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CITY OF OAKLAND

AGENDA REPORT

TO: Office of the City Administrator
ATTN: Dan Lindheim
FROM: Department of Human Services
DATE: November 10, 2009

RE: **Resolution to Adopt the Oakland Fund for Children and Youth Strategic Plan (2010-2013)**

SUMMARY

The Planning and Oversight Committee (POC) of the Oakland Fund for Children and Youth (OFCY) is submitting a three year Strategic Investment Plan for adoption by the City Council in accord with the Article XIII of the City Charter establishing the Kids First! Children's Fund.

The strategies address the four goals outlined in the Kids First! legislation: 1) Support the healthy development of young children, 2) Help children and youth succeed in school and graduate high school, 3) Prevent violence and reduce youth involvement in crime and gangs, and 4) Help youth transition to productive adulthood.

The Oakland Fund for Children and Youth Strategic Plan (2010-2013) overview is provided at *Attachment A*. The full OFCY Strategic Plan is provided as *Attachment B*.

FISCAL IMPACT

The Measure D Kids First! Charter amendment requires that 3% of the City's unrestricted general purpose fund revenues be set aside annually to fund services for children and youth. The Strategic Plan provides guidance for the POC's annual funding decisions. There are no direct fiscal impacts to this report.

BACKGROUND

The Oakland Fund for Children and Youth was established in November 1996, when Oakland's voters passed the original Kids First! Initiative, known as Measure K, to support direct services for children and youth under 21 years of age, for a twelve-year period. The OFCY Planning and Oversight Committee was established and is responsible for strategic planning, funding recommendations, and evaluation of OFCY programs. OFCY's current four-year Strategic Plan covers the period ending June 30, 2010.

Measure D was passed by a simple majority of Oakland voters on July 21, 2009. It replaced Measure OO, which was approved in November 2008 and amends Measure K's language. In

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accordance with Measure D, the Kids First! legislation (Article XIII of the City Charter) includes the following:

- the establishment of the Kids First! Children's Fund through 2021,
- a set-aside of 3% of the City's unrestricted General Purpose Fund for Kids First!,
- a three-year rather than a four-year strategic plan to guide the allocation of funds,
- open and fair process for selection of direct services to youth under 21 years of age,
- the responsibilities of the Planning and Oversight Committee for planning, evaluation, and grant-making.

OFCY's strategic planning process began in December 2008. The POC conducted a public hearing on the draft Strategic Plan on September 16, 2009. A presentation to the Life Enrichment Committee was provided on September 29, 2009. The POC approved forwarding the Strategic Plan to the City Council for approval on October 21, 2009.

KEY ISSUES AND IMPACTS

The POC is charged with creating a strategic plan that provides a community vision and a framework to guide the annual allocation of OFCY funds. The strategic planning process includes assessment of the environment of Oakland, examination of funding and youth service gaps, consideration of desired outcomes for Oakland's children and youth, and drafting of goals and priorities for the allocation of the Kids First! Children's Fund. The strategic plan is used to guide the development of the Requests for Proposals (RFP) and the POC's decision-making for grant-making over the next three years (2010-13).

OFCY Goals and Strategic Priorities

The strategic priorities address the four goals outlined in Measure D: 1) Support the healthy development of young children, 2) Help children and youth succeed in school and graduate high school, 3) Prevent violence and reduce youth involvement in crime and gangs, and 4) Help youth transition to productive adulthood. The strategies are grouped in four key funding areas: 1) Early Childhood Services, 2) Out of School Time Services, 3) Wellness and Healthy Transition Services, and 4) Older Youth Services. See *Attachment A* for a summary of the strategies and the allocation ranges and *Attachment B* for the Strategic Plan.

Academic Success

Strategies support academic success in early childhood, after school programming, transition programming, and for older youth. Early childhood strategies prepare children for kindergarten by supporting families in exposing their children to early learning opportunities, and preparing parents and early care and education providers to help children meet their socio-emotional and developmental milestones. Out of school-time programming, especially school-based out of school time programs for elementary and middle schools, emphasize applied learning activities that are aligned with school day curricula while maintaining a youth development focus. School-

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based after school programs also emphasize family engagement in a young person's educational life with augmented grants for school-based after school programs. Transitions programming in the Wellness and Healthy Transitions strategy emphasize reaching 6th and 9th graders who need more comprehensive social, peer, and academic supports during the summer months and transition months into the new school year to stay and succeed in school. Summer programs also provide a bridge for continued learning and enrichment in the arts, music, and technology in between school years.

Healthy Development

The early childhood strategy supports the healthy development of young children with activities directed at parents and child care providers working with children who are risk for not meeting their developmental goals in speech and language before entering kindergarten. The out-of-school time strategies emphasize healthy living by supporting fitness programming that is inclusive of all young people, and nutritious eating with support of gardening activities. The Wellness and Healthy Transitions strategy supports education in physical and socio-emotional health through leadership in peer education that promotes positive behavioral choices in physical, emotional, and school/community health.

Gang Prevention

Strategies for older youth provide programming opportunities for youth not typically engaged in school with activities that may include youth development programming, life skills and financial literacy education, and case management or group work. Conflict resolution supports peer education around non-violent communication and problem solving in the middle schools.

Transitions to Successful Adulthood

Older youth programs, especially in the academic and career/job success strategy, emphasize high school success and transitions into college. Programming in this strategy area also emphasizes career and vocational training for young people not necessarily going on to college. The older youth strategy also supports activities that engage youth with arts and technology programming, promote life skills, increase financial literacy, and provide opportunities to develop positive relationships with peer groups and caring adults.

OFCY Request for Proposals for Children and Youth Services

Following the approval of the Strategic Plan, OFCY will release Requests for Proposals and initiate the grant making and proposal review process. A Request for Proposals (RFP) in services for early childhood, out of school time, wellness and healthy transitions, and for older youth is attached in *Attachment C*. A separate RFP is issued for school-based out of school time services and is provided here at *Attachment D*. The Request for Proposals provides information on strategies, program goals, and program activities to be funded. It also include grant ranges for each program operation, total grant awards per applicant, and criteria for eligibility and award recommendations. The draft Request for Proposals will be released following final approval at the November meeting of the Planning and Oversight Committee.

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PROJECT DESCRIPTION

The Strategic Plan (2010-2013) was developed by a subcommittee composed of five members of the Planning and Oversight Committee, staff of the Department of Human Services, and a representative from the Mayor's Office. The strategic planning process included the following elements:

- Needs assessment using primary and secondary data and resources
- Community input through focus groups, interviews, surveys and community meetings
- Youth-facilitated Youth Listening Campaign
- Review and summary of research on best practices
- Three Task Force meetings involving over 65 providers and youth and public agency representatives
- Eight public strategic planning subcommittee meetings

The needs assessment of Oakland's children and youth was conducted using primary and secondary sources that included census analysis, government and foundation reports, community meetings, and key informant interviews.

SUSTAINABLE OPPORTUNITIES

Economic: Funding children and youth services creates economic opportunities for adults and youth who participate in paid work experience in the funded programs.

Environmental: This report has no direct environmental impact.

Social Equity: The OFCY strategic planning process results in services that reduce inequities and have direct social benefits for children, youth, and families in Oakland.

DISABILITY AND SENIOR CITIZEN ACCESS

OFCY is committed to addressing issues of disability access throughout the grant-making and service delivery process by working with the City's ADA Compliance Manager.

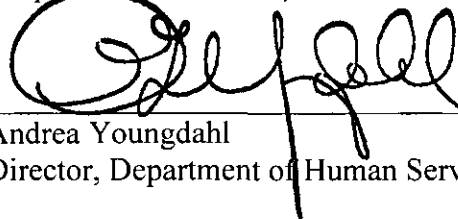
RECOMMENDATION(S) AND RATIONALE

Kids First! legislation requires a strategic plan every three years to guide OFCY. The 2010-2013 Strategic Plan provides the POC with an opportunity to realign and refocus funding efforts to meet the needs of the children and youth in Oakland. The POC recommends that the City Council approve and adopt the 2010-2013 Strategic Plan.

ACTION REQUESTED OF THE CITY COUNCIL

The Planning and Oversight Committee recommends that the City Council approve a resolution to accept and adopt the 2010-2013 Strategic Plan for the Oakland Fund for Children and Youth.

Respectfully submitted,



Andrea Youngdahl
Director, Department of Human Services

Reviewed by: Sandra Taylor
DHS Children and Youth Services Manager

Prepared by: Kelsey Crowe
Program Planner, OFCY

- ATTACHMENT A - OFCY 2010-2013 Strategic Priorities
- ATTACHMENT B - OFCY 2010-2013 Strategic Plan
- ATTACHMENT C - OFCY DRAFT Request for Proposal (1)
- ATTACHMENT D - OFCY DRAFT Request for Proposal (2)

APPROVED AND FORWARDED TO THE
LIFE ENRICHMENT COMMITTEE:



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STRATEGY DESCRIPTION**Early Childhood Development (0-5 Years) 14-20%**

Mental health and developmental consultation for early care settings: Comprehensive prevention and early intervention activities in early care and education settings.

Family/child enrichment, learning and developmental opportunities: Playgroup activities engage families in their child's learning, strengthen attachments, and build parenting peer supports in community settings.

Out of School Time Healthy Development and Academic Success (5-14 years) 55-69%

After school programs feature applied learning and skill building in education, arts, and leadership in schools, communities year round and during the summer months: Enrichment, project-based learning, and leadership activities that promote academic learning and resiliency in a school or community setting.

Applied learning and improved opportunities for health: Increase access to nutrition activities through school-based garden and fitness programs that promote healthy eating choices and active living with curricula that is aligned with the school day academic curriculum.

Family engagement in out of school time linked with the school day: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with family support activities that are linked between the after school hours and the school day.

Wellness and Healthy Transitions (11- 20 Years) 7-12%

Transition programming in school settings: Programs that focus on youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).

Health and wellness education with emphasis on peer education and youth development: Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment including programs integrated with school based health clinics.

Conflict resolution skills: Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.

Older Youth Transitions to a Healthy Adulthood (15-20 Years) 14-20%

Support services for academic and career success: Career preparedness and programs that reinforce academic success, graduation, college, work readiness and may include internships, paid employment, mentoring.

Comprehensive supports and enrichment programs for youth transitioning to adulthood: Increase access to neighborhood-based programs that support youth engagement in a variety of activities or specific supports for vulnerable youth such as English language learners, foster youth, and diverse communities of youth.

Attachment B

**Oakland Fund
for Children
and Youth
Strategic Plan
2010 - 2013**

Oakland Fund for Children and Youth Strategic Plan

2010-2013



Oakland Fund for Children and Youth Strategic Plan

2010-2013

VISION STATEMENT

All children and youth in Oakland are celebrated and supported by a caring network of community members and organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city. — *September 11, 2009*

Oakland Fund for Children & Youth Mission, Vision & Values

The vision, mission and values had been developed during the previous strategic planning process and were reviewed and revised slightly by the SPSC during the first part of the process. They were reproduced for all meetings and used as a point of reference during all decision-making processes.

OFCY emerged from a grassroots, community effort to improve the wellbeing of children and youth. We value children and youth as our greatest asset and enter into these efforts with a strong desire to encourage the full potential of all of Oakland's children and youth. We are guided by the following framework:

VISION

All children and youth in Oakland are celebrated and supported by a caring network of community members and organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

MISSION

We provide opportunities and resources for Oakland's children and youth (0–20 years old) to become healthy, productive, ethical, and successful community members. We achieve this by funding organizations, creating policy, building capacity and ensuring accountability to encourage these outcomes. We work collaboratively through partnerships with children, youth, and families, community organizations, public agencies, schools and other funders.

VALUES

Social & Economic Equity: Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

Child & Youth Development: We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.

Community and Collaboration: We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

Acknowledgments

The Oakland Fund for Children & Youth Strategic Plan 2010-2013 could not have been developed without the involvement of dozens of community members who either served formally as Mayoral or City Council appointed representatives or who served on Task Forces convened explicitly to provide input into the strategic plan. The roles of the various representatives in the process are outlined below followed by a listing of all the individuals who contributed to the development of this plan.

OAKLAND FUND FOR CHILDREN & YOUTH PLANNING AND OVERSIGHT COMMITTEE

The OFCY Planning and Oversight Committee (POC) was responsible for assigning POC members to the Strategic Planning Sub-Committee (SPSC), receiving monthly reports from the chair of the SPSC, Maurilio Leon, or his designee, and providing input to the SPSC and consultants throughout the process. On September 16, 2009, the POC reviewed the initial draft of the strategic plan providing comment and suggestions and approving the plan as amended. The POC is comprised of Mayoral and City Council appointed representatives, both youth and adult, and has responsibility for oversight of the development and implementation of the strategic plan, the programs funded to support that plan and the evaluation designed to measure the degree to which funded programs are implementing strategies as planned and having the intended impact.

OAKLAND FUND FOR CHILDREN & YOUTH STRATEGIC PLANNING SUB-COMMITTEE

The OFCY Strategic Planning Sub-Committee (SPSC) was made up of representatives of the overall POC. Four adults and 2 youth members were assigned from the POC as representatives, in addition to the Education Advisor from the Mayor's office. The SPSC oversaw the strategic planning process and develop-

ment and finalization of the strategies. Eight SPSC meetings took place during the 9 month planning period, each focusing on a different aspect of the plan.

OAKLAND FUND FOR CHILDREN & YOUTH TASK FORCE

Four Task Forces were developed to represent and provide input on the four age groups the OFCY strategic plan addresses: 0-5; 6-10; 11-14; and 15 & up. The Task Forces were comprised of providers, representatives of youth-serving agencies and youth and met 3 times during the planning process. The Task Forces were asked to provide input into the community and youth indicator data, review best practices research and recommend/ prioritize strategies to the SPSC.

FOR A FULL LIST OF ALL PLANNING PARTICIPANTS,
PLEASE SEE APPENDIX A.

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Executive Summary



The Oakland Fund for Children and Youth was established in November 1996 when Oakland's voters passed the Kids First! Initiative (Measure K). Measure K amended the City Charter, setting aside 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age for a twelve-year period. Measure K also established OFCY's Planning and Oversight Committee as responsible for strategic planning, funding recommendations, and evaluation of OFCY initiatives. See Appendix E for a copy of Article XIII Kids First! Oakland Children's Fund.

Established through a special election held on July 23, 2009 Measure D reauthorizes funding for the Oakland Fund for Children and Youth for 12 years (2010-2022). Measure D sets aside 3% of the City's unrestricted General Purpose Fund and requires a three-year rather strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age, and reaffirms responsibilities of the Planning and Oversight Committee, which includes overseeing the development and approving a three-year Strategic Investment Plan to guide the allocation of funds.

OVERVIEW OF PLANNING PROCESS

The OFCY strategic planning process was highly participatory and consisted of:

- ◆ Eight meetings of the Strategic Planning Sub-Committee (SPSC) of the Planning and Oversight Committee (POC), in addition to monthly meetings of the full POC;
- ◆ Review of a wide range of data in order to complete a full community and youth indicator analysis;
- ◆ A comprehensive review of best practice literature;
- ◆ A community input process that included 29 key informant interviews, 13 focus groups, an online provider survey with 65 respondents and 2 community caucus meetings in East and West Oakland; and
- ◆ Three Task Force meetings involving 90 stakeholders who were each part of a workgroup distinctive to the age group they most clearly represented.

During and in between SPSC and Task Force meetings, best practices research was reviewed and strategies were developed. All meetings were open to the public and SPSC routinely had 10-20 community members present providing comment that was incorporated into deliberations. Youth played a significant role in the process with a Youth Planning Team comprised of interns from MetWest High School working with consultants to design, plan and facilitate focus groups with youth and to participate in planning meetings to ensure a youth voice. Five youth also participated on the Older Youth Task Force providing input into youth needs and strategies that would best address those needs.



Several key themes arose out of the 2010-2013 OFCY strategic planning process. These ideas were mentioned by many of the participants in the process and also were confirmed as best practices in the literature. In addition, OFCY staff and potential partners confirmed the importance of the following:

- ◆ Increased funding allocation for the early childhood (0-5) programs and services
- ◆ Increased alignment and integration of services with other partners
- ◆ Emphasis on higher need children and youth who might otherwise “slip through the cracks”
- ◆ Emphasis on family engagement and support for family caregivers
- ◆ Emphasis on applied learning
- ◆ Emphasis on peer-to-peer learning
- ◆ Affirmation of youth development principles

The strategic planning process obtained input from several hundred residents and had the benefit of significant ongoing involvement of dozens of Oakland stakeholders in Task Force meetings and through public comment at SPSC public meetings. This high level of authentic participation has ensured that the plan itself will enjoy broad support from the commu-

nity. In addition to the public meetings, and ongoing conversation with stakeholders and major partners has created a shared understanding of how OFCY funds can be used.

A ONE-PAGE SUMMARY OF THE HIGH-PRIORITY STRATEGIES THAT COMPRISE THE STRATEGIC PLAN 2010-2013 CAN BE FOUND ON THE FOLLOWING PAGE.

STRATEGY DESCRIPTION
<p data-bbox="256 415 695 447">Early Childhood Development (0-5 Years)</p> <p data-bbox="256 468 1409 527">Mental health and developmental consultation for early care settings: Comprehensive prevention and early intervention activities in early care and education settings.</p> <p data-bbox="256 548 1425 606">Family/child enrichment, learning and developmental opportunities: Playgroup activities engage families in their child's learning, strengthen attachments, and build parenting peer supports in community settings.</p>
<p data-bbox="256 667 1073 699">Out of School Time Healthy Development and Academic Success (5-14 years)</p> <p data-bbox="256 730 1409 827">After school programs feature applied learning and skill building in education, arts, and leadership in schools, communities year round and during the summer months: Enrichment, project-based learning, and leadership activities that promote academic learning and resiliency in a school or community setting.</p> <p data-bbox="256 848 1419 940">Applied learning and improved opportunities for health: Increase access to nutrition activities through school-based garden and fitness programs that promote healthy eating choices and active living with curricula that is aligned with the school day academic curriculum.</p> <p data-bbox="256 961 1403 1052">Family engagement in out of school time linked with the school day: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with family support activities that are linked between the after school hours and the school day.</p>
<p data-bbox="256 1066 769 1098">Wellness and Healthy Transitions (11-20 Years)</p> <p data-bbox="256 1140 1360 1199">Transition programming in school settings: Programs that focus on youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).</p> <p data-bbox="256 1220 1425 1341">Health and wellness education with emphasis on peer education and youth development: Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment, including programs integrated with school based health clinics.</p> <p data-bbox="256 1362 1386 1421">Conflict resolution skills: Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.</p>
<p data-bbox="256 1465 894 1497">Older Youth Transitions to a Healthy Adulthood (15-20 Years)</p> <p data-bbox="256 1528 1419 1587">Support services for academic and career success: Career preparedness and programs that reinforce academic success, graduation, college, work readiness and may include internships, paid employment, and mentoring.</p> <p data-bbox="256 1608 1419 1705">Comprehensive supports and enrichment programs for youth transitioning to adulthood: Increase access to neighborhood-based programs that support youth engagement in a variety of activities or specific supports for vulnerable youth such as English language learners, foster youth, and diverse communities of youth.</p>

Section 1: Background

The Oakland Fund for Children and Youth was established in November 1996, when Oakland's voters passed the Kids First! Initiative (Measure K). Measure K amended the City Charter, setting aside 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age for a twelve-year period. Measure K also established OFCY's Planning and Oversight Committee as responsible for strategic planning, funding recommendations, and evaluation of OFCY initiatives.



Kids First! Oakland Children's Fund legislation (Article XIII of the Oakland Municipal Charter) was established by the passage of Measure D on July 23, 2009. It reauthorizes funding for the Oakland Fund for Children and Youth for 12 years (2010-2022). Measure D sets aside 3% of the City's unrestricted General Purpose Fund and requires a three-year rather strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age and reaffirms responsibilities of the Planning and Oversight Committee.

The goals of Measure D are outcome-based and focus on improving early healthy child development, improving student success in school, preventing violence and gang involvement and preparing older youth for a successful transition to adulthood. The goals as they are listed in the legislation are as follows:

1. Support the healthy development of young children through pre-school education, school-readiness programs, physical and behavioral health services, parent education and case management.
2. Help children and youth succeed in school and graduate high school through after-school academic support and college readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service-learning, and arts expression.
3. Prevent and reduce violence, crime, and gang involvement among children and youth through case management, physical and behavioral health services, internships, work experience, outdoor education, and leadership development, including civic engagement, service-learning, and arts expression.
4. Help youth transition to productive adulthood through case management, physical and behavioral health services, hard-skills training and job placement in high-demand industries, internships, work experience, and leadership development, including civic engagement, service-learning and arts expression.

The measure also stipulates that a Strategic Investment Plan be created every three years and that its development be overseen by the POC. This strategic plan covers the period of July 1, 2010- June 30, 2013.

Section 2: Planning Process

The strategic planning process took place between January and September of 2009. Gibson & Associates (G&A) and Resource Development Associates (RDA) worked with City staff and community stakeholders to develop a strategic plan that reflects authentic community input, as well as the priorities of the City of Oakland. A participatory planning process was designed explicitly to encourage stakeholder involvement in every facet of planning. Among the participatory elements to the process:

- ◆ Extensive collaboration between consultants and OFCY staff in the community input process and in the scope and focus of the needs assessment;
- ◆ Extensive community input process including: key informant interviews, focus groups, community caucus meetings and a provider survey;
- ◆ A Youth Planning Team comprised of MetWest High School interns who worked throughout the spring designing, organizing and conducting focus groups with youth throughout the City and who participated in planning meetings to ensure a youth voice and a youth perspective into the process;
- ◆ SPSC development of decision-making criteria;
- ◆ Sharing with OFCY staff, SPSC and Task Force members preliminary drafts of needs assessment and best practice research summaries to allow for input into the direction of this work;
- ◆ Ongoing meetings with stakeholders and major OFCY partners to explore how best to leverage resources, integrate strategies, and align efforts; and
- ◆ Open public SPSC meetings encouraging input from community members throughout all deliberations and priority setting activities.

Participatory processes allow the community to be part of the thinking process and, as such, share pre-



liminary thinking before it is fully formulated. The result is a process where stakeholders feel a sense of ownership. Before decisions have been nearly formalized, authentic debate and input has been provided. What emerges is a plan where most stakeholders recognize their imprint. While the process of arriving at consensus is not always easy, the consensus achieved in the end is authentic and the plan should enjoy broad support from the community as it is not only the SPSC's plan, but a plan that is also developed by Task Force members, key informants, community representatives and youth.

