCE (PARTICIPATION AND SERVICE)

This section summarizes program performance. Each subsection is devoted to one strategy area and includes the following information:

- **Participation Numbers** – how many youth and children have attended the program.
- **Participation Goals** – a percentage describing how close programs are to meeting the participation goals set in their contracts and original scopes of work. We expect that at least 25% of the participants expected for the program year would be enrolled by January. This assumes that average programs begin in the fall after a few initial weeks for program recruitment and set-up, and so by January, programs should be one-third of the way through their programming cycle (early fall to late spring/early summer). Any program enrolling less than 25% of annual expected participants has been indicated by italics with participant cells greyed out.
- **Service Hours** – the hours of service delivered by the program through the end of the second quarter. An hour of service is counted for each hour of programming provided for each participant.
- **Service Goals** – a percentage describing how close programs are to their service goals for the program year. Any programs delivering less than 25% of the service hours as of January have been indicated with italics, with service cells greyed out.

Early Childhood

Early Childhood programs have served 2,812 children and 672 adults in Oakland. Early Childhood programs are loosely categorized as either playgroups or mental health consultant services. Playgroup programs provide group play and learning activities for young children and parents. Mental health consultants provide support to parents, caregivers and educators through established day-care centers. All Early Childhood behind schedule on their participation and service goals are new programs, though some are housed under the administration of returning grantees.

Program	Grantee	Participatinn Numbers	Participation Goals	Service Hours	Service Goals
Community Play and Learn Groups	Bring Me A Book Foundation	39	15%	4515	28%
Early Childhood Mental Health Consultation	Lincoln Child Center	133	25%	4257	35%
Early Childhood Mental Health Consultation	The Link to Children	417	82%	10377	64%
EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings	East Bay Agency for Children	116	72%	3331	19%
Integrated Developmental Playgroups Program	Children's Hospital & Research Center Oakland	145	48%	6039	43%
Integrated Early Childhood Consultation Program	Jewish Family & Children's Services of the East Bay	610	122%	109597	57%
Jumpstart Oakland	Jumpstart for Young Children, Inc.	219	97%	12068	38%
Multicultural Playgroups	Lotus Bloom Child & Family Center	113	283%	4940	45%
Parent Child Education Support Program	East Bay Agency for Children	116	93%	7634	90%
Preschool Scientists of Oakland	Lawrence Hall of Science	12	44%	57	9%
Safe Passages Baby Learning Communities	Safe Passages	13	14%	82	4%
Sandboxes to Empowerment	City of Oakland - Office of Parks and Recreation	59	59%	2311	45%
T.U.D.A. Inclusion Center	City of Oakland - Office of Parks and Recreation	42	49%	1087	25%
The Early Childhood Mental Health Collaborative	Family Paths	778	92%	27283	36%

Older Youth

Older Youth programs have served 2,503 children and youth in Oakland, and provide career and academic support as well as generalized youth programming. Of enrolled participants, 40% are attending approximately once per week or more.

Program	Grantee	Participation Numbers	Participation Goals	Service Hours	Service Goals
Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	Biotech Partners	42	100%	14532	43%
Career Try-Out	Youth Employment Partnership	83	111%	10854	122%
<i>Caught in the Crossfire Comprehensive Services</i>	Youth ALIVE!	9	10%	341	13%
College Track Oakland	College Track	191	65%	10934	88%
DreamCatcher	Alameda Family Services	141	35%	18467	45%
Internships and Apprenticeship Program	Dimensions Dance Theater, Inc.*	14	92%	9841	30%
ESAA Youth Arts Program	East Side Arts Alliance	235	157%	13088	44%
First Steps Community Resource Center	First Place for Youth	804	161%	11385	111%
Model Neighborhood Program	Alameda County Medical Center	138	28%	6331	67%
Pathways to Higher Education and Careers	Youth Radio	105	131%	1186	28%
Project EEVE	Pivotal Point Youth Services	109	43%	5725	45%
Refugee and Immigrant Wellness Project	Refugee Transitions	235	118%	9690	62%
Steps to Success	First Place for Youth	218	125%	7906	71%
Success at Seventeen	Next Step Learning Center	99	79%	7666	28%
<i>TOOLS: Transforming Ordinary Obstacles into Life Skills</i>	<i>City of Oakland, Office of Parks and Recreation</i>	41	27%	3594	16%
Youth Law Academy	Centro Legal de la Raza	53	95%	4251	70%

*Data as of March 2010

Wellness and Healthy Transitions

The Wellness and Healthy Transitions strategy area is new this grant cycle. These programs focus on peer education and mediation and on youth in transition (transitioning from middle to high school, high school to college/career). These programs have served 846 children and youth in Oakland. Of enrolled participants, 30% are attending approximately once per week or more. Both Wellness and Healthy Transitions programs behind schedule on their participation and service goals are new programs.

Program	Grantee	Participation Numbers	Participation Goals	Service Hours	Service Goals
Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Asian Community Mental Health Services	218	62%	23137	57%
Healthy Heart Healthy Mind (HHHM)	Lota Taha Pasifika (fiscal agency: ARC Associates)	34	121%	1364	16%
Indigenous Youth Voices	Native American Health Center	130	76%	16957	51%
LGBT Youth Health and Wellness Conductors Program	AIDS Project of the East Bay	155	78%	1520	135%
Oakland Middle School Youth Leadership Health Collaborative	La Clinica de la Raza	65	130%	1213	32%
OUSD Conflict Resolution	Oakland Unified School District - Instructional Services	144	109%	955	48%
PEACE Program	McCullum Youth Court	5	10%	40	13%
Taking Charge: API Youth Leaders	Asian Health Services	53	133%	1160	53%
Teens On Target Violence Prevention Program	Youth ALIVE!	42	93%	1940	28%

Community-Based After School

Community-Based After School programs have served 3,785 children and youth in Oakland, and provide after school enrichment opportunities for the children and youth of Oakland, in a variety of subjects including dance, art, culture, gardening, science and sports. Each Community-Based After School program has a homework or tutoring component, in addition to other programming. Of enrolled participants, 40% are attending approximately once per week or more.

Program	Grantee	Participation Numbers	Participation Goals	Service Hours	Service Goals
Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs	Ala Costa Centers	93	111%	23126	44%
Homework Club	The Green Stampede	36	72%	2123	35%
Library Education and Art Program (LEAP)	Museum of Children's Art	297	149%	1740	27%
Neighborhood Sports Initiative	Unity Council	860	172%	60341	196%
Nurturing Native Pride	The American Indian Child Resource Center	64	213%	5883	43%
Sports & Recreation for Youth with Physical Disabilities	Bay Area Outreach & Recreation Program	30	67%	3012	65%
Oakland Discovery Centers	City of Oakland- Office of Parks and Recreation	759	190%	19414	62%
OBUGS Out of School Time	OBUGS	144	119%	2640	48%
Rites of Passage	Dimensions Dance Theater, Inc.	109	91%	11017	15%
SmartMoves Education and Enrichment Program	East Oakland Boxing Association	383	59%	80751	107%

Summer

Summer programs provide summer enrichment activities for youth and children in Oakland. These programs have served 2,015 children and youth in Oakland. Of enrolled participants, 80% are attending twelve or more sessions (approximately three weeks of summer programming). All Summer programs except one met at least 75% of their participation and service goals with some programs doubling their contracted targets.

Program	Grantee	Participation Numbers	Participation Goals	Service Hours	Service Goals
Aim High / Oakland - 3 Sites	Aim High for High School	177	101%	23876	96%
Comp Destiny	Destiny Arts Center	81	71%	4761	108%
College Track Summer Program	College Track	66	132%	4746	91%
Concordia Park Summer Program	Girls Incorporated of Alameda County	97	162%	14434	113%
Eureka! Summer Program	Girls Incorporated of Alameda County	86	146%	10162	177%
Kinship Summer Youth Program	Family Support Services of the Bay Area	55	110%	6080	93%
Oakland Freedom School	Leadership Excellence	131	87%	18550	79%
OASES Summer Science Series	Oakland Asian Students Educational Services	51	113%	5639	127%
Prescott Circus Theatre Summer Program	Prescott Circus Theatre	25	83%	3009	98%
San Antonio Summer Learning Initiative	East Bay Asian Youth Center	284	114%	22912	95%
Summer Camp Explosion	City of Oakland- Office of Parks and Recreation	710	237%	83214	182%
Summer Cultural Enrichment Program	East Oakland Youth Development Center	252	84%	207749	395%

PROGRAM QUALITY ASSESSMENT

Research indicates that the quality of youth development programs has a strong relationship with their effectiveness in achieving positive outcomes for participants.¹ Accordingly, See Change is assessing the quality of OFCY grantee programs using structured observational evaluation instruments, including a nationally validated instrument, the Youth Program Quality Assessment (YPQA), which has been shown to be associated with positive outcomes for children in California.²

See Change conducted site visits for the Program Quality Assessment between November of 2010 and March of 2011. Grantees were randomly assigned a month in which the visit was conducted. Sites were visited once during this period for two to three hours. Follow-up interviews provided additional data.

Early Childhood Program Quality Assessment

The Early Childhood Program Quality Assessment was developed by See Change, Inc. for the Oakland Fund for Children and Youth in 2009-10 with the collaboration of Early Childhood programs. Using this rubric, See Change has evaluated OFCY Early Childhood programs in seven areas:

- Health, Safety and Nutrition
- Environment
- Developmentally Appropriate Content and Curriculum
- Interaction: Supports for Relationships
- Family, School and Community Collaboration and Access
- Cultural Competence
- Professionalism

Program Ratings

Programs in the Early Childhood strategy area are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score.

- Thriving – Overall score (average of section scores) 80% or more of the maximum score (higher than 4 of maximum 5)
- Performing – Overall score is 60–80% of the maximum score (score between 3 and 4)
- Emerging – Overall score is less than 60% of the maximum score (less than 3)

Early Childhood Quality Trends

Early Childhood programs have well-organized and collaborative field standards. In 2008, Early Childhood grantee staff collaborated with See Change to create the Early Childhood Program Quality Assessment observation tool, drawing on established field-wide best practices and their own experiences.

Two dimensions of program quality stand out among the programs in this strategy area: 1) Family, School, & Community Collaboration; and, 2) Professionalism.

All Early Childhood programs received the highest score on at least one item in these domains. An example of the excellent work being done to foster collaboration with families is seen at the East Bay Agency for Children's Community Playgroups, where families are enticed to participate by a pre-playgroup, parent-led Zoomba exercise class.

¹ Vandell, D. L., Shumow, L., & Posner, J. (2005) After-school programs for low-income children: Difference in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 437-456). Mahwah, NJ: Erlbaum.

² Youth Program Quality Assessment (YPQA) tied to California Standards for the Teaching Profession. David P. Weikart Center for Youth Program Quality.

Early Childhood Program Quality Assessment Results - Playgroups

Program	Grantee	Program Rating	Overall Score	Assessment Domains						
				Health, Safety and Nutrition	Environment	Content and Curriculum	Interaction: Supports for Relationship-Building	Family, Community and School Collaboration	Cultural Competence	Professionalism
Community Play and Learn Groups	Bring Me A Book Foundation	Performing	3.20	2.6	3.0	3.5	3.0	3.8	3.0	3.5
Integrated Developmental Playgroups Program	Children's Hospital & Research Center Oakland	Thriving	4.81	4.6	5.0	4.5	5.0	4.6	5.0	5.0
Sandboxes to Empowerment	City of Oakland - Office of Parks and Recreation	Performing	3.20	2.6	3.0	4.5	2.5	3.8	3.0	3.0
T.U.D.A. Inclusion Center	City of Oakland - Office of Parks and Recreation	Performing	3.26	4.2	3.7	3.5	2.5	3.8	1.7	3.5
Parent Child Education Support Program	East Bay Agency for Children	Performing	3.89	3.8	4.3	4.0	3.5	4.6	3.0	4.0
Jumpstart Oakland	Jumpstart for Young Children	Performing	3.45	4.6	5.0	3.0	3.7	2.2	3.7	2.0
Preschool Scientists of Oakland	Lawrence Hall of Science	Performing	3.33	3.0	3.0	3.5	3.5	3.8	3.0	3.5
Multicultural Playgroups	Lotus Bloom Child & Family Center	Performing	3.49	2.6	3.0	3.0	3.0	3.8	5.0	4.0
Safe Passages Baby Learning Communities	Safe Passages	Thriving	4.57	5.0	5.0	4.0	5.0	4.2	4.3	4.5

The Mental Health Consultant programs demonstrate high levels of professionalism, meeting regularly with other providers in the field to stay abreast of emerging topics and ongoing areas of interest. They have not been rated as Thriving, Performing or Emerging. New tools specific to a consultant program model are slated for development in May 2011.

Early Childhood Mental Health Quality Assessment Results

Program	Grantee	Overall Score	Assessment Domains						
			Health, Safety and Nutrition	Environment	Content and Curriculum	Interaction: Supports for Relationship-Building	Family, Community and School Collaboration	Cultural Competence	Professionalism

EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation	East Bay Agency for Children	2.77	3.0	3.7	3.0	1.7	2.2	2.3	3.5
The Early Childhood Mental Health Collaborative	Family Paths	4.07	4.0	3.7	4.3	4.5	4.0	3.0	5.0
Integrated Early Childhood Consultation Program	Jewish Family & Children's Services of the East Bay	3.90	3.0	3.0	4.3	5.0	4.0	3.0	5.0
Early Childhood Mental Health Consultation	Lincoln Child Center	4.12	4.3	4.3	5.0	3.7	4.2	2.3	5.0
Early Childhood Mental Health Consultation	The Link to Children	3.70	4.0	3.0	4.0	3.0	4.2	3.7	4.0

Early Childhood Program Quality Scoring Scale

- 1 Limited Evidence: Based on observations and conversations during the visit, the program does not meet expectations in this area.
- 3 Sufficient Evidence: Based on observations and conversations during the visit, the program meets expectations in this area.
- 5 Ample Evidence: Based on observations and conversations during the visit, the program exceeds expectations in this area.

Youth Program Quality Assessment

Using the Youth Program Quality Assessment (YPQA), See Change evaluated Older Youth, Wellness and Healthy Transitions and Community-Based After School programs across five dimensions:

- 1) Safe Environment,
- 2) Supportive Environment,
- 3) interaction (with peers, adults and in groups),
- 4) Engagement/Leadership,
- 5) Cultural Competency.

Programs in Older Youth, Community-Based After School Programs, and Wellness & Healthy Transitions strategy areas are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score.

- Thriving – Overall score (average of section scores) **80%** or more of the maximum score (higher than 4 of maximum 5)
- Performing – Overall score is **60–80%** of the maximum score (score between 3 and 4)
- Emerging – Overall score is less than **60%** of the maximum score (less than 3)

YPQA Quality Scoring Scale

Numerical Scores:	1	3	5
General Scale Meaning:	Item not observed OR Negative examples of item observed	Item observed infrequently OR Positive and negative examples of item observed	Item integrated into program OR Positive examples of item observed

Youth Program Quality Trends

OFCY Older Youth, Wellness and Healthy Transitions and Community-Based After School programs perform better than the national average overall and in each individual area, based on a sample of 902 sites.

	Overall Score	Safe	Supportive	Interaction	Engagement	Cultural
OFCY Average	3.85	4.59	4.63	3.73	2.81	3.48
National Average	3.12	4.42	3.84	3.01	2.56	n/a

Program Strengths

OFCY programs are strongest overall in relationship-building (caring adults and supportive staff), conflict resolution and program preparation (e.g. having appropriate and organized materials ready for participants). Relationship-building is central to the success of youth programs, from driving participation to increasing outcomes. Better quality relationships enhance the capacity of youth to learn and engage in learning by enhancing youth ability to make connections and discover meaning³. Observational results show that programs have prioritized fostering relationships. Creating a space where caring adults and supportive staff build relationships with youth is supported in programs by well-developed hiring, training and specific relationship-building practices. Conflict resolution policies are established well before conflicts arise (if they do), and program preparation happens before youth arrive.

Program Areas for Improvement

A surprising number of programs did not have emergency procedures, fire extinguishers and full first aid kits immediately on-hand. This compromises the safety of these programs, a key feature of program quality.

OFCY programs are weakest overall in creating opportunities for choices for youth, peer mentoring, and youth-led planning. Opportunities for youth to make meaningful choices and have a voice in programs were not observed at many sites, though some programs reported voice and choice opportunities had been integrated into program design.

Facilitating youth input and peer mentoring is time-intensive, when not fully integrated into program models, and may be challenging for staff. With staff training and prioritization, however, programs could improve in these time-consuming, but ultimately enriching, practices.

In the area of culture competency, we did not observe many practices that actively and intentionally engaged young people's cultural or ethnic backgrounds in activities or discussions. A notable exception is those programs that are organized around ethnicity like the Native American Health Center. However, the observational items for the area of cultural competency are not as thoroughly tested, and have no national sample to provide backing. For this reason, this observation should be further investigated using data from youth themselves to determine whether youth feel their culture and ethnicity is bolstered, unchanged or unsupported in programs.

³ Salzberger-Wittenberg, I., Henry, G., and Osborne, E. (1983). *The Emotional Experience of Learning and Teaching*. London: Routledge.

Older Youth

Older Youth programs excel at encouraging learning and practice of new skills in a non-judgemental environment. This is critical, especially for career and academic support programs which make up a sub-strategy of this strategy area. Considering this emphasis on skill-building, it was surprising to find that Older Youth programs score lower in having youth make presentations and thus build presenting skills, which are a core of the service business model.