FOR MORE DETAILED INFORMATION ON THE OVERALL PLANNING PROCESS AND THE ACTIVITIES INVOLVED, PLEASE SEE APPENDIX B.

Section 3: Community and Youth Indicator Report

COMMUNITY ASSESSMENT GENERAL THEMES

This section describes a number of themes that emerged from the community input and needs assessment process. The community assessment identified a

children 0-5. The table to the below (fig. 3.1) shows that children 0-5 represent 28% of the population of Oakland's children 19 and under. Based upon Census

AGE RANGE	2000	2000 % OF YOUTH POP.	2005-2007	2005-2007 % OF YOUTH POP.
Total Population	399,484		372,247	
Under 5 years	28,292	26%	27,032	28%
5 to 9 years	30,134	27%	24,158	25%
10 to 14 years	26,502	24%	22,520	23%
15 to 19 years	24,664	23%	22,377	23%
Total Youth 0-19	109,592		96,087	

Figure 3.1

number of themes or needs that spanned all ages. This summary was used as context by both the Task Forces in their third meeting and by the Strategic Planning Subcommittee during its retreat and final committee meetings where strategies were finalized. Excerpts from the summary were also incorporated into the presentation to the City Council on September 29, 2009.

HISTORIC YOUTH POPULATION DATA

The population of Oakland has shifted over the years with a general decline in the total population. However, one age group has continued to grow in size,

data, age groupings almost exactly mirror OFCY funding groupings.

POVERTY DATA

A high proportion of Oakland children live in poverty as the table on page 9 (fig. 3.3) reveals. Families living in poverty are far less likely to be able to access recreation, counseling, enrichment, and other services and supports that require fees. Furthermore, research indicates that children living in poverty are far more likely to be served by low-performing schools and experience health disparities. In short, children living in poverty are in need of the kinds of services and supports funded by OFCY.

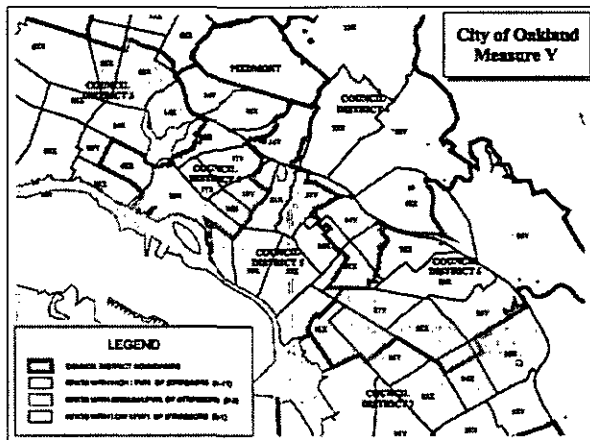


Figure 3.2

Source: Oakland Police Department

NEIGHBORHOOD POVERTY AND STRESS

One of the most important themes identified relates to geographic disparities in Oakland. What follows are a series of indicators that describe the community environment in which Oakland children live and the impact that this environment can have on the ability of children and youth to thrive.

The map at left (fig. 3.2) identifies neighborhoods that have high levels of 'stress.' The shaded neighbor-

hoods are high stress neighborhoods. Stress has been defined by 11 key community indicators:

- ◆ Number of arrests of youth 18 years and under;
- ◆ Arrests for young adults age 19-29;
- ◆ Incidents of domestic violence;
- ◆ Incidents of child abuse;
- ◆ Incidents of violent crime;
- ◆ Incidents of Part I and Part II offenses (a common list of serious offenses both violent and property);
- ◆ Unemployment rate;
- ◆ Percent of families living below poverty level;
- ◆ Percent of families living on public assistance;
- ◆ Number of Chronic Truants;
- ◆ Violent Suspensions.

These indicators capture a combination of the environment in which our children reside (poverty, crime, public assistance, violence, family violence, unemployment) and the ways in which children function in this environment (truancy, suspensions, youth and young adult crime).

As the maps on page 10 illustrate (fig. 3.4 and 3.5), children who live in these neighborhoods also attend low performing schools, are more likely to be truant.

A view of student truancy gleaned from OUSD data illustrates that schools with high truancy tend to be located along the I-80 corridor with the most high truancy schools located in East and West Oakland and in parts of San Antonio and Fruitvale. In the map on page 10 (fig. 3.4), schools with the highest truancy are projected with yellow being high schools, red being middle schools and blue being elementary schools. High truancy was defined as having 10 or more absences in the current school year (2008-09). Many studies correlate high truancy with high drop out rates and low school performance. Indeed, the second map on page 10 (fig. 3.5) depicts elementary, middle and high schools with 'similar schools' Academic Performance Index (API) ratings of 1. API ratings range from 1-10 with 1 being the lowest. 'Similar schools' means that the ratings are adjusted to rank schools only against other schools with similar poverty levels and proportions of students of color attending. As with the previous map on truancy, these schools are heavily concentrated in East and West Oakland, with a couple of schools in San Antonio-Fruitvale and one in North Oakland. None can be found north of I-580.

AGE BY POVERTY STATUS, CHILDREN 17 YEARS AND YOUNGER				
Age Cohort	Below 200% of Poverty		Above 200% of Poverty	
	Number	Percent	Number	Percent
Under 5 years	14,005	52%	13,104	48%
5 years	3,212	57%	2,448	43%
6-11 years	19,832	56%	15,556	44%
12 to 17 years	15,723	53%	13,746	47%
Total	52,772	54%	44,854	46%

Figure 3.3

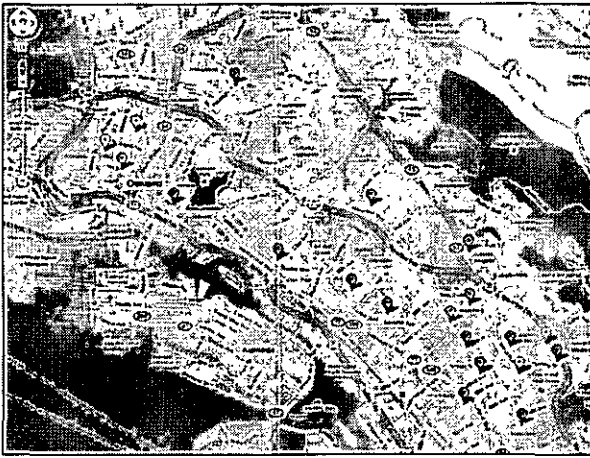


Figure 3.4

California Department of Education data demonstrate that OUSD students drop out at more than double the rate than that of other communities in Alameda County.

In short, poverty, crime, delinquency, truancy, unemployment, child welfare, domestic violence, and low school performance are concentrated along the I-80 corridor. If resources target 'high-need' children, one way to achieve this would be to concentrate its investments in these higher-need communities. Another strategy mentioned by key informants was to use a portion of OFCY funds to target a specific high need neighborhood and develop a focused initiative that spanned ages 0-20, as has been done in New York in the Harlem Children's Zone.

EARLY CHILDHOOD INDICATORS

First 5 Alameda County conducted an analysis of kindergarten age children in low-performing elementary schools in San Lorenzo, Livermore and Oakland Unified School Districts to determine the degree to which children served by low-performing schools were 'ready' for kindergarten upon entry into school. Over 575 children were assessed, an assessment that included surveys of parents and kindergarten teachers. Data collected in an Alameda County school

readiness assessment underscores the challenges that are present both in low API schools and among many of the families of the students. From the 575 children studied in this research:

- ◆ Sixty-three percent of the students were English Learners.
- ◆ Forty-nine percent of students spoke Spanish as their primary language, 36 percent spoke English, and six percent spoke Chinese. Small percentages spoke Filipino/Tagalog, Vietnamese, Farsi/ Dari, or another language as their primary language.
- ◆ Fifty-two percent of children had a mother whose highest level of education was high school or less.
- ◆ Many families were struggling financially; 51 percent indicated that their household income was less than \$35,000, 39% were on Medi-Cal, and 10% were receiving insurance through Healthy Families.
- ◆ Almost one in ten students (9%) had been born to a teen mother; almost one in four (23%) were from single parent households, and another 23 percent of parents had lost a job in the past year.

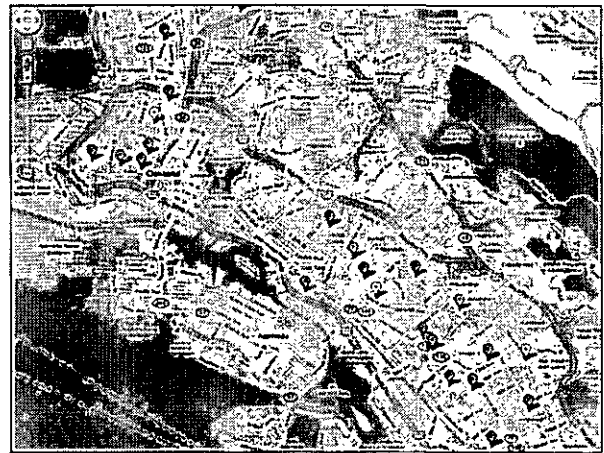


Figure 3.5

This data underscores the need for interventions with children at risk of developmental delays prior to children entering kindergarten, something that was noted during key informant interviews and Task Force meetings where stakeholders described the critical need for services both to parents and child care staff working with children with developmental, emotional and behavioral problems, referring to a high proportion of children being expelled from pre-school. While local data was not available, research Pre-K students are expelled at a rate more than three times that of children in grades K-12, according to Yale University's Walter Gilliam study, "Pre-kindergartners Left Behind: Expulsion Rates in State Prekindergarten Systems." The study showed that for every 1,000 preschoolers enrolled in state pre-K programs, 6.67 are being tossed out of school, compared with 2.09 per 1,000 students in elementary, middle, and high schools according to the research. Expulsion rates are even higher for preschoolers enrolled in community-based programs. The thought of preschoolers' being ejected also suggests to some experts that pre-K teachers—many of whom do not have college degrees—need more training in how to handle *difficult youngsters*. Orange County, just completed a two-year program that utilized trainings followed by on site TA tailored to the needs of the program. The TA involved assistance with children about to be expelled. The success rate for this service in ECE programs was impressive. Out of 42 observations: 30 continued to be enrolled, 5 moved, 2 went to special ed, 4 went to K and only 1 was discharged due to behavior (biting).

STUDENT SCHOOL SUCCESS

Success in school is the single greatest predictor of positive adult outcomes. Higher income, future home ownership, better health, and non-involvement in the criminal justice system are all highly correlated with success in school. In the increasingly competitive employment market, a high school diploma will be critical but still likely an insufficient requirement for

future success. As a result of the importance of school success, we have summarized the historic trajectory of Oakland students beginning in the second grade and following test score data through 11th grade¹. Among the major points of interest:

- ◆ At the earliest age of testing (2nd grade), OUSD students are 5% behind the state average in both reading and math and over the last four years have made steady incremental advances.
- ◆ A general trend is that as OUSD students progress through school, lower percentages of students achieve proficiency. Note for example, that from 2nd to 5th grade, students drop by 3% in English proficiency and by 8% in math.
- ◆ Sixth grade is a critical year, as it signifies the transition from elementary to middle school. At this point in time, OUSD students tend to experience a steep decline in achievement, and the difference between OUSD and the State average spreads. In 5th grade OUSD students were 7% behind the State in English and 10% behind in math. However in 6th grade, the difference becomes 20% in English and 17% in math. What is more significant, the percent of students proficient in reading declines from 40% to 27% in English and from 48% to 27% in math. Many key informant interviews highlighted the transition from 5th to 6th grade as a particularly difficult transition year.
- ◆ While test scores continue to decline after 6th grade, the trajectory here mirrors the State average.
- ◆ OUSD drop out rate is twice the rate for Alameda County, so while test scores do not necessarily decline in 9th-11th grade, this is when students begin to drop out in large numbers.

¹It has been noted that district wide test scores may overstate declines in test scores at times when disproportionate numbers of families are removing their children from OUSD, as is the case when children are moving into middle school. This factor may inflate the decline in test scores in the 6th grade.

- ◆ OUSD CAHSEE exit exam pass rates are 20% lower than the state average in both math and English, approximately mirroring the difference in test scores from 6th-11th grades.

Since the mission of OFCY is to help Oakland children and youth “become healthy, productive, ethical, and successful community members” and since Measure D focuses OFCY upon improving early child development, school success, and successful transitions to adulthood as well as to reducing youth, crime, violence and gang involvement, it makes sense that OFCY would target resources to youth who are at risk of not becoming healthy, productive, ethical and successful community members.

TRANSITIONS

Throughout the key informant interview process, it was noted that one of the key systemic challenges faced by Oakland is to address the special needs of youth as they go through transitions from one developmental level to the next. These transitions are marked by the movement from early childhood to kindergarten, moving from elementary to middle school and the movement from middle school to high school.

Transition to Elementary. While there is little local data on the transition into elementary school, there is an abundance of research that shows that many children enter elementary school up to two years behind developmentally, a gap that never disappears. According to data from Every Child Counts, Alameda County (First 5), children are statistically significantly more ready for school when they have experienced pre-k activities and even more ready when they have preschool experience. In Alameda County, only about half of children entering kindergarten are considered well-prepared, and data from the First 5 study that indicates children living in neighborhoods served by low-API schools and children of parents who are English Language Learners are particularly at risk of not being prepared for kindergarten².

Transition to Middle School. As the data on page 13 (*fig. 3.6*) illustrates, the transition is especially difficult when students move from elementary school to middle school. It is here where scores plummet, truancy increases, and a commitment to school and community erode. As the Healthy Kids Survey indicates, by the time youth reach ninth grade, their sense of connection to the community declines and their connections with caring adults diminish. It is in middle school that youth also feel most unsafe and the highest proportion of youth feel the need to carry weapons.

Transition to High School. While test scores do not decline precipitously in high school, it might be said that in middle school most struggling students remain in school and just do poorly, while in 9th and 10th grade these struggling students begin to drop out. Furthermore, for youth who ultimately drop out, specific strategies to either re-engage them in education or prepare them for the workforce are essential.

CHILD HEALTH & OBESITY

The prevalence of childhood obesity was a theme that reoccurred in key informant interviews and was also found as an important health issue in a review of the research, particularly in high poverty communities, such as Oakland. Local data from the Alameda County School District (*fig. 3.7*) on page 14 affirms that children in Oakland have much higher prevalence for obesity than do children in other Alameda County cities. Obesity is a marker for other costly, but preventable diseases, such as hypertension, cardiovascular disease, and most commonly for diabetes.

OFCY has historically supported programs that address the health of youth through its support for school-based sports programs, asthma education and HIV prevention. In addition, Alameda County, the Atlantic Foundation, and OUSD have invested significant resources in developing a plan for installing school-based health centers in 14 Oakland schools

²School Readiness in Alameda County, 2009. Results of a 2008 Pilot Study by Applied Survey Research for Alameda County First 5.

GRADE-YEAR	ANALYSIS	ENGLISH LANGUAGE ARTS	MATH
5TH GRADE	Note that test scores drop from 2 nd to 5 th grades, although not by large amounts. This is a trend that persists throughout the school experience of OUSD students.		
2008		40%	48%
2008 State Average		48%	44%
2007		35%	41%
2006		33%	39%
2005		33%	38%
6TH GRADE	This is a transition year with students having moved from elementary to middle school. Note the precipitous drop in test scores, 13% in English and 21% in math. Note also that the state average does not decline at all, so that at this point OUSD falls significantly behind the state average.		
2008		27%	27%
2008 State Average		47%	44%
2007		25%	23%
2006		23%	24%
2005		21%	23%
9TH GRADE	This is also a transition year with students moving from middle to high school. The decline experienced between 5 th and 6 th grades does not occur here.		
2008		27%	46%
2008 State Average		49%	66%
2007		26%	49%
2006		23%	46%
2005		23%	38%
10TH GRADE	Test scores begin a significant decline in 10 th grade, particularly in math, a decline that worsens in 11 th grade.		
2008		22%	15%
2008 State Average		41%	36%
2007		19%	19%
2006		19%	14%
2005		19%	11%
CAHSEE PASS RATES			
The gap in pass rates between the state and OUSD approximates the gap in annual test scores in math and English that begins in the 6 th grade and remains throughout middle and high school.			
		Oakland	CA
Math		61%	78%
English Language Arts		60%	79%

Figure 3.6

ensuring broader access to primary care and affording the City and OUSD opportunities to build around these centers through health promotion, prevention, peer and parent health education, and nutrition education efforts. OFCY strategies included an opportunity for after school programs to incorporate gardening programs that introduced children to healthier dietary options while also providing opportunities to apply science and math concepts introduced in school.

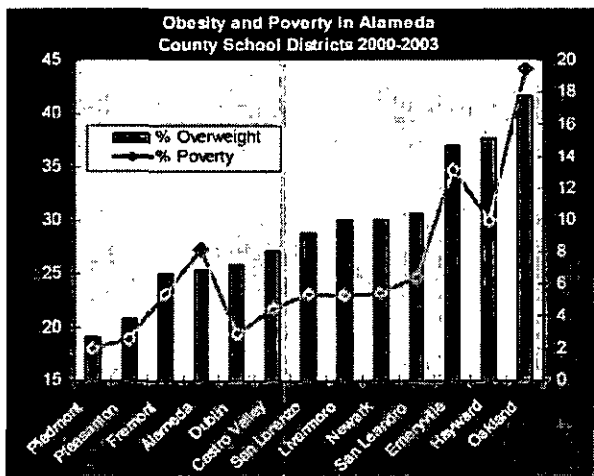


Figure 3.7 Source: Alameda County Dept. of Public Health

SAFETY

As the table page on page 15 (fig 3.8) indicates, the prevalence of violent crime is much more predominant in Oakland than in other Alameda County cities. Surveys, focus groups, and key informant interviews revealed that a primary concern among parents and youth was personal safety. What is more, the 'stressor' chart shows that the preponderance of violence and crime is concentrated in the low-income neighborhoods of East and West Oakland and to a somewhat lesser degree in North Oakland, San Antonio and Fruitvale. Finally, Healthy Kids Survey data for OUSD students show that middle school is the age when students feel least safe and surprisingly the age when youth are most commonly carrying weapons to school.

OTHER THEMES FROM THE COMMUNITY INPUT PROCESS

A variety of other themes and/or special populations emerged from the key informant interviews, focus groups, community caucus meetings and taskforce meetings.

Needs of Special Sub-Populations.

A number of populations either have been explicitly funded, have been considered for funding in the past, or have been raised by stakeholders or youth as worthy of being considered. Among these special populations are LGBTQ youth, foster youth, migrant or new immigrant youth, children with disabilities, or simply youth who are deemed 'at-risk' for any number of reasons.

Staff and Parent Training and Education.

Historically OFCY has limited parent training and education to providing education and training to parents of children 0-5. The Task Forces have advanced strategies that might provide training and support to parents at all levels; indeed, family involvement and support was a recurrent theme, and strategies that fostered family involvement also were prominently considered. There is also significant research that shows that staff training of early childhood programs and child care programs in literacy and child development and identification of behavioral issues contribute to very positive outcomes for children. As a result of community input and research supporting the importance of staff consultation and training, funding was increased to 0-5 mental health consultation and collaboration as well as to 0-5 child-parent enrichment. Additionally, strategies at the elementary and middle school levels emphasized parent engagement and efforts to connect parents to available parent support services.

Cultural Competency.

Addressing the needs of children and youth in a culturally competent manner was emphasized in most

task forces and in many key informant interviews. Identifying culturally competent services is best addressed by awarding priority points to applicants who demonstrate culturally competent approaches in all program strategies.

Housing.

Housing is simply not a strategy that has been addressed by OFCY as the costs and the ability to serve anything like the number of older youth in need of housing far outstrips OFCY’s funding. However, this issue was raised quite vigorously by members of the Older Youth Task Force, and housing as a priority and need in the community should be identified, even if funding is not available.

Collaboration and Service Integration.

Improved ongoing communication within and among programs, schools and community was viewed as essential to delivering integrated services. Integration comes in many forms. It can be found in after school programs that offer tutoring, enrichment, sports, and parent-child activities. It can be found in programs that use service learning or projects such as community gardens in a way that links to science and math instruction and involves parents and older youth with

children. It can be found in programs that use peer educators from high schools delivering health promotion and prevention messages to middle school youth, thereby addressing multiple needs simultaneously with high school youth learning leadership and communication skills and middle school youth hearing about health issues from peers they respect.

Learning and Skill Building.

Key informants and youth indicated the desire to use enrichment activities to provide youth with opportunities to apply skills and capacities developed in school in the community or in activities that were chosen by youth. This could include community gardens, video and computer graphics, peer education, service learning and other after school or community-based activities. Strategies at the elementary and middle school levels emphasized opportunities for youth to apply the skills they are developing in school through service learning and applied learning enrichment activities. Internships, community service, peer education and peer leadership were identified as important strategies for both middle and high school youth.

Systemic Approaches: This issue also covers many facets. First, it is concerned with OFCY promoting greater collaboration, leveraging of resources and integration of services that improve outcomes for children and youth. Certainly the Oakland After School Program initiative is one example where viewing after school services systemically resulted in improved after school programs in Oakland and district-wide leveraging of State funding. Other systemic opportunities exist and can be explored. For example, the community school initiative is a key goal of OUSD’s Complimentary Learning Program. OFCY’s continued support for after school programs could become a key component of a larger OUSD-led effort to create community schools. Similarly, OFCY support for peer health, health education and leadership development services could be linked to the developing OUSD-Alameda County Health Care Services plans

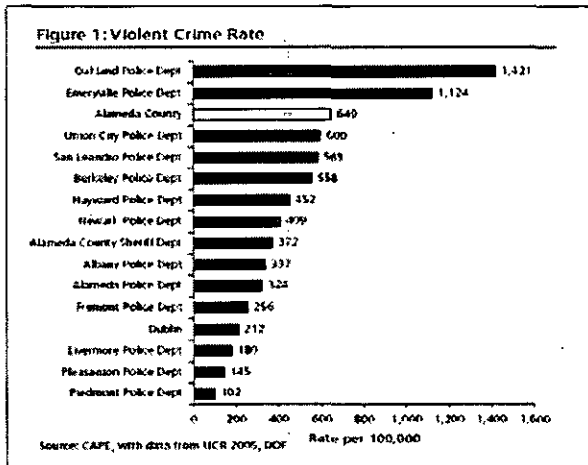


Figure 3.8 Source: Alameda County Dept. of Public Health



for creating a network of school-based health centers. Finally, OFCY discussions with Every Child Counts Alameda County (First 5) and Oakland Parks & Recreation and funding for 0-5 child enrichment and development activities continues to cultivate growth in early childhood programming throughout the city. In these ways, OFCY can play a role in system-thinking and system development for services for children and youth.

Continued conversations between the City and OUSD and Alameda County Health Care Services Agency will further integrate and align resources through the development of a system of school-based health centers and the creation of community schools. Each of these strategies represent slight departures from the prior plan and are indicative of how OFCY is responding to community input and emerging opportunities.

Section 4: Strategies

OVERVIEW

This section begins with a discussion of the major themes that are incorporated throughout the strategies. Following the discussion of themes, brief summaries of all the strategies are presented. Finally, a table is presented on page 24 (fig. 4.1) that summarizes the connection between each strategy and the outcomes of Measure D. For a complete summary of each strategy, please refer to Appendix F.

Major themes incorporated into strategies

- ◆ Strategies emphasize integration of services or alignment with other major school district, city and county initiatives.
- ◆ Strategies emphasize scale.
- ◆ Strategies focus on integration of academic and enrichment programming through applied learning.
- ◆ Strategies focus on family engagement.
- ◆ Strategies focus on the needs of high-need children and youth.

Strategies Emphasize Integration of or Alignment with Services with Other School District, City and County Initiatives.

Several OFCY strategies represent efforts to align resources with other school district, city and county initiatives. In 0-5, both strategies are aligned with and fill gaps in Alameda County's First 5 initiative and particularly its Screening Assessment Referral and Treatment (SART) approach to early identification of children with mental health and developmental conditions or with parents and caregivers who need consultation to effectively parent children with behavioral issues. The After School Program funding leverages school district-managed state funding, supports the city's desire to create universal access to after school enrichment programming, and could contribute to the district's emerging plan to develop



community schools throughout the city. In addition, the Transitions Programs strategy supports a new district initiative targeting youth in transition.

Strategies Emphasize Scale and City-Wide Impact.

The importance of providing quality programming has been a key theme throughout the strategic planning process. In addition to quality, the interest in supporting a large number of certain types of programs throughout the entire City, particularly in low-resource areas, has been stressed. The mental health and developmental consultation strategy for the early childhood age group will allow much needed services in many of the Child Development Center, Head Start and neighborhood-based sites throughout Oakland. Also in the early childhood strategy area, the number of family/child enrichment activities will be increased and are likely to reach many families in community-based settings. After school programs will be far-reaching and receive funding for high-quality, applied learning programming. In particular, innovative programs will have opportunities to reach children and youth who are in need of physical activity, gardening/nutrition and family engagement activities. Oakland youth will also have many summer options from which to choose.

Strategies Focus on Integration of Academic and Enrichment Programming through Applied Learning.

The importance of supporting applied learning was by far the most recommended component of the after school strategies by the Task Force participants. Providers recognize the high need for both academic support outside of the school day and enriching, hands-on activities that are fun and demonstrate alignment with curriculum. In addition, applied learning is recognized in the literature as a best practice for successful after school programming. OFCY can support a variety of these programs so that ideally children and youth are able to discover their best skills and interests. Gardening activities are good examples as they can take place right at a school or community site, incorporate interest in planting and nature, can develop a variety of math and science skills, and also tie into understanding where food comes from, how to eat healthy and various nutrition education lessons.

Strategies Focus on Family Engagement.

The community and youth indicator analysis, in addition to input from the Task Force, led to family engagement being one of the top priorities in the 2010-2013 strategic planning process. All of the strategy areas incorporate family engagement into one or more of the strategies. In particular, the two early childhood strategies highlight family consultation, engagement and support. The strategies allow family caregivers to connect better with their children and their communities. Additionally, the school-based after school program strategies are linked to sub-strategies in funding amounts that will allow for a variety of activities to increase family involvement with a child's academic and enrichment activities and also provide resources that parents identified as being a high need.

Strategies Focus on the Needs of High Need Children and Youth.

The needs of high-risk children and youth were deep concerns of community input process participants, the

Task Force members, as well as members of the SPSC. The mission, vision and values and goals of Measure D also point to the importance of programs and services reaching hard to reach children and youth. In addition, the City of Oakland Measure Y funding cuts leave gaps in funding that OFCY can partially fill. The early childhood strategies reach high-need children and families both by providing consultation and screening some may not otherwise get and by introducing developmental and enrichment programs that families may not otherwise have access to. The RFP process will highlight the requirement of school-based after school programs, community-based out-of-school programs and summer programs to reach children from lower resource neighborhoods and also provide special focus on children with high needs. The health and wellness strategies focus on hard to reach youth by supporting transition and conflict resolution programming. These strategies focus on preventing youth from "slipping through the cracks," such as newly immigrated or homeless youth, who are often missed and not given the same opportunities as other youth. The second older youth strategy provides access to supports and services for all youth, increasing access to enrichment opportunities delivered in a range of community settings.

Strategies Emphasize Partnerships around Financial Leverage, Technical Assistance, Coordination and Planning.

One of the three values developed by the SPSC for its Mission, Vision and Values statement includes a commitment to community and collaboration. OFCY staff were/ are working with identified partners to develop opportunities for leveraging resources and financial opportunities, collaborating on technical assistance and planning for the future. Potential partners are reflected in all 11 strategy descriptions.

Overview of strategies

This section outlines strategies organized in the following priority areas:

- ◆ Early Childhood (Ages 0-5)
- ◆ Out of School Time (Ages 6-14)
- ◆ Wellness and Healthy Transitions (Ages 11 & up)
- ◆ High School and Older Youth (Ages 15 & up)

Each strategy is described briefly, including the anticipated proportion of funding to be allocated to each strategy. These allocation levels are expressed in ranges and are to be viewed as approximate funding levels. Actual funding levels may vary considerably based upon the quality of proposals submitted.

Early Childhood Strategies

1. Mental health and developmental consultation.

Comprehensive prevention and early intervention activities will be provided to support optimal child development primarily in early care and education settings. **Possible programs include:** family consultation, education and counseling; training of preschool providers; one-on-one work with identified children; and mental health, developmental, speech and language assessments. **Possible partners include:** Alameda County Behavioral Health Care Services, Alameda County Child Care Planning Council, Alameda County First Five, Community-Based Organizations and East Bay Community Foundation. **Possible outcomes include:** children to have increased ability to establish and maintain positive relationships with peers and adults; families show increased understanding of their child's developmental needs; early care providers have improved strategies to support children's positive behavior and emotional health; and reduced preschool expulsion rates. **Funding range:** 7-10% of OFCY funding available for allocation.

- 2. Family/enrichment activities.** Increased access to family/ child opportunities which engage families, prepare children for kindergarten, strengthen attachments, enhance child development and build peer supports. **Possible programs include:** family-to-family programming on topical and supportive issues related to children's development; guided family/ child enrichment and learning activities; developmental consultation; advocacy for accessing family resources; and referrals for family support services. **Possible partners include:** Alameda County First Five, Community-Based Organizations, Oakland Parks & Recreation Department (OPR) and Oakland Public Library. Possible outcomes include: families' involvement in their children's learning and growth is increased; children learn social skills, participate actively, take turns, follow directions, and working cooperatively is increased; children are read to, told stories or sung songs at home on a daily basis; children demonstrate an eagerness to learn about and discuss a growing range of topics; families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development. **Funding range:** 7-10% of OFCY funding available for allocation.

Out of School Time Strategies

- 3. School-based after school programming for elementary school-aged children.** Increase access to after school programming that promotes academic success through applied learning and enrichment activities that support a youth development framework in a community school setting. Additional augmented sub-strategies are also listed below. **Possible programs include:** applied learning; experiential science; literacy arts; cooking; and music education. **Possible partners include:** Community-Based Organizations, Department of Education After School Education

and Safety (ASES) funding, Oakland Community After School Alliance and OUSD After School Programs Office. **Possible outcomes** include: increased academic success; increased child literacy and critical thinking skills; increased meeting with state standards such as compare and contrast learning; decreased truancy; and increased connection to caring adults. **Funding range:** 30-35% of OFCY funding available for allocation.

- 3a. School-based after school programming for elementary school-aged children-physical activity augmented funding.** Increased access to high-quality after school time physical fitness programming that promotes physical health and cooperative social skills with a curriculum that supports youth development principles. **Possible programs include:** fitness programs, non-competitive sports programming, martial arts. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office. **Possible outcomes include:** increased enjoyment of/ connection to physical activity and healthy lifestyle; increased fitness levels; increased confidence; and increased social skills.
- 3b. School-based after school programming for elementary school-aged children-nutrition/gardening augmented funding.** Increased access to applied learning nutrition activities through school-based garden programs that promote healthy eating choices and education aligned with the school day curriculum. **Possible programs include:** applied learning through gardening and nutrition education. **Possible partners include:** ASES funding, Community-Based Organizations, East Bay Community Foundation, OUSD After School Programs Office. **Possible outcomes include:** increased enjoyment of/ connection to healthy eating and healthy lifestyle; increased healthy eating choices; increased connection to

nature/ the environment; and increased science and math skills.

- 3c. School-based after school programming for elementary school-aged children-family engagement augmented funding.** Opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work are increased through augmented funding. **Possible programs include:** caregiver education and peer support on child rearing; information sharing on school and community resources; and academic events demonstrating children's learning. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office and OUSD Family & Community Office. **Possible outcomes include:** increased caregiver knowledge about resources; increased caregiver/child engagement; increased caregiver/ school engagement and support; and increased caregiver awareness of child's developmental milestones.
- 4. School-based after school programming for middle school-aged children.** Increased access to After school programming that promotes academic success tied to core academic subject areas through applied learning and enrichment activities that support a youth development framework in a community school setting. Additional augmented sub-strategy is also listed below. **Possible programs include:** youth leadership programs; community service activities; career exploration opportunities; peer-to-peer programs; arts-focused activities and fitness programs. **Possible partners include:** ASES funding, Community-Based Organizations, and OUSD After School Programs Office. **Possible outcomes include:** increased attachment to school through increased attendance data; increased self-esteem/

confidence; and increased connections to caring adults. **Funding range:** 15-20% of OFCY funding available for allocation.

4a. School-based after school programming for middle school-aged children-family engagement augmented funding. Opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work increased through augmented funding. **Possible programs include:** caregiver education and peer support on child rearing; information sharing on school and community resources; and academic events demonstrating children's learning. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office and OUSD Family & Community Office. **Possible outcomes include:** increased caregiver knowledge about resources; increased caregiver/child engagement; increased caregiver/school engagement and support; and increased caregiver awareness of child's developmental milestones.

5. Community-based out of school time programming for elementary and middle school-aged children. Neighborhood-based community programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness and peer support activities within a youth development framework are supported during after school, evening and weekend hours. **Possible programs include:** community service projects, career exploration opportunities, fitness activities, arts programs, peer circles, applied science and neighborhood sports. **Possible partners include:** Community-Based Organizations, Oakland Parks and Recreation (OPR) and other City of Oakland agencies. **Possible outcomes include:** increased academic success; increased communi-

ty engagement; increased confidence/self-esteem; increased fitness levels and increased connection to caring adults. **Funding range:** 5-7% of OFCY funding available for allocation.

6. Summer programming for elementary and middle school-aged children. Community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities are supported within a youth development framework. **Possible programs include:** exploratory trips in nature; to museums and to science centers; creative arts programs; fitness opportunities and other applied academic learning programs. **Possible partners include:** Community-Based Organizations, OPR and other City of Oakland agencies. **Possible outcomes include:** maintain GPA through summer months, increased community engagement, increased confidence/self-esteem, increased fitness levels, increased connection to caring adults. **Funding range:** 5-7% of OFCY funding available for allocation.

Wellness and Healthy Transitions Strategies

7. Transition programs for youth. Year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade) are supported. **Possible programs include:** counseling; family engagement and peer support; youth development programming in leadership; enrichment; tutoring; applied learning; field trips; college and career exploration. **Possible partners include:** Community-Based Organizations, OUSD and Safe Passages. **Possible outcomes include:** increased attachment to school; increased school attendance; decreased drop-out rates; reduction in suspensions; and reduction in number of violent acts at school; increased participation in pro-social peer groups;

improved decision-making around daily choices and life goals. **Funding range:** 3-5% of OFCY funding available for allocation.

- 8. Youth leadership programs.** Increased access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment are increased. **Possible programs include:** peer health education; peer leader training communication, outreach by older youth to middle school youth and other youth development activities linked to school-based health centers. **Possible partners include:** Alameda County Health Care Services Agency, Community-Based Organizations and OUSD. **Possible outcomes include:** youth leaders have increased confidence to address and resolve problems in social and physical health and increased ability to make better decisions about their health and well-being. **Funding range:** 3-5% of OFCY funding available for allocation.
- 9. Conflict resolution programs for middle-school aged youth.** Support for non-violence promotion through peer leadership/ learning using conflict resolution programs that are embedded in the goal of creating a positive school culture. **Possible programs include:** peer led training for conflict mediators and conflict resolution services for middle school youth. **Possible partners include:** Community-Based Organizations and OUSD Violence Prevention Program. **Possible outcomes include:** reduction in suspensions; increased attendance rates; reduction in number of violent acts at school; and increased sense of empowerment. **Funding range:** 1%-2% of OFCY funding available for allocation.

High School and Older Youth Strategies

- 10. Support services for academic and career success for older youth.** Career preparedness and academic success programs that reinforce college,

work readiness and paid employment are supported. **Possible programs include:** job shadowing; participation in temporary subsidized work, apprenticeships and paid/unpaid internships; tutorial assistance in passing high school exams and college application assistance by college students. **Possible partners include:** City of Oakland local businesses, City of Oakland Workforce Investment Board, Federal 21st Century Funding, Community-Based Organizations, Federal Stimulus Funding (inclusive of youth employment), OUSD. **Possible outcomes include:** increased confidence about accessing educational and/ or career related job opportunities; increased ability to develop personal, academic, and career goals; connection to caring adults; increased graduation rates; increased academic success and increased California High School Exit Examination (CAHSEE) scores. **Funding range:** 7-10% of OFCY funding available for allocation.

- 11. Comprehensive supports for youth transitioning to adulthood.** Increase access to neighborhood-based programs that support youth such as English-language learners, those with special needs and youth generally disengaged from school with high truancy or low academic performance. **Possible programs include:** peer support; life skills education; youth leadership activities; legal and financial counseling; enrichment activities; drop-in services; "safe space" and youth center programming. A key objective for this strategy is to provide a broad range of opportunities and venues where older youth can congregate, be engaged in activities that respond to their interests and be encouraged to pursue other academic and career supports. **Possible partners include:** Community-Based Organizations, Federal 21st Century Funding and OUSD. **Possible outcomes include:** increased community engagement; increased graduation rates; increased academic success. **Funding range:** 7-10% of OFCY funding available for allocation.



Relationship of Strategies to Measure D Outcomes

The table on page 24 (*fig. 4.1*) presents the final list of recommended strategies that will be included in the Request for Proposal process in the fall 2009 and will be implemented with OFCY funding between July 2010 and June 2013. The table also illustrates how each strategy will address Measure D outcomes.

For a complete summary of strategies see Appendix F. In this appendix, strategies are presented according to priority areas that are generally age-defined. Each strategy is described briefly along with examples of the kinds of activities that might be funded. The summary also includes:

- ◆ Rationale for the strategy being prioritized and included in the plan;
- ◆ Description of the needs being addressed;
- ◆ Identification of potential partners and existing resources and how the strategy is aligned with or supports other school district, city or county initiatives;
- ◆ Intended outcomes;
- ◆ Relationship to Measure D outcomes; and
- ◆ OFCY funding level expressed in a percent of the total funding.

PRIORITY STRATEGIES	MEASURE D OUTCOMES			
	Support the healthy development of young children	Help children and youth succeed in school and graduate high school	Prevent and reduce violence, crime and gang involvement among children	Help youth transition to a productive adulthood
I. Early Childhood (Ages 0-5)				
1 Mental health & developmental consultation	X	X	X	
2 Family/ child enrichment activities	X	X	X	
II. Out of School Time (Ages 6-14)				
3 School-based after school programming (Ages 6-10)		X	X	
4 School-based after school programming (Ages 11-14)		X	X	
5 Community-based out of school time programming (Ages 6-14)		X	X	
6 Summer programming (Ages 6-14)		X	X	
III. Wellness & Healthy Transitions (Ages 11-14; 15 & up)				
7 Transition programs (Ages 11-14; 15 & up)		X	X	X
8 Youth leadership programs (Ages 11-14; 15 & up)		X	X	X
9 Conflict resolution programs (Ages 11-14)		X	X	
IV. High School & Older Youth (Ages 15 & up)				
10 Support services for academic and career success (Ages 15 & up)		X	X	X
11 Comprehensive supports for all youth transitioning to adulthood (Ages 15 & up)		X	X	X

Figure 4.1

Section 5: Next Steps & Emerging Opportunities

By necessity, a Strategic Plan provides a point-in-time vision of how to implement strategies. Given time constraints to the process and the fluidity of resource availability in the current economic crisis, circumstances are likely to change over the duration of the plan. Furthermore, a number of promising initiatives are under development, and OFCY's role in these efforts is still being formulated. For example:

- ◆ **Community Schools.** The community schools model is an education strategy that maximizes city, school and community resources to improve outcomes for children and their families. By keeping public school open beyond school hours and turning them into hubs for a broad range of health and social services, afterschool programs, adult education, and student and family engagement opportunities, this approach addresses some of the main barriers to student success. OUSD is the lead in developing community schools in Oakland.
- ◆ **School-Based Health Centers.** OUSD, Alameda County Health Care Services Agency, and the City have been developing plans for developing 14 school-based health centers and many more Family Wellness Centers at other OUSD sites. This plan requires significant investment in infrastructure from all three partners, and would benefit from strong alignment of several OFCY strategies.
- ◆ **Community-based Family & Early Child Development Activities.** A key 0-5 strategy is the development of a range of community-based child development and child enrichment programs. These programs were launched in the 2006-2010 strategic plan with many operating at Oakland Parks & Recreation sites.
- ◆ **Place-based Strategies: The California Endowment Building Healthy Communities Initiative.** East Oakland is 1 of 14 communities

in California selected to be part of a 10-year initiative with a commitment to advance policies and forge partnerships to build healthy communities. The effort focuses on the promotion of safe neighborhoods and schools, activities that support the healthy development of children and the attainment of specified outcomes for children and the community as a whole over a ten-year period. The initiative will increase opportunities to leverage OFCY strategies with new efforts identified through East Oakland's planning efforts. The Promise Neighborhood is a new US Department of Education initiative and could be another opportunity for Oakland to access resources to develop other place-based strategies such as the one being developed in East Oakland. There are plans to create 20 new Promise Neighborhoods in areas with high crime levels throughout the Nation. Through the Promise Neighborhood initiative targeted investments in specific neighborhoods will connect children and families with a comprehensive network of services and supports.

Finally, the strategic plan provides direction as to the kinds of strategies to be funded by OFCY and many of the qualities and characteristics that should define those strategies. These emerging initiatives may generate opportunities to leverage foundation or federal funding by aligning strategies identified through this planning process, or to consider additional strategies that further meet the vision, goals and outcomes identified through the strategic planning process. OFCY's grantmaking effort also provides the opportunity to refine strategies, develop program requirements, and define funding criteria to better align with goals. The evaluation system will provide feedback on the success and implementation of the strategies, the quality of programs, and ultimately the attainment of outcomes for children and youth.

CONCLUSION

The strategic planning process obtained input from several hundred residents and had the benefit of significant ongoing involvement of dozens of Oakland stakeholders in Task Force meetings and through public comment at SPSC public meetings. This high level of authentic participation has ensured that the plan itself will enjoy broad support from the community. Indeed, at the last SPSC meeting when the plan priorities were finalized, most every speaker commended OFCY staff, planning committee, and consultants for conducting such an open, authentic process. In addition to the public meetings, ongoing conversation with stakeholders and major partners has created a shared understanding of how OFCY funds can be used.

With the broad support of the community and OFCY partners and the guidance of the POC and OFCY staff, the OFCY Strategic Plan 2010-13 will provide a clear framework for allocating funds, monitoring implementation and evaluating the effectiveness of program strategies.

APPENDICES

APPENDIX

APPENDIX A: OFCY PLANNING PARTICIPANTS

OF CY PLANNING PARTICIPANTS: The City of Oakland is deeply appreciative of the time, energy and expertise contributed by the following individuals.

OAKLAND FUND FOR CHILDREN & YOUTH PROGRAM OVERSIGHT COMMITTEE MEMBERS:

Name	Appointed by
McKayla Brekke, Youth Appointee	Councilmember Jane Brunner, District 1
David Klein, Adult Appointee	Councilmember Jane Brunner, District 1
James Mathews, Youth Appointee	Councilmember Pat Kernighan, District 2
Lande Ajose, Adult Appointee	Councilmember Pat Kernighan, District 2
Brandon Sturdivant, Adult Appointee	Councilmember Nancy Nadel, District 3
Kamaya Surrell, Youth Appointee	Councilmember Nancy Nadel, District 3
Barley Anastos, Youth Appointee	Councilmember Jean Quan, District 4
David Kahn, Adult Appointee	Councilmember Jean Quan, District 4
Rosa Govea, Youth Appointee	Councilmember Ignacio De La Fuente, District 5
Maurilio Leon, Adult Appointee	Councilmember Ignacio De La Fuente, District 5
Renato Almanzor, Adult Appointee	Councilmember Desley Brooks, District 6
Christina Francis, Youth Appointee	Councilmember Larry Reid, District 7
ShaCora Cowart, Youth Appointee	Councilmember Rebecca Kaplan, At Large
Maya Dillard Smith, Adult Appointee	Councilmember Rebecca Kaplan, At Large
Nina Horne, Adult Appointee	Mayor Ron Dellums

OAKLAND FUND FOR CHILDREN & YOUTH STRATEGIC PLANNING SUB-COMMITTEE MEMBERS:

Name	Appointed by
David Klein, Adult Appointee	Councilmember Jane Brunner, District 1
James Mathews, Youth Appointee	Councilmember Pat Kernighan, District 2
Maurilio León, Adult Appointee, Chair	Councilmember Ignacio De La Fuente, District 5
Renato Almanzor, Adult Appointee	Councilmember Desley Brooks, District 6
Nina Horne, Adult Appointee	Mayor Ron Dellums
Kitty Kelly Epstein, Director of Education, City of Oakland, Adult Appointee	Mayor Ron Dellums

TASK FORCE MEMBERS: Task Forces were organized by the age of the children or youth to be served.