Program	Grantee	Program Rating	Overall Score	Safe Environment	Supportive Environment	Interaction	Engagement	Cultural Competency
OLDER YOUTH			3.99	4.65	4.60	3.76	3.21	3.73
Older Youth - Career and College Readiness								
Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	Biotech Partners	Performing	3.68	4.50	4.61	4.29	2.00	3.00
Youth Employment Partnership	Career Try-Out	Program occurred over the Summer and was assessed with the Summer Program Quality Assessment. See Summer strategy area for results.						
College Track Oakland	College Track	Performing	3.93	5.00	4.71	3.79	3.17	3.00
ESAA Youth Arts Program	East Side Arts Alliance	Thriving	4.28	4.67	4.21	4.17	3.83	4.50
Model Neighborhood Program	Alameda County Medical Center	Thriving	4.39	4.90	5.00	4.38	3.67	4.00
Pathways to Higher Education and Careers	Youth Radio	Thriving	4.80	5.00	5.00	4.50	4.50	5.00
Project EEVE	Pivotal Point Youth Services	Thriving	4.62	5.00	5.00	4.00	4.11	5.00
Steps to Success	First Place for Youth	Thriving	4.02	4.70	4.74	4.00	3.17	3.50
Success at Seventeen	Next Step Learning Center	Performing	3.58	5.00	4.75	3.00	2.17	3.00
Youth Law Academy	Centro Legal de la Raza	Performing	3.77	3.90	4.75	3.88	2.83	3.50
Older Youth - Comprehensive Programming								
DreamCatcher	Alameda Family Services	Performing	3.43	4.67	3.97	2.50	2.00	4.00
First Steps Community Resource Center	First Place for Youth	Thriving	4.17	4.80	4.63	3.75	4.67	3.00

Program	Grantee	Program Rating	Overall Score	Safe Environment	Supportive Environment	Interaction	Engagement	Cultural Competency
OLDER YOUTH			3.99	4.65	4.60	3.76	3.21	3.73
Internships and Apprenticeships Program	Dimensions Dance Theater	Thriving	4.72	5.00	4.61	4.83	4.17	5.00
Refugee and Immigrant Wellness Project	Refugee Transitions	Performing	3.27	4.05	4.38	2.92	2.50	2.50
Youth ALIVE!	Caught in the Crossfire	Performing	3.90	4.00	5.00	3.00	4.00	3.50
TOOLS: Transforming Ordinary Obstacles into Life Skills	City of Oakland, Office of Parks and Recreation	Performing	3.81	4.30	4.44	2.83	3.00	4.50

Wellness and Healthy Transitions

Wellness and Healthy Transitions programs excel in conflict resolution. This is positive evidence of the focus of this sub-strategy focused on peer mediation and violence prevention.

Grantee	Program	Prdgram Rating	Overall Score	Safe Environment	Supportive Environment	Interaction	Engagement	Cultural Competency
Wellness and Healthy Transitions			4.12	4.67	4.69	4.12	3.17	3.94
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	Performing	3.63	4.17	5.00	4.00	2.00	3.00
Asian Community Mental Health Services	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Thriving	4.80	4.80	4.89	4.67	4.67	5.00
Asian Health Services	Taking Charge: API Youth Leaders	Performing	3.77	4.40	4.64	3.29	1.50	5.00
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	Thriving	4.31	4.50	5.00	4.54	4.50	3.00
Loto Taha Pasifika (fiscal agency ARC Associates)	Healthy Heart Health Mind (HHHM)	Thriving	4.52	4.67	4.53	4.75	3.67	5.00
McCullum Youth Court	PEACE Program	Performing	3.79	4.90	4.20	3.33	2.50	4.00
NAHC	Indigenous Youth Voices	Thriving	4.17	5.00	4.63	3.38	3.33	4.50
OUSD - Instructional Services	OUSD Conflict Resolution	Performing	3.54	4.90	4.81	4.33	2.67	1.00
Youth Alive!	Teens on Target Violence Prevention Program	Thriving	4.52	4.67	4.53	4.75	3.67	5.00

Community-Based After School

Community-Based After School programs are serving a younger population than the other youth strategy areas. They are also providing programming daily after school, and must emphasize homework help and other more rote tasks. Community-Based After School programs do not perform as well as other strategy areas in cultural competency, reflection, process choices, peer mentorship and group work skills, but still perform above the national average in Safe Environment, Supportive Environment and Interaction.

Grantee	Program	Program Rating	Overall Score	Safe Environment	Supportive Environment	Interaction	Engagement	Cultural Competency
Community-Based After School Programming			3.65	4.55	4.39	3.50	2.42	3.39
OBUGS out of school time	City of Oakland-Office of Parks and Recreation	Performing	3.38	4.80	4.67	3.08	2.33	2.00
Oakland Discovery Centers	OPR	Performing	3.13	4.00	4.29	3.04	2.33	2.00
After School Program	Ala Costa	Performing	3.29	4.58	3.38	3.04	2.17	X
Neighborhood Sports Initiative	Unity Council	Performing	3.55	4.68	4.64	3.58	1.83	3.00
Library Education and Art Program (LEAP)	Museum of Children's Art	Performing	3.57	4.40	4.92	3.38	2.67	2.50
Sports & Recreation for Youth with Physical Disabilities	Bay Area Outreach & Recreation Program	Performing	3.83	5.00	4.92	4.08	2.17	3.00
SmartMoves Education and Enrichment Program	East Oakland Boxing Association	Performing	3.93	4.22	4.02	3.75	2.67	5.00
The Green Stampede	Homework Club	Program is run during baseball season and has not been available to be observed. A site visit is scheduled in April as soon as the season starts.						
Rites of Passage	Dimensions Dance Theater	Performing	3.99	5.00	4.50	3.46	3.00	4.00
The American Indian Child Resource Center	Nurturing Native Pride	Thriving	4.39	4.71	4.85	4.38	3.00	5.00

Summer Program Quality Assessment

The Summer Program Quality Assessment (PQA) was developed for Oakland Fund for Children and Youth in 2009-10 for use with all non-Early Childhood programs. Using this rubric with Summer programs prior to the adoption of the YPQA for youth programming, See Change observed and assessed programs in seven areas:

- Physical and Emotional Safety
- Caring Adults
- Skill Building
- Fun
- Supportive Peers
- Youth Engagement
- Diversity/Identity

Program Ratings

Programs in the Summer strategy area are rated as *Thriving*, *Performing* or *Emerging* based on based on their overall numerical score.

- Thriving – Overall score (average of section scores) 80% or more of the maximum score (which is 3)
- Performing – Overall score is 60–80% of the maximum score
- Emerging – Overall score is less than 60% of the maximum score

All summer programs are Thriving.

Program Name	Program Quality	Physical and Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
Aim High	2.7	3.0	2.8	2.8	3.0	2.6	2.0	2.5
College Track: ASAP	2.8	3.0	3.0	2.5	3.0	2.8	2.7	2.8
OASES Summer Science Series	2.7	2.6	2.7	2.5	3.0	2.5	3.0	2.5
EBAYC San Antonio Summer Learning Initiative	2.5	2.8	2.8	1.8	3.0	2.4	2.0	3.0
Leadership Excellence: Oakland Freedom School	2.7	2.8	2.5	2.5	3.0	2.8	2.5	2.8
Destiny Arts Center: Camp Destiny	2.6	2.8	2.5	2.8	3.0	2.5	2.3	2.5
East Oakland Youth Development Center - Summer	2.5	2.6	2.8	2.0	3.0	2.3	2.0	2.7

Program Name	Program Quality	Physical and Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
FSSBA: Kinship Summer Youth Program	2.7	2.4	2.5	3.0	3.0	2.6	3.0	2.6
Girls Inc - Concordia Park	2.6	2.4	3.0	2.5	3.0	2.6	2.5	2.5
Girls Inc - Eureka!	2.9	2.8	3.0	3.0	3.0	2.7	3.0	2.8
OPR Summer Camp Explosion	2.5	2.4	2.3	2.3	3.0	2.3	2.0	3.0
Prescott Circus	2.9	3.0	2.5	3.0	3.0	2.9	3.0	3.0
Youth Employment Program: Career Try Out*	2.6	2.6	2.5	2.8	3.0	2.0	2.7	2.4
Summer Programming Overall	2.7	2.7	2.7	2.5	3.0	2.6	2.5	2.7

Summer Program Quality Scoring Scale

- 1 - Limited Evidence: Based on observations and conversations during the visit, the program does not meet expectations in this area.
- 2 - Sufficient Evidence: Based on observations and conversations during the visit, the program meets expectations in this area.
- 3 - Ample Evidence: Based on observations and conversations during the visit, the program exceeds expectations in this area.

Note: *Youth Employment Program: Career Try Out is an Older Youth strategy area program. This program runs in the summer and was assessed with the Summer Program Quality Assessment tool.

Exceptional Youth Engagement is a high-level best practice that See Change does not expect to see at every program. In particular, programs with younger youth (middle school-age) are challenged to provide appropriate direction and support for their participants while also providing opportunities for higher-level engagement and leadership. This is the case for Aim High and OPR Summer Explosion. Both programs serve middle-school age youth in a classroom setting. Although youth were actively participating and contributing to the activity at hand, they were not responsible for an entire activity in either instance.

EBAYC and East Oakland Youth Development Center (EOYDC) both employ traditional classroom style instruction. As a result, they did not engage youth with a variety of learning styles, which lowered their Skill Building scores.

However, EOYDC is distinctive in its approach to summer programming in that youth entirely lead the summer program, teaching courses and even serving as Program Director. As a result, novice teachers are leading courses and workshops. These youth-teachers are building skill in teaching and group dynamics and demonstrate excellent youth engagement and youth leadership. Students in the courses, however, sometimes experience limited classroom management approaches from these novice teachers. This dichotomy between very high skill building for youth-teachers, and limited diversity of learning styles or leadership opportunities for regular participants is reflected in EOYDC's 2.0 score in both Skill Building and Youth Engagement.

CONCLUSIONS

After conducting site visits and interviews, See Change has concluded that the programs funded by the Oakland Fund for Children and Youth in the Early Childhood, Older Youth, Wellness & Healthy Transitions, Community-Based After School, Summer strategy areas are providing good quality programming, rooted in youth development best practices, that compare favourably with similar programs across the country.

Most programs are on track to reach their service and participation goals for the year.

In terms of areas for improvement, basic deficiencies in facilities and emergency preparations (first aid kits and fire extinguishers) can be easily rectified. By contrast, increasing youth leadership and voice is a constant challenge of programs, but worth the investment of ongoing professional development and program resources.

Looking ahead, in the final report we will examine which aspects of quality are most closely related to youth outcomes.

Oakland Fund for Children and Youth

**EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY-BASED
AFTER SCHOOL, WELLNESS & HEALTHY TRANSITIONS, AND SUMMER STRATEGY
AREAS**

2010-11 INTERIM REPORT



SEE CHANGE

APPENDICES

- A. Early Childhood
- B. Older Youth
- C. Wellness and Healthy Transitions
- D. Community Based After School
- E. Summer

Oakland Fund for Children and Youth

**EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY-BASED
AFTER SCHOOL, WELLNESS & HEALTHY TRANSITIONS, AND SUMMER STRATEGY
AREAS**

2010-11 INTERIM REPORT



SEE CHANGE

APPENDIX A

Early Childhood



SITE PROFILE

**Community Play and Learn Groups
Bring Me A Book Foundation
Early Childhood**

PROGRAM DESCRIPTION

The Oakland Early Learning Collaborative project (Bring Me a Book, Oakland Ready to Learn and Eastside Arts Alliance) expands and enhances community playgroups and projects including Intertribal Friendship House serving Oakland's Native community, Oakland Ready to Learn's Learning Center in the EastSide Arts complex, and the City of Oakland Department of Parks and Recreation's Arroyo Viejo Center. Programs include parent involvement and an education component, parent/child activities, and chances to learn through art, music, dance and story.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
97%	15%	121%	28%

PROGRAM QUALITY ASSESSMENT RATINGS

Community Play and Learn Groups is a Performing program, based on the Program Quality Assessment Observation. Your program overall quality score is 3.12.

Quality Domain	Community Play and Learn Groups	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.5	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Program situated in high-need community. First of its kind collaboration with Housing Authority.

Areas for Improvement: Recruitment in a high-violence area is a challenge, but the program has been utilizing community contacts to make introductions.



SITE PROFILE

**Integrated Developmental Playgroups Program
Children's Hospital & Research Center Oakland
Early Childhood**

PROGRAM DESCRIPTION

The Integrated Developmental Playgroups Program collaborative addresses the needs of young children and their families living in neighborhoods with high rates of poverty and educational disparities. The program serves the most vulnerable young children and those already showing delays in one or more areas of their development. It combines the expertise of skilled early childhood developmental and mental health specialists with community based early care and education, as well as peer parents to provide early intervention through play.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
232%	48%	118%	43%

PROGRAM QUALITY/ASSESSMENT/RATINGS

Integrated Developmental Playgroups Program is a Thriving program, based on the Program Quality Assessment Observation. Your program overall quality score is 4.42.

Quality Domain	Integrated Developmental Playgroups Program	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	4.6	3.50
Environment	5.0	3.57
Developmentally Appropriate Content and Curriculum	4.5	3.73
Interaction: Supports for Relationship Building	5.0	3.39
Family, Community and School Collaboration	4.6	3.77
Cultural Competency of Staff and Program	5.0	3.14
Professionalism	5.0	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Highly engaging and professional staff instigate interactions that build trust with parents and children. Parents share their experiences and concerns openly in the support group portion, which is structured to reduce social isolation. Program staff purposefully design activities to be easily replicable in the home (eg. building blocks made from yoghurt and butter containers).

Areas for Improvement: This is a very strong program.



SITE PROFILE

**Parent Child Education Support Program
East Bay Agency for Children
Early Childhood**

PROGRAM DESCRIPTION

Hawthorne Family Resource Center's Parent-Child Education Support Program (PCESP) offers an integrated approach to culturally appropriate child literacy and enrichment activities, while providing families with support, parenting skills, and confidence so that they are successful in school. PCESP provides an infant/toddler and preschool track in child development, parenting classes, support groups, summer program, family literacy and community playgroups. PCESP is Fruitvale's only comprehensive, bilingual parent education program that focuses on the parent-child bond and family school readiness.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
184%	93%	167%	90%

PROGRAM QUALITY ASSESSMENT RATINGS

Parent Child Education Support Program is a Performing program, based on the Program Quality Assessment Observation. Your program overall quality score is 3.96.

Quality Domain	Parent Child Education Support Program	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	3.8	3.50
Environment	4.3	3.57
Developmentally Appropriate Content and Curriculum	4.0	3.73
Interaction: Supports for Relationship Building	3.5	3.39
Family, Community and School Collaboration	4.6	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	4.0	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Well-attended program incorporates all aspects of support for children and their parents. Strong child learning and development opportunities coupled with collaboration with onsite school results in seamless transition to kindergarten for participating children and parents.

Areas for Improvement: Share best practices around incentives for attendance (Zumba Class).



SITE PROFILE

EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings
East Bay Agency for Children
Early Childhood

PROGRAM DESCRIPTION

East Bay Agency for Children Mental Health Consultants (MHC) supports Oakland Unified School District Early Childhood Education Centers to enhance social emotional development and pre-academic success of preschool students. Services include weekly onsite relationship-based consultations, observation of children and classrooms, developmental assessment levels, new implemental approaches, and behavioral development plans, workshops, child and family therapy, psycho education, parenting support and community resources.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	72%	New OFCY grant in 2010	19%

PROGRAM QUALITY ASSESSMENT RATINGS

EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings is a Performing program, based on the Program Quality Assessment Observation. Your program overall quality score is 3.50.

Quality Domain	EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	3.0	3.50
Environment	3.7	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	1.7	3.39
Family, Community and School Collaboration	2.2	3.77
Cultural Competency of Staff and Program	2.3	3.14
Professionalism	3.5	3.86



OBSERVATION NOTES

Program Strengths: Staff have multiple opportunities for professional development and continuing education. Staff also have the opportunity for consultation with other professionals.

Areas for Improvement: Few children (and their families) are currently engaged in one-on-one consultation with the program consultant. This may be because the program is new.



SITE PROFILE

The Early Childhood Mental Health Collaborative
 Family Paths
 Early Childhood

PROGRAM DESCRIPTION

The Oakland Early Childhood Mental Health Collaborative (Family Paths, Through the Looking Glass, and Jewish Children and Family Services) provides preschool site-based mental health consultation and developmental consultation for racially and ethnically diverse children with special needs. The Collaborative serves parents, teachers and peers, as well as children with significant developmental delays or behavioral problems at Head Start sites, Oakland Unified School District Child Development Centers, and Head Start Family Childcares.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
189%	92%	260%	36%

PROGRAM QUALITY ASSESSMENT RATINGS

The Early Childhood Mental Health Collaborative is a Thriving program, based on the Program Quality Assessment Observation. Your program overall quality score is 4.58.

Quality Domain	The Early Childhood Mental Health Collaborative	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	4.0	3.50
Environment	3.7	3.57
Developmentally Appropriate Content and Curriculum	4.3	3.73
Interaction: Supports for Relationship Building	4.5	3.39
Family, Community and School Collaboration	4.0	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	5.0	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Good communication between Mental Health Consultant and preschool staff. Numerous accounts of preschool staff acting on advice of Mental Health Consultant eg. behavior management techniques and developmentally appropriate toys.

Areas for Improvement: In conversation, program staff identified cultural competency as an area for continued reflection and development.