Name	Affiliation or Organization
Children 0-5 Task Force	
Judy Appel	Our Family Coalition
Abby Banks	East Bay Community Foundation
Tracy Black	City of Oakland Head Start
Elizabeth Crocker	City of Oakland Head Start
Renee Cordsen	City of Oakland Head Start
Wendy Davis	Regional Center of East Bay
Allison Delgado	East Bay Agency for Children (EBAC)
Kerry Forbord	Oakland Ready to Learn

Name	Affiliation or Organization
Sue Greenwald	Children's Hospital and Research Center Oakland
Patricia Hannum	Museum of Children's Art (MOCHA)
Rebecca Hawley-Cooper	Museum of Children's Art (MOCHA)
Renee Herzfeld	4 C's of Alameda County
Angela Louie Howard	Lotus Bloom
Deb Montesinos	Making Connections Oakland
Grace Orenstein	The Link to Children (TLC)
Bessy Portillo	Bananas
Jacqueline Portillo	East Bay Agency for Children (EBAC)
Malia Ramler	First 5 of Alameda County
Marcella Reeves	Family Paths
Lynn Rodezno	Oakland Unified School District
Lew Chien Salee	East Bay Asian Youth Center (EBAYC)
Ani Sharma	La Clinica de la Raza
Carol Singer	Jewish Family and Children's Svc. of the East Bay
Audree Taylor	Oakland Parks and Recreation
Nadiyah Taylor	Alameda Childcare Planning Council
Deborah Turner	First 5 of Alameda County
Liz Varela	Building Futures with Women and Children
Children K-5 Task Force	
Aurora Barabas	Spanish Speaking Citizen's Foundation
Rich Bolecek	Oakland Discovery Centers
Langan Courtney	OUSD: Refugee Assistance Program
Susan Curry	Spanish Speaking Citizen's Foundation (SSCF)
Steve Ebert	East Bay Agency for Children (EBAC)
Judy Glen	Girls, Inc
Nancy Grant	Art, Research and Curriculum (ARC)
Patricia Hannum	Museum of Children's Art (MOCHA)
Elizabeth Kendall	East Bay Boxing
Reka Lal	East Bay Agency for Children (EBAC)
Jennifer LeBarre	OUSD: Nutrition Services
De-Ann Lott	OUSD: Mental Health Services
Julia Ma	OUSD: After School Programs
Michelle Mapp	Our Family Coalition
Aileen Moffitt	Prescott Circus Theatre
Marie Olson	Learning For Life
Mirella Rangel	Oakland Leaf Foundation
Quisqueya Rodriguez	Play Works (Sports 4 Kids)
Jennifer Ross	Prescott Circus Theatre
Alicia Rozum	OUSD: Complementary Learning
Jenna Stauffer	Lighthouse Community Charter
Tim Tabernik	HTA Consulting

Name	Affiliation or Organization
Middle School Youth Task Force	
Samantha Blackburn	CA School Health Centers Association
Claudia Briones	La Clinica de la Raza
Alex Briscoe	Behavioral Healthcare Services Agency
Tatiana Colon	Family Violence Law Center
Mariela Donis	Girls, Inc.
Noel Gallo	Oakland Unified School District
Bob Goetsch	Be A Mentor, Inc.
Karis Griffin	Oakland Parks and Recreation
Amana Harris	Attitudinal Healing Connection
Edward Hennman	Oakland Community After School Alliance (OCASA)
Stephanie Hochman	Bay Area Community Resources (BACR)
David Kakishiba	East Bay Asian Youth Center (EBAYC)
Emily Marsh	Seneca Center
Josephina Mena	Safe Passages
Ed Mullins	Be A Mentor, Inc.
Lloyd Nadal	CANFIT
John Oda	Mind Body Awareness Project
Rebecca Raymond	American Indian Child Resource Center
Kimi Sakashita	Behavioral Healthcare Services Agency
Katharine Sullivan	Safe Passages
Mary Trimble-Norris	American Indian Child Resource Center
Liz Vollmer	Regional Center
Lydell Willis	Alameda County Foster Youth Alliance
Rose Works	Safe Passages
High School and Older Youth Task Force	
Alejandra Acosta *	Unity Council
Sergio Arroyo	Eastside Arts Alliance
Jahsin Asabishakir *	Leadership Excellence
Rany Ath	East Bay Asian Youth Center (EBAYC)
Sara Bedford	Measure Y
Tamika Bennett	Juma Ventures
Kayton Carter *	College Track
Nhi Chau	OASES
Jay Conui	Asian Pacific Islander Youth Promoting Advocacy & Leadership (AYPAL)
George Dewey	100 Black Men
Danielle Drakes	Youth Uprising
Ignacio Ferrey	La Clinica de la Raza
Corrina Gould	American Indian Child Resource Center (AICRC)
Mark Henderson	Measure Y
Melissa Jones	Youth Uprising

Name	Affiliation or Organization
Gabriel Kram	The Mind Body Awareness Project
Sharaonda Lacy *	Youth Uprising
Louisa Larkin	Unity Council
Debbra Lindo	College Track
Danyelle Marshall	Project Reconnect
Hana McQuinn	Oakland Based Urban Gardens (OBUGS)
Scott Means	Oakland Parks and Recreation
Alex Mendez	Girls, Inc.: Mental Health
Kennedy Mullins *	
Muhammad Nadhiri	100 Black Men
Jane Nicholson	Oakland Unified School District (OUSD)
Keren Osman *	Leadership Excellence
David Philoyene *	Leadership Excellence
Rebecca Raymond	American Indian Child Resource Center
Brittney Robinson*	
Crystal Salas	Native American Health Center
Christie Saxton	First Place for Youth
Elena Sorano	Eastside Arts Alliance
Nikka St. Claire	Dreamcatchers
Janny Tran	East Bay Asian Youth Center (EBAYC)
Monica Vaughan	Oakland Unified School District (OUSD)

OFCY STAFF MEMBERS:

Name	Title
Andrea Youngdahl	Human Services Department Director
Kelsey Crowe	Program Planner
Jasmine Dawson	Program Analyst
Marchelle Huggins	Program Assistant
Sandy Taylor	Manager, Children and Youth Services

G&A/ RDA STAFF:

Staff Name	Title
Gibson & Associates	
Paul Gibson	President
Michelle Oppen	Associate
Liz Baham	Associate
Yoshiie Allen	Intern
Rachelle Ruiz	Intern
Resource Development Associates	
Patricia Bennett	President & Chief Executive Officer
Nishi Moonka	Managing Director
Kayce Rane	Senior Associate

APPENDIX B: PLANNING PROCESS

Community input was obtained through a variety of planning strategies. Strategy development was informed by the OFCY vision, mission and values, research into best and promising practices and a participatory, youth-focused and asset driven community input process. Major planning activities included:

MAJOR PLANNING ACTIVITIES			
Date (s)	Participants	Activity	Result or Outcome
1/22/09, 2/17/09, 3/3/09, 4/21/09, 6/2/09, 7/11/09, 7/20/09, 8/20/09	SPSC Members, Public Participation, OFCY Staff, G&A/ RDA Consultant Team	Series of SPSC Planning meetings to develop planning process steps, timeline, vision, mission, values, and priority setting criteria	Planning process overview; Community input process & participation; Community & youth indicator analysis overview & input; Task force process & participation; Strategy development; Strategy approval
2/09-5/09	G&A/ RDA Consultant Team	Community and Youth Indicator Analysis	Community & Youth Indicator Data
5/9/09 & 5/16/09	Community Representatives; G&A/ RDA Consultant Team	Community Caucuses	2 meetings in East & West Oakland resulting in 6 Focus Groups with 40 participants providing input on needs, gaps and innovative ideas
5/09	Community Representatives; Oakland Community After-School Alliance (OCASA)	Youth Listening Campaign	4 meetings in Oakland Districts 2,3,4 & 5 resulting in focus groups with 150 participants providing input in needs, gaps and innovative ideas
4/09- 5/09	G&A/ RDA Consultants; Community Leaders	Key Informant Interviews	Input on needs, gaps and opportunities
4/09-5/09	G&A/ RDA Consultants; Youth; Community Leaders	Focus Groups	Input on needs, gaps and opportunities
5/09	Providers of child- and youth-serving local agencies	Provider Survey	Input on gaps, opportunities and model programs
6/10/09; 7/1/09; 7/31/09	Providers and leaders of child- and youth-serving local agencies; OFCY Staff; G&A/ RDA Consultants	Task Force Meetings	Input on community & youth indicator data; Development of strategies; Prioritization of strategies

OFCY Strategic Planning Sub-Committee (SPSC) of the Planning and Oversight Committee (POC)

Each City Councilmember appointed 2 Oakland residents, one of whom was under 21 years of age, to the POC, and the SPSC was made up of 8 of these members. G&A and RDA staff facilitated 8 OFCY SPSC

meetings over the 9 month planning period. The SPSC developed the OFCY vision, mission and values by reviewing the previous version, thinking through the missing pieces and receiving input from the public. The approved vision, mission and values were then used as guidance throughout the rest of the planning process. The SPSC informed the entire planning process, approved all community input activities, reviewed needs assessment and community input data. The committee developed priority-setting criteria, developed strategies for the Task force to review and approved the strategies and full report. In addition 15-20 community members attended every SPSC meeting in order to provide public comment and feedback into the process, the indicator data, the development of strategies and the approved strategies. This input was welcomed and considered by the SPSC members.

Community and Youth Indicator Analysis

A comprehensive analysis of community and youth indicators and outcomes was done as a first step in the OFCY strategic planning process. Quantitative data from city, county, state and national reports were reviewed to identify the academic, health (physical, mental and behavioral), safety and other needs of children and youth in Oakland. Whenever possible, indicators were disaggregated by neighborhood, age and ethnicity and comparisons were made to state, county and similar city data.

Community Input

A variety of forums were developed in order to ensure a participatory process that captured the various voices of all that are affected by OFCY strategies. This ensured that Oakland youth, parents, providers and residents had the opportunity to share their perspectives and provide input into the plan. The results of this community input were integrated with the analysis of community and youth indicators and summarized in a *Community Input & Assessment Summary* that identified major themes, opportunities, needs and gaps that were identified through this process. This summary was shared with the task force workgroups and the SPSC and used to inform the development of strategies. Community input components included:

- Key Informant Interviews*
- Focus Groups*
- Provider Survey*
- Community Caucus Meetings*
- Stakeholder Consultations*

Key Informant Interviews

Key informant interviews allowed community leaders to share their perspectives about needs and opportunities within their communities. Twenty-nine key informant interviews were conducted with representatives from child- and youth-serving organizations, as well as cultural, religious and linguistic minority groups and organizations.

Key informant interviews were conducted with leaders of the following organizations:

Organizations Participating in Key Informant Interviews	Key Informants
1) 100 Black Men	George Dewey
2) Alameda County Community Child Care Coordinating Council (4 C's)	Renee Herzfeld
3) Alameda County Department of Public	Evette Brandon

Organizations Participating in Key Informant Interviews	Key Informants
Health, CAPE Unit	
4) First Five Alameda County	Janice Burger
5) City of Oakland Head Start	Tracey Black
6) Alameda County Health Care Services Agency	Alex Briscoe
7) Asian Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Arlene Graham
8) Bananas	Arlyce Curry
9) Building Futures with Women and Children	Liz Varela
10) City Council Member Kaplan's Office	Andre Jones
11) City Council Member Kernighan's Office	Jennie Gerard
12) City Council Member Quan's Office	Sue Piper
13) Family Violence Law Center	Cherri Allison
14) Henry Robinson Multi-Service Center	Cathy Rodriguez
15) Making Connections-Oakland	Deb Montesinos
16) Native American Health Center	Crystal Solace
17) Oakland Museum	Suzanne Pegas
18) Oakland Parks and Recreation Department	Audree Jones-Taylor
19) Oakland Public Library	Carmen Martinez
20) Oakland Unified School District Administration	Laura Moran and Brad Stam
21) Oakland Unified School District After School Programs Office	Julia Ma
22) Oakland Unified School District Alternative Education	Monica Vaughan
23) Oakland Unified School District Family and Community Office	Langan Courtney
24) Our Family Coalition	Judy Appel
25) Regional Center of the East Bay	Bernadette Lufrano
26) Safe Passages	Josefina Alvarado Mena
27) San Francisco Mayor's Office of Economic and Workforce Development	Glen Eagelson
28) Spanish Speaking Citizen's Foundation	Susan Curry
29) Youth Uprising	Olis Simmons

Focus Groups

Focus groups were designed to gain input from community members about their needs, existing resources and ideas about new opportunities. Since the majority of the focus groups were with youth, adult researchers worked with youth interns to plan and facilitate the discussions (see Youth Perspective below). Thirteen focus groups were conducted reaching approximately 140 participants. Eleven focus groups were conducted with youth (approximately 10 participants each), 1 focus group was conducted with the

Interagency Children's Policy Council of Alameda County (15 participants) and 1 focus group was conducted with OUSD elementary school principals (15 participants). Below is a list of completed focus group participants:

Organizations Participating in Focus Groups
1. American Indian Child Resource Center (Youth)
2. East Oakland School of the Arts (Youth)
3. Leadership Excellence-McClymonds High School (Youth)
4. Interagency Children's Policy Council of Alameda County (mental health, employment, health and criminal justice partners that work with children)
5. Oasis High School (Youth)
6. OUSD elementary school principals (Principals)
7. Probation youth support group- Sunnyside Recreation Center (Youth)
8. Roosevelt Middle School (Youth)
9. SMAAC Youth Center (Youth)
10. Spanish Speaking Citizen's Foundation (Youth)
11. Youth Together- Skyline High School (Youth)
12. Youth Uprising (Youth)
13. Zapata Street Academy (Youth)

Provider Survey

An online survey was developed for youth-serving agencies to obtain their input as to youth needs, community assets and opportunities for the most effective use of OFCY resources. Respondents were also asked about gaps in services and ideas about partnerships and model programs. Sixty-five local providers of programs for children and youth responded to the survey.

Community Caucus Meetings

Two community caucus meetings took place on May 9, 2009 in East Oakland and on May 16, 2009 in West Oakland in order to bring together community members (parents and youth) and providers to share information on gaps in services, needs in their communities and priorities for children and youth. At each meeting a presentation was made outlining the OFCY process and it's the possible use of its funds. After the presentations, small groups were formed allowing for residents to exchange ideas, effectively creating six focus groups, one of which was conducted in Spanish with 40 residents participating. In addition, an outside agency organized 4 additional meetings through its Youth Listening Campaign in Oakland Districts 2,3,4 and 5, with approximately 150 participants.

Transcripts from the key informant interviews, focus groups, community caucus meetings and Youth Listening Campaign and results of the provider survey were reviewed and incorporated into the *Community & Youth Indicator Report*.

Task Force

Three task force workgroups were organized with one for each of the age groups served by OFCY: early childhood (0-5), elementary school-aged children (6-11), middle school-aged children (11-14) and older youth (15 & up). Three task force meetings, each three hours in length, took place with approximately 90

members representing child and youth-serving organizations throughout the city of Oakland. The task force for older youth also included six youth members.

Through the 3 meetings, participants were able to meet the following goals: 1) to react to and provide input into the community needs assessment data; 2) provide suggested strategies based on the community input data and best practices research; and 3) prioritize strategies for inclusion in the strategic plan.

Stakeholder Conversations

In conjunction with OFCY's value of commitment to community and collaboration, ongoing conversations and meetings with engaged community stakeholders and major OFCY partners became a critical part of the planning process. These conversations took place with the goal of exploring how resources could best be aligned and how best to align and integrate school district, city and county initiatives. Some of the key partners include: Oakland Community After School Alliance (OCASA); Alameda County Health Care Services Agency (ACHCSA); Alameda County First Five; Oakland Unified School District (OUSD); City of Oakland Workforce Investment Board (WIB); and others. Some of the initiatives and partnerships discussed included:

- Community schools:* OUSD and other organizations are working on a city-wide effort to incorporate the community schools model into Oakland. This would allow schools to be the "neighborhood center" and open up many community-based activities to exist. OFCY supports this initiative and language to reflect this is included in the strategies.
- Early childhood initiative:* Alameda County First Five can serve as a technical assistance and training agency for organizations providing family/child enrichment activities.
- Family engagement:* The OUSD Family and Community Office, Adult Education Office and After School Programs Office are interested in partnering with OFCY to provide support and resources for the family engagement strategies.
- School-Based Health Centers:* Led by ACHCSA, the school-based health center initiative is in the process of expanding in Oakland through partnerships with OUSD, the ACHCSA and other agencies. With the wellness and healthy transitions strategies in this plan, there are opportunities for OFCY to partner on this effort.

Youth Perspective

Throughout the community input process, youth involvement was a major area of focus. G & A partnered with MetWest High School in order to work with 2 youth interns throughout the process. G&A consultants provided a 2 month-long training period on facilitation and strategic planning. This prepared them to be active members of the consulting team and also provided skills-training that they could take away with them and use in other settings. The interns primarily worked on all aspects of designing the tools, facilitating and analyzing the results of the youth focus groups, but also participated in planning meetings to contribute a youth focus into all of the community input activities. As mentioned, the interns were successful in participating in 11 youth focus groups. The interns also presented findings and recommendations to the POC at their meeting on June 3, 2009. Additionally, 6 youth participated in the older youth task force workgroup. The SPSC also consisted of 2 youth members.

Meetings with the Evaluator

OFCY staff and consultants also met several times with the consultants selected to evaluate the 2010-2011 funding cycle. These meetings were designed to align outcomes identified in the strategic plan with those

that will be incorporated in the evaluation. This will ensure that the evaluation will be better able to measure the impact of strategic plan strategies.

APPENDIX C: NEEDS AREAS AS IDENTIFIED BY TASK FORCES

Needs Areas as Summarized by the Task Forces

The Task Forces reviewed the community input and needs assessment data above referenced above and other data presented by consultants. Below is a summary of the prioritized needs areas that were identified by each age-specific Task Force. The table also illustrates how addressing each need could contribute to addressing outcomes identified in Measure D.

OFCY Strategic Planning Taskforce Summary of Priority Needs		
Age Group: Young Children 0-5		
Need	Description	Related D Outcome
Family Support	There is a need for families and caregivers to be engaged with and supportive of the healthy development of their child; inclusive of healthy cognitive, social, and emotional development.	Support the Healthy Development of Young Children
Early Childhood Education Interventions	There is a need for ECE programs and their staff to be able to respond appropriately to support children and their parents when children display developmental delays, challenging behaviors, disabilities, or mental health issues so that children can continue to learn, thrive, and succeed in school.	Help Children and Youth succeed in School Support the Healthy Development of Young Children
Unconnected Children	There is a need to identify and engage young children and their parents who are not connected to ECE opportunities or other formal care and support programs.	Help Children and Youth succeed in School Support the Healthy Development of Young Children
At-Risk Children	There is a need to identify and engage families with young children who have multiple risk factors (family violence, family substance use, homelessness, maternal depression, poor nutrition, etc) in order to provide interventions to stabilize the families so that children can under conditions which support healthy development; inclusive of healthy cognitive, social, and emotional development.	Support the Healthy Development of Young Children

OFCY Strategic Planning
Taskforce Summary of Priority Needs

Age Group: Elementary School-age Children 6-11

Need	Description	Related D Outcome
1. Access to comprehensive after-school programs.	<p>All children in Oakland should have access to after-school programs that incorporate or focus on the following:</p> <ul style="list-style-type: none"> -Literacy -Mental Health -Healthy Lifestyle (Nutrition & Physical Activity) -Social Skills (Conflict Resolution & Communication) <p>In addition, ensure inclusion of children with disabilities.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school</p>
2. Coordinate after school programs with school and other services.	<p>There is a need to create a mechanism to coordinate the flow of services so that components of certain curriculum, programs or services are not lost as children and families go from system to system. To support this infrastructure, technical assistance and professional development opportunities are also needed. In addition, there is a need to increase the awareness of resources amongst community members and providers.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school</p>
3. Family/ Parent/ Caregiver support	<p>There is a need to offer opportunities to develop parenting/ caregiver skills. In addition, programs should incorporate family engagement and involvement.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement</p>

OFCY Strategic Planning
Taskforce Summary of Priority Needs

Age Group: Middle School-age Children 12-15		
Need	Description	Related D Outcome
1. Parent Training, Involvement and Advocacy	There is a need to engage parents and caregivers in the lives of their middle school-aged youth, and to provide them with the requisite tools needed to help their child grow into healthy, productive adults. Enhancing protective factors such as effective parenting practices will decrease the likelihood that children will engage in problem behaviors.	Healthy development of young children Help children and youth succeed in school and graduate high school
2. Improved Access to Physical and Mental Health Services	There is a need for the provision of basic health services accessible to youth regardless of income status to support the healthy development of youth into adulthood. <i>All youth in Oakland should have access to basic services including:</i> -Mental health -Healthy Lifestyle (Nutrition & Physical Activity) -Prevention Education	Healthy development of young children Help transition youth to a healthy adulthood
3. Skill Building and Application	Middle school aged youth need the opportunity to develop skills that extend beyond the academic realm. They need opportunities to develop the tools needed to successfully negotiate their world, apply what they have learned in creative and productive ways and be given opportunities to develop emerging leadership skills.	Help youth transition to productive adulthood Help children and youth succeed in school and graduate high school
4. Effective integration and collaboration	To create the best possible social, academic and emotional environment for youth - schools, families and communities must chart a common course together. Strong connections between the home, school, and the community are a means of reducing barriers to student achievement.	Help children and youth succeed in school and graduate high school
5. Safety and violence prevention	During the middle school years youth witness and take part in more problem behaviors than at <i>any other time in their educational careers</i> . Subsequently, there is an expressed need to prevent or reduce aggression, interpersonal violence and other destructive behaviors.	Prevent and reduce violence, crime and gang involvement Help children and youth succeed in school and graduate high school

OFCY Strategic Planning
Taskforce Summary of Priority Needs

Age Group: Older Youth 16-20:

Need	Description	Related D Outcome
Education	There is a need to engage and re-engage youth academically in schools, increase high school graduation rates and improve youth readiness for and access to post secondary education and career path development opportunities.	Help Youth Succeed in School and Graduate HS Help transition youth to healthy adulthood
Integrated Health Care	There is a need for a continuum of health and mental health services accessible to both students and young adults no longer enrolled in school, providing prevention education, early identification and appropriate treatment in support of the healthy development of youth into adulthood.	Healthy Development Help transition youth to a healthy adulthood
Employment/ Workforce Development and Leadership	There is a need for training and meaningful youth employment opportunities that utilize youth leadership skills and encourage the development of career pathways through service learning, civic engagement, internships and paid positions.	Help youth transition to productive adulthood
Housing	There is a need for the growing population of transitional age youth, not eligible under foster care provisions, to access emergency or sustainable housing opportunities.	Help youth transition to productive adulthood. While the Older Youth Task Force persists in identifying housing as a key need for older youth, this is not a strategy that OFCY has ever supported. It should be noted that Measure OO regulations would not prohibit funding housing if it were viewed as directly supporting the needs of older youth.

APPENDIX D: COMPARISON OF STRATEGIES, 2006-2010 & 2010-2013

Early Childhood (Ages 0-5)

2006-2010 Strategy	2006-2010 Strategic Plan Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. Intensive services for children with special needs</p>	<ul style="list-style-type: none"> Services were a mix of neighborhood and child care consultation models. The strategy was not intended to fund mental health programs at a city-wide scale (3-4 child care sites and 2-3 neighborhood sites funded.) 	<p>1. Mental health and developmental consultation</p>	<ul style="list-style-type: none"> OFCY intends to support mental health funding in Oakland and fund at greater scale OUSD and Head Start sites, in addition to neighborhood sites.
<p>2. Parent-child learning opportunities</p>	<ul style="list-style-type: none"> Services were a mix of playgroup models. Some served parents and children anchored in community settings, and others served child care centers primarily targeting children and classroom teachers. OFCY initiated intentional development of a neighborhood-based infrastructure of service to children and parents not enrolled in preschool settings by giving preference to community-based models in the RFP. 	<p>2. Family/ child enrichment activities</p>	<ul style="list-style-type: none"> Model will focus on families with children not enrolled in preschool, supporting services that are anchored in a neighborhood-based site. Potential continued partnerships with organizations to provide capacity building support. Programs are funded explicitly in neighborhood institutions and settings, not in preschool sites, and will continue to grow the number of programs available to families.

Out of School Time (Ages 6-14)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. School-based after school programming</p>	<ul style="list-style-type: none"> • OFCY supported the goal of universal after school enrichment programming by funding the majority of Prop 49-funded schools. • OFCY increased the number of children enrolled in school-based after school programs receiving a holistic array of programming that supported enrichment at state funded Prop 49 sites. • Program models for elementary and middle schools were not differentiated, both reflected an emphasis on enrichment programming with a youth development focus. • School-based and community-based program support integrated into one strategy. 	<p>1. School-based after school programming</p>	<ul style="list-style-type: none"> • “Enrichment” programming is expanded to include experiential and applied learning activities that promote academic success and alignment with OUSD academic goals. • OFCY will continue to support holistic after school programming, but at a lower scale of Prop 49 funded elementary school sites due to limited funding. • The middle school model emphasizes peer leadership and career exposure activities. • The elementary and middle school models have optional supplemental programming grants for: <ul style="list-style-type: none"> *Family and community engagement *Physical fitness *Gardening • Middle school models have optional supplemental grants for: <ul style="list-style-type: none"> *Family and community engagement
<p>2. Community-based after school programming</p>	<ul style="list-style-type: none"> • This strategy emphasized comprehensive academic and enrichment programming, and provided an alternative to children and youth not engaged in school-based after school programs. 	<p>2. Community-based after school programming</p>	<ul style="list-style-type: none"> • “Enrichment” programming is expanded to include experiential and applied learning activities that promote academic success. • Neighborhood sports is also considered a community out of school program.
<p>3. Summer Programming</p>	<ul style="list-style-type: none"> • OFCY innovated support of a neighborhood-wide infrastructure of free summer enrichment programming offered by nonprofit and public agencies. 	<p>3. Summer programming</p>	<ul style="list-style-type: none"> • A stronger emphasis on applied learning and preventing academic lags over the summer months.

Wellness and Healthy Transitions (Ages 11-14; 15 & up)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. Behavioral and physical health services</p>	<ul style="list-style-type: none"> • OFCY supported services to children and youth promoting healthy development and avoidance of high-risk behavior. • Funded models were highly diverse in age and service. Programs targeted children 0-5, mentorship for middle schoolers, and general support and transitional support to vulnerable older youth (i.e. foster youth, LGBTQ youth, newly arrived immigrant youth) and to youth and their families. Programs also supported older youth peer education in the high schools and middle schools addressing topics like health and violence prevention. • OFCY supported physical health activities in the after school hours that promoted physically active lifestyles and education and applied learning on healthy eating choices. 	<p>1. Mental health and developmental consultation (early childhood)</p> <p>2. School- and community-based after school programming (elementary and middle school)</p> <p>Wellness and Healthy Transitions</p> <p>1. Transition programs (middle school and older youth)</p> <p>2. Youth leadership programs (middle school and older youth)</p> <p>3. Conflict Resolution programs (middle school)</p>	<ul style="list-style-type: none"> • Behavioral and physical health strategies have been integrated throughout strategies in all age groups. <ul style="list-style-type: none"> *0-5 mental health is folded into the early childhood strategy. *Physical activity is part of after school programming *Family engagement programming is folded into the elementary and middle school after school program. • Year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade) <ul style="list-style-type: none"> *Peer support *Family Engagement *Academics *Counseling • Youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment. <ul style="list-style-type: none"> * Provide peer health education training and programs such as HIV prevention and nutrition education. • Promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture. <ul style="list-style-type: none"> *Peer-led training for conflict

			mediators *Conflict resolution services
	.	3.	.

High school and older youth (Ages 15 & up)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. Career and Academic Success</p>	<ul style="list-style-type: none"> • Support career preparedness programs and activities that reinforce high school graduation, preparation for college, work readiness, and paid employment through the following activities: <ul style="list-style-type: none"> *Support services to transition from high school to college with tutorial assistance and college application help. *Youth centers where youth could learn transition skills like financial literacy, and get paid internships for job readiness. Services could also serve vulnerable youth. *After School work experience and career exposure through internships. 	<p>1. Career exploration and job readiness</p> <p>2. School and transitional success for vulnerable youth</p>	<ul style="list-style-type: none"> • Older youth strategies were further developed to meet the school and career readiness needs of young people. • Career Exploration and Job Readiness will focus on exposing youth to career jobs in health, green technology, the arts, etc with an emphasis on linkages to employers and training to employers and youth as well as stipended positions. • Also allows for integration of transition high school to college with tutorial assistance. • Will also focus on life skills and peer support.
<p>2. Comprehensive services for youth</p>	<ul style="list-style-type: none"> • Youth are peer mentors and trainers • Youth-to-youth grantmaking • Service learning projects • Service learning projects where youth participate in advisory committees and decision making bodies to create social change. 	<p>1. Career exploration, job readiness and school success</p> <p>2. Comprehensive supports for transitional success for older youth</p> <p>3. Wellness and healthy transitions: youth leadership programs</p>	<ul style="list-style-type: none"> • Services focus on supporting needs for re-engaging youth by providing a range of enrichment activities and comprehensive supports. • School and transitional success for vulnerable youth will focus on youth who are disengaged or at risk of being disengaged from school. It supports socio-behavioral supportive services like peer support and transition planning counseling with linkage to tutorial services and college application services with a goal of helping young people complete high school, earn a GED, and/or enter college.

APPENDIX E: MEASURE D LEGISLATION

INSERT ARTICLE XIII KIDS FIRST! OAKLAND CHILDRENS' FUND

FULL TEXT OF MEASURE D

An Amendment To The Oakland City Charter Section 1300 to Provide Funding For the Kids First! Oakland Fund For Children And Youth In The Amount Of Three Percent (3.0%) Of The Actual Unrestricted General Purpose Fund (Fund 1010) City Revenue

WHEREAS, The Kids First! Oakland Fund for Children and Youth was established by voter approved ballot Measure K in 1996 to set money aside for programs and services benefiting children and youth, such as after-school programs, mentoring programs, recreational programs, pre-school and job training programs; and

WHEREAS, it is critical to continue funding to services and programs that benefit Oakland's children and youth at a level that is fiscally responsible; and

WHEREAS, in 2008 the voters repealed Measure K and replaced it with Measure OO; and

WHEREAS, the Council wishes to amend City Charter section 1300, Measure OO; now therefore be it

RESOLVED: That the City Council of the city of Oakland does hereby submit to the voters at the next municipal election the following:

AN AMENDMENT TO THE OAKLAND CITY CHARTER TO PROVIDE FUNDING FOR THE KIDS FIRST! OAKLAND FUND FOR CHILDREN AND YOUTH IN THE AMOUNT OF THREE PERCENT (3.0%) OF THE ACTUAL UNRESTRICTED GENERAL PURPOSE FUND (FUND 1010) CITY REVENUE

Be it ordained by the People of the City of Oakland:

Section 1. Title.

This Act shall be known and may be cited as "Kids First! - The Oakland Fund for Children and Youth Act."

Section 2. Findings and Purpose.

The people of the City of Oakland hereby make the following findings and declare their purpose in enacting the Act is as follows:

(a) Teens and young adults comprise too many of Oakland's homicide victims every year. Many of these deaths are due to gun violence.

(b) Many students in Oakland public schools do not graduate from high school. The percentage of Oakland students who do not graduate high school is much higher than the statewide average.

(c) It is critical to address root problems before they start by providing support services for children and youth and their families, like after-school and community based programs that keep children and youth out of trouble, encourage parent involvement and teach non-violent conflict resolution.

(d) The Kids First! - Oakland Fund for Children and Youth was established by a voter approved ballot measure in 1996. The measure set aside two and one-half percent (2.5%) of the City's actual unrestricted general purpose fund (Fund 1010) revenues every year for services benefiting children and youth, such as after-school programs, mentoring, recreational programs, job training

and pre-school programs. ~~The set aside supplemented a base line amount that the City already provided to fund programs for children and youth.~~

(e) Kids First! The Oakland Fund for Children and Youth puts money into programs that work. The Center on Juvenile and Criminal Justice reported that Oakland has a 69 percent drop in juvenile crime from 1995 to 2005, making Oakland the city with the lowest juvenile crime rate out of the eight largest cities in California. This is because of programs funded through measures like Kids First!

~~(f) In order to This Act will provide increase funding for after-school programs, sports and recreation programs, youth gang prevention and other programs for children and youth, the City of Oakland shall set aside three percent (3.0%) of the City's actual unrestricted General Purpose Fund (Fund 1010) revenues for the Oakland Fund for Children and Youth, to two and a half percent of all City revenue.~~

(g) This Act will protect and expand the services that help keep Oakland children and youth on the right track. Programs funded by this measure will provide after-school programs that give children and youth positive alternatives and safe places away from the negative influences of the streets.

~~(h) This Act makes the Oakland Fund for Children and Youth a permanent part of the Oakland City budget.~~

Section 3. Amendment to Article XIII of the City Charter of the City of Oakland.

Article XIII of the City Charter of the City of Oakland is hereby amended to read as follows:

ARTICLE XIII KIDS FIRST! OAKLAND CHILDREN'S FUND

Fund Revenue

Section 1300. Notwithstanding any other provision of law, effective July 1, 2009 and continuing through June 30, 2011-2021, the KIDS First! The Oakland Fund for Children and Youth ("Fund") shall receive revenues in an amount equal to ~~1.5%~~ three percent (3.0%) of the City of Oakland's annual ~~total actual unrestricted General Purpose Fund (Fund 1010) revenues~~ and appropriated as specified in this Act each year, together with any interest earned on the Fund and any amounts unspent or uncommitted by the Fund at the end of any fiscal year. The actual funds deposited in the Fund pursuant to this Act shall only come from actual unrestricted General Purpose Fund (Fund 1010) revenues of the City of Oakland. For purposes of this Act, Fund shall mean the fund established pursuant to Measure K which was approved by the voters of Oakland in 1996 and which shall continue in existence.

The annual amount of actual unrestricted General Purpose Fund (Fund 1010) revenues shall be estimated by the City Administrator and verified by the City Auditor. Errors in calculation for a fiscal year shall be corrected by an adjustment in the set aside depending upon whether the actual unrestricted General Purpose Fund (Fund 1010) revenues are greater or less than the estimate. Actual unrestricted General Purpose Fund (Fund 1010) revenues shall not include funds granted to the City by private agencies or by

APPENDIX F: SUMMARY OF STRATEGIES

Beginning on the following page, strategies are presented according to priority areas that are generally age-defined. Each strategy is described briefly along with examples of the kinds of activities that might be funded. The summary also includes:

- Rationale for the strategy being prioritized and included in the plan;
- Description of the needs being addressed;
- Identification of potential partners and existing resources and how the strategy is aligned with or supports other school district, city or county initiatives;
- Intended outcomes;
- Relationship to Measure D outcomes; and
- OFCY funding level expressed in a percent of the total funding.

PRIORITY AREA I: EARLY CHILDHOOD STRATEGIES (AGES 0-5)

<p>Priority Area I: Early Childhood (Ages 0-5)</p>	<p>Strategy # 1: Mental health and developmental consultation</p>	<p>Strategy Description: Provide comprehensive prevention and early intervention activities to support optimal child development primarily in early care and education settings</p>	
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Caregiver (Family) consultation/ education/ counseling <input type="checkbox"/> Regular consultation with preschool providers <input type="checkbox"/> Regular sessions with the child <input type="checkbox"/> Screening and assessment <input type="checkbox"/> Speech and language assessment 			
<p>Rationale: Early screening and identification of at-risk children will enhance the ability of family caregivers (parents, foster parents, other family members) and early childcare education providers to support the optimal development and well-being of infants and young children. Mental health and developmental consultations that the research has found effective include family consultation, education and counseling; consultation with preschool providers on a regular basis; one-on-one work with the identified child on a regular basis; mental health and developmental assessments and speech and language assessments. Engaging parents and early childhood caregivers early and helping them to better meet the needs of children 0-5 has far-reaching, long-term benefit as lessons learned by parents will enable those parents to provide better ongoing support for their child's healthy development and the consultations with caregivers will build their capacity to serve other children in the future. Among models that should be considered, see SAMHSA recommended evidence based model, <i>Incredible Years</i>, promising practice, <i>Caring Kids</i>, and local model, <i>The Link to Children</i>.</p>			
<p>Needs Addressed: Task Force members and First 5 staff all indicated that the critical gap in First 5's Screening Assessment Referral and Treatment (SART) was caregiver/preschool provider/parent consultations (below). Key informants from OUSD indicated that a high proportion of children enter kindergarten unprepared to learn and with significant behavioral issues. Data from a study on school readiness conducted by Every Child Counts, Alameda County found a critical need for early childhood development support for parents, particularly those living in neighborhoods served by low-API schools and/or families where the parents are English Language Learners. Finally, concern over preschool expulsion rates in Oakland was voiced in key informant interviews and had been the focus of a community meeting sponsored by Supervisor Keith Carson.</p>	<p>Partners: Alameda County Behavioral Health Care Services, Alameda County Child Care Planning Council, First Five Alameda County, Community-Based Organizations, East Bay Community Foundation, Regional Center of the East Bay. Consultations are a key part of the SART process that is a core strategy in First 5's strategic plan and so OFCY resources will leverage First 5 funding and also extend the impact of First 5 investments.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children have increased ability to establish and maintain positive relationships with peers and adults <input type="checkbox"/> Families show increased understanding of their child's developmental needs <input type="checkbox"/> Early care providers have improved strategies to support children's positive behavior and emotional health <input type="checkbox"/> Reduced preschool expulsion rates <input type="checkbox"/> Improved kindergarten readiness 	
<p>Relation to Measure D Outcomes: <i>Healthy development of young children; Help children and youth succeed in school and graduate high school</i> Research indicates that brain development in the first 5 years are critical as new neural pathways are being developed which shape a child's ability to learn, emotionally regulate themselves, and form appropriate connections to peers and adults throughout their childhood (see research by Shonkoff and Halfon). Attachment to parents and other caregivers are critical to healthy brain development as infants and young children learn to "trust" and to "take appropriate initiative" (see research by Piaget and Erickson).</p>			
<p>Funding Range: 7-10% of OFCY funds available for allocation.</p>			

Priority Area I: Early Childhood (Ages 0-5)	Strategy # 2: Family/ child enrichment activities	Strategy Description: Increase family/ child opportunities which engage families, prepare children for kindergarten, strengthen attachments, enhance child development and build peer supports.
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Family-to-family programming on topical and supportive issues related to children's development <input type="checkbox"/> Guided family/child enrichment and learning activities <input type="checkbox"/> Family advocacy for accessing resources <input type="checkbox"/> Referrals for family support services 		
Rationale: Neighborhood-based programs are needed to provide more opportunities for parents and caregivers to engage with their children and strengthen attachments. Increasing access to these family-child activities will significantly benefit high-need populations such as newly immigrated families, families coping with high levels of social stress, families who are geographically isolated or have little access to transportation and families with special needs children. As with the consultation strategy above, early interventions with families develops capacities of parents to nurture the healthy development of the child as he or she grows older and enables the parent to apply their improved understanding of healthy child development to other children they may have.		
Needs Addressed: Interviews with key informants and input from the 0-5 Task Force suggested that there were very few early childhood enrichment programs available for families and even through the Oakland Parks and Recreation, most programming was targeted toward older children. It was felt that an investment in this strategy might encourage more programming for this population from OPR and other community based providers. As with the child development consultation strategy, this strategy will also help parents prepare their child developmentally, socially, and emotionally for entry into kindergarten, as well as address pre-school expulsion rates.	Partners: First Five Alameda County, Community-Based Organizations, Oakland Parks & Recreation Department, Oakland Public Library	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Families' involvement in their children's learning and growth is increase <input type="checkbox"/> Children learn social skills, participate actively, take turns, follow directions, and working cooperatively is increased <input type="checkbox"/> Children are read to, told stories or sung songs at home on a daily basis <input type="checkbox"/> Children demonstrate an eagerness to learn about and discuss a growing range of topics <input type="checkbox"/> Families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development <input type="checkbox"/> Children are more prepared to enter kindergarten
Relation to Measure D Outcomes: <i>Healthy development of young children; Prevent and reduce violence, crime, and gang involvement among children and youth</i> Research indicates that brain development in the first 5 years are critical as new neural pathways are being developed which shape a child's ability to learn, emotionally regulate themselves, and form appropriate connections to peers and adults throughout their childhood (see research by Shonkoff and Halfon). Attachment to parents and other caregivers are critical to healthy brain development as infants and young children learn to "trust" and to "take appropriate initiative" (see research by Piaget and Erickson). Higher rates of child maltreatment are found in families in which there are high levels of parent stress. Opportunities for parents to safely and engagingly connect with their children are important mechanisms to both reduce parental stress and ensure stronger attachments between the parent and child. Family advocates and peer families can ensure that parents with high stress levels have a 24/7 resource when they need support. The activities also educate parents about a variety of strategies, activities and environmental factors that can contribute to healthy early child development and kindergarten readiness.		
Funding Range: 7-10% of OFC funds available for allocation.		

Priority Area II: Out-of-School Time (Ages 6-14)	Strategy # 3 School-based after school programming for elementary school-aged children (Ages 6-10)	Strategy Description: Increase after school programming that promotes academic success through applied learning and enrichment activities that support a youth development framework in a community school setting.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Experiential learning in science and math <input type="checkbox"/> Applied or service learning <input type="checkbox"/> Literacy and technology arts <input type="checkbox"/> Physical activity and sports <input type="checkbox"/> Music <input type="checkbox"/> Other forms of enrichment 			
Rationale: OFCY emphasizes enrichment activities while OUSD after school funding tends to support tutoring and other forms of academic supports creating a balance between the two. OFCY out-of-school-time activities will emphasize more project based and service learning models instead of using traditional models of teaching or tutoring. Programs should focus on a child's inherent drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process. The Buck Institute for Education was used as a resource for the development of this strategy (http://www.bie.org/index.php/site/PBL/overview_pbl/).			
Needs Addressed: Funding for school-based after school programs supports the City vision of universal access to high quality after school programs. Engaging after school programs have been demonstrated to improve school attendance and academic performance, both key outcomes for OFCY.	Partners: Community-Based Organizations, Department of Education After School Education and Safety (ASES) funding, OUSD After School Programs Office	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased academic success <input type="checkbox"/> Increased child literacy and critical thinking skills <input type="checkbox"/> Increased meeting with state standards <input type="checkbox"/> Decreased truancy <input type="checkbox"/> Increased connection to caring adults 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school</i> Fostering a love of learning requires helping children engage with subject matters in innovative, relevant, and engaging manners. It also is important to help each child discover their own areas of excellence and how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.			
Funding Range: 30-35% of total OFCY funds available for allocation.			

During the planning process key informants, youth, and Task Force members indicated the need to ensure that three strategies were integrated into the fabric of out-of-school-time: 1) family involvement; 2) nutrition education and involvement in garden programs; and 3) sports or physical activities. Funding levels for each of these program augmentations will be relatively modest, ranging from \$5000-\$10,000 per site for each augmentation.