SITE PROFILE

**Integrated Early Childhood Consultation Program
Jewish Family & Children's Services of the East Bay
Early Childhood**

PROGRAM DESCRIPTION

The Integrated Early Childhood Consultation Program Collaborative (Jewish Family Children's Services of the East Bay, Children's Hospital & Research Center Oakland, and Oakland Unified School District Early Childhood Education) offers innovative integrated mental health consultation and child developmental services in Oakland Unified School District Child Development Centers and Unity Council Head Start sites, serving children, teachers, and parents.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	122%	New OFCY grant in 2010	57%

PROGRAM QUALITY ASSESSMENT RATINGS

Integrated Early Childhood Consultation Program is a **Thriving** program, based on the Program Quality Assessment Observation. Your program overall quality score is 4.33.

Quality Domain	Integrated Early Childhood Consultation Program	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	3.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.3	3.73
Interaction: Supports for Relationship Building	5.0	3.39
Family, Community and School Collaboration	4.0	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	5.0	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Staff demonstrate extensive knowledge of services available to families and the most effective method of referral for access to services. Staff take a holistic approach to understanding the needs of the children they work with, and have a deep understanding of many individual children's backgrounds.

Areas for Improvement: The preschool does not provide adequate physical space for mental health consultants' resources and personal effects.



SITE PROFILE

**Jumpstart Oakland
Jumpstart for Young Children, Inc.
Early Childhood**

PROGRAM DESCRIPTION

Jumpstart Oakland prepares low-income children to enter kindergarten ready to succeed and increase family involvement in their children's early learning and growth. Volunteers from St. Mary's Cohege and UC Berkeley are trained to serve children via an existing early literacy program in West Oakland and San Antonio-Fruitvale preschools. Community members are encouraged to implement and participate in programs and activities that reach hundreds of additional children and their families in Oakland's highest-need neighborhoods.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
84%	97%	66%	38%

PROGRAM QUALITY ASSESSMENT RATINGS

Jumpstart Oakland is a Performing program, based on the Program Quality Assessment Observation. Your program overall quality score is 3.12.

Quality Domain	Jumpstart Oakland	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	4.6	3.50
Environment	5.0	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	3.7	3.39
Family, Community and School Collaboration	2.2	3.77
Cultural Competency of Staff and Program	3.7	3.14
Professionalism	2.0	3.86



OBSERVATION NOTES

Program Strengths: Children are highly engaged in Jumpstart activities, and enjoy the infusion of different books and other activities to their regular programming. Jumpstart volunteer facilitators are enthusiastic, and maintain children's focus.

Areas for Improvement: Jumpstart volunteers rely heavily on pre-school staff to intervene with behavior management techniques.



SITE PROFILE

**Preschool Scientists of Oakland
Lawrence Hall of Science
Early Childhood**

PROGRAM DESCRIPTION

Preschool Scientists of Oakland provides family/child science enrichment classes for preschoolers. Program classes are conducted at Oakland's Office of Parks and Recreation centers that offer playgroups. Caregivers and children participate together in fun, age-appropriate science activities, families receive books and materials to extend the learning at home, and staff receive training and materials to help them integrate more science into their programming.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	44%	New OFCY grant in 2010	9%

PROGRAM QUALITY ASSESSMENT RATINGS

Preschool Scientists of Oakland is a Performing program, based on the Program Quality Assessment Observation. Your program overall quality score is 3.20.

Quality Domain	Preschool Scientists of Oakland	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	3.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction: Supports for Relationship Building	3.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.5	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Hands-on workshop program successfully brings natural and physical science to young children. Children are fascinated with live animals, and material is buttressed with songs, expressionary art projects, time to play being the animal, and take home booklets.

Areas for Improvement: With only two staff onsite, there is little bandwidth for staff to positively manage any behavior challenges. Parents and host program staff provide this support, but with varying results.



SITE PROFILE

**Early Childhood Mental Health Consultation
Lincoln Child Center
Early Childhood**

PROGRAM DESCRIPTION

Lincoln Child Center (LCC) offers mental health consultation services for staff families and students at Child Development Centers. Consultants offer observations, trainings, and follow-up. LCC's programs serve children and staff and uses a collaborative model to insure that each site's needs are met with the overall goal that providers improve strategies to support children's positive behavior and emotional health and that families understand their child's developmental needs.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	25%	New OFCY grant in 2010	35%

PROGRAM QUALITY ASSESSMENT RATINGS

Early Childhood Mental Health Consultation is a Thriving program, based on the Program Quality Assessment Observation. Your program overall quality score is 4.47.

Quality Domain	Early Childhood Mental Health Consultation	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	4.3	3.50
Environment	4.3	3.57
Developmentally Appropriate Content and Curriculum	5.0	3.73
Interaction: Supports for Relationship Building	3.7	3.39
Family, Community and School Collaboration	4.2	3.77
Cultural Competency of Staff and Program	2.3	3.14
Professionalism	5.0	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Mental Health Consultant has established a high level of trust with preschool staff. Preschool staff will approach Mental Health Consultant for advice about specific children.

Areas for Improvement: Preschool staff do not meet collectively on a regular basis. The mental health consultant is working to increase opportunities for collaboration (however this area is not expressly under control of the consultant).



SITE PROFILE

**Early Childhood Mental Health Consultation
The Link to Children
Early Childhood**

PROGRAM DESCRIPTION

The Early Childhood Mental Health Consultation program offers mental health consultants that provide mental health and developmental consultation for children 0 to 5 years of age, their families and teachers at Oakland Unified School District Child Development Centers and private Child Development Centers. Consultants provide screening and assessment and focus on age appropriate social and emotional responses, activities, and recourses for young children that keeps them enrolled and supports their learning in readiness for kindergarten.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
13%	82%	93%	64%

PROGRAM QUALITY ASSESSMENT RATINGS

Early Childhood Mental Health Consultation is a **Thriving** program, based on the Program Quality Assessment Observation. Your program overall quality score is 4.00.

Quality Domain	Early Childhood Mental Health Consultation	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	4.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	4.2	3.77
Cultural Competency of Staff and Program	3.7	3.14
Professionalism	4.0	3.86



OBSERVATION NOTES

Program Strengths: Well-organized program is founded on researched principles. Program is housed in a true learning organization, where program practices are reviewed periodically and mechanisms exist for strong sense of stakeholder satisfaction.

Areas for improvement: Look for opportunities to share best practices around cultural competency policy creation and infusion into daily activities.



SITE PROFILE

**Multicultural Playgroups
Lotus Bloom Child & Family Center
Early Childhood**

PROGRAM DESCRIPTION

The Multicultural Playgroups program introduces socialization skills, social emotional development and help children acquire school readiness concepts such as colors, numbers, the alphabet, and body parts, etc. through shared group activities; including reading, singing, playing instruments, and dancing. The program uses interactive materials to promote a love of learning that starts with the child and parent dyad. It enables parents to feel connected to their children, knowing that they are preparing them for future school settings and their children to feel cared for, and receive the crucial building blocks for school.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	283%	New OFCY grant in 2010	45%

PROGRAM QUALITY ASSESSMENT RATINGS

Multicultural Playgroups is a Performing program, based on the Program Quality Assessment Observation. Your program overall quality score is 3.52.

Quality Domain	Multicultural Playgroups	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	5.0	3.14
Professionalism	4.0	3.86



OBSERVATION NOTES

Program Strengths: Well-attended program provides quality support to children and families in a truly multi-cultural environment. Songs in the languages of all participants is a highlight. Baby signing is used to help communicate with all children.

Areas for Improvement: Program space is clean, but well-used and stained. Program is working to include parents in more of the program decision-making.



SITE PROFILE

Sandboxes to Empowerment
 City of Oakland - Office of Parks and Recreation
 Early Childhood

PROGRAM DESCRIPTION

Sandboxes to Empowerment is a free, thrice weekly, drop-in, play and learn group pilot program established through a collaboration between Oakland's Office of Park and Recreation, Lotus Bloom Family Resource Center and the Museum of Children's Art (MOCHA). Sandboxes is held at recreation centers and offers fun developmental games and activities that prepare children to be ready to learn in kindergarten and beyond. The program shares essential family support materials on topics such as parenting skills, county and city family support services and a community calendar of free and low-cost family events and activities.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
22%	59%	141%	45%

PROGRAM QUALITY ASSESSMENT RATINGS

Sandboxes to Empowerment is a Performing program, based on the Program Quality Assessment Observation. Your program overall quality score is 3.22.

Quality Domain	Sandboxes to Empowerment	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.5	3.73
Interaction: Supports for Relationship Building	2.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.0	3.86



OBSERVATION NOTES

Program Strengths: Playgroup incorporates strong fundamental skill-building: gross and fine motor skills, literacy and language awareness, kindergarten readiness.

Areas for Improvement: Staff experience some challenges with behavior management. Overall, this was well handled, but communication with parent about behavior management techniques was not evident. Food was not on-hand during visit, so staff ordered pizza. Staff language capacities fit the needs of the community, but execution of translation/dual language was haphazard/unrehearsed.



SITE PROFILE

T.U.D.A. Inclusion Center
 City of Oakland - Office of Parks and Recreation
 Early Childhood

PROGRAM DESCRIPTION

T.U.D.A. (Think & Understand, Don't Assume) inclusion Center provides early intervention services for children who are considered at high risk for acquiring life changing developmental disabilities. T.U.D.A. works with children who have a delay in at least one developmental area. The sessions require parental involvement with the aim of educating families on how to support their child's developmental needs. T.U.D.A. creates and implements individual service plans focused on specific delays with the goal of helping children achieve developmental milestones.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	49%	New OFCY grant in 2010	25%

PROGRAM QUALITY ASSESSMENT RATINGS

T.U.D.A. Inclusion Center is a Thriving program, based on the Program Quality Assessment Observation. Your program overall quality score is 4.24.

Quality Domain	T.U.D.A. Inclusion Center	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	4.2	3.50
Environment	3.7	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction: Supports for Relationship Building	2.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	1.7	3.14
Professionalism	3.5	3.86



OBSERVATION NOTES

Program Strengths: Staff have generated an organized program schedule and are able to articulate goals for future development.

Areas for Improvement: Resources such as books and toys are limited. There are no age appropriate restroom facilities for the younger children (some children cannot reach the sink to wash their hands without assistance).



SITE PROFILE

Safe Passages Baby Learning Communities
 Safe Passages
 Early Childhood

PROGRAM DESCRIPTION

The Baby Learning Communities Collaborative Program provides services for families (including low-income, immigrant, families exposed to violence, and families with children and parents with disabilities and delays) with young children (particularly those 12 months or younger) living in the Havenscourt and Madison school communities. Year-round community playgroups, outreach, parent education, case management and training are provided to increase family involvement, identification of developmental delays and disabilities, and access to related services.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	14%	New OFCY grant in 2010	4%

PROGRAM QUALITY ASSESSMENT RATINGS

Safe Passages Baby Learning Communities is an Emerging program, based on the Program Quality Assessment Observation. Your program overall quality score is 2.72.

Quality Domain	Safe Passages Baby Learning Communities	OFCY Strategy Area Overall Average Score
Health, Safety and Nutrition	2.6	3.50
Environment	2.3	3.57
Developmentally Appropriate Content and Curriculum	2.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	2.3	3.14
Professionalism	3.0	3.86



SEE CHANGE

OBSERVATION NOTES

Program Strengths: Strong Spanish-language parent education workshops. Attendance of over thirty mothers and fathers led to an engaging conversation about the developmental topic of the day.

Areas for Improvement: Recruitment of English-speaking parents is lagging far behind strong Spanish-speaking recruitment. Program attendance overwhelmed staff in the concurrent childcare environment. Although staff were engaged with some children, other children watched tv or moved unsupervised between indoor and outdoor activity spaces.

FOLLOW UP

A second program quality site visit has been scheduled and scores will be updated at that time.

Oakland Fund for Children and Youth

**EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY-BASED
AFTER SCHOOL, WELLNESS & HEALTHY TRANSITIONS, AND SUMMER STRATEGY
AREAS**

2010-11 INTERIM REPORT



SEE CHANGE

APPENDIX B

Older Youth



SITE PROFILE

Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program
 Biotech Partners
 Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

Biotech Partners serves Oakland youth, aged 15 to 20, with academic and vocational bioscience training at Oakland Tech and within Peralta Community College District targeting minority, low-income and female youth, many with academic challenges. The 11th to 12th grade Biotech Academy includes four semester long, hands-on biotech classes, free tutoring and job-search/life skills workshops. Students gain employment skills during a mentored 8-week paid summer science internship. The Bioscience Career Institute at Peralta extends the academic training and paid professional experience, resulting in job placement.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	100%	New OFCY grant in 2010	43%

PROGRAM QUALITY ASSESSMENT RATINGS

Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.68.

	Quality Domain	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	OFY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.50	4.55
	Supportive Environment	4.61	4.55
Best Practices	Interaction	4.29	3.57
	Engagement	2.00	2.85
	Cultural Competency	3.00	3.55



OBSERVATION NOTES

Program Strengths:

Program provides youth with the opportunity to improve biotech skills through structured lab activities, practice and guidance – youth would have difficulty developing these skills without the program. The accumulation of these skills leads to tangible internship opportunities and future career developments.

Areas for Improvement:

Youth's interests are considered when assigning internship opportunities, however youth have limited opportunity to provide input on the program curriculum.

SITE PROFILE

**Youth Employment Partnership
Career Try-Out**

PROGRAM DESCRIPTION

Career Try-Out provides Oakland youth ages 15 to 17 who have never worked before, with their first summer job. Youth complete workshops on job skills, including job search techniques, interviewing, resume preparation, and job survival prior to employment. Each teen is assigned a counselor, and selects from a menu of worksite options, and will complete 120 hours of subsidized employment along with weekly job skills workshops. Supervisors complete two evaluations of youth, and youth evaluate jobsites at summer's end.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
139%	111%	148%	122%

PROGRAM QUALITY ASSESSMENT RATINGS

Youth Employment Program is a Thriving program, based on an overall Program Quality Assessment score of 2.6*.

Quality Domain	Youth Employment Partnership	OFGY Strategy Area Overall Average Score (Summer)*
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.5	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.0	2.6
Youth Engagement	2.7	2.5
Diversity/Identity	2.4	2.7

Note: *The Youth Employment Partnership's program offerings occurred over the Summer. As such, the program was assessed using the Summer Program Quality Assessment, which employs a scale of 1-3.



SITE PROFILE

College Track Oakland
 College Track
 Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

College Track Oakland provides services to low-income, under-resourced high school students to interrupt cycles of low achievement and help transform Oakland into a place where college readiness and college graduation are the norms. The program does this by improving student achievement through the delivery of high quality, comprehensive services and strategic partnerships with schools and other community-based organizations.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	65%	New OFCY grant in 2010	88%

PROGRAM QUALITY ASSESSMENT RATINGS

College Track Oakland is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.93.

	Quality Domain	College Track Oakland	OF CY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.00	4.55
	Supportive Environment	4.71	4.55
Best Practices	Interaction	3.79	3.57
	Engagement	3.17	2.85
	Cultural Competency	3.00	3.55



OBSERVATION NOTES

Program Strengths:

Youth have the opportunity to participate in high-stakes presentation experiences (presenting to mayor). Program is extremely professional and clear with youth about expectations for participation.

Areas for Improvement:

Volunteer course leaders and short sessions (six weeks, meeting once per week) result in a variety of levels of instructor efficacy, despite standardized training.



SITE PROFILE

ESAA Youth Arts Program
East Side Arts Alliance
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

The Eastside Arts Alliance youth art programs include free art workshops for youth, public art projects, festivals, performances, town hall meetings, forums, and exhibitions. The programs employ a cultural empowerment model that is centered in social justice and incorporates entrepreneurial and career building elements to provide youth the necessary creative skills to develop self-confidence and motivation to explore greater possibilities in employment and life-shaping goals.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
168%	157%	82%	44%

PROGRAM QUALITY ASSESSMENT RATINGS

ESAA Youth Arts Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.28.

	Quality Domain	ESAA Youth Arts Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	4.21	4.55
Best Practices	Interaction	4.17	3.57
	Engagement	3.83	2.85
	Cultural Competency	4.50	3.55



OBSERVATION NOTES

Program Strengths:

The products of program activities (art, plays, music) reflect the ideas and creativity of youth. Activities are highly engaging, and allow youth to explore current and historical cultural issues (eg. recent gang injunction in Fruitvale).

Areas for Improvement:

A few youth lacked direction during the program offering.



SITE PROFILE

**Model Neighborhood Program
Alameda County Medical Center
Older Youth - Career and College Readiness**

PROGRAM DESCRIPTION

The Model Neighborhood Program (MNP) promotes healthy choices and exposes 8th to 12th graders to various careers in the health industry by partnering them with health professionals to provide practical experience and community service at Alameda County Medical Center. The program includes paid and unpaid internships, team building and seminars on professionalism, time management, goal setting, career ladders and financial management. Students exit with career goals, confidence in accessing job-related opportunities, improved health industry career skills and a network of potential future supervisors.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
87%	28%	147%	67%

PROGRAM QUALITY ASSESSMENT RATINGS

Model Neighborhood Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.39.

	Quality Domain	Model Neighborhood Program	OFGY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.90	4.55
	Supportive Environment	5.00	4.55
Best Practices	Interaction	4.38	3.57
	Engagement	3.67	2.85
	Cultural Competency	4.00	3.55



OBSERVATION NOTES

Program Strengths:

Excellent youth development principles employed. Youth are in charge, reflect in multiple modalities, share what they learn daily, and experience new career opportunities.

Areas for Improvement:

Look for incentives to increase attendance for youth with familial commitments.



SITE PROFILE

**Pathways to Higher Education and Careers
Youth Radio
Older Youth - Career and College Readiness**

PROGRAM DESCRIPTION

The Pathways to Higher Education and Careers program offers a youth development program that integrates educational support, college preparation and career exploration. Youth Radio's program includes intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	131%	New OFCY grant in 2010	28%

PROGRAM QUALITY ASSESSMENT RATINGS

Pathways to Higher Education and Careers is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.80.