<p>Priority Area II: (AUGMENTATION FUNDING): OUT OF SCHOOL TIME STRATEGIES (AGES 6-14):</p>	<p>Strategy # 3a: School-based after school programming for elementary school-aged children-physical activity augmented funding (Ages 6-10)</p>	<p>Strategy Description: Increase access to high-quality after school time physical fitness programming that promotes physical health and cooperative social skills with a curriculum that supports youth development principles through augmented funding.</p>	
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team sports <input type="checkbox"/> Physical education/exercise, jogging, and other forms of exercise <input type="checkbox"/> Exposure to health promoting activities that can become part of a child's daily routine e.g. yoga, Tai Chi, etc. 			
<p>Rationale: Augmented funding for physical activity implementation allows after school programs to run their traditional activities and add the benefits of team-sports, cooperative sports and other forms of physical activity if the program has the interest and capacity to do so. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.</p>			
<p>Needs Addressed: High prevalence of obesity and diabetes in Oakland strongly suggest the need for a consistent regimen of physical activity</p>	<p>Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased enjoyment of/ connection to physical activity and healthy lifestyle <input type="checkbox"/> Increased fitness levels <input type="checkbox"/> Increased confidence <input type="checkbox"/> Increased social skills 	
<p>Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school</i> Maintaining good health and reducing absences due to obesity related diseases all contribute to higher school attendance and improved academic success. Further, sports and physical activities are magnets for children who might otherwise not participate in after school programs.</p>			

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<p>Priority Area II: AUGEMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</p>	<p>Strategy # 3b: School-based after school programming for elementary school-aged children-nutrition/ gardening augmented funding (Ages 6-10)</p>	<p>Strategy Description: Increase access to applied learning nutrition activities through school-based garden programs that promote healthy eating choices and education aligned with the school day curriculum.</p>	
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning planting, watering and pruning activities <input type="checkbox"/> Nutrition education related to fruits and vegetables in the garden <input type="checkbox"/> Cross-age and parent/caregiver-child shared activities 			
<p>Rationale: : Augmented funding for nutrition education and gardening program implementation provides additional resources to maintain the gardens and create a framework for service learning, experiential learning and parent/caregiver-child activities. It allows after school programs to run their traditional activities and add the benefits of gardening as an applied learning activity, nutrition education and applied science if the program has the interest and capacity to do so. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.</p>			
<p>Needs Addressed: Key informants indicated that a significant investment had been made in school gardens and that these gardens were often under-utilized. Further, working with school-based gardens provide opportunities to reinforce OFCY commitment to service or applied learning, health education, and nutrition.</p>	<p>Partners: ASES funding, Community-Based Organizations, and OUSD After School Programs Office</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased enjoyment of/ connection to healthy eating and healthy lifestyle <input type="checkbox"/> Increased healthy eating choices <input type="checkbox"/> Increased connection to nature/ the environment <input type="checkbox"/> Increased science and math skills 	
<p>Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school</i> Fostering a love of learning requires helping children engage with subject matters in innovative, relevant, and engaging manners. It also is important to help each child discover their own areas of excellence and how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. In particular, gardens offer an opportunity to apply math and science learning in more relevant, experiential contexts.</p>			

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

Priority Area: II: AUGEMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)	Strategy # 3c: School-based after school programming for elementary school-aged children-family engagement augmented funding (Ages 6-10)	Strategy Description: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work through augmented funding.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Peer support related to child rearing <input type="checkbox"/> Information sharing and referral related to school and community resources <input type="checkbox"/> Academic events demonstrating children's learning <input type="checkbox"/> Service learning and community service projects involving parents/caregivers and children 			
Rationale: Augmented funding for family engagement implementation allows after school programs to run their traditional activities and add the benefits of caregiver education and peer support on child rearing, information sharing on school and community resources and academic events demonstrating children's learning.			
Needs Addressed: One of the themes most commonly expressed throughout the planning process was the need to better engage parents and families, especially at the elementary and middle school levels.	Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office, OUSD Family & Community Office	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased caregiver knowledge about resources <input type="checkbox"/> Increased caregiver/child engagement <input type="checkbox"/> Increased caregiver/ school engagement and support <input type="checkbox"/> Increased caregiver awareness of child's developmental milestones 	
Relation to Measure D Outcomes: <i>Prevent and reduce violence, crime and gang involvement among children</i> As family and engagement and involvement increases, negative behaviors such as violence, alcohol use and antisocial behavior decreases and positive behaviors such as school attendance and academic performance improve. Family engagement can also lead to lower rates of domestic violence and verbal abuse in the home environment.			

Priority Area II: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)	Strategy # 4: School-based after school programming for middle-school-aged children (Ages 11-14)	Strategy Description: Increase after school programming that promotes academic success tied to core academic subject areas through applied learning and enrichment activities that support a youth development framework in a community school setting.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Youth leadership <input type="checkbox"/> Community service <input type="checkbox"/> Career exploration <input type="checkbox"/> Peer to peer programs <input type="checkbox"/> Arts <input type="checkbox"/> Fitness activities 			
Rationale: OFCY out-of-school-time activities will emphasize project based and service learning models instead of using traditional models of teaching or tutoring. Programs should focus on a child's inherent drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process. In addition, experiential learning activities help youth increase self-esteem and broaden communication and social skills. At the middle school level it is also important to exposure youth to possible career options and service learning, internships, and community service opportunities that afford children opportunities to apply what their skills to activities related to possible career interests. Middle school strategies will also incorporate opportunities for youth leadership, community service, and peer-to-peer programs. The Buck Institute for Education was used as a resource for the development of this strategy (http://www.bie.org/index.php/site/PBL/overview_pbl/).			
Needs Addressed: Direct input from youth through focus groups and Task Force input suggested the importance of emphasizing active learning and activities that exposed youth to possible career alternatives. Enrichment and service learning activities would be balanced by tutoring and other forms of academic support provided through OUSD and ASES funding. Enrichment activities funded by OFCY would be the magnet drawing students to the After School Program.	Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office and linkages to emerging employment development activities created through stimulus funding.	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased attachment to school through increased attendance data <input type="checkbox"/> Increased self-esteem/confidence <input type="checkbox"/> Increased connections to caring adults 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school and crime; Prevent and reduce violence, crime and gang involvement among children</i> After school programs provide a safe venue for children after school when the highest rate of youth crime occurs. After school programs also afford opportunities to stimulate interest in learning and obtain support in areas where students are struggling in school. Consistent attendance in quality after school programs is correlated with higher attendance and improved student outcomes. Middle School out-of-school time strategies can be augmented with funding to support conflict resolution strategies that can reduce school suspensions, fighting, and youth violence. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.			
Funding Range: 15-20% of OFCY funding available for allocation.			

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<p>Priority Area II: AUGMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</p>	<p>Strategy # 4a: School-based after school programming for middle school-aged children-family engagement augmented funding (Ages 11-14)</p>	<p>Strategy Description: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work through augmented funding.</p>
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer support related to child rearing; <input type="checkbox"/> Information sharing and referral related to school and community resources; <input type="checkbox"/> Academic events demonstrating children's learning; and <input type="checkbox"/> Service learning and community service projects involving parents/caregivers and children. 		
<p>Rationale: Augmented funding for family engagement implementation allows after school programs to run their traditional activities and add the benefits of caregiver education and peer support on child rearing, information sharing on school and community resources and academic events demonstrating children's learning if the program has the interest and capacity to do so.</p>		
<p>Needs Addressed: One of the themes most commonly expressed throughout the planning process was the need to better engage parents and families, especially at the elementary and middle school levels.</p>	<p>Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office, OUSD Family & Community Office</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased caregiver knowledge about resources <input type="checkbox"/> Increased caregiver/child engagement <input type="checkbox"/> Increased caregiver/ school engagement and support <input type="checkbox"/> Increased caregiver awareness of child's developmental milestones
<p>Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i></p> <p>Parents can play an important role in fostering their child's love of learning and becoming more involved in activities that connect students with their natural interests while building upon skills introduced in the classroom. Through parent-youth service learning or community service activities parents can help their child discover their own areas of excellence and explore how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.</p> <p>As family and engagement and involvement increases, negative behaviors such as violence, alcohol use and antisocial behavior decreases. Family engagement can also lead to lower rates of domestic violence and verbal abuse in the home environment.</p>		

Priority Area II: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)	Strategy # 5. Community-based out of school time programming for elementary and middle school-aged children (Ages 6-14)	Strategy Description: Support neighborhood-based community programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness and peer support activities within a youth development framework during after school, evening and weekend hours.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Community service projects <input type="checkbox"/> Career exploration <input type="checkbox"/> Arts and technology <input type="checkbox"/> Fitness <input type="checkbox"/> Peer circles <input type="checkbox"/> Applied science and math; <input type="checkbox"/> Youth leadership and peer-to-peer activities <input type="checkbox"/> Neighborhood sports 			
Rationale: Neighborhood-based programs tend to reach youth who are not interested in additional involvement in school activities and therefore serve an important need that school-based programs may not be able to meet. Applied learning activities such as community service projects, career exploration opportunities, fitness activities, arts programs, peer circles, applied science and neighborhood sports are important components of youth programming. In addition, there are not many other opportunities for these community-based programs to receive funding.			
Needs Addressed: Addresses needs of youth who are disenfranchised with school or who are not meeting their academic potential.	Partners: Community-Based Organizations		Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased academic success <input type="checkbox"/> Increased community engagement <input type="checkbox"/> Increased confidence/self-esteem <input type="checkbox"/> Increased fitness levels <input type="checkbox"/> Increased connection to caring adults
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i> Like school-based after school programs, site-based programs for middle school youth provide a safe, stimulating environment during the time frame where most youth crime occurs. It also provides opportunities for academic support and exposure to activities that can increase interest in learning. Participation in after school programs is correlated with improvement in school attendance and performance. (see. Complementary Learning Model, Harvard Family Research Project). Providing activities and safe places to spend time in out of school time hours reduces opportunities for violence and gang involvement. Research shows, in particular, that it is highly critical to provide opportunities during the hours of 3-6 pm. For youth who may not feel a deep connection to their school environment, have higher needs or schedules that will not allow for typical after school programming, community-based out of school programming may offer engaging opportunities.			
Funding Range: 5-7% of OFCY funding available for allocation.			

Priority Area II: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)	Strategy # 6: Summer programming for elementary and middle school-aged children (Ages 6-14)	Strategy Description: Support community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities within a youth development framework.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Applied science <input type="checkbox"/> Creative arts <input type="checkbox"/> Fitness <input type="checkbox"/> Exploratory trips to nature, museums, and science centers <input type="checkbox"/> Career exploration 			
Rationale: Summer programs coordinated collaboratively or individually by a community-based organization or a public agency offer children and youth an exciting and broad range of youth development and enrichment opportunities. Activities could include exploratory trips in nature, to museums and to science centers, creative arts programs, fitness opportunities and other applied academic learning programs.			
Needs Addressed: Interviews with parents revealed that summer school is viewed as a critical need for families as there are few affordable, structured programs available. Key informant interviews revealed that community-based agencies find it difficult to obtain funds for summer programs, creating another kind of need for this kind of funding.	Partners: Community-Based Organizations, OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Sustained learning through summer months reduces "learning loss" commonly attributed to summer vacation and being away from school <input type="checkbox"/> Increased community engagement <input type="checkbox"/> Increased confidence/self-esteem <input type="checkbox"/> Increased fitness levels <input type="checkbox"/> Increased connection to caring adults 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children.</i> There is also the opportunity to use summer programming to develop transitions between 5 th and 6 th grades and 8 th and 9 th grades. (see. Complementary Learning Model, Harvard Family Research Project). Research conducted in Baltimore demonstrates that reading levels and other academic performance markers often decrease during the summer months, particularly for low-income children. Applied learning and appropriate developmental activities can prevent this from occurring. Providing activities and safe places to spend time during summer hours reduces opportunities for violence and gang involvement. Social skills and self-esteem may be boosted by the types of activities offered in the summer, increasing confidence to resist other influences. In addition, participation in creative and fun summer programs will increase youth investment into the community. Funding Range: 5-7% of OFCY funding available for allocation.			

Wellness and Healthy Transitions Strategies mostly target middle and high school students with the exception of strategies related to address the needs of youth transitioning from 5th to 6th grades. Three strategies were identified related to wellness and healthy transitions. These strategies emphasize peer-to-peer structures like peer-leadership, peer education, peer health education, as well as service learning, internships, career exploration and career development. Peer health education and peer leadership strategies could be embedded in the school-based health center initiative, strengthening those programs while addressing the needs of middle and high school age youth.

Priority Area # III: WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 & UP)	Strategy # 7: Transition programs for youth (Ages 11-14; 15 & up)	Strategy Description: Support year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5 th to 6 th grade and 8 th to 9 th grade).
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Counseling / life skills <input type="checkbox"/> Family Engagement <input type="checkbox"/> Peer support <input type="checkbox"/> Career exploration <input type="checkbox"/> Enrichment opportunities <input type="checkbox"/> Academic support / applied learning 		
Rationale: The transition to and from middle school mark pivotal moments in a child's academic and developmental life. Children moving from elementary to middle school are transitioning from childhood to adolescence, becoming more independent and forming deeper relationships with peers. This time period has also been associated with a decline in academic achievement, performance motivation, and self-perceptions. At this age, youth are likely to experiment with at-risk behaviors but also have the opportunity to make key decisions about career choices. Youth going from middle to high school have higher rates of expulsions and academic course failure as social matters or family issues often become more important. Transition programs can be highly effective in improving the lives of higher risk youth. Innovative ideas and promising practices will be explored and developed through this initiative.		
Needs Addressed: OUSD data showed a dramatic drop in test scores for OUSD 6 th graders when compared with the state average, suggesting that the transition from 5 th -6 th grade is particularly challenging. After this gap develops between OUSD student performance and the state, the gap is never significantly narrowed and other data suggests that during the next transition from 8 th -9 th grade is when OUSD begins to see a significant increase in student dropouts.	Partners: Community-Based Organizations, OUSD, Safe Passages	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased attachment to school <input type="checkbox"/> Increased school attendance <input type="checkbox"/> Decreased drop-out rates <input type="checkbox"/> Reduction in suspensions <input type="checkbox"/> Reduction in number of violent acts at school
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i> Youth are at higher risk of low academic performance and dropping out of school during transition periods. Addressing issues during these key periods is critical to continuing with and progressing in school, as well building resilience to reduce risk of gang involvement and acting out violently. To address the Measure D mandate to improve student outcomes, and to reduce violence and youth criminal activity will require targeting resources to those who are at greatest risk of school failure or involvement in crime, gangs and violence. The transitions programs will focus on these youth.		
Funding Range: 3-5% of OFCY funding available for allocation.		

Priority Area III: WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 & UP)	Strategy # 8: Youth leadership programs (Ages 11-14; 15 & up)	Strategy Description: Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Peer health education (HIV, nutrition, physical activity) <input type="checkbox"/> Peer education about positive choices for school and life <input type="checkbox"/> Peer leader training in communication, content and workshop facilitation <input type="checkbox"/> Outreach by older youth to middle school youth 			
Rationale: A growing body of research on the clustering of risk-taking behavior and adolescent health problems suggest that several factors contribute to adolescent resiliency including having a sense of physical, emotional and economic security; having connections with adults and peers; being able to make contributions to their communities; believing that others have high expectations of them; and having opportunities for participation in challenging and engaging activities. Peer education and peer-led programs, with their grounding in social learning theory, utilize the existing social networks of youth to engage them in providing leadership and prevention among their peers. Linking peer health and peer leadership activities to the school-based health centers can also serve to increase use of those resources, further improving health outcomes for those using the services.			
Needs Addressed: High prevalence of obesity and rising rates of teen pregnancy. Healthy Kids Survey data describes high use of alcohol and marijuana. Data on youth crime, violence, and academic performance indicate the need for more programs that build resiliency.	Partners: Alameda County Public Health Department, Alameda County Health Care Services Agency, Community-Based Organizations, OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Youth leaders have increased confidence to address and resolve problems in social and physical health. <input type="checkbox"/> Increased ability to make better decisions about their health and well-being. 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent, reduce violence, crime and gang involvement among children; Help youth transition to productive adulthood.</i> Youth who are physically and mentally healthy are better able to focus on academics and other activities that will allow them to graduate from high school. Youth who have developed leadership skills and feel engaged in their community have developed resilience and as a result, are also better able to avoid risky behaviors, such as violence and crime. They will also use their knowledge to encourage their peers to follow a similar path. In addition, involvement in youth leadership activities may lead to advocacy efforts for safer environments for youth. Youth involved in leadership and peer-led activities are better prepared for college, employment opportunities and "real-world" situations.			
Funding Range: 3-5% of OFCY funding available for allocation.			

Priority Area III: : WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 & UP)	Strategy # 9: Conflict resolution programs for middle-school aged youth (Ages 11-14)	Strategy Description: Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.	
Potential Activities: <input type="checkbox"/> Peer-led training for conflict mediators <input type="checkbox"/> Provide conflict resolution services for middle school youth			
Rationale: By teaching young people how to manage conflict, conflict resolution education can reduce juvenile violence, chronic truancy, suspensions and create an overall safer school environment and positive school climate. Peer-led programs also provide lifelong decision-making schools. Involvement in school-based conflict resolution programming has also led to improvement with family members and in the community. The reduction of Measure Y funding for school-based violence prevention activities will be addressed through this strategy.			
Needs Addressed: Suspension rates, drop out rates and youth crime levels strongly suggest the need for conflict resolution programming.	Partners: Community-Based Organizations, OUSD Violence Prevention Program	Outcomes: <input type="checkbox"/> Reduction in suspensions <input type="checkbox"/> Increased attendance rates <input type="checkbox"/> Reduction in number of violent acts at school <input type="checkbox"/> Increased sense of empowerment	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children.</i> Youth who deal with behavioral and emotional issues are better able to focus on academics and other activities that will allow them to graduate from high school. In addition, a safer school environment enables more students to focus and thrive. The purpose of conflict resolution programs is to decrease violent behavior. Involved youth learn and practice alternatives to violence, lessons they can carry with them outside of their school environment and beyond their school years.			
Funding Range: 1%- 2% of OFCY funding available for allocation.			

Priority Area IV: HIGH SCHOOL AND OLDER YOUTH (AGES 15 & UP	Strategy # 10: Support services for academic and career success for older youth (Ages 15 & up)	Strategy Description: Support career preparedness and academic success programs that reinforce college, work readiness and paid employment.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Supervised work in various organizations including arts skill development, music and entrepreneurial projects <input type="checkbox"/> Job shadowing and career portfolio development <input type="checkbox"/> Life skills and peer support <input type="checkbox"/> Temporary subsidized work, apprenticeships, and paid and un-paid internships <input type="checkbox"/> Tutorial assistance for passing high school exams <input type="checkbox"/> College entrance and career counseling 			
Rationale: Recent research demonstrates that young job entrants are not prepared to join the workforce and that many Oakland youth are not graduating from high school. They do not have the basic knowledge, workplace skills, or applied skills to gain and retain employment. In addition, the majority of youth do not feel prepared to enter the workforce when they leave high school. This was reiterated through the community input process, particularly from focus group input. Youth benefit from supervised work in various settings, such as music, technology, arts and other entrepreneurial opportunities. Skills could be developed via job shadowing, participation in temporary subsidized work, apprenticeships and paid/unpaid internships. Programs that attract youth by offering career related activities can also provide academic supports to encourage students to remain in school and succeed academically.			
Needs Addressed: National, state and local unemployment rates suggest that youth will have an especially difficult time entering the workforce, particularly youth who have not been successful in school and/or had prior work or internship experience. In focus groups, older youth indicated quite strongly that career preparation support was their highest priority and that it can serve as a magnet keeping them engaged in school. In addition to career preparedness, access to academic support, such as tutorial assistance in passing high school exams and college application assistance by college students are needs that would be met through this strategy. Historically Oakland has had a high drop out rate and while test scores and CAHSEE pass rates have improved, the drop out rate remains higher than other urban districts in the region.	Partners: City of Oakland local businesses, City of Oakland Workforce Investment Board, Federal 21 st Century Funding, Community-Based Organizations, Federal Stimulus Funding (inclusive of youth employment), OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased confidence about accessing educational and/ or career related job opportunities. <input type="checkbox"/> Increased ability to develop personal, academic, and career goals. <input type="checkbox"/> Connection to caring adults <input type="checkbox"/> Increased graduation rates <input type="checkbox"/> Increased academic success <input type="checkbox"/> Increased CAHSEE scores 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Help youth transition to productive adulthood.</i> Increasing opportunities for academic support and development outside of the school day will lead to success in school and assist youth in graduating high school and potentially moving on to college. Funding academic programs for older youth demonstrates the city of Oakland's investment and support for this age group. Career readiness programs build youth confidence and skill level while also helping to construct a work history, all critical factors in preparing for the transition to adulthood. In addition, high school graduation and college readiness are key factors to the transition to adulthood.			
Funding Range: 7-10% of OFCY funding available for allocation.			

Priority Area IV: HIGH SCHOOL AND OLDER YOUTH (AGES 15 & UP)	Strategy # 11: Comprehensive supports for vulnerable youth transitioning to adulthood (Ages 15 & up)	Strategy Description: Increase access to neighborhood-based programs that support youth including vulnerable youth, such as English-language learners, those with special needs and youth generally disengaged from school with high truancy or low academic performance as well as other youth who may be just looking for ways to develop their personal interests and capacities in a community setting. This strategy would provide a range of enrichment opportunities and sites where youth can plug into enrichment activities responding to their interests. While educational and career supports might be part of the programming offered, the emphasis under this strategy is to address the spectrum of needs and activities that may support or compliment school engagement. This strategy seeks to develop resources and opportunities for a broad range of youth.
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Peer support and life skills education <input type="checkbox"/> Youth leadership <input type="checkbox"/> Legal and financial counseling <input type="checkbox"/> College application assistance and mentoring by college students <input type="checkbox"/> Enrichment activities <input type="checkbox"/> Drop-in services; <input type="checkbox"/> "Safe space" and youth center programming <input type="checkbox"/> Tutorial assistance for passing high school exams <input type="checkbox"/> College entrance and career counseling—Paul—do these belong here or strategy #10? 		
Rationale: In key informant interviews, stakeholders indicated a lack of adequate funding for youth who are not being successful in school. Many youth do not have access to the familial or social supports they need to do well academically or transition successfully to adulthood. They may have faced family hardship, poverty, language barriers, been part of the foster care system, the juvenile justice system or are physically or mentally challenged. Vulnerable youth deserve opportunities to adjust and move forward to adulthood. Sample interventions include peer support programs, life skills education, youth leadership activities, legal and financial counseling, drop-in services and "safe space" programming, in addition, there is a general lack of funding for vulnerable youth so OFCY would be fulfilling a major funding gap. But this strategy extends beyond vulnerable youth and seeks to provide enrichment opportunities for all older youth.		
Needs Addressed: Low CAHSEE pass rate, high dropout rate, low scores on CST and low completion rate on state university required A-G courses.	Partners: Community-Based Organizations, Federal 21 st Century Funding, OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased community engagement <input type="checkbox"/> Increased graduation rates <input type="checkbox"/> Increased academic success
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement; Help youth transition to productive adulthood:</i> There is a high need for funding programs geared towards special populations of older youth. Providing support for a variety of activities allows youth to accomplish all they can academically and steer them away from becoming involved with crime and contribute to the community in a positive way. Providing a range of pro-social opportunities that could tap into the personal interests of youth can increase		
Funding Range: 7-10% of OFCY funding available for allocation.		