	Quality Domain	Pathways to Higher Education and Careers	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.00	4.55
	Supportive Environment	5.00	4.55
Best Practices	Interaction	4.50	3.57
	Engagement	4.50	2.85
	Cultural Competency	5.00	3.55



OBSERVATION NOTES

Program Strengths:

High level of youth engagement. Multiple structured opportunities for reflection through weekly reflection tasks (professional development workshops) and constant tracking of goals and progress (one-on-one advisory sessions). Program aims to provide youth with all the necessary tools to successfully apply to college.

Areas for Improvement:

Professional development students are not given the opportunity to lead and prepare workshops, unless they have taken the class before.



SITE PROFILE

Project EEVE
Pivotal Point Youth Services

PROGRAM DESCRIPTION

Pivotal Point Youth Services provides education and career assessments, education referrals, employment training, paid internships, vocational skills development, and entrepreneurship training to at-risk youth ages 15 to 20 residing in the City of Oakland. The services are enhanced with a variety of other comprehensive supportive services to help alleviate barriers to employment. The services are designed to increase the youth's employment, vocational and entrepreneurial skills, to prepare them for careers with life-long growth potential and future self-sufficiency.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	43%	New OFCY grant in 2010	45%

PROGRAM QUALITY ASSESSMENT RATINGS

Project EEVE's main activities occur in the summer months. See Change was not able to observe the program offerings; follow up interviews have been scheduled.



SITE PROFILE

**Steps to Success
First Place for Youth
Older Youth - Career and College Readiness**

PROGRAM DESCRIPTION

The Steps to Success Program provides academic and career preparation services to high-risk youth transitioning from foster care to independent adulthood. Youth receive valuable job search and training skills so that they can better compete in the local job market, along with critical support in completing their high school diploma or GED certificate and enrolling in post-secondary education. By continuing to set high standards for youth, the Steps to Success Program supports youth in developing a plan to achieve the building blocks necessary to ultimately live successful, independent lives.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
128%	125%	124%	71%

PROGRAM QUALITY ASSESSMENT RATINGS

Steps to Success is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.02.

	Quality Domain	Steps to Success	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.70	4.55
	Supportive Environment	4.74	4.55
Best Practices	Interaction	4.00	3.57
	Engagement	3.17	2.85
	Cultural Competency	3.50	3.55



OBSERVATION NOTES

Program Strengths:

Youth are fully supported through their transition to permanent employment. Program staff are collaboratively connected to a network of support for youth.

Areas for Improvement:

One-on-one model precludes participants from connecting with others in the same situation in this part of programming.



SITE PROFILE

**Success at Seventeen
Next Step Learning Center
Older Youth - Career and College Readiness**

PROGRAM DESCRIPTION

Success at Seventeen focuses on the specific needs of youth between the ages of 17 and 20 with the following goals: (1) to provide an effective way for youth who have failed in high school to achieve their GEO; (2) to build self-esteem and a sense of purpose; (3) to assist youth to develop qualities that increase their access to jobs and/or further education, including responsibility, focus, and respect for others; (4) to provide a strong support system, including daily telephone calls and one-on-one tutoring; and (5) to make a college education accessible to low-income Oakland youth.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
104%	79%	267%	28%

PROGRAM QUALITY ASSESSMENT RATINGS

Success at Seventeen is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.58.

	Quality Domain	Success at Seventeen	OFGY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.00	4.55
	Supportive Environment	4.75	4.55
Best Practices	Interaction	3.00	3.57
	Engagement	2.17	2.85
	Cultural Competency	3.00	3.55



OBSERVATION NOTES

Program Strengths:

Renovated building creates positive energy for learning. Program meets outcome goals (GED passing rates) and celebrates personal achievements.

Areas for Improvement:

Program gives few opportunities for youth to present, lead or peer-mentor.



SITE PROFILE

Youth Law Academy
 Centro Legal de la Raza
 Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

The Youth Law Academy (YLA) program provides career exploration, college readiness and leadership development for Oakland youth who are low-income, minority, immigrant or first-generation college bound. Through career exploration in the law, academic support, college preparation, scholarships, mentoring, a mock trial, and outreach to their peers, youth succeed in high school, transition to college, and develop leadership skills to work for social justice. YLA provides services year-round (with higher intensity during the school year) for students (high school students and college students).

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
92%	95%	97%	70%

PROGRAM QUALITY ASSESSMENT RATINGS

Youth Law Academy is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.77.

	Quality Domain	Youth Law Academy	OFCY: Strategy Area Overall Average Score
Fundamentals	Safe Environment	3.90	4.55
	Supportive Environment	4.75	4.55
Best Practices	Interaction	3.88	3.57
	Engagement	2.83	2.85
	Cultural Competency	3.50	3.55



OBSERVATION NOTES

Program Strengths:

Youth are very comfortable participating in discussion about decision-making principles.
Program walks students through each step of college application process.

Areas for Improvement:

Youth do not lead the majority of activities.



SITE PROFILE

DreamCatcher
Alameda Family Services
Older Youth - Comprehensive Programming

PROGRAM DESCRIPTION

DreamCatcher targets runaway, thrown away and homeless older youth to allow them to successfully transition to adulthood by providing a safe place with caring adults, academic and career support, as well as recreation. Comprehensive programming includes academic tutoring, goal setting and counseling, sports/recreation, life skills training, case management, leadership training, peer led training and workshops, resume development, college application assistance, peer support, assistance with housing and a safe space to congregate.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	35%	New OFCY grant in 2010	45%

PROGRAM QUALITY ASSESSMENT RATINGS

DreamCatcher is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.43.

	Quality Domain	DreamCatcher	QFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	3.97	4.55
Best Practices	Interaction	2.50	3.57
	Engagement	2.00	2.85
	Cultural Competency	4.00	3.55



OBSERVATION NOTES

Program Strengths:

Program space demanded by and decorated by youth. Initial force of program was youth-led.

Areas for Improvement:

Enrollment/drop-in numbers are down. Program doesn't employ many youth development best practices currently. In the past, more opportunities existed for youth leadership, as participants received stipends for Youth Advisory Board.



SITE PROFILE

First Steps Community Resource Center
 First Place for Youth
 Older Youth - Comprehensive Programming

PROGRAM DESCRIPTION

The First Steps Community Resource Center program serves as a critical information and referral service to foster and homeless youth. Each year, youth (ages 16 to 20) obtain housing search assistance, emancipation planning training, education and employment information, and emergency food and utility assistance. Youth use computers, participate in community building and service events, and socialize with other youth who are preparing to transition from foster care.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	161%	New OFCY grant in 2010	111%

PROGRAM QUALITY ASSESSMENT RATINGS

First Steps Community Resource Center is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.17.

	Quality Domain	First Steps Community Resource Center	OF CY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.80	4.55
	Supportive Environment	4.63	4.55
Best Practices	Interaction	3.75	3.57
	Engagement	4.67	2.85
	Cultural Competency	3.00	3.55



OBSERVATION NOTES

Program Strengths:

Program shares a lot of responsibility with youth. Multiple opportunities exist for youth to influence program offerings with their thoughts and ideas. Youth's input is sought when planning activities (eg. in the Expressions club, youth decide what they would like to work on). Graduation ceremonies provide the opportunity for youth to plan presentations and practice public speaking.

Areas for Improvement:

Some youth were not involved in the *pinch pot* Art activity.



SITE PROFILE

**Internships and Apprenticeships Program
Dimensions Dance Theater
Older Youth - Comprehensive Programming**

PROGRAM DESCRIPTION

Dimension Dance Theater's Intern and Apprentice program supports older, highly motivated advanced students who seek arts careers. Students work alongside program staff senior/professional instructors, teaching and mentoring younger students, demonstrating technique, rehearsing repertory, problem solving in the studio, performing in the community; furthermore, to give direct coaching and training, that support and prepare students for careers in dance and related fields.

PROGRAM SERVICE AND ATTENDANCE

Participahts Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	93%*	New OFCY grant in 2010	30%*

Note: *This data is as of March, 2011.

PROGRAM QUALITY ASSESSMENT RATINGS

Internships and Apprenticeships Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.72.

	Quality Domain	Internships and Apprenticeships Program	OFCY Strategy Area Overall Average Score
Fundamehtals	Safe Envirbhment	5.00	4.55
	Supportive Environment	4.61	4.55
Best Practices	Interaction	4.83	3.57
	Engagement	4.17	2.85
	Cultural Competency	5.00	3.55



OBSERVATION NOTES

Program Strengths:

Activities provide youth the opportunity to improve their dance and performance skills through guided practice, and subsequently apply these skills as a mentor in teaching younger youth. Choreography often reflects youth's input.

Areas for Improvement:

Youth are able to reflect on their performances (by critiquing their own video), however there are limited opportunities for reflection on a weekly basis.



SITE PROFILE

**Refugee and Immigrant Wellness Project
Refugee Transitions
Older Youth - Comprehensive Programming**

PROGRAM DESCRIPTION

In partnership with Oakland International High School (OIHS), Soccer Without Borders and California Youth Outreach the Refugee and Immigrant Wellness Project supports low-income refugee and immigrant youth at OIHS. The program includes ESOL tutoring, mentoring, leadership training, conflict resolution, case management and recreational activities. Youth improve their English and academic skills; gain confidence; develop healthy relationships with caring adults; explore their interests; and learn the values of exercise, effective communication and teamwork.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	118%	New OFCY grant in 2010	62%

PROGRAM QUALITY ASSESSMENT RATINGS

Refugee and Immigrant Wellness Project is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.27.

	Quality Domain	Refugee and Immigrant Wellness Project	OECY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.05	4.55
	Supportive Environment	4.38	4.55
Best Practices	Interaction	2.92	3.57
	Engagement	2.50	2.85
	Cultural Competency	2.50	3.55



OBSERVATION NOTES

Program Strengths:

Variety of programming - homework help, ESOL, sports - appeals to a large number of youth. Sports and ESOL instructors are engaged and engaging. ESOL instructor, in particular, manages to create youth-led environment despite significant language barrier.

Areas for improvement:

Environment has not been created for zero tolerance of homophobic slurs (note that staff did not hear these slurs). Other family commitments and winter transportation serve as barriers to full participation.



SITE PROFILE

TOOLS: Transforming Ordinary Obstacles into Life Skills
 City of Oakland, Office of Parks and Recreation
 Older Youth - Comprehensive Programming

PROGRAM DESCRIPTION

The Radical Roving Recreation (TOOLS) program is a comprehensive art, culture, and life skills program that assists young people to transition healthfully into adulthood. Through TOOLS, Oakland's Office of Parks and Recreation and partners provide dance, theater, communications, and self-esteem building to help young people move through the trauma they have experienced so they may further access life skills. These skills include healthy cooking and nutrition, financial management, and developing a vision for their careers and life.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	27%	New OFCY grant in 2010	16%

PROGRAM QUALITY ASSESSMENT RATINGS

TOOLS: Transforming Ordinary Obstacles into Life Skills is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.81.

	Quality Domain	TOOLS: Transforming Ordinary Obstacles into Life Skills	OFCY: Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.30	4.55
	Supportive Environment	4.44	4.55
Best Practices	Interaction	2.83	3.57
	Engagement	3.00	2.85
	Cultural Competency	4.50	3.55



OBSERVATION NOTES:

Program Strengths:

Program has situated itself in a high-need area. Drumming circle component is relevant and a positive metaphor for leadership/fellowship.

Areas for Improvement:

Late program start (February) means there hasn't been much time for the group to congeal. Basics (emergency procedures, fire-extinguisher) were not available.



SITE PROFILE

**Youth ALIVE!
Caught in the Crossfire**

PROGRAM DESCRIPTION

The CAUGHT IN THE CROSSFIRE hospital-based peer intervention program hires young adults who have overcome violence in their own lives to work with youth who are recovering from violent injuries. These highly trained Intervention Specialists offer long-term case management, linkages to community services, mentoring home visits, and follow-up assistance to violently injured youth. The purpose is to promote positive alternatives to violence and to reduce retaliation, re-injury, and arrest.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	10%	New OFCY grant in 2010	13%

PROGRAM QUALITY ASSESSMENT RATINGS

Drop-in case management program was not able to be observed. Follow-up interviews have been scheduled.

Oakland Fund for Children and Youth

EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY-BASED AFTER SCHOOL, WELLNESS & HEALTHY TRANSITIONS, AND SUMMER STRATEGY AREAS

2010-11 INTERIM REPORT



SEE CHANGE

APPENDIX C

Wellness and Healthy Transltions



SITE PROFILE

OUSD Conflict Resolution
 Oakland Unified School District - Instructional Services
 Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Oakland Unified School Districts Conflict Resolution Program Coordinators recruit and train student mediators (11 to 14 years old) across middle schools. The mediators reflect the academic, social, and ethnic diversity of each school. Once trained, they conduct conflict mediations monthly. Using communication and problem-solving skills, student mediators assist peers in managing and resolving interpersonal conflict. During the school day, disputing students may be referred to conflict mediation by school staff, peers or themselves. The Conflict Resolution Program aims to reduce the number of incidents that escalate into fights and suspensions.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	109%	New OFCY Grant in 2010	48%

PROGRAM QUALITY ASSESSMENT RATINGS

OUSD Conflict Resolution is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.54.

	Quality Domain	OUSD Conflict Resolution	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.90	4.63
	Supportive Environment	4.81	4.78
Best Practices	Interaction	4.33	4.14
	Engagement	2.67	3.19
	Cultural Competency	1.00	3.79



OBSERVATION NOTES

Program Strengths:

Youth are given the opportunity to improve their conflict resolution skills through guided practice, role play, and immediate feedback. Youth are highly engaged in the process.

Areas for Improvement:

Some returning students are given the opportunity to influence training content and process, however a significant number of youth do not have the same opportunity.



SITE PROFILE

LGBT Youth Health and Wellness Conductors Program
AIDS Project of the East Bay
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

The Lesbian, Gay, Bisexual and Transgender Youth Health and Wellness Conductors Project (YHC), adapted from Botvin's Life Skills Training (LST), is a prevention intervention model informed by social learning theory, problem behavior theory, peer cluster theory, as well as AIDS Project of the East Bay and Sexual Minority Alliance of Alameda County's practical experience. The program trains youth ages 13 to 20 years old to resist health risk and risky behaviors and to share positive health seeking behaviors with their friends and peers through an innovative peer education model that makes use of social networks web-technology.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
165%	78%	114%	135%

PROGRAM QUALITY ASSESSMENT RATINGS

LGBT Youth Health and Wellness Conductors Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.63.

	Quality Domain	LGBT Youth Health and Wellness Conductors Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.17	4.63
	Supportive Environment	5.00	4.78
Best Practices	Interaction	4.00	4.14
	Engagement	2.00	3.19
	Cultural Competency	3.00	3.79



OBSERVATION NOTES

Program Strengths:

High quality facilitator made frequent use of open-ended questions, encouraged youth to actively participate and share their thoughts.

Areas for Improvement:

Program space has minor sanitary concerns (floors need cleaning/vacuuming, gorilla glue spilling from holes onto stairwell).



SITE PROFILE

**Taking Charge: API Youth Leaders
Asian Health Services
Wellness and Healthy Transitions**

PROGRAM DESCRIPTION

Asian Health Services' Youth Program provides services to low-income youth to improve health and well-being in their community and school environments. The program implements a multi-faceted youth leadership project that incorporates leadership training, peer mentoring, and youth development activities linked to a school-based health center. The program conducts a Peer Leaders program for Asian Pacific Islander youth, a Youth Wellness Council for Oakland High School students, and culturally appropriate leadership activities for at-risk Southeast Asian young women.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	133%	New OFCY Grant in 2010	53%

PROGRAM QUALITY ASSESSMENT RATINGS

Taking Charge: API Youth Leaders is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.77.

	Quality Domain	Taking Charge: API Youth Leaders	OFCY Strategy Area: Overall Average Score
Fundamentals	Safe Environment	4.40	4.63
	Supportive Environment	4.64	4.78
Best Practices	Interaction	3.29	4.14
	Engagement	1.50	3.19
	Cultural Competency	5.00	3.79



OBSERVATION NOTES

Program Strengths:

Program effectively involves parents (mothers) and community (local gardens) in a way that is fun (cooking class). Some youth are very committed to program.

Areas for Improvement:

Not all youth participate in all aspects of programming. Some youth sit out or separate themselves from cooking, cleaning, communal eating despite invitations (and requests) to join the group.



SITE PROFILE

**PEACE Program
McCullum Youth Court
Wellness and Healthy Transitions**

PROGRAM DESCRIPTION

The PEACE program is an extension of McCullum Youth Court’s (MYC) existing Apprentice Program. The goal of the Apprentice Program is to transition Oakland male youth offenders ages 12 to 15 into youth advocates and peer leaders. Those selected youth offenders attend a four-week series of life-skills workshops and 12 weeks of intensive training in MYC’s Basic Law class for youth advocates. In addition to this, the PEACE program expands MYC’s case-management services to include case-review meetings that include school staff and parents, specialized support groups and a goal based incentive program.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	10%	New OFCY Grant in 2010	13%

PROGRAM QUALITY ASSESSMENT RATINGS

PEACE Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program’s overall YPQA score is 3.79.

	Quality Domain	PEACE Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.90	4.63
	Supportive Environment	4.20	4.78
Best Practices	Interaction	3.33	4.14
	Engagement	2.50	3.19
	Cultural Competency	4.00	3.79



OBSERVATION NOTES

Program Strengths:

Many of the staff have matriculated through the program themselves. Staff generously share their personal stories, and create a genuine connection with youth.

Areas for Improvement:

It has been challenging for program staff to successfully recruit participants into the apprentice program – so far one youth has completed the full program this year.



SITE PROFILE

**Indigenous Youth Voices
Native American Health Center
Wellness and Healthy Transitions**

PROGRAM DESCRIPTION

Indigenous Youth Voices program develops the next generation of leaders in the Native community as well as increase youth resiliency and confidence to lead and address social problems. Youth develop an awareness of how to impact their worlds through a culturally relevant holistic model that integrates physical, mental, sexual, and spiritual health. Specific activities include gender-based youth groups, youth leadership development, community service projects, academic goal setting/counseling, career exploratory field trips and cultural activities.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
143%	76%	109%	51%

PROGRAM QUALITY ASSESSMENT RATINGS

Indigenous Youth Voices is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.17.

	Quality Domain	Indigenous Youth Voices	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.00	4.63
	Supportive Environment	4.63	4.78
Best Practices	Interaction	3.38	4.14
	Engagement	3.33	3.19
	Cultural Competency	4.50	3.79



OBSERVATION NOTES

Program Strengths:

Comprehensive programming (sports, youth-led projects, fieldtrips, open youth center) reaches youth wherever they are and whatever their interest is.

Areas for Improvement:

Not all youth are incorporated into the planning of all activities.



SITE PROFILE

Oakland Middle School Youth Leadership Health Collaborative
 La Clinica de la Raza
 Wellness and Healthy Transitions

PROGRAM DESCRIPTION

The Oakland Middle School Youth Leadership Health Cohaborative is a youth/adult partnership that creates a sustainable learning community for youth leadership development to improve Oakland neighborhoods and schools. The Cohaborative mobilizes Youth Health Advocates from Oakland middle schools to engage other students through evidence-based practices to: (1) increase youth awareness and knowledge about physical, behavioral and environmental health; (2) frame and advance policies to promote health equity; and (3) prepare and coach adult allies to work more effectively with youth.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	130%	New OFCY Grant in 2010	32%

PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Middle School Youth Leadership Health Collaborative is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.31.

	Quality Domain	Oakland Middle School Youth Leadership Health Collaborative	OECY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.50	4.63
	Supportive Environment	3.00	4.78
Best Practices	Interaction	4.54	4.14
	Engagement	4.50	3.19
	Cultural Competency	3.00	3.79



OBSERVATION NOTES

Program Strengths:

Many structured opportunities for youth to contribute their thoughts and feelings, and for activities to reflect youth's ideas and planning. Structured opportunities for youth's efforts to be acknowledged (eg. A good letter home). The facilitator we observed was highly engaging, constantly solicited input from youth, and employed successful behavior management techniques.

Areas for Improvement:

We were not able to locate a fire extinguisher in the classroom - the program relies on the school's sprinkler system.



SITE PROFILE

**Teens On Target Violence Prevention Program
Youth ALIVE!
Wellness and Healthy Transitions**

PROGRAM DESCRIPTION

Youth ALIVE's Teens on Target program reaches youth ages 11 to 20 with violence prevention and leadership training designed to improve their capacity to make better decisions about their health and well-being and to make changes in themselves and the world around them. Program staff train and support students ages 14 to 20 from Castlemont Community of Small Schools. Once trained as peer educators, they educate Oakland middle school youth through violence prevention workshops and assemblies, as well as advocate for specific school or local policies that relate to youth violence.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
100%	93%	156%	28%

PROGRAM QUALITY ASSESSMENT RATINGS

Teens On Target Violence Prevention Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.52.

	Quality Domain	Teens On Target Violence Prevention Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.63
	Supportive Environment	4.53	4.78
Best Practices	Interaction	4.75	4.14
	Engagement	3.67	3.19
	Cultural Competency	5.00	3.79



OBSERVATION NOTES

Program Strengths:

Program curriculum is highly relatable to youth's own experiences, and youth are encouraged to reflect on program curriculum with their own stories in mind.

Areas for Improvement:

The program is working towards increasing the number of opportunities for youth to share their stories with a wider audience (both through more school engagements, and preparing for media advocacy).



SITE PROFILE

Healthy Heart Healthy Mind (HHHM)
 Loto Taha Pasifika (fiscal agency: ARC Associates)
 Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Healthy Heart Healthy Mind (HHHM) provides services to improve academic outcomes and health education specifically in Oakland's Pacific Islander (PI) community. HHHM provides PI high school students with an integrated summer and school year program including academic counseling, tutoring and basic skill development, health and nutrition education, urban gardening, cooking instruction and dance for physical fitness. These activities culminate in a student designed and led educational conference and community health fair. HHHM participants serve as role models for other PI youth and the larger PI community.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	121%	New OFCY Grant in 2010	16%

PROGRAM QUALITY ASSESSMENT RATINGS

Healthy Heart Healthy Mind (HHHM) is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.52.

	Quality Domain	Healthy Heart Healthy Mind (HHHM)	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.63
	Supportive Environment	4.53	4.78
Best Practices	Interaction	4.75	4.14
	Engagement	3.67	3.19
	Cultural Competency	5.00	3.79



OBSERVATION NOTES

Program Strengths:

Program staff connected with families and school. Preparation for school Poly Days make practice of traditional dances/songs relevant and real.

Areas for Improvement:

Not all youth actively participate.



SITE PROFILE

Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)
 Asian Community Mental Health Services
 Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL) involves youth ages 13 to 20 in four Youth Leadership Organizations (YLO) that are based in neighborhood and ethnic-based communities in Oakland. The YLOs serve as an alternative to violence, gangs and other negative peer group influences by (1) creating safe spaces where youth can support each other and feel part of a community; (2) empowering youth with leadership skills to make positive change through youth-led community service projects and campaign initiatives; and (3) giving youth a vehicle to express cultural pride and identity through public performances of their art.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
75%	62%	177%	57%

PROGRAM QUALITY ASSESSMENT RATINGS

Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL) is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.80.

	Quality Domain	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.80	4.63
	Supportive Environment	4.89	4.78
Best Practices	Interaction	4.67	4.14
	Engagement	4.67	3.19
	Cultural Competency	5.00	3.79



OBSERVATION NOTES

Program Strengths:

Youth were highly engaged in activities. Activities used multiple participatory methods and shared responsibility for outcomes with youth. Youth leaders in particular shared a lot of responsibility with adult staff, including the design and facilitation of program offerings. Leadership and facilitation skills are developed to improve youth's advocacy efforts.

Areas for Improvement:

The program space was limiting when preparing for the May Arts Festival – two different dance groups (with music) and the theater group needed to rehearse in the same room. It was too noisy for the theater group, who later moved outside.

Oakland Fund for Children and Youth

EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY-BASED AFTER SCHOOL, WELLNESS & HEALTHY TRANSITIONS, AND SUMMER STRATEGY AREAS

2010-11 INTERIM REPORT



SEE CHANGE

APPENDIX D

Community Based After School



SITE PROFILE

OBUGS Out of School Time
OBUGS
Community Based After School

PROGRAM DESCRIPTION

The Oakland Based Urban Garden's (OBUGS) programs include After-School, Summer Camp, and YO!BUGS. The program serves children and youth ages 5 to 18 and provides age-appropriate activities in gardens and the community that support academic achievement, a healthy diet physical activity, and business/leadership skills. Children in the program help maintain the gardens, as well as cook, create art, and perform science projects. At Summer Camp, children work on detailed garden projects and go on fieldtrips to parks and farms. YO!BUGS is a leadership and entrepreneurship-training program for youth.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
113%	119%	64%	48%

PROGRAM QUALITY ASSESSMENT RATINGS

OBUGS Out of School Time is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 2.41.

	Quality Domain	OBUGS Out of School Time	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.20	4.53
	Supportive Environment	3.56	4.34
Best Practices	interaction	1.96	3.41
	Engagement	1.33	2.35
	Cultural Competency	1.00	3.19



OBSERVATION NOTES

Program Strengths:

The program exposes youth to skills they might not otherwise have access to (eg. urban gardening, cooking), and raises awareness around issues such as health eating.

Areas for Improvement:

Program lacks structured opportunities for youth to reflect on activities and give input on content areas.

FOLLOW UP

A second program quality site visit has been scheduled and scores will be updated at that time.



SITE PROFILE

Oakland Discovery Centers
 City of Oakland- Office of Parks and Recreation
 Community Based After School

PROGRAM DESCRIPTION

The Oakland Discovery Centers is a community based after-school program with experiential learning, enrichment, fitness, and peer support activities within a youth development framework. The program offers applied science, math, tutoring, woodworking, gardening, art, video, mentoring and more to low-income youth (ages 6 to 14) in the Oakland flatlands. The program facilitates the positive growth of low-income youth by providing an informal, safe and fun learning environment where self-confidence is built by developing skills and critical thinking abilities, producing responsible community members.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	190%	New OFCY Grant in 2010	62%

PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Discovery Centers is a **thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.13.

	Quality Standard	Oakland Discovery Centers	OFGY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.00	4.53
	Supportive Environment	4.29	4.34
Best Practices	Interaction	3.04	3.41
	Engagement	2.33	2.35
	Cultural Competency	2.00	3.19



OBSERVATION NOTES

Program Strengths:

Youth are excited about hands-on science in program. Youth clamor to feed chickens, use the saws. Youth are engaged.

Areas for Improvement:

Peer leaders use exclusionary language. The Discovery Center building is decrepit. Windows and lights are dirty.



SITE PROFILE

Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs
 Ala Costa Centers
 Community Based After School

PROGRAM DESCRIPTION

Ala Costa Centers empowers children and young adults with developmental disabilities to find, use and strengthen their unique skills and talents, and to support their families. The after-school program supports students ages 5 to 22 with special needs, along with their family members by offering academic support, enrichment activities, and help developing the skills and self-esteem this underserved population needs for success in life. Services are offered from 2-6pm after school and all day during holidays and summer vacation. Centers are located in Oakland and Berkeley.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	111%	New OFCY Grant in 2010	44%

PROGRAM QUALITY ASSESSMENT RATINGS

Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.29.

	Quality Domain	Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.58	4.53
	Supportive Environment	3.38	4.34
Best Practices	Interactibn	3.04	3.41
	Engagement	2.17	2.35
	Cultural Competency	X	3.19



NOTES

Public Profit evaluated this program before transfer to See Change. In their evaluation, Public Profit did not assess this program in the Cultural Competency domain.



SITE PROFILE

Neighborhood Sports Initiative
 Unity Council
 Community Based After School

PROGRAM DESCRIPTION

The goal of the Neighborhood Sports Initiative (NSI) is to ensure that youth ages 5 to 18 years and residing in Oakland's Fruitvale neighborhood have access to sports and recreational activities during after-school hours, summer and weekends, with particular emphasis on utilizing existing Oakland Unified School District facilities. The NSI is comprised of two major components: The 6 to 9 p.m. Program and the Girls Sports Program. Both programs strive to help youth build lifelong healthy habits, provide outlets for physical exercise, develop leadership skills, and participate in sports and recreation.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
111%	172%	147%	196%

PROGRAM QUALITY ASSESSMENT RATINGS

Neighborhood Sports Initiative is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.55.

	Quality Domain	Neighborhood Sports Initiative	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.68	4.53
	Supportive Environment	4.64	4.34
Best Practices	Interaction	3.58	3.41
	Engagement	1.83	2.35
	Cultural Competency	3.00	3.19



OBSERVATION NOTES

Program Strengths:

The program provides a valuable opportunity for youth to improve their fitness, learn new sporting skills and stay active.

Areas for Improvement:

Content areas are decided by staff with little input from youth.



SITE PROFILE

Library Education and Art Program (LEAP)
 Museum of Children's Art
 Community Based After School

PROGRAM DESCRIPTION

The Museum of Children's Art's (MOCHA) Library Education and Art Program (LEAP) provides arts-based after school programming at Oakland Public Library branches. Weekly workshops employ a range of art and literacy activities that build children's academic, social and communication skills; increase their sense of accomplishment and community engagement; develop cultural awareness; and expose them to career and mentorship opportunities.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	149%	New OFCY Grant in 2010	27%

PROGRAM QUALITY ASSESSMENT RATINGS

Library Education and Art Program (LEAP) is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.57.

	Quality Domain	Library Education and Art Program (LEAP)	OFGY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.40	4.53
	Supportive Environment	4.92	4.34
Best Practices	Interaction	3.38	3.41
	Engagement	2.67	2.35
	Cultural Competency	2.50	3.19



OBSERVATION NOTES

Program Strengths:

Good collaboration. Set in libraries. Offering arts instruction to children and youth who otherwise don't have access. In some cases they have replaced school art instruction with taking youth and children to this program.

Areas for Improvement:

It was difficult with just two staff to lead the class and support individual participants.



SITE PROFILE

Sports & Recreation for Youth with Physical Disabilities
Bay Area Outreach & Recreation Program
Community Based After School

PROGRAM DESCRIPTION

Bay Area Outreach & Recreation Program (BORP) provides after school and weekend sports and recreation programming for Oakland youth with disabilities ages 5 to 20 and family members. Key activities include wheelchair basketball and power soccer at James Kenney gym, adaptive cycling at Aquatic Park, tournaments and outdoor adventures. Transportation, family engagement, transition support and outreach are included components. Youth increase physical activity and fitness, connect with a community of peers and caring adults, improve communication and social skills, as well as develop self-confidence and a sense of accomplishment.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
163%	67%	108%	65%

PROGRAM QUALITY ASSESSMENT RATINGS

Sports & Recreation for Youth with Physical Disabilities is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.83.

	Quality Domain	Sports & Recreation for Youth with Physical Disabilities	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.00	4.53
	Supportive Environment	4.92	4.34
Best Practices	Interaction	4.08	3.41
	Engagement	2.17	2.35
	Cultural Competency	3.00	3.19



OBSERVATION: NOTES

Program Strengths:

Program works to instill independence in youth. Youth are responsible for their own equipment, for leading stretching and drills, for negotiating transportation. Also, families are very involved. Wheelchair basketball practices are family get-togethers.

Areas for Improvement:

More opportunities for youth leadership would enrich programs



SITE PROFILE

SmartMoves Education and Enrichment Program
 East Oakland Boxing Association
 Community Based After School

PROGRAM DESCRIPTION

The East Oakland Boxing Association (EOBA)/ SmartMoves Education and Enrichment Program is an after-school, weekend, and summer program that provides free comprehensive services for youth. EOBA/ SmartMoves provides hands-on experiential learning and enrichment activities for youth ages 5 to 13 with additional services for older youth ages 14 to 20. Programs include tutoring, mentoring, art, theater, gardening, health and nutrition, computers, internships/career readiness, physical education, and field trips.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	59%	New OFCY Grant in 2010	107%

PROGRAM QUALITY ASSESSMENT RATINGS

SmartMoves Education and Enrichment Program is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.93.

	Quality Domain	SmartMoves Education and Enrichment Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.22	4.53
	Supportive Environment	4.02	4.34
Best Practices	Interaction	3.75	3.41
	Engagement	2.67	2.35
	Cultural Competency	5.00	3.19



OBSERVATION NOTES

Program Strengths:

Staff give focused attention to youth when helping them with their homework. Intern positions provide a good opportunity for older youth to mentor younger youth -- younger youth who receive the tutelage respond well.

Areas for Improvement:

Youth are not well supervised in the boxing and outdoor areas after homework is completed.



SITE PROFILE

Rites of Passage
 Dimensions Dance Theater, Inc.
 Community Based After School

PROGRAM DESCRIPTION

Rites of Passage (ROP) provides youth with a safe haven after school, and offers high quality arts programs that help them express themselves, build confidence, strengthen self-esteem, and interact with other young people in healthy ways through cultural and social activities that nurture the achievement of personal goals and academic success.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	91%	New OFCY Grant in 2010	15%

PROGRAM QUALITY ASSESSMENT RATINGS

Rites of Passage is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.99.

	Quality Domain	Rites of Passage	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.00	4.53
	Supportive Environment	4.50	4.34
Best Practices	Interaction	3.46	3.41
	Engagement	3.00	2.35
	Cultural Competency	4.00	3.19

OBSERVATION NOTES

Program Strengths:
 Youth are highly engaged and take seriously the opportunity to improve their dance, fitness and performance skills. The dance instructor demonstrates frequently, and employs live drummers for some sessions.

Areas for Improvement:
 Youth must become a part of the apprenticeship program before they can mentor other youth, this may take many years.



SITE PROFILE

Nurturing Native Pride
 The American Indian Child Resource Center
 Community Based After School

PROGRAM DESCRIPTION

The Indian Resource Center provides culturally relevant services to foster the academic achievement and emotional and physical well being of American Indian youth. Activities include tutoring, sports, youth leadership, life skills groups, cultural arts, and case management. Programs build positive relationships between adults and youth in a safe haven, involve parents (parent meetings, trainings), implement curriculum reflecting the cultural background of the students (American Indian history, dancing/drumming, traditional arts), and engage in experiential teaching (field trips, project based learning, media arts).

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY Grant in 2010	213%	New OFCY Grant in 2010	43%

PROGRAM QUALITY ASSESSMENT RATINGS

Nurturing Native Pride is a thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.39.

	Qual Domain	Qual Quantitative	OPCY: Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.71	4.53
	Supportive Environment	4.85	4.34
Best Practices	interaction	4.38	3.41
	Engagement	3.00	2.35
	Cultural Competency	5.00	3.19



OBSERVATION NOTES

Program Strengths:

Good youth development fundamentals - team-building games, projects for self-expression.

Areas for Improvement:

Some youth were not involved in activities despite multiple overtures to participate and/or focus on homework.