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Oakland Fund for Children and Youth

2010 - 2011 Request for Proposals

EARLY CHILDHOOD 0-5 years

Community Playgroups

Mental Health & Developmental Consultation in Early Care and Education Settings

OUT OF SCHOOL TIME 5-14 years

Community-based After School

Summer Programming

School-based After School Programming (see separate RFP)

Wellness and Healthy Transitions 10-20 years

Transitions Programming

Youth Leadership in Health

Conflict Resolution Skills Programming

OLDER YOUTH 15-20 years

Academic and Career/Job Success

Comprehensive Programming

**For School-Based After School Services - See Separate RFP*

RFP Released: November 12, 2009

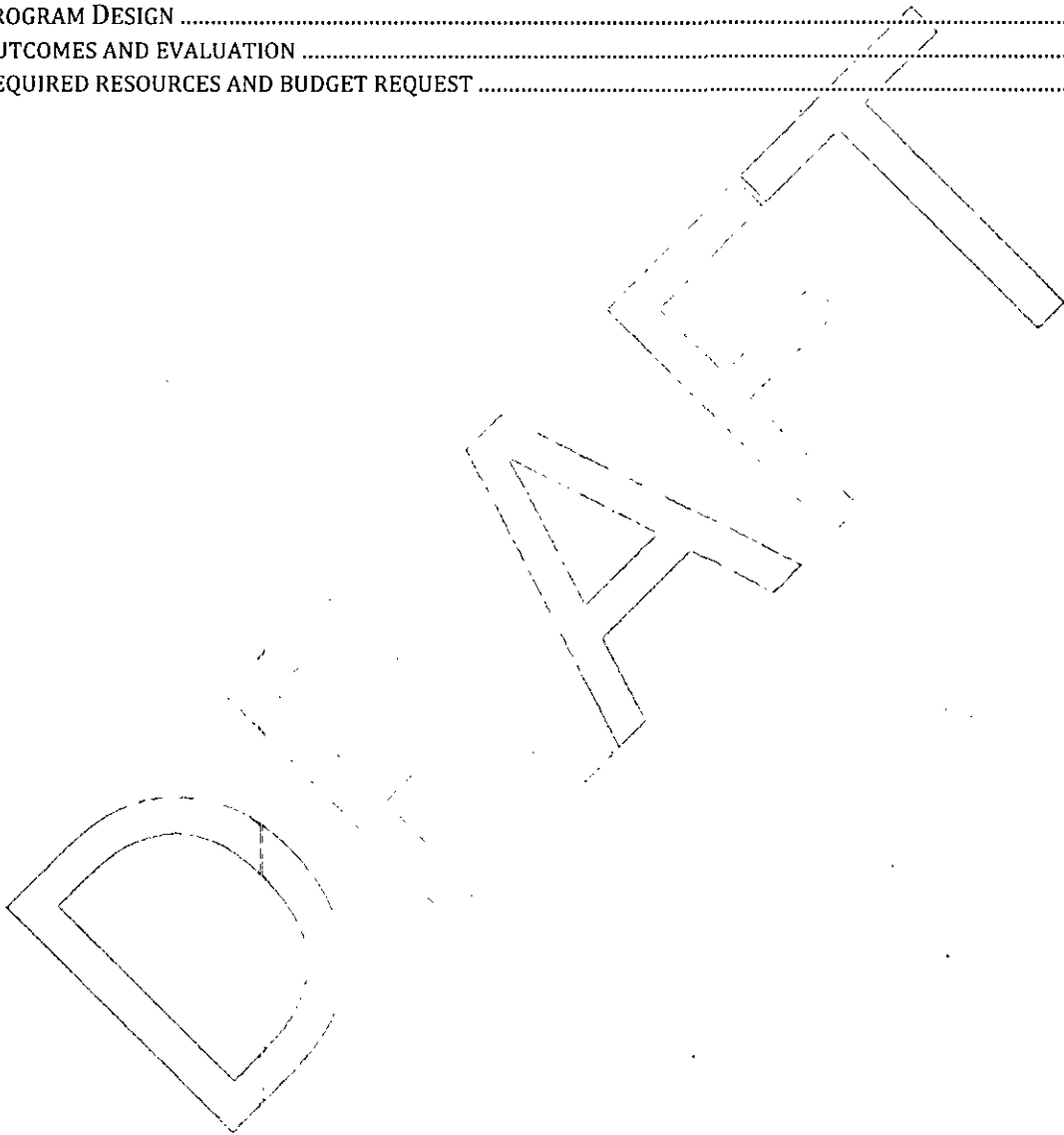
Full Proposal Due: January 19, 2010

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I. WHO ARE WE? THE OAKLAND FUND FOR CHILDREN AND YOUTH

OAKLAND FUND FOR CHILDREN AND YOUTH

Measure D sets aside 3% of the City's unrestricted General Purpose Fund, and requires a three-year strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age, and reaffirms responsibilities of the Planning and Oversight Committee, which includes overseeing the development and approving a three-year Strategic Investment Plan to guide the allocation of funds.

The *OFCY 2010-2013 Strategic Plan* can be downloaded from the Oakland Fund for Children and Youth website at www.ofcy.org. Below are the Vision, Mission, and Values statements adopted by the Planning and Oversight Committee.

VISION

All children and youth in Oakland are celebrated and supported by a caring network of organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

VALUES

- **Social & Economic Equity:** Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.
- **Child & Youth Development:** We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.
- **Community and Collaboration:** We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

To achieve these goals, OFCY has selected age appropriate strategies for 2006-2010:

- **EARLY CHILDHOOD 0-5 years**
- Community playgroups
- Mental health and developmental consultation in ECE settings
- **OUT OF SCHOOL TIME 5-14 years**
- Community-based After School
- Summer Programming
- School-based After School Programming (see separate RFP)
- **WELLNESS and HEALTHY TRANSITIONS 10-20 years**
- Transitions Programming
- Youth Leadership in Health
- Conflict Resolution Skills Programming
- **OLDER YOUTH 15-20 years**
- Academic and Career/Job Success
- Comprehensive Programming

II. EARLY CHILDHOOD

A. COMMUNITY LEARNING OPPORTUNITIES FOR CHILDREN & FAMILIES:

OFCY supports a continuum of care specific to community playgroups. These can range from the pure socialization group for the typically developing child and parent all the way to the group that provides group early intervention services for children and their families whose needs are not met by the public service system who demonstrate developmental delay or risk in speech and language and communication. Programs are highly encouraged that target children not currently enrolled in preschool; and which promote partnerships between providers of school readiness services for young children, providers of developmental consultation, and Oakland institutions like the Oakland Public Libraries, Oakland Parks and Recreation, and community-based organizations that already have, or that are looking to expand their reach to Oakland's youngest children and their families.

Supported activities engage families, build peer supports, prepare children for kindergarten, strengthen attachments, and enhance child development. Activities for parents and caregivers must focus on children's emotional, social and intellectual development. Programs encourage kindergarten readiness by encouraging and teaching families about exposing their children to activities that promote curiosity and a love of learning through music, art, literacy, numeracy and/or science activities. Programs encourage children meeting their developmental milestones with activities that support children's socio-emotional and language development. Programs encourage families to access resources that benefit their child's health and education and which provide opportunities for peer support and parent education.

Overall program goals:

1. Children are ready to enter kindergarten
2. Families access more resources that help their child reach their educational and developmental milestones
3. Families' involvement in their child's learning and growth is increased
4. Children and their families have access to development support services when needed and which are otherwise unavailable

Possible activities include: applied learning in experiential science, literacy and numeracy arts; music education; peer-to-peer support activities; structured programs that give parents an opportunity to work with their child with the support of developmental specialist; screening and assessment for socio-emotional and speech and language developmental delays; and resource and referral services.

Technical assistance: OFCY is continually developing technical assistance partnerships with outside providers such as Every Child Counts First 5 Alameda, and Alameda County's Screening, Assessment, Referral and Treatment (SART) system. Providers may be asked to participate in a minimum of 3 hours of technical assistance offered by OFCY partners that supports professional developmental goals in implementing community playgroup models, with the option to pursue additional technical assistance if available.

FUNDING PARAMETERS:

- Costs per program site depends on the frequency of service provided, the number of children and family members served, the amount of service, and the range and depth of expertise provided. The OFCY cost of program operation at one site is expected to range from \$20,000 to \$80,000.

B. MENTAL HEALTH AND DEVELOPMENT CONSULTATION FOR EARLY CARE SETTINGS:

Program services focus on OUSD, Head Start, and subsidized preschool environments where children's behavior puts them at risk for expulsion and/or severe class disruption. Program interventions foster children's socio-emotional development by examining and intervening in children's behavior through group work, consultation work with early care providers on fostering children's optimum socio-emotional growth, and with regular sessions with family members in the early care setting and through home visits. Programs also encourage assessments and appropriate referrals for treatment of children at risk for developmental, speech, and language delays.

Possible activities include: family consultation, education and counseling; consultation of preschool providers; one-on-one work with identified children; and mental health, developmental, speech and language assessments.

Overall program goals:

1. Children have increased ability to establish and maintain positive relationships with peers and adults
2. Families show increased understanding of their child's developmental needs
3. Early care providers have improved strategies to support children's positive behavior and emotional health
4. Reduced preschool expulsion rates.

Technical assistance: OUSD Child Development Center directors and site administrators will be expected to participate in a minimum of 5 hours of technical assistance. Technical assistance targets administrative and cultural shifts that are important to the effective implementation of a mental health consultation model. TA is supported by a grant from the East Bay Community Foundation to support all OFCY funded mental health and development consultation at OUSD Child Care Development Centers, and will be administered by the OUSD Office of Early

Childhood. Other sites such as Head Start centers will not participate in this TA project for 2010-2011.

FUNDING PARAMETERS:

- Costs per program site depends on the frequency of service, the amount of service, and the range and depth of expertise provided. Each site with program operation can have an OFCY grant amount ranging from \$25,000 to \$65,000.

III. OUT OF SCHOOL TIME 5-14 YEARS

Children will have access to a range of programming activities in the out of school time hours that are appropriate to their developmental stage, and that enhance their potential for school success with activities that promote creative and academic development, as well as physical and social-emotional health in a youth development framework.

A. COMMUNITY-BASED AFTER SCHOOL PROGRAMMING

OFCY supports neighborhood-based community programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, family engagement, fitness and peer support activities within a youth development framework during after school, evening and weekend hours.

Overall program goals:

1. Youth "feel" like part of their community
2. Youth have more access to caring adults in their community
3. Youth increase their sense of mastery and accomplishment
4. youth develop an interest in physical activity
5. Youth will improve their communication and social skills
6. Youth develop an appreciation for the cultural identity and gender awareness
7. Youth are exposed to activities and opportunities that relate to possible career interests
8. Families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development

Possible activities include:

- Younger youth: applied learning in experiential science, literacy and numeracy arts; music education; peer-to-peer support activities; family engagement activities; and fitness programs

- Older youth: youth leadership programs; community service activities; cultural appreciation activities; gender specific programs; career exploration opportunities; peer-to-peer programs; arts-focused activities; technology programs; family engagement activities, and fitness programs

FUNDING AVAILABILITY AND PARAMETERS:

- Costs per program site depends on the number of children and youth served, frequency and amount of service, and the range and depth of expertise provided. Each site with program operation can have an OFCY grant amount ranging from \$75,000 to \$100,000.

B. SUMMER PROGRAMMING

OFCY supports programs that offer children and youth a broad range of physical, social, emotional, artistic, career exploration, and academic opportunities within a youth development framework.

Overall Program Goals for Younger and Older Youth:

1. Children and youth have more access to caring adults in their community
2. Children and youth increase their sense of mastery and accomplishment
3. Children and youth will have sustained learning through summer months
4. Children develop an interest in physical activity
5. Youth will improve their communication and social skills
6. Youth are exposed to activities and opportunities that relate to possible career interests
7. Youth develop an appreciation for the cultural identity and/or gender awareness

Possible activities include: exploratory trips in nature; to museums and to science centers; career exploration activities; cultural appreciation activities; gender specific programs; creative arts programs; fitness opportunities and other applied academic learning programs.

FUNDING PARAMETERS:

- Costs per program site depends on the number of children and youth served, frequency of service, the amount of service, and the range and depth of expertise provided. Each site with program operation can have an OFCY grant amount ranging from \$30,000 to \$50,000.

IV. WELLNESS AND HEALTHY TRANSITIONS 11-20 YEARS

A. TRANSITION PROGRAMMING

Research indicates several factors that help middle school students' transition into high school more easily including having:

- Strong academic achievement, School attendance, Sense of scholastic competence
- Strong time management planning, problem solving, and study skills
- Healthy strategies for coping with problems
- Accurate expectations about high school and what is needed to succeed there
- Effective strategies for achieving a balanced academic and social life

Transition programming for 6th and 9th graders is most effectively managed with an integration of youth development programming and strong school community connections that supports physical transitions, social emotional transitions, and academic transitions.

Overall program goals:

1. Increased confidence about entering the new school year
2. Development of a pro-social peer group that reinforce positive life choices in academics and overall well-being
3. Improved communication skills
4. Exposure and enrollment into school-year programming that promotes academic and social development
5. Increased family involvement in a young person's educational life
6. Students feel more like a "part of" the school
7. Increased attendance rates
8. Increase in number of caring adults in the community and school

Possible program activities: Outreach to 5th and 8th grade schools to identify students entering middle or high school; summer bridge programming prior to a transition year for students entering into the 6th or 9th grade that combines youth development work with academic learning; life skills development; peer mentorship; continued youth development program into the fall that enables young people to stay connected to each other, and caring adults, with continued emphasis on academic success.

Site for programming: Programming can occur on a school site or at a neighborhood CBO location, but services must demonstrate evidence of linkage to a young person's academic success.

Possible staffing: Coordinator of integration of youth development and academic activities; youth development professionals that can engage children in meaningful activities oriented towards building self-esteem and positive peer relationships; positive cultural appreciation and gender identity activities; transitions specialist that helps facilitates school relationships and access to student records and to teachers and other school site personnel and school resources (such as Student Study teams, Coordinated Services Teams, guidance counselors, etc).

Potential linkage for bridging academic success: middle or high school principal; Student Study Teams (SST)s, Coordinated Services Teams (C.O.S.T), Family Liaisons, After School Programs in the middle and high schools, Health Centers, and guidance counselors.

FUNDING PARAMETERS:

Grant award per school site: \$35,000-\$55,000 depending on the number of students served; hours of summer and fall programming provided; staffing costs; school-site custodial and security costs; and materials.

B. LEADERSHIP IN HEALTH

Increased access to youth leadership programs that focus on encouraging choices that promote physical and emotional health and the promotion of a positive school and community environment.

Overall Program Goals:

1. Youth leaders have increased confidence to address and resolve problems in social and physical health
2. Youth have increased ability to make better decisions about their health and well-being
3. Youth have a greater confidence in their ability to lead
4. Youth are more aware about ways to change their behavior, school, or community climate that promotes improved health and wellbeing.

Possible activities include: peer health education; leadership training in content areas, and in communication to other peers; outreach by older youth to middle school youth or middle-to- middle school youth; gender specific or cultural identity programs; youth development activities linked to school-based health centers.

C. CONFLICT RESOLUTION SKILLS IN MIDDLE SCHOOLS

Support for non-violence promotion through peer leadership/ learning in the **MIDDLE SCHOOLS** using conflict resolution programs that are embedded in the school. Programs encourage linkage with school-day and/or after school programming.

Overall program goals:

1. Reduction in suspensions
2. Reduction in number of violent acts at school
3. Increase in communication and problem solving skills in real life settings.
4. Young people feel empowered to create a positive school climate

Possible activities include: peer led training for conflict mediators; conflict resolution services for middle school youth; family engagement programming.

FUNDING PARAMETERS:

- \$7-\$13,000 OFCY grant amount per school site

V. OLDER YOUTH: 15-20 YEARS OF AGE

A. ACADEMIC AND JOB/CAREER SUCCESS

OFCY supports young people's desire to work and contribute with programs that promote higher education, training and opportunities for meaningful paid work. Career preparedness and academic success programs that reinforce college, work readiness and paid employment are supported. Support services are for either or both of the following:

a. Academic Success

Overall Program Goals:

5. Increased confidence about accessing educational opportunities
6. Increased ability to develop academic goals
7. Increased connection to caring adults
8. Increased graduation rates
9. Increased academic success and increased California High School Exit Examination (CAHSEE) scores.

Possible activities include: engaging students in specific courses such as basic office skills, computer and media training, ESL, GED; tutorial assistance in passing high school exams and college application assistance by college students; counseling; mentoring.

b. Career and Job Success

Overall Program Goals:

1. Increased ability to set career or job goals
2. Increased confidence about accessing job or career related opportunities
3. Increased network of potential employers
4. Increased skill level in career area

Possible activities include: Career and/or vocational oriented field trips; participation in supervised crews, worksite placement to include art skill development, technology, music and entrepreneurial projects, job shadowing, career portfolio development, and life skills; and in temporary subsidized work, apprenticeships, and paid and un-paid internships.

FUNDING PARAMETERS:

- \$80,000-\$150,000 per program

**B. COMPREHENSIVE SUPPORTS FOR YOUTH
TRANSITIONING TO ADULTHOOD**

OFCY supports increased access to neighborhood-based programs that support youth generally, and vulnerable youth such as English-language learners, LGBTQ youth, foster youth, those with special needs and youth generally disengaged from school with high truancy or low academic performance. A key objective for this strategy is to provide a broad range of opportunities in venues/ youth centers where older youth can congregate, be engaged in activities that respond to their interests and be encouraged to pursue other academic and career supports.

Overall Program Goals for Older Youth:

1. Youth "feel" like part of their community
2. Youth have more access to caring adults in their community
3. Youth increase their sense of mastery and accomplishment through challenging activities
4. Youth will improve their communication and social skills
5. Youth are exposed to activities and opportunities that relate to possible career and/or academic interests
6. Youth have a "safe space" to be themselves

Possible activities include: Peer support; life skills education; youth leadership activities; legal and financial counseling; enrichment activities; academic or career readiness activities drop-in services; "safe space" and youth center programming.

FUNDING PARAMETERS:

- \$80,000-\$150,000 per program

VI. HOW CAN FUNDS BE USED?

1. The proposed program must provide direct services to children and youth, ages 0 to 20, who live in or receive childcare services in Oakland.
2. Funds may NOT be used for:
 - a. Any service that merely benefits children and youth incidentally.
 - b. Acquisition of any capital item not for primary and direct use by children and youth.
 - c. Acquisition, other than by lease for a term of 12 months or less, of any real property.
 - d. Maintenance, utilities, or similar operating costs of a facility not used primarily and directly by children and youth (e.g., costs associated with an off-site office or location).
 - e. Any service for which state or federal law mandates a fixed or minimum level of expenditure, to the extent of the fixed or minimum level of expenditures.
 - f. Housing costs
 - g. Child care slots
 - h. Religious worship, instruction, or proselytization (recruiting someone to join one's religion or faith).
3. OFCY does not spend limited resources supplementing services that should be provided by school funds.

VII. WHO IS ELIGIBLE?

Who can apply? All applicants must be a public or private non-profit agency.

1. An applicant must be either a public agency or be tax-exempt under section 501(c)(3) of the Internal Revenue Code. Applicants must upload an IRS statement certifying their organization's nonprofit status under section 501(c)(3) dated **2008** or later. To obtain this letter, call IRS at 1-877-829-5500 (Note: in some cases it can take over two weeks to obtain this form).

Organizations that do not have 501(c)(3) status must apply using a fiscal sponsor, who must have an IRS 501(c)(3) designation. For-profit agencies are not eligible for funding. No proof is required for public agencies.

2. Organizations (other than public agencies) that do not have 501(c)(3) status must apply using a fiscal sponsor. In this case, the fiscal sponsor is the applicant and, if a grant is awarded, would be the organization that contracts with the City of Oakland and is legally liable for all aspects of the contract including program implementation, fiscal management, and communication with the City regarding subcontractor or fiscal partner activities.

The fiscal sponsor would be expected and authorized to oversee and manage all aspects of the contract including finances; to monitor and implement program activities of subcontracting or partner agencies; to terminate contracts with subcontracting or fiscal partner agencies with the approval of the City, if necessary; and to assume full fiscal responsibility for the contract, subcontracts, and fiscal partnership.

3. A public agency must apply on its own behalf and may not use a fiscal sponsor.

A. TYPE OF APPLICANTS

1. Single Agency Applicants

A **Single Agency Applicant** is one agency applying for OFCY funding. This applicant is also referred to as the lead agency and will be the agency that contracts with the City of Oakland. This Single or Lead Agency Application must have the fiscal and management capacity to support subcontractors (if applicable) by issuing payments in a timely and professional manner. Applicants in this category have an organizational budget over \$375,000, not including the OFCY grant request.

2. Collaborative Applicants

A **Collaborative Applicant** must consist of three or more agencies, each contributing substantial participation toward a mutual goal, and at least two of which are proposed to receive OFCY funds. Substantial participation includes providing direct services, planning and coordinating services, and having equal partnership in decision making around program design and implementation. No one agency should receive more than eighty percent of the funding.

OFCY strongly encourages collaboration between private nonprofit and public entities to create and/or to strengthen linkages that maximize the cost-effectiveness and quality of service delivery.

The lead agency of a collaborative will be the agency that contracts with the City of Oakland. Collaboratives must choose a lead agency that has the fiscal and management capacity to support the other partners or subcontractors by issuing payments in a timely and professional manner.

All partners of a collaborative must have the capacity to provide services according to the schedule of the scope of work submitted by the fiscal sponsor for the collaborative.

The collaborative should examine how the involvement of other partners will be best coordinated within the model. OFCY will not consider subcontractors or lead agencies that act simply as a fiscal pass through. All agencies, schools, and/or program sites must be active parts of program implementation.

3. Small and Emerging Applicant

OFCY recognizes that the RFP is much easier for larger, established agencies to navigate and complete. Oakland has small and new organizations that do not apply or are not competitive because they lack the infrastructure to produce applications as strong as those of larger organizations. The Small and Emerging Organization designation focuses on these smaller organizations and assists grass root organizations, religious organizations, and new agencies to be funded by OFCY.

Eligible small and emerging organizations must have completed at least two years of service in the program priority area for which they are seeking support by the time they apply to OFCY, or they may have a longer track record. They may have recently received their 501(c)(3) status, after having been fiscally sponsored.

If your organizational budget is under \$375,000, you must apply as a Small and Emerging Applicant. If your organization has 501(c)(3) status, you may use a fiscal sponsor (see fiscal sponsorship responsibilities and requirements listed above)

An applicant applying as a Small and Emerging Applicant cannot be a public agency.

B. FINANCIAL STATEMENTS

- a. Applicants with a budget **at or over** \$375,000 must submit a completed signed Audited Financial Statements with Cover and/or Management Letter. (Audit must contain any findings)
- b. If an Applicant is a **public agency**, other than the City of Oakland, the applicant must submit proof of the existence of an independent single audit.

Small and Emerging Applicants:

If you are applying as a Small and Emerging Applicant with a fiscal sponsor refer to section (a) or (b) above for Financial Statement requirements.

If you are applying as a 501 (c) 3 Small and Emerging Applicant without a fiscal sponsor you must provide a Quicken and IRS Form 990 dated within the past two years, no later than June 30, 2007.

If you are recommended for funding you must submit a CPA Review of Financial Statements with Cover Letter and/or Management Letter no later than **July 1, 2010**.