SITE PROFILE

Homework Club
The Green Stampede
Community Based After School

PROGRAM DESCRIPTION

The Green Stampede is a tutoring and homework help program that serves disadvantaged Oakland elementary, middle and high school students. These sessions take place during weeknight home games for the Athletics and are conducted on-site in a conference room at the Oakland Coliseum. The tutors are teachers, retired teachers, and current and recently graduated college students. After several hours of tutoring, students are rewarded for their hard work by going to watch the game.

NOTE

As this program coincides with Athletics home games, it operates between April and October. The YPQA site visit is scheduled for April 14, 2011.

Oakland Fund for Children and Youth

EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY-BASED AFTER SCHOOL, WELLNESS & HEALTHY TRANSITIONS, AND SUMMER STRATEGY AREAS

2010-11 INTERIM REPORT



SEE CHANGE

APPENDIX E

Summer



SITE PROFILE

Aim High / Oakland - 3 Sites
 Aim High for High School
 Summer

PROGRAM DESCRIPTION

Aim High operates a regional network of academic summer programs for middle school youth, supporting them at a critical point of adolescence. Aim High delivers programming at sites in Oakland serving over 240 youth 11 to 14 years of age. The program offers an intensive five-week summer program for middle school youth from low-income families. Youth participate in academic classes in the morning, (Math, Science, Humanities, Issues & Choices) and a range of arts, cultural, sports, and college and career awareness activities in the afternoons.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
103%	101%	110%	96%

PROGRAM QUALITY ASSESSMENT RATINGS

Aim High / Oakland - 3 Sites is a Thriving program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Aim High / Oakland - 3 Sites	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	2.8	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE

Summer Camp Explosion
 City of Oakland- Office of Parks and Recreation
 Summer

PROGRAM DESCRIPTION

Oakland’s Office of Parks and Recreation (OPR) Summer Camp Explosion is a continuum of three summer program experiences for at-risk youth that through skill- building, academic remediation, nature education, environmental awareness and stewardship will connect youth to themselves, to each other and to their community. It is comprised of a 10-week day camp for ages 6 to 14 at sites in Oakland; an overnight camping experience in the Bay area and a closing ceremony and exhibition of their summer projects for parents and family. OPR Summer Camp offers low-cost, structured, supervised activities within these varied communities during the out of school months.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
51%	237%	383%	182%

PROGRAM QUALITY ASSESSMENT RATINGS

Summer Camp Explosion is a Thriving program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	Summer Camp Explosion	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	2.3	2.7
Skill Building	2.3	2.5
Fun	3.0	3.0
Supportive Peers	2.3	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	3.0	2.7



SITE PROFILE

College Track Summer Program
College Track
Summer

PROGRAM DESCRIPTION

College Tracks Academic Summer Advancement Program (ASAP) prepares incoming freshmen students for starting high school as well as for College Tracks rigorous academic expectations. This program combines an academic curriculum (Math and English) with a variety of project-based activities that develop students artistic and creative talents. ASAP also features advisory sessions that focus on college preparation, effective study skills practices and the habits of mind necessary for success in school.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	132%	New OFCY grant in 2010	91%

PROGRAM QUALITY ASSESSMENT RATINGS

College Track Summer Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.8.

Quality Domain	College Track Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	3.0	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.8	2.6
Youth Engagement	2.7	2.5
Diversity/Identity	2.8	2.7



SITE PROFILE

Camp Destiny
 Destiny Arts Center
 Summer

PROGRAM DESCRIPTION

Camp Destiny is a six-week summer arts program that uses training in dance, theater, arts and crafts, health and wellness, and music to teach Destiny Arts Center's Violence Prevention curricula. Youth ages 7 to 12 participate in daily classes taught by professional instructors and student assistants, who have special training in martial/performing arts or youth programming. Each week-long session culminates in a final performance for family and friends.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
120%	71%	131%	108%

PROGRAM QUALITY ASSESSMENT RATINGS

Camp Destiny is a **Thriving** program, based on an overall Program Quality Assessment score of 2.6.

Quality Domain	Camp Destiny	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.5	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.5	2.6
Youth Engagement	2.3	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE

San Antonio Summer Learning Initiative
 East Bay Asian Youth Center
 Summer

PROGRAM DESCRIPTION

The San Antonio Summer Learning Initiative engages children from neighborhood elementary schools in an intensive and coordinated summer learning program designed where (1) children sustain learning through summer months and (2) children improve their communication and social skills. To achieve these goals, the program engages elementary school children (rising 3rd, 4th, 5th graders) in a five-week summer enrichment program focused on developing health literacy.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
135%	114%	131%	95%

PROGRAM QUALITY ASSESSMENT RATINGS

San Antonio Summer Learning Initiative is a Thriving program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	San Antonio Summer Learning Initiative	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.8	2.7
Skill Building	1.8	2.5
Fun	3.0	3.0
Supportive Peers	2.4	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	3.0	2.7



SITE PROFILE

**Summer Cultural Enrichment Program
East Oakland Youth Development Center
Summer**

PROGRAM DESCRIPTION

Summer Cultural Enrichment Program (SCEP) is a six-week summer program that is designed and directed by young people for young people. The summer program consists of various activities geared toward educational advancement as well as increasing cultural and community awareness. Field trips abound as well as opportunities to showcase individual skills, talents and abilities which build confidence and self-esteem. SCEP is completely planned and implemented daily by a team of youth ages 14 to 18. The program builds self-esteem while advancing the core values of the Center through peer to peer positive reinforcement, creating our own workforce, Center ambassadors and East Oakland youth leaders in training.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
88%	84%	646%	395%

PROGRAM QUALITY ASSESSMENT RATINGS

Summer Cultural Enrichment Program is a Thriving program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	Summer Cultural Enrichment Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.8	2.7
Skill Building	2.0	2.5
Fun	3.0	3.0
Supportive Peers	2.3	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	2.7	2.7



SITE PROFILE

**Kinship Summer Youth Program
Family Support Services of the Bay Area
Summer**

PROGRAM DESCRIPTION

Kinship Summer Youth Program conducts a comprehensive summer program for Oakland youth ages 6 to 14 who are being raised by a grandparent/relative caregiver or are in other at-risk situations. The six-week program meets four days a week for eight hours a day at two sites. The goals include providing sustained learning, improved communication/social skills and increased access to caring adults. Program goals are achieved through academic tutoring, applied learning in english and math, leadership development, educational field trips, recreational activities, and family engagement events.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
106%	110%	100%	93%

PROGRAM QUALITY ASSESSMENT RATINGS

Kinship Summer Youth Program is a Thriving program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Kinship Summer Youth Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	2.5	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.6	2.7



SITE PROFILE

**Concordia Park Summer Program
Girls Incorporated of Alameda County
Summer**

PROGRAM DESCRIPTION

The Concordia Park Young Girls Summer Program is a six-week enrichment program for girls ages 6 to 14 and offers a safe environment and strong programming designed within a youth development framework. The program provides underserved girls with a broad range of learning and recreational opportunities to enhance their physical, social, emotional, artistic, and academic development. Girls participate in a full day of programming in areas including health and nutrition, visual and performing arts, team sports, and life skills. These programs inspire them to be strong, smart, and bold.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
53%	162%	163%	113%

PROGRAM QUALITY ASSESSMENT RATINGS

Concordia Park Summer Program is a Thriving program, based on an overall Program Quality Assessment score of 2.6.

Quality Domain	Concordia Park Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	3.0	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	2.5	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE

**Eureka! Summer Program
Girls Incorporated of Alameda County
Summer**

PROGRAM DESCRIPTION

This program serves girls in their first two summers of the five-year Eureka! academic and career preparation program--the Rookie and Vet years. With an emphasis on underserved girls attending Oakland public schools, Girls Inc. serves Rookies and Vets (girls ages 14 to 16) through this summer enrichment program. The program provides hands-on learning opportunities in "green" science and structured college preparatory classes, as well as sports activities. Girls Inc. builds girls self-esteem, skills, and academic confidence.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
102%	146%	126%	177%

PROGRAM QUALITY ASSESSMENT RATINGS

Eureka! Summer Program is a Thriving program, based on an overall Program Quality Assessment score of 2.9.

Quality Domain	Eureka! Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	3.0	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Reers	2.7	2.6
Youth Engagement	3.0	2.5
Diversity/identity	2.8	2.7



SITE PROFILE

Oakland Freedom School
Leadership Excellence
Summer

PROGRAM DESCRIPTION

Combining best practices with culturally appropriate pedagogy, Oakland Freedom School is a program designed to develop children's academic, cultural and self-confidence. It is a five-week literacy program which uses African American literature and culture to engage children ages 5 to 13 and their families in developing positive self- and community identity. The curriculum includes appropriate child and youth development activities, a comprehensive reading curriculum, and academic support services to build study skills and abilities in reading, writing and math.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
97%	87%	89%	79%

PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Freedom School is a **Thriving** program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Oakland Freedom School	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.5	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.8	2.6
Youth Engagement	2.5	2.5
Diversity/Identity	2.8	2.7



SITE PROFILE

OASES Summer Science Series
Oakland Asian Students Educational Services
Summer

PROGRAM DESCRIPTION

This summer program provides a continuity of learning through a multidisciplinary science program combining enrichment, community exploration, leadership development, and critical academic support in an environment in which youth can thrive. The program engages 4th to 6th graders who attend Lincoln and Cleveland Elementary Schools and help reduce the gap in summer programming by providing youth the opportunity to practice English and math embedded in an inquiry based science curriculum.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
100%	113%	100%	127%

PROGRAM QUALITY ASSESSMENT RATINGS

OASES Summer Science Series is a Thriving program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	OASES Summer Science Series	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.7	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.5	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE

Prescott Circus Theatre Summer Program
 Prescott Circus Theatre
 Summer

PROGRAM DESCRIPTION

Prescott Circus Theatre provides a summer program of Circus Arts and Academic Enrichment, serving students ages 8 to 16 for five weeks with extra field trips. Participants work with professional artists to increase circus skills plus receive direct instruction from certificated teachers in math, written and oral language, and individual tutoring to prevent academic lags over the summer. Youth also have recreational options, perform on a rotating basis, and participate in culminating performances for Oakland children at Malonga Casquelourd Center.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
117%	83%	106%	98%

PROGRAM QUALITY ASSESSMENT RATINGS

Prescott Circus Theatre Summer Program is a Thriving program, based on an overall Program Quality Assessment score of 2.9.

Quality Domain	Prescott Circus Theatre Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	2.5	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.9	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	3.0	2.7

ATTACHMENT

C

Site Visit Reports

-Burckhalter

-East Oakland Pride

-Learning Without Limits

-Manzanita Community School

-PLACE at Prescott

[20 pages]

2010-11 Oakland After Schopl Evaluation Team Site Visit Report

Youth Program Quality Assessment

About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit. The second page includes item-by-item scores in each of the five dimensions of the tool.

- Sites that score 25% or greater '5' ratings are considered "high performing"
- Sites that score 25% or greater '1' ratings are considered "in need of support"

Program Name: Burckhalter

Activities Observed: Martial Arts, Dance, Academic/Homework Support

Date(s) of Observation: 4/04/2011

Site Visitor: Jason Riggs

Program Strengths:

Staff have created an overall positive and inviting climate. Safety concerns have been addressed. There is one entrance to the building that is monitored at all times during program hours and is the check in point for parents and families.

Despite staff turnover this year, routines and practices are consistent and the rapport with the school day is greatly improved.

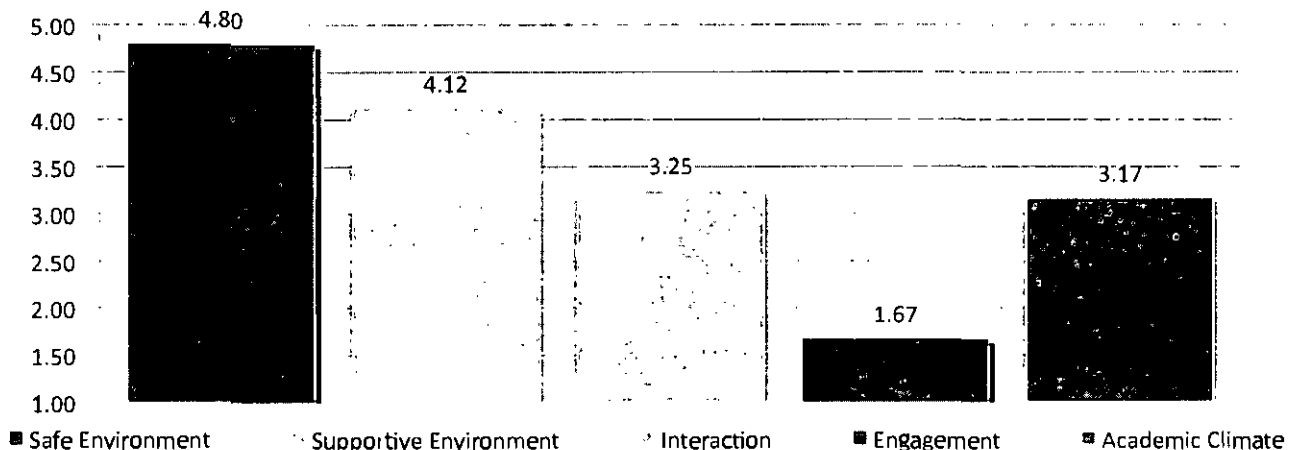
Areas of Improvement:

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Domain Scores



Summary Report of Domain Scores

Safe Environment - After school program is physically and emotionally safe for youth.	4.80
A. Cultural Competency	5.00
B. Physical Environment	5.00
C. Emergency / Safety Procedures	4.00
D. Program Space & Materials	5.00
E. Food and Drink	5.00
Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.	4.12
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for youth.	4.20
H. Activities support active engagement.	3.50
I. Staff support youth in building new skills.	4.00
J. Staff support youth with encouragement.	3.67
K. Staff use youth-centered approaches to reframe conflict.	5.00
Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.	3.25
L. Youth have opportunities to develop a sense of belonging.	4.00
M. Youth have opportunities to participate in small groups.	3.00
N. Youth have opportunities to act as group facilitators and mentors.	3.00
O. Youth have opportunities to partner with adults.	3.00
Engagement - Activities youth-centered and offer participants a chance to make plans and reflect on their progress.	1.67
P. Youth have opportunities to set goals and make plans.	1.00
Q. Youth have opportunities to make choices based on their interests.	1.00
R. Youth have opportunities to reflect.	3.00
Overall Score (excluding Academic Climate)	3.46
Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)	3.17
I. Youth are supported in the development of specific academic skills.	3.00
II. Staff support individual learners	3.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

Summary Report of 1 and 5 Ratings

	% of 1 ratings	% of 5 ratings
Overall	7%	46%
I. Safe Environment	0%	84%
II. Supportive Environment	0%	57%
III. Interaction	0%	17%
IV. Engagement	50%	0%
V. Academic Climate	10%	20%

Detailed Report

I. Safe Environment	4.80
A. Cultural Competency	5.00
1. Positive emotional climate	5.00
2. No evidence of bias among youth (religion, ethnicity, etc.)	5.00
B. Physical Environment	5.00
1. Health and safety	5.00
2. Sanitation	5.00
3. Ventilation and lighting	5.00
4. Temperature	5.00
C. Emergency / Safety Procedures	4.00
1. Emergency procedures	5.00
2. Fire extinguisher	3.00
3. First aid kit	3.00
4. Specialized emergency equipment is available	5.00
5. Access to indoor spaces is supervised	5.00
6. Access to outdoor spaces is supervised	3.00
D. Program Space & Materials	5.00
1. Sufficient space	5.00
2. Suitable space	5.00
3. Furniture	5.00
4. Space can be modified for activities	5.00
E. Food and Drink	5.00
1. Drinking water	5.00
2. Available food and drinks	5.00
3. Healthy food and drinks	5.00
II. Supportive Environment	4.12
F. Staff provide a welcoming atmosphere.	4.33
1. Staff greet youth	3.00
2. Staff tone of voice and language	5.00
3. Staff smile, use friendly gestures, make eye contact	5.00
G. Session flow is planned, presented, and paced for youth.	4.20
1. Start and end on time	5.00
2. Materials and supplies ready	5.00
3. Enough materials and supplies for all youth	5.00
4. Staff explain activities clearly	3.00
5. Appropriate time for activities	3.00
H. Activities support active engagement.	3.50
1. Youth engage with materials or ideas	5.00
2. Tangible products or performances	3.00
3. Youth talk about what they are doing	3.00
4. Balance concrete and abstract	3.00
I. Staff support youth in building new skills.	4.00
1. Youth encouraged to try new skills	5.00
2. Mistakes allowed	3.00
J. Staff support youth with encouragement.	3.67
1. Staff actively involved with youth	5.00
2. Staff use specific, nonevaluative language	3.00
3. Open-ended questions	3.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
1. Staff approach conflict in a nonthreatening manner	5.00
2. Staff seek input from youth to determine cause and solution	5.00
3. Youth encouraged to think about consequences of their actions	5.00
4. Staff acknowledge conflicts and follow up	5.00

III. Interaction	3.25
L. Youth have opportunities to develop a sense of belonging.	4.00
1. Get to know each other	3.00
2. Inclusive relationships	5.00
3. Youth identify with program offering	3.00
4. Publicly acknowledge achievements	5.00
M. Youth have opportunities to participate in small groups.	3.00
1. Groupings	3.00
2. Ways to form small groups	3.00
3. Groups have purpose and cooperation	3.00
N. Youth have opportunities to act as group facilitators and mentors.	3.00
1. Group-process skills	3.00
2. Opportunities to mentor	3.00
3. Opportunities to lead a group	3.00
O. Youth have opportunities to partner with adults.	3.00
1. Staff share control with youth	3.00
2. Staff provide an explanation	3.00
IV. Engagement	1.67
P. Youth have opportunities to set goals and make plans.	1.00
1. Plans for projects and activities	1.00
2. Planning strategies	1.00
Q. Youth have opportunities to make choices based on their interests.	1.00
1. Content choices	1.00
2. Process choices	1.00
R. Youth have opportunities to reflect.	3.00
1. Youth reflect on what they are doing	3.00
2. Youth reflect in multiple ways	3.00
3. Youth make presentations	3.00
4. Youth give feedback on the activities	3.00
V. Academic Climate	3.17
I. Youth are supported in the development of specific academic skills.	3.00
1. Intentional opportunities for academic skills	5.00
Staff mention Learning Targets that are clearly linked to activity	1.00
3. Staff encourage to analyze, evaluate, etc.	3.00
II. Staff support individual learners	3.50
1. Instances with different youth in which staff-youth conversation includes substantive dialogue	3.00
2. Staff break down difficult tasks into simpler, manageable tasks for all youth	5.00
3. Staff presents content using more than 2 modalities	3.00
4. Activities are appropriately challenging	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00
1. Staff frequently ask questions that help youth make connections between prior sessions	3.00
2. Staff frequently ask questions that help youth make connections between school day learning	3.00
3. Staff frequently ask questions that help youth make connections between personal experience	3.00

2010-11 Oakland After School Evaluation Team Site Visit Report

Youth Program Quality Assessment

About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit. The second page includes item-by-item scores in each of the five dimensions of the tool.