All Audited Financial Statements must be within two years, issued no earlier later than June 30, 2007. At a minimum we will accept Financial Statements compiled or reviewed by a CPA, and certified sooner later than June 30, 2007.

VIII. HOW MUCH CAN I APPLY FOR?

A. REQUEST SIZE/ FUNDING AMOUNTS

1. Single Agency Applicant

A Single Agency funding request must be between \$25,000 and \$175,000.

No more than 10% of the amount requested may be allocated to indirect costs.

2. Collaborative Applicant

Collaboratives may apply for between \$25,000 and \$250,000.

No more than 15% of the amount requested allocated to indirect costs. See Section VII, B, for more description of a collaborative.

Small and Emerging Applicants:

A small and emerging applicant request size must be between \$10,000 and \$50,000. No more than 20% of the amount requested may be allotted to indirect costs. Section IX, B, iv.

B. CAP ON PERCENTAGE OF ORGANIZATION BUDGET

1. Single/Lead Agency AND Collaborative Applicants

Single Agency Applicants must limit their total and/or combined OFCY request(s) to no more than 35% of their overall, organizational budget not including the OFCY grant request.

Example: Using the example below, the organization with an annual budget of \$450,000 could request a grant for \$157,500 or less.

2. Small and Emerging Applicants

To qualify as a Small and Emerging Applicant, the program agency's current annual budget may not exceed \$375,000. The fiscal sponsor's budget (if applicable) may not be used to determine eligibility for this fund.

Small and Emerging Applicants must limit their total and/or combined OFCY request to no more than 50% of their overall, organizational budget.

Maximum Grant Size and Budget Requirements Summary Table

Application Type	Minimum Match Requirement	Total OFCY Request as % of Org. Budget	Minimum Grant Request	Maximum Grant Request	Maximum Indirect Rate
Single/Lead Agency	25% of OFCY grant request	35% of Lead Agency Budget	\$25,000	\$175,000	10%
		Small and Emerging			
		50% of Lead Agency Budget	\$10,000	\$50,000	20%
Collaboratives	25% of OFCY grant request	35% of Lead Agency Budget	\$25,000	\$250,000	15%

C. FUNDING PARAMETERS

Number of Applications

Applicants may submit separate proposals for their own program and be part of a collaborative proposal, as long as the proposals are substantially different. Applicants may not receive funds as a single agency and as part of a collaborative for the same program and may not submit the same proposal to a different RFP or Strategy.

D. MATCHING FUNDS (ALL APPLICANTS)

1. Requests for funding may not exceed 75% of the proposed program's cost. Proposals must demonstrate, and if awarded will be held accountable for, raising and documenting the remaining 25% or more of the proposed program's cost. This minimum 25% match may be contributions of cash

and/or in-kind services and must support the cost of the proposed program.

Example: An organization with an annual budget of \$350,000 is seeking funds from OFCY to run a youth leadership program that costs \$100,000 per year. This organization would be able to request a maximum of 75% of the program cost, or \$75,000, from OFCY. The organization, if awarded a grant from OFCY, would be held accountable for raising a minimum of \$25,000 to run the program.

2. In-kind match can be no more than 5% of the OFCY Grant Request.
3. Grantees may NOT use one OFCY grant as a match for another. For example, if a grantee has a \$150,000 grant from OFCY directly and subcontracts on another OFCY grant for \$15,000, the subcontractor dollars may not be used as a match for the direct grant. Further, a collaborative may not use an OFCY grant received by one of its partners or subcontractors as a match.
4. School site facility or regular school costs, such as "head of school" may not be used as match for an OFCY proposed program.

Small and Emerging Applicants:

Direct costs such as Volunteer Hours (In-kind) can be no more than 15% of the program cost, used towards documenting match funds.

E. PERIOD OF SUPPORT

One Year Grant with the Option to Renew for up to Two Years

This RFP is for services for a twelve-month period of services to be provided between July 1, 2010 and June 30, 2011. Renewal depends on the fund balance, evolving strategic priorities, and is based upon satisfactory evaluation, grant monitoring reports, and performance. The second and third grant period will run from July 1, 2011 through June 30, 2012 and July 1, 2012 through June 30, 2013. Selected applicants will not receive their first disbursement of funds until they submit all required contract documents and their contract is signed by the appropriate City offices. Grantees can anticipate an initial disbursement 6-8 weeks after their contract is executed. Additionally, any open contracts, invoices, or reports that remain from any previous fiscal year must be closed before selected applicants may receive their first disbursement of grant funds. OFCY has approximately \$10 million available for funding programs for Fiscal Year 2010-11.

IX. HOW TO APPLY? ELEMENTS OF A COMPLETE PROPOSAL

Complete online proposals will contain the items in the checklist below. An applicant who does not include all items below will not be able to submit their proposal online. If a proposal is not submitted online it will not be considered complete and the applicant will be notified that the proposal will not be considered for funding. Only the requested elements will be reviewed; please do not submit or upload additional attachments, as they will not be considered.

Step 1 - Submitting the Proposal Online

Getting Online – All applicants must submit proposals online. Multiple trainings will be held, see page 20, Important Dates, for details.

For detailed Online Application Instructions, visit: www.ofcy.org

Elements of a Complete Proposal – The Online Process

What Applicants Will be Asked to Provide?

A. Cover Section/Profile Information

Applicant/Fiscal Sponsor

The applicant is the organization or agency that will sign the contract if the grant is awarded. Therefore, if this is a project with a fiscal sponsor, the fiscal sponsor will be the applicant. Information about the Applicant/Fiscal Sponsor must be entered including the total organization budget for FY 2009-2010 (current year).

Sponsored Organization

If the applicant is a Fiscal Sponsor, then information about the sponsored organization must be entered, including the total organization budget for FY 2008-2009 and current year, FY 2009-2010.

Federal TAX ID #

If the applicant is a non-profit organization, enter the Federal TAX ID number of the applicant. Public agencies may leave this area blank.

Project Title

Enter a simple and straightforward title for the project. This will be used in identifying the proposal.

Project Description

In 100 words or less summarize the proposal for which funding is requested.

The summary should describe the program in terms of the number served, who will be served (age and other identifying characteristics), with which services, when, where, and for what purpose or outcome.

This Project Summary will be used to describe the proposed project throughout the review process. Applicants are strongly encouraged to write clear, concise, and comprehensive summaries.

Project Budget

Enter the amount requested from OFCY and the total project budget. The total project budget should be the sum of the amount requested and the total match amount.

Designation

Select whether the organization is applying as a "Collaborative" or "Single Agency", or "Small and Emerging Applicant." See Section VII, B, for definitions of applicant types and their eligible award amounts.

RFP and Funding Strategy

Select one appropriate Funding Strategy (see Section II for strategy descriptions) and Sub-Strategy (if relevant) under which the proposal is being submitted for funding consideration.

B. Proposal Narrative (See Online Application for Narrative Questions)

- i. Not to exceed XXX Pages - or XXX words for *Single Agency and Small and Emerging Proposals*
- ii. Not to exceed XXX Pages - or XXX words for *Collaborative Proposals*

* Word limits are established in online RFP process. See proposal narrative questions for more details.

Budget Details

The budget is an important component of your proposal. This section links the funding requested with specific elements of the project proposed. Therefore, the budget proposed should be an appropriate and accurate projection of the project expenses for FY 2010-2011.

Upload current year budget (FY 2008-2009). If there is an ending balance or deficit from preceding years, account for it in the current year's budget. Specify whether the budget is that of the Fiscal Sponsor (applicant) or that of the Sponsored Organization.

Fiscal Sponsors must upload Overall Agency Budgets for themselves and their Sponsored Organization.

Below shows how costs are associated with proposed projects and should be identified.

The category descriptions and examples of the information that we require for the proposed budget are listed below. Budgets must adhere to these OFCY funding policies:

Direct Costs

Personnel: Personnel is constituted as all of the program's direct service staff members

Volunteer Hours (In-Kind): This line item represents the total value of volunteer hours used towards documenting matching funds. Note: The total projected in-kind match (including volunteer hours) can be no more than 5% of the program cost.

Small and Emerging Applicants: for volunteer hours (In-Kind) can be no more than 15%.

Fringe and Benefits: This line item represents benefits (health, dental, etc.) as well as mandatory employment costs such as FICA, Social Security, SDI, and unemployment taxes. Indicate what benefits will be provided and how the amount was calculated in the budget narrative. If different rates were used for different individuals, your budget narrative should contain a table that summarizes the calculation for each individual.

Example:

	<u>Salary</u> (based on % of time spent on project)	<u>Fringe Rate</u>	<u>Fringe</u>
Project Director	\$15,000	.25 (25%)	\$3,750
Program Assistant	\$20,000	.12 (12%)	\$2,400
Total Fringe			\$6,150.00

Other Direct Costs

Enter costs that are directly associated with operating the project.

Duplicating/Copying

Equipment Lease Agreement(s)

Equipment/Furniture Purchase

Any single item costing \$500 or more is considered a capital expenditure and the City retains title of all such items and reserves the right to exercise its ownership. Grantees will be required to provide the City with a list and description of any and all items costing \$500 or more that are purchased by OFCY funds.

Itemize the equipment requested and include a statement outlining the ways in which the equipment will be used primarily and directly by children and youth to fulfill project goals. You should explore the option of purchasing vs. leasing/rental, and explain your choice. Generally, OFCY will support only a portion of high-cost equipment line items. Therefore, you should explore whether other sources of funds can be obtained for equipment.

Facility Rental and Costs

These are the pro-rated costs of space rental, utilities, building maintenance and other occupancy costs that are directly used to provide services for young people.

General Office Supplies/Software

Postage

Program Materials and Supplies

This category should include all items that your program requires in order to operate, such as recreational equipment, art supplies, workbooks, etc.

Telephone/Internet/Communications

Project Staff Travel/Transportation/Meeting Costs

This item is focused on student travel, and transportation for trips, and access to programs. The basis for the calculation as well as the purpose for all travel should be provided. Local travel estimates should be based on your organization's current policies, for example, 36.5 cents per mile. Any non-local travel needs to be carefully itemized and justified.

Travel should be directly related to serving youth. Funds can not be used for staff, including staff meetings or professional development conferences.

Youth Stipends

Stipends can be used to support youth work in internships or as incentives for program participation.

Consultants and Subcontractors

Consultant is described as individuals who provide special services in order to help you operate your program, but who are not your employees. Consultant fees

paid by OFCY are not to exceed \$700/day for a full day of work. If the daily rate charged by any particular consultant is more than \$700, you will need to identify other sources of support.

Subcontractors are described as organizations or individuals who provide services to target populations to help enhance your programs. For this section you will list the organization or individual name of each subcontractor.

For each proposed subcontract for which you request OFCY support, you should provide an explanatory paragraph in the budget narrative that describes in detail the services to be provided. OFCY cannot be listed as a subcontractor. If you are a collaborative applicant, consultants may be used to help operate programs, and be used as subcontractors.

Indirect Costs

Indirect costs for Single Lead Agency Applicants may be calculated up to 10% of the total grant request. This rate is non-negotiable. This line item is intended to cover costs that are necessary to conduct the grant, but which are not readily identified as direct program expenses (e.g. reporting costs, payroll processing, fund development, insurance, evaluation costs, other administrative costs, etc.) Salaries for non-programmatic staff such as the Executive Director, Accounting, staff, or Administrative Manager would also be examples of Indirect Direct. This line item does not need to be itemized. However, if your grant is audited by the City of Oakland you must be able to document and justify indirect costs charged to this grant.

Collaborative Applicants may also charge up to an additional 5% of the total grant amount (for a total indirect cost of 15% of the total grant request) for collaborative-building costs. This portion of indirect costs must be itemized in the Budget Narrative Section.

Small and Emerging Applicants: Indirect costs can be no more than 20% of the total grant request. Applicants in this category can apply auditing and fiscal sponsorship expenses.

C. Subcontractor Budget

Any proposals that involve more than one agency are required to enter line-item budgets for the Applicant (Lead) Agency and each Sub-Contracting (Partner) Agency. Use the same guidelines as for Section X.

Scope of Work

Complete sections of the Scope of Work (FY 2010-2011) as indicated below.

Total Grant Request and Total Estimated Match

Enter the grant request amount and the estimated match amount.

Program Activities

Enter each of the program activities to be funded by this grant. If you have activities serving multiple school sites, and different children and youth, list activities for each of the sites.

Program Activity

Enter the program activities that best fits the program activities listed below.

Program Activity Codes: TO BE CATEGORIZED ACCORDING TO STRATEGY

Academic/Career Drop-In Services
Applied Academic Learning Programs
Apprenticeship or Internships
Arts Activities
Community Services Activities
Child Development Activities
Career Education/Employment Training or Assistance
Experiential Science
Exploratory Trips
Fitness Program Opportunities
Gardening Activities
Individual Counseling/Mental Health Services
Leadership Development Activities
Legal and Financial Counseling
Life Skills Development Activities
Mentoring
Non-Competitive Sports Programming
Nutrition/Gardening
Outreach to Identify Students (Transition only)
Parent Education/Parenting Skills Training
Peer Health Education
Peer Support Activities
Professional Development for Staff
Relationship Building with School-Personnel (Transition only)
Resource and Referral Services
"Safe Space" and Youth Center Programming
Screening and Assessment
Sports/Recreational Activities
Summer Bridge Programming
Technology/Media Programs
Tutoring/Academic Assistance
Family Engagement

Projected Numbers Served

Enter the estimate the anticipated number of children or youth that will participate in the program activity over the course of the year.

Ongoing Participants

Enter the total number of children or youth anticipated to enroll and regularly participate in the program activity over the course of the year. (Grantees will be expected in their quarterly progress reports to provide demographic data including age, gender, ethnicity, zip code, etc. on the children and youth served on an ongoing basis.)

Average Session Participants

Enter the average number of children or youth to receive the service per session that the service is offered, i.e. average daily attendance.

Event Participants

Enter the number of children and youth reached through program via assemblies, presentations, performances, one time workshops, etc. These youth are considered as part of the program's total unduplicated count.

Implementation Schedule

Enter the number the number of sessions in which services will be offered per month.

Projected Total Number of Sessions

Enter the number of sessions indicated in the implementation schedule.

Average Number of Hours Per Session

Indicate the number of hours in a session.

Projected Total Units of Service

This automatically calculates by multiplying the average session participants by the projected total number of sessions times the average number of hours in a session to get units of service at 6 months and at 12 months.

Site/School Names and Locations

Use the drop down menu to identify every site/school name where your program activities are proposed to take place. If located at a school, library, park and recreation site, the drop down menu will contain the name of that site and it's corresponding address. If activity is performed at an agency location, or other neighborhood locations are not listed type the name and address of that site.

D. Demographics

Enter statistical data about the population you propose to serve through OFCY funds. For each section, estimate the number of youth to be served according to each category.

Step 2 - Agency documents (Uploading the proposal online)

The documents listed below **MUST** be uploaded online to complete your online submission.

1. Resume/Job Description for Key Staff

Upload resumes of key project staff responsible for project implementation. If staff is not yet hired, upload a job description.

2. Organizational Chart

Upload the organizational chart which should indicate how this program fits into the structure of the organization including staffing, reporting lines, and governance. The chart should show the relationships of staff within the agency delivering services. If there is a Fiscal Sponsor or there are partner agencies, the relationships between the agencies should be indicated. This chart will help reviewers to assess the applicant's capacity and how the program fits into the overall mission of the organization.

3. Board Roster

Upload the board roster, this should indicate officers, affiliations, and addresses of all members. No board roster is required for public agencies.

4. Letter/s of Agreement (if applicable) (Document will need to be scanned)

A Letter of Agreement between the following parties must be uploaded:

- a) The Letter of Agreement, among other responsibilities, must state that the Fiscal Sponsor or contractor is aware of their responsibility both fiscally and programmatically for all grant requirements if funds are awarded. The Fiscal Sponsor will be the applicant and will be the responsible party for the contract if the application is successful.
- b) Fiscal Sponsors and Sponsored Organization
- c) Lead agencies and subcontractors
- d) Any partner named on the Scope of Work or Budget
- e) Programs working with public agencies, including but not limited to the City of Oakland Departments, and Alameda County Departments.
- f) Any City of Oakland or Alameda County applications must be signed by the department director.

- g) Any program that will perform services on an OUSD site must provide a letter of agreement between the lead applicant and the school principal.

Please do not upload letters of support. They will not be reviewed.

5. Copy of IRS Letter Certifying Tax Exempt Status dated in the year **2008** or later. See page X, Section X for details.

Final Step - Financial Statements (Hand deliver the proposal packet)

IMPORTANT: All Applicants must hand deliver three copies of the completed proposal AND one copy of the appropriate Financial Statement on January 20, 2010 before 5:00 p.m. The completed proposal(s) from CitySpan includes: Cover Sheet Information, Narrative, or upload agency documents, Resumes of Key Staff, Organizational Chart, Board Roster, Letters of Agreements (if applicable) and IRS Letter. If submitting more than one proposal, please print the above items accordingly for each proposal. Deliver to the Oakland Fund for Children and Youth office at 150 Frank H. Ogawa Plaza, 4th floor, Ste 4216 (across from City Hall). **Late applications will not be accepted and will not be eligible for funding, even if applications are successfully submitted online.**

1. Proposals that are mailed, e-mailed, or faxed will not be accepted.
2. By submitting a proposal, an applicant authorizes OFCY to verify any information the proposal contains.
3. **Site Visits & Interviews** - At any time before a contract is issued, the POC and OFCY staff may conduct site visits, interviews, and/or undertake other means to verify applicants' provision of services before making a final determination of grant awards.
4. OFCY has the right to disqualify applicants whose proposals present false, inaccurate, or incorrect information or are incomplete in any fashion.

X. BIDDERS' CONFERENCES, TRAINING SESSIONS AND TECHNICAL ASSISTANCE

Bidders' Conferences

To provide general information and guidance to potential applicants, OFCY will hold **5** Bidders' Conferences (one will be for the Small and Emerging Applicants ONLY) at which staff will review the RFP funding guidelines and answer questions.

All potential applicants are strongly encouraged to attend one of the Bidders' Conferences. You must pre-register to attend the Bidders' Conference by calling 238-6379.

Training Sessions

To provide assistance in filling out the RFP online, OFCY will offer multiple Technical Assistance Trainings (one session will be for Small and Emerging Applicants ONLY). All locations will be at 150 Frank Ogawa Plaza, 2nd Floor. **Applicants must pre-register to attend the TA Sessions by emailing Marchelle Huggins at ALIASEMAIL@oaklandnet.com. Seating availability is based on a first reserve basis (only 1-2 staff per agency). Please see "Important Dates" above for details.**

For more information see the OFCY website, www.ofcy.org, or call OFCY at (510) 238-6379 approximately two weeks before the scheduled dates.

Technical Assistance

Technical Assistance by e-mail begins November 13th, EXCEPT no T. A. by email or phone between November 26th to November 30th; December 28 to January 1. T.A. Ends January 14, 2010 at 10:00 a.m. E-mail Jasmine Dawson, jdawson@oaklandnet.com. This assistance answers questions about eligibility, funding parameters, and required information and documents for online submission, including scope of work and budget.

XI. IMPORTANT DATES

Item	Date
Request for Proposals (RFP) Released	November 12, 2009 Check <u>www.ofcy.org</u> or call (510) 238-6379
Community Bidders' Conferences	<ul style="list-style-type: none"> ◆ November 16, 2009, from 10:00 a.m. to 12:00 noon Older Youth and Wellness and Healthy Transitions, Hearing Room 1 ◆ November 18, from 10:00 a.m. to 12:00 noon- Early Childhood City Hall, Hearing Room 1 ◆ November 19, 2009, from 10:00 a.m. to 12:00 p.m. School-based Out-of-School, 2:00 p.m. – 4 p.m. Community-based Out-of-School Time and Summer, City Hall, Hearing Room 4 ◆ November 20, 2009, from 10:00 a.m. to 12:00 noon –Small and Emerging Applicants Only, City Hall, Hearing Room 1. ◆ November 23, 2009, from 10:00 a.m. to 12:00 noon –General Strategies, Main Library, West Auditorium, 125 14th Street
Technical Assistance by E-mail Available	November 13 th – January 14 th at 10:00 a.m. EXCEPT no T. A. by email between November 26 th to November 30 th and December 28 and January 1.

Item	Date
City Span Training Sessions (all locations will be at 150 Frank Ogawa Plaza, 2 nd Floor, See Lab locations listed) All times are from 10am-12pm, unless otherwise noted.	December 3, (Lab A) December 4, (Lab A) December 7, 9:00 a.m. – 12:00 p.m. (Lab B) December 14, (Lab A) December 15, (Lab A) December 16, (Lab A) December 17, (Lab A) December 18, (Lab A)
Out-of-School Time Applicants – CaNFit and OUSD Conference Sessions	December 8, OUSD TA – Conference Room 2 (10am-4pm) December 9, OUSD TA – Conference Room 2 (10am-4pm) (must RSVP)
Proposal Review- optional appointments with OFCY staff	December 22 – December 24 th , 150 Frank Ogawa Plaza 4 th Fl. (must RSVP)
Technical Assistance by E-mail Ends	January 14 th by 10 a.m. No e-mail responses after January 14 th , 10:00 a.m.
Online Proposals Due	January 19, 2010 by 11:59 p.m. Cityspan And online receipt will be produced upon submission. Proposals submitted after the deadline will not be considered for review. This deadline will be strictly enforced.
Paper Submission Due	January 20, 2010 by 5:00 p.m. 150 Frank Ogawa Plaza, Ste 4216, 4th Floor.
Preliminary List of Programs Recommended for Funding Mailed to Applicants	March-April 2010 Exact Date TBA
Written Appeals from Applicants Due	April 2010 Exact Date TBA
Final List of Programs Recommended for Funding Mailed to Applicants	April-May 2010 Exact Date TBA
City Council Approves Final Recommendations Funding Package	June 2010
Grant Contracting Begins	June 2010
Program Year Begins	July 1, 2010

Preparing

We strongly recommend that you review the following documents and sections before you begin writing your proposal:

OFCY Strategic Plan (download or view at: www.ofcy.org)

This RFP document and the Grant Monitoring Contract Checklist

Review Online Instructions

Submitting

STEP ONE: Online Proposal - Coversheet, Narrative, Budget. Upload: Resume/Job Description for Key Staff, Organizational Chart, Board Roster, Letter/s of Agreement (if applicable), Copy of IRS Letter and Audited Financial Statements. **Due, January 19, before 11:59 p.m.**

FINAL STEP: Hand deliver proposal packet