- Sites that score 25% or greater '5' ratings are considered "high performing"
- Sites that score 25% or greater '1' ratings are considered "in need of support"

Program Name: East Oakland Pride

Activities Observed: Superstars Literacy Grade 2, Cooking Grade 4/5, Guitar Grade 3

Date(s) of Observation: 3/25/2011

Site Visitor: Jason Riggs

Program Strengths:

Positive school climate, constant & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

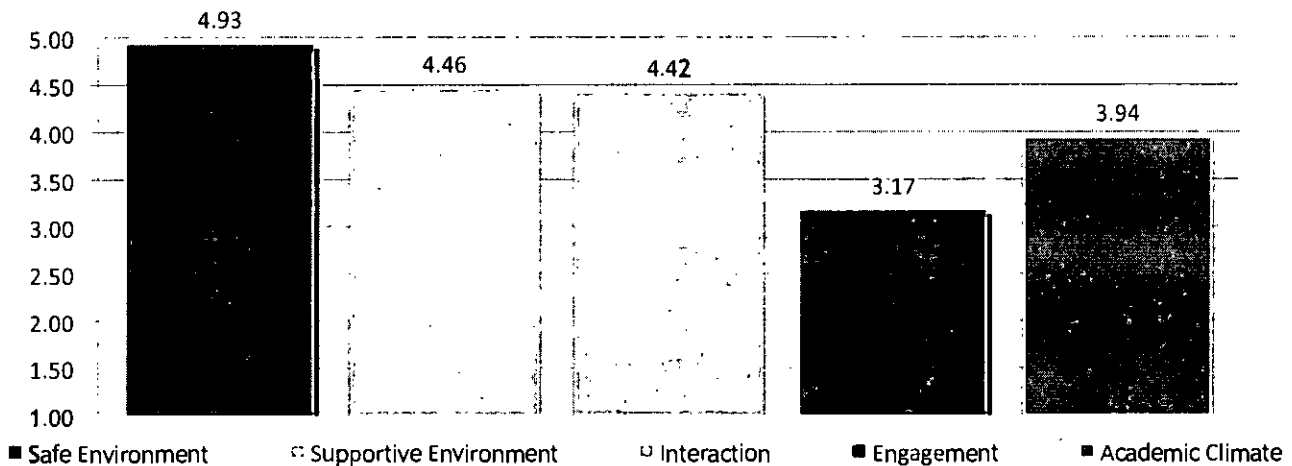
Areas of Improvement:

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Domain Scores



Summary Report of Domain Scores

Safe Environment - After school program is physically and emotionally safe for youth.	4.93
A. Cultural Competency	5.00
B. Physical Environment	5.00
C. Emergency / Safety Procedures	4.67
D. Program Space & Materials	5.00
E. Food and Drink	5.00
Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.	4.46
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for youth.	4.60
H. Activities support active engagement.	4.50
I. Staff support youth in building new skills.	4.00
J. Staff support youth with encouragement.	4.33
K. Staff use youth-centered approaches to reframe conflict.	5.00
Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.	4.42
L. Youth have opportunities to develop a sense of belonging.	5.00
M. Youth have opportunities to participate in small groups.	4.33
N. Youth have opportunities to act as group facilitators and mentors.	4.33
O. Youth have opportunities to partner with adults.	4.00
Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.	3.17
P. Youth have opportunities to set goals and make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.50
Overall Score (excluding Academic Climate)	4.24
Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)	3.94
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

Summary Report of 1 and 5 Ratings

	% of 1 ratings	% of 5 ratings
Overall	1%	71%
I. Safe Environment	0%	95%
II. Supportive Environment	0%	76%
III. Interaction	0%	75%
IV. Engagement	0%	13%
V. Academic Climate	10%	60%

Detailed Report

I. Safe Environment	4.93
A. Cultural Competency	5.00
1. Positive emotional climate	5.00
2. No evidence of bias among youth (religion, ethnicity, etc.)	5.00
B. Physical Environment	5.00
1. Health and safety	5.00
2. Sanitation	5.00
3. Ventilation and lighting	5.00
4. Temperature	5.00
C. Emergency / Safety Procedures	4.67
1. Emergency procedures	5.00
2. Fire extinguisher	5.00
3. First aid kit	5.00
4. Specialized emergency equipment is available	5.00
5. Access to indoor spaces is supervised	3.00
6. Access to outdoor spaces is supervised	5.00
D. Program Space & Materials	5.00
1. Sufficient space	5.00
2. Suitable space	5.00
3. Furniture	5.00
4. Space can be modified for activities	5.00
E. Food and Drink	5.00
1. Drinking water	5.00
2. Available food and drinks	5.00
3. Healthy food and drinks	5.00
II. Supportive Environment	4.46
F. Staff provide a welcoming atmosphere.	4.33
1. Staff greet youth	3.00
2. Staff tone of voice and language	5.00
3. Staff smile, use friendly gestures, make eye contact	5.00
G. Session flow is planned, presented, and paced for youth.	4.60
1. Start and end on time	5.00
2. Materials and supplies ready	5.00
3. Enough materials and supplies for all youth	5.00
4. Staff explain activities clearly	5.00
5. Appropriate time for activities	3.00
H. Activities support active engagement.	4.50
1. Youth engage with materials or ideas	5.00
2. Tangible products or performances	3.00
3. Youth talk about what they are doing	5.00
4. Balance concrete and abstract	5.00
I. Staff support youth in building new skills.	4.00
1. Youth encouraged to try new skills	3.00
2. Mistakes allowed	5.00
J. Staff support youth with encouragement.	4.33
1. Staff actively involved with youth	5.00
2. Staff use specific, nonevaluative language	5.00
3. Open-ended questions	3.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
1. Staff approach conflict in a nonthreatening manner	5.00
2. Staff seek input from youth to determine cause and solution	5.00
3. Youth encouraged to think about consequences of their actions	5.00
4. Staff acknowledge conflicts and follow up	5.00

III. Interaction	4.42
L. Youth have opportunities to develop a sense of belonging.	5.00
1. Get to know each other	5.00
2. Inclusive relationships	5.00
3. Youth identify with program offering	5.00
4. Publicly acknowledge achievements	5.00
M. Youth have opportunities to participate in small groups.	4.33
1. Groupings	3.00
2. Ways to form small groups	5.00
3. Groups have purpose and cooperation	5.00
N. Youth have opportunities to act as group facilitators and mentors.	4.33
1. Group-process skills	5.00
2. Opportunities to mentor	3.00
3. Opportunities to lead a group	5.00
O. Youth have opportunities to partner with adults.	4.00
1. Staff share control with youth	5.00
2. Staff provide an explanation	3.00
IV. Engagement	3.17
P. Youth have opportunities to set goals and make plans.	3.00
1. Plans for projects and activities	3.00
2. Planning strategies	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
1. Content choices	3.00
2. Process choices	3.00
R. Youth have opportunities to reflect.	3.50
1. Youth reflect on what they are doing	5.00
2. Youth reflect in multiple ways	3.00
3. Youth make presentations	3.00
4. Youth give feedback on the activities	3.00
V. Academic Climate	3.94
I. Youth are supported in the development of specific academic skills.	5.00
1. Intentional opportunities for academic skills	5.00
Staff mention Learning Targets that are clearly linked to activity	5.00
3. Staff encourage to analyze, evaluate, etc.	5.00
II. Staff support individual learners	4.50
1. Instances with different youth in which staff-youth conversation includes substantive dialogue	5.00
2. Staff break down difficult tasks into simpler, manageable tasks for all youth	3.00
3. Staff presents content using more than 2 modalities	5.00
4. Activities are appropriately challenging	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33
1. Staff frequently ask questions that help youth make connections between prior sessions	3.00
2. Staff frequently ask questions that help youth make connections between school day learning	1.00
3. Staff frequently ask questions that help youth make connections between personal experience	3.00

2010-11 Oakland After School Evaluation Team Site Visit Report

Youth Program Quality Assessment

About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit. The second page includes item-by-item scores in each of the five dimensions of the tool.

- Sites that score 25% or greater '5' ratings are considered "high performing"
- Sites that score 25% or greater '1' ratings are considered "in need of support"

Program Name: Learning Without Limits

Activities Observed: Nutrition (5th grade) Playworks Math Intervention (5th grade) Academic Intervention

Date(s) of Observation: 4/13/2011

Site Visitor: Kasey

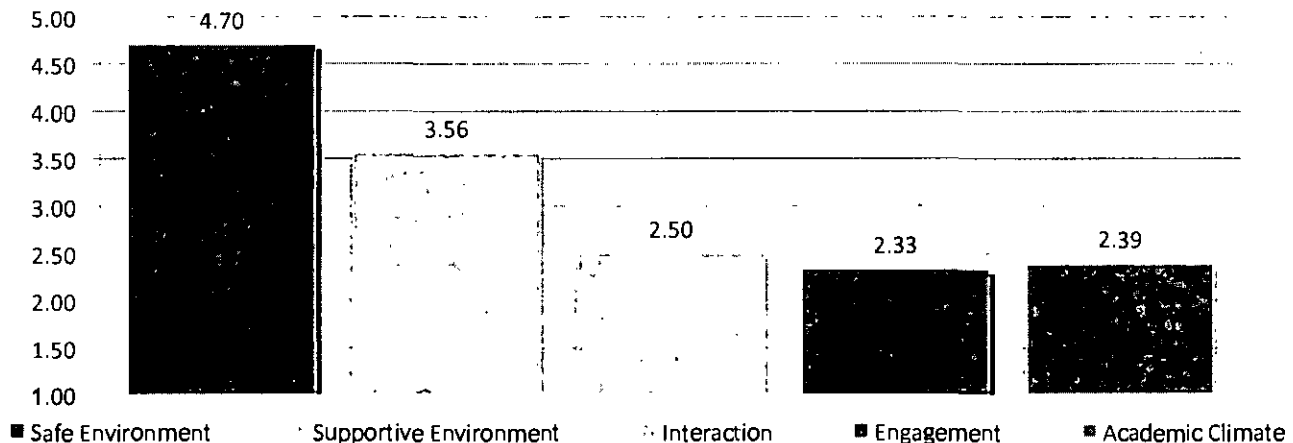
Program Strengths:

Program staff have developed strong relationships with youth as evidenced by youth-staff informal conversations. The program has also re-worked the academic component to include structured opportunities to read, work on homework and practice school day math skills. Program has also begun implementing a hands-on science program. The nutrition class is lead by the staff person who oversees the produce market and there are attempts to articulate the two programmatically. The nutrition class has taught youth how to make simple, nutritious snacks. The program has structured weekly opportunities for teambuilding.

Areas of Improvement:

While some staff have posted agendas for the day, there continues to be limited use of learning targets throughout the program. Staff are asking students some open-ended questions, but these are limited to lower order questions. The nutrition class began with a promising activity that involved students tallying the classes favorite pizza toppings. It would have been nice to see this turned into a pie chart or table which could have been visually represented.

Domain Scores



Summary Report of Domain Scores

Safe Environment - After school program is physically and emotionally safe for youth.	4.70
A. Cultural Competency	4.00
B. Physical Environment	5.00
C. Emergency / Safety Procedures	5.00
D. Program Space & Materials	4.50
E. Food and Drink	5.00
Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.	3.56
F. Staff provide a welcoming atmosphere.	3.67
G. Session flow is planned, presented, and paced for youth.	5.00
H. Activities support active engagement.	3.00
I. Staff support youth in building new skills.	1.00
J. Staff support youth with encouragement.	3.67
K. Staff use youth-centered approaches to reframe conflict.	5.00
Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.	2.50
L. Youth have opportunities to develop a sense of belonging.	4.00
M. Youth have opportunities to participate in small groups.	3.00
N. Youth have opportunities to act as group facilitators and mentors.	1.00
O. Youth have opportunities to partner with adults.	2.00
Engagement - Activities youth-centered and offer participants to choose to make plans and reflect on their progress.	2.33
P. Youth have opportunities to set goals and make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	2.00
R. Youth have opportunities to reflect.	2.00
Overall Score (excluding Academic Climate)	3.27
Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)	2.39
I. Youth are supported in the development of specific academic skills.	2.33
II. Staff support individual learners	2.50
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

Summary Report of 1 and 5 Ratings

	% of 1 ratings	% of 5 ratings
Overall	23%	49%
I. Safe Environment	0%	89%
II. Supportive Environment	24%	67%
III. Interaction	33%	17%
IV. Engagement	38%	0%
V. Academic Climate	40%	10%

Detailed Report

I. Safe Environment	4.70
A. Cultural Competency	4.00
1. Positive emotional climate	3.00
2. No evidence of bias among youth (religion, ethnicity, etc.)	5.00
B. Physical Environment	5.00
1. Health and safety	5.00
2. Sanitation	5.00
3. Ventilation and lighting	5.00
4. Temperature	5.00
C. Emergency / Safety Procedures	5.00
1. Emergency procedures	5.00
2. Fire extinguisher	5.00
3. First aid kit	5.00
4. Specialized emergency equipment is available	5.00
5. Access to indoor spaces is supervised	5.00
6. Access to outdoor spaces is supervised	5.00
D. Program Space & Materials	4.50
1. Sufficient space	5.00
2. Suitable space	3.00
3. Furniture	5.00
4. Space can be modified for activities	5.00
E. Food and Drink	5.00
1. Drinking water	5.00
2. Available food and drinks	5.00
3. Healthy food and drinks	5.00
II. Supportive Environment	3.56
F. Staff provide a welcoming atmosphere.	3.67
1. Staff greet youth	1.00
2. Staff tone of voice and language	5.00
3. Staff smile, use friendly gestures, make eye contact	5.00
G. Session flow is planned, presented, and paced for youth.	5.00
1. Start and end on time	5.00
2. Materials and supplies ready	5.00
3. Enough materials and supplies for all youth	5.00
4. Staff explain activities clearly	5.00
5. Appropriate time for activities	5.00
H. Activities support active engagement.	3.00
1. Youth engage with materials or ideas	5.00
2. Tangible products or performances	1.00
3. Youth talk about what they are doing	1.00
4. Balance concrete and abstract	5.00
I. Staff support youth in building new skills.	1.00
1. Youth encouraged to try new skills	1.00
2. Mistakes allowed	1.00
J. Staff support youth with encouragement.	3.67
1. Staff actively involved with youth	5.00
2. Staff use specific, nonevaluative language	3.00
3. Open-ended questions	3.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
1. Staff approach conflict in a nonthreatening manner	5.00
2. Staff seek input from youth to determine cause and solution	5.00
3. Youth encouraged to think about consequences of their actions	5.00
4. Staff acknowledge conflicts and follow up	5.00

III. Interaction	2.50
L. Youth have opportunities to develop a sense of belonging.	4.00
1. Get to know each other	5.00
2. Inclusive relationships	3.00
3. Youth identify with program offering	3.00
4. Publicly acknowledge achievements	5.00
M. Youth have opportunities to participate in small groups.	3.00
1. Groupings	3.00
2. Ways to form small groups	3.00
3. Groups have purpose and cooperation	3.00
N. Youth have opportunities to act as group facilitators and mentors.	1.00
1. Group-process skills	1.00
2. Opportunities to mentor	1.00
3. Opportunities to lead a group	1.00
O. Youth have opportunities to partner with adults.	2.00
1. Staff share control with youth	1.00
2. Staff provide an explanation	3.00
IV. Engagement	2.33
P. Youth have opportunities to set goals and make plans.	3.00
1. Plans for projects and activities	3.00
2. Planning strategies	3.00
Q. Youth have opportunities to make choices based on their interests.	2.00
1. Content choices	3.00
2. Process choices	1.00
R. Youth have opportunities to reflect.	2.00
1. Youth reflect on what they are doing	1.00
2. Youth reflect in multiple ways	1.00
3. Youth make presentations	3.00
4. Youth give feedback on the activities	3.00
V. Academic Climate	2.39
I. Youth are supported in the development of specific academic skills.	2.33
1. Intentional opportunities for academic skills	5.00
Staff mention Learning Targets that are clearly linked to activity	1.00
3. Staff encourage to analyze, evaluate, etc.	1.00
II. Staff support individual learners	2.50
1. Instances with different youth in which staff-youth conversation includes substantive dialogue	1.00
2. Staff break down difficult tasks into simpler, manageable tasks for all youth	3.00
3. Staff presents content using more than 2 modalities	3.00
4. Activities are appropriately challenging	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33
1. Staff frequently ask questions that help youth make connections between prior sessions	3.00
2. Staff frequently ask questions that help youth make connections between school day learning	1.00
3. Staff frequently ask questions that help youth make connections between personal experience	3.00

2010-11 Oakland After School Evaluation Team Site Visit Report Youth Program Quality Assessment

About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit. The second page includes item-by-item scores in each of the five dimensions of the tool.

- Sites that score 25% or greater '5' ratings are considered "high performing"
- Sites that score 25% or greater '1' ratings are considered "in need of support"

Program Name: Manzanita Community School

Activities Observed: Science (3rd-4th), Computers (4th-5th), Prescott Clowns

Date(s) of Observation: 3/15/2011

Site Visitor: Kasey

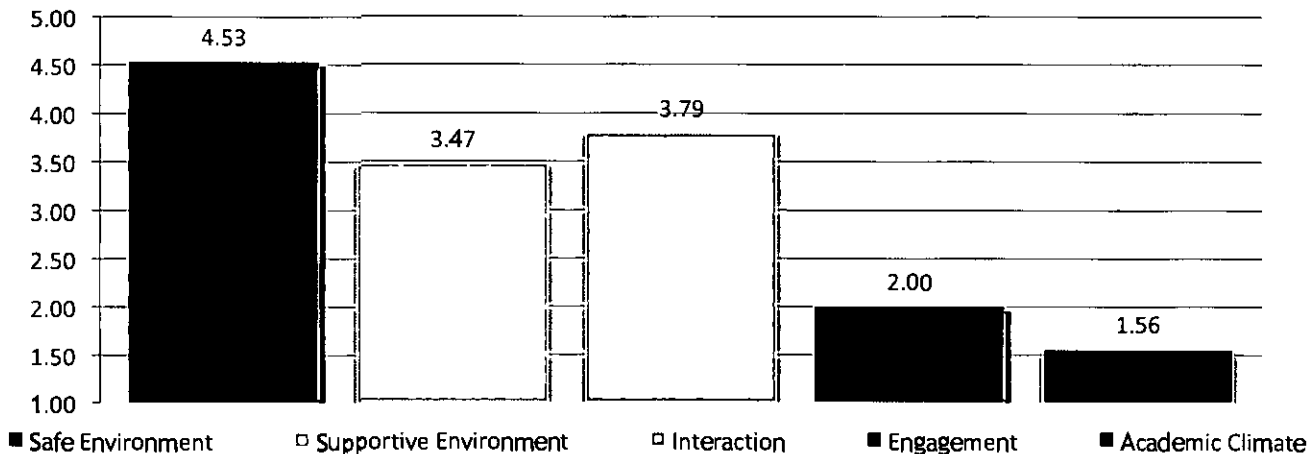
Program Strengths:

There is evidence of strong relationships between staff and youth. Youth are engaged with the program offerings which include a balance of academics and enrichment. The program has ongoing partnerships with UC Berkeley who offer a Technology class and Prescott Clowns. The program is on a co-located site and partners with SEED on one of the program offerings.

Areas of Improvement:

Staff could model academic language with staff; use of open-ended questions to scaffold learning; meaningful opportunities to reflect on learning; student engagement strategies for staff to engage all youth; attention getting strategies to re-focus students attention. Would like to see staff use learning targets as well as agendas; staff should also consider posting key vocabulary words and definitions. The science class on liquefaction seemed a bit too advance for the students.

Domain Scores



Summary Report of Domain Scores

Safe Environment - After-school program is physically and emotionally safe for youth.	4.53
A. Cultural Competency	4.00
B. Physical Environment	5.00
C. Emergency / Safety Procedures	4.33
D. Program Space & Materials	5.00
E. Food and Drink	4.33
Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.	3.47
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for youth.	5.00
H. Activities support active engagement.	2.50
I. Staff support youth in building new skills.	1.00
J. Staff support youth with encouragement.	3.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.	3.79
L. Youth have opportunities to develop a sense of belonging.	4.50
M. Youth have opportunities to participate in small groups.	3.67
N. Youth have opportunities to act as group facilitators and mentors.	3.00
O. Youth have opportunities to partner with adults.	4.00
Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.	2.00
P. Youth have opportunities to set goals and make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	2.00
R. Youth have opportunities to reflect.	1.00
Overall Score (excluding Academic Climate)	3.45
Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)	1.56
I. Youth are supported in the development of specific academic skills.	1.67
II. Staff support individual learners	2.00
III. Staff provides support for linking academic content to youths' prior knowledge.	1.00

Summary Report of 1 and 5 Ratings

	% of 1 ratings	% of 5 ratings
Overall	21%	44%
I. Safe Environment	0%	79%
II. Supportive Environment	14%	52%
III. Interaction	0%	42%
IV. Engagement	63%	0%
V. Academic Climate	70%	0%

Detailed Report

I. Safe Environment	4.53
A. Cultural Competency	4.00
1. Positive emotional climate	3.00
2. No evidence of bias among youth (religion, ethnicity, etc.)	5.00
B. Physical Environment	5.00
1. Health and safety	5.00
2. Sanitation	5.00
3. Ventilation and lighting	5.00
4. Temperature	5.00
C. Emergency / Safety Procedures	4.33
1. Emergency procedures	5.00
2. Fire extinguisher	5.00
3. First aid kit	5.00
4. Specialized emergency equipment is available	5.00
5. Access to indoor spaces is supervised	3.00
6. Access to outdoor spaces is supervised	3.00
D. Program Space & Materials	5.00
1. Sufficient space	5.00
2. Suitable space	5.00
3. Furniture	5.00
4. Space can be modified for activities	5.00
E. Food and Drink	4.33
1. Drinking water	5.00
2. Available food and drinks	5.00
3. Healthy food and drinks	3.00
II. Supportive Environment	3.47
F. Staff provide a welcoming atmosphere.	4.33
1. Staff greet youth	3.00
2. Staff tone of voice and language	5.00
3. Staff smile, use friendly gestures, make eye contact	5.00
G. Session flow is planned, presented, and paced for youth.	5.00
1. Start and end on time	5.00
2. Materials and supplies ready	5.00
3. Enough materials and supplies for all youth	5.00
4. Staff explain activities clearly	5.00
5. Appropriate time for activities	5.00
H. Activities support active engagement.	2.50
1. Youth engage with materials or ideas	3.00
2. Tangible products or performances	3.00
3. Youth talk about what they are doing	1.00
4. Balance concrete and abstract	3.00
I. Staff support youth in building new skills.	1.00
1. Youth encouraged to try new skills	1.00
2. Mistakes allowed	1.00
J. Staff support youth with encouragement.	3.00
1. Staff actively involved with youth	3.00
2. Staff use specific, nonevaluative language	3.00
3. Open-ended questions	3.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
1. Staff approach conflict in a nonthreatening manner	5.00
2. Staff seek input from youth to determine cause and solution	5.00
3. Youth encouraged to think about consequences of their actions	5.00
4. Staff acknowledge conflicts and follow up	5.00

III. Interaction	3.79
L. Youth have opportunities to develop a sense of belonging.	4.50
1. Get to know each other	5.00
2. Inclusive relationships	5.00
3. Youth identify with program offering	3.00
4. Publicly acknowledge achievements	5.00
M. Youth have opportunities to participate in small groups.	3.67
1. Groupings	3.00
2. Ways to form small groups	3.00
3. Groups have purpose and cooperation	5.00
N. Youth have opportunities to act as group facilitators and mentors.	3.00
1. Group-process skills	3.00
2. Opportunities to mentor	3.00
3. Opportunities to lead a group	3.00
O. Youth have opportunities to partner with adults.	4.00
1. Staff share control with youth	3.00
2. Staff provide an explanation	5.00
IV. Engagement	2.00
P. Youth have opportunities to set goals and make plans.	3.00
1. Plans for projects and activities	3.00
2. Planning strategies	3.00
Q. Youth have opportunities to make choices based on their interests.	2.00
1. Content choices	3.00
2. Process choices	1.00
R. Youth have opportunities to reflect.	1.00
1. Youth reflect on what they are doing	1.00
2. Youth reflect in multiple ways	1.00
3. Youth make presentations	1.00
4. Youth give feedback on the activities	1.00
V. Academic Climate	1.56
I. Youth are supported in the development of specific academic skills.	1.67
1. Intentional opportunities for academic skills	3.00
Staff mention Learning Targets that are clearly linked to activity	1.00
3. Staff encourage to analyze, evaluate, etc.	1.00
ii. Staff support individual learners	2.00
1. Instances with different youth in which staff-youth conversation includes substantive dialogue	1.00
2. Staff break down difficult tasks into simpler, manageable tasks for all youth	1.00
3. Staff presents content using more than 2 modalities	3.00
4. Activities are appropriately challenging	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	1.00
1. Staff frequently ask questions that help youth make connections between prior sessions	1.00
2. Staff frequently ask questions that help youth make connections between school day learning	1.00
3. Staff frequently ask questions that help youth make connections between personal experience	1.00

2010-11 Oakland After School Evaluation Team Site Visit Report

Youth Program Quality Assessment

About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit. The second page includes item-by-item scores in each of the five dimensions of the tool.

- Sites that score 25% or greater '5' ratings are considered "high performing"
- Sites that score 25% or greater '1' ratings are considered "in need of support"

Program Name: PLACE at Prescott

Activities Observed: Gardening, Art, TurboKick, Intervention

Date(s) of Observation: 3/24/2011

Site Visitor: Asali

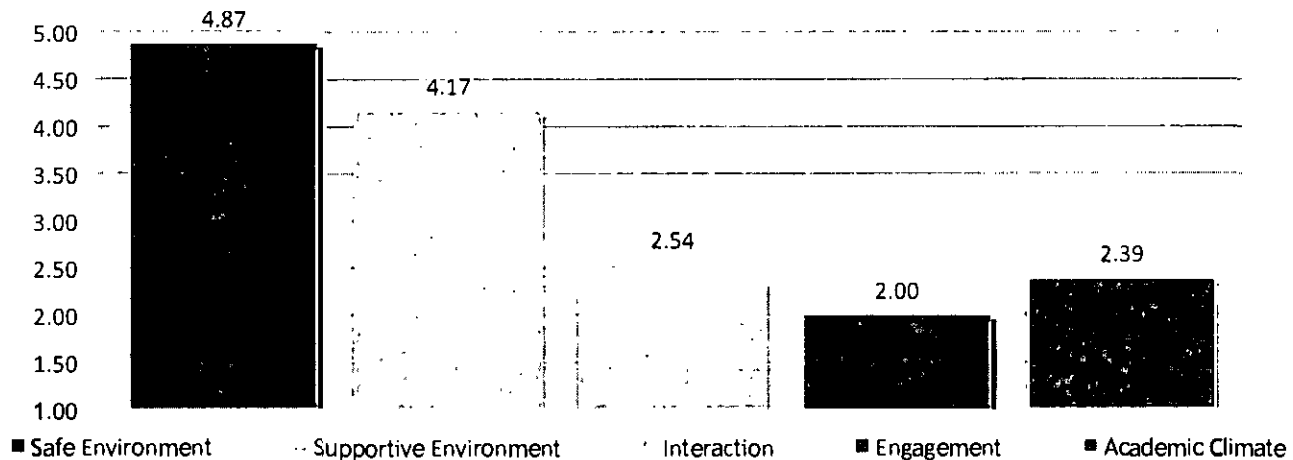
Program Strengths:

Staff were attentive to the emotional needs of students. Emergency procedures, fire extinguishers and first aid kits were visible in most classrooms. The site was well supervised by staff and an SSO. In the classroom, the instructors encourage all youth to build new skills. Staff responded immediately to student conflicts. They supported students with resolving problems and examining the relationship between their actions and consequences. There were opportunities for students to work as a class, individually and with a partner.

Areas of Improvement:

Instruction needed more scaffolding (breaking tasks down into smaller chunks), frontloading of new vocabulary, making the day's learning objectives more explicit, and modeling the expected outcomes for the finished product. Student engagement by staff was focused on finishing the task rather than eliciting student reflection about the activity. There were no structured opportunities for students to present or reflect on their work, the activity and new learning.

Domain Scores



Summary Report of Domain Scores

Safe Environment - After school program is physically and emotionally safe for youth.	4.87
A. Cultural Competency	5.00
B. Physical Environment	5.00
C. Emergency / Safety Procedures	4.33
D. Program Space & Materials	5.00
E. Food and Drink	5.00
Supportive Environment - Program is welcoming; staff plan engaging activities and implement positive behavioral guidance techniques.	4.17
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for youth.	4.20
H. Activities support active engagement.	3.50
I. Staff support youth in building new skills.	5.00
J. Staff support youth with encouragement.	3.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.	2.54
L. Youth have opportunities to develop a sense of belonging.	3.50
M. Youth have opportunities to participate in small groups.	3.00
N. Youth have opportunities to act as group facilitators and mentors.	1.67
O. Youth have opportunities to partner with adults.	2.00
Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.	2.00
P. Youth have opportunities to set goals and make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	2.00
R. Youth have opportunities to reflect.	1.00
Overall Score (excluding Academic Climate)	3.40
Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)	
I. Youth are supported in the development of specific academic skills.	3.00
II. Staff support individual learners	2.50
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67

Summary Report of 1 and 5 Ratings

	% of 1 ratings	% of 5 ratings
Overall	21%	49%
I. Safe Environment	0%	89%
II. Supportive Environment	10%	67%
III. Interaction	33%	17%
IV. Engagement	63%	0%
V. Academic Climate	40%	10%

Detailed Report

I. Safe Environment	4.87
A. Cultural Competency	5.00
1. Positive emotional climate	5.00
2. No evidence of bias among youth (religion, ethnicity, etc.)	5.00
B. Physical Environment	5.00
1. Health and safety	5.00
2. Sanitation	5.00
3. Ventilation and lighting	5.00
4. Temperature	5.00
C. Emergency / Safety Procedures	4.33
1. Emergency procedures	3.00
2. Fire extinguisher	5.00
3. First aid kit	3.00
4. Specialized emergency equipment is available	5.00
5. Access to indoor spaces is supervised	5.00
6. Access to outdoor spaces is supervised	5.00
D. Program Space & Materials	5.00
1. Sufficient space	5.00
2. Suitable space	5.00
3. Furniture	5.00
4. Space can be modified for activities	5.00
E. Food and Drink	5.00
1. Drinking water	5.00
2. Available food and drinks	5.00
3. Healthy food and drinks	5.00
II. Supportive Environment	4.17
F. Staff provide a welcoming atmosphere.	4.33
1. Staff greet youth	3.00
2. Staff tone of voice and language	5.00
3. Staff smile, use friendly gestures, make eye contact	5.00
G. Session flow is planned, presented, and paced for youth.	4.20
1. Start and end on time	5.00
2. Materials and supplies ready	5.00
3. Enough materials and supplies for all youth	5.00
4. Staff explain activities clearly	3.00
5. Appropriate time for activities	3.00
H. Activities support active engagement.	3.50
1. Youth engage with materials or ideas	5.00
2. Tangible products or performances	5.00
3. Youth talk about what they are doing	1.00
4. Balance concrete and abstract	3.00
I. Staff support youth in building new skills.	5.00
1. Youth encouraged to try new skills	5.00
2. Mistakes allowed	5.00
J. Staff support youth with encouragement.	3.00
1. Staff actively involved with youth	5.00
2. Staff use specific, nonevaluative language	3.00
3. Open-ended questions	1.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
1. Staff approach conflict in a nonthreatening manner	5.00
2. Staff seek input from youth to determine cause and solution	5.00
3. Youth encouraged to think about consequences of their actions	5.00
4. Staff acknowledge conflicts and follow up	5.00

III. Interaction	2.54
L. Youth have opportunities to develop a sense of belonging.	3.50
1. Get to know each other	3.00
2. Inclusive relationships	5.00
3. Youth identify with program offering	5.00
4. Publicly acknowledge achievements	1.00
M. Youth have opportunities to participate in small groups.	3.00
1. Groupings	3.00
2. Ways to form small groups	3.00
3. Groups have purpose and cooperation	3.00
N. Youth have opportunities to act as group facilitators and mentors.	1.67
1. Group-process skills	3.00
2. Opportunities to mentor	1.00
3. Opportunities to lead a group	1.00
O. Youth have opportunities to partner with adults.	2.00
1. Staff share control with youth	1.00
2. Staff provide an explanation	3.00
IV. Engagement	2.00
P. Youth have opportunities to set goals and make plans.	3.00
1. Plans for projects and activities	3.00
2. Planning strategies	3.00
Q. Youth have opportunities to make choices based on their interests.	2.00
1. Content choices	3.00
2. Process choices	1.00
R. Youth have opportunities to reflect.	1.00
1. Youth reflect on what they are doing	1.00
2. Youth reflect in multiple ways	1.00
3. Youth make presentations	1.00
4. Youth give feedback on the activities	1.00
V. Academic Climate	2.39
I. Youth are supported in the development of specific academic skills.	3.00
1. Intentional opportunities for academic skills	5.00
Staff mention Learning Targets that are clearly linked to activity	1.00
3. Staff encourage to analyze, evaluate, etc.	3.00
II. Staff support individual learners	2.50
1. Instances with different youth in which staff-youth conversation includes substantive dialogue	1.00
2. Staff break down difficult tasks into simpler, manageable tasks for all youth	3.00
3. Staff presents content using more than 2 modalities	3.00
4. Activities are appropriately challenging	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67
1. Staff frequently ask questions that help youth make connections between prior sessions	1.00
2. Staff frequently ask questions that help youth make connections between school day learning	1.00
3. Staff frequently ask questions that help youth make connections between personal experience	3.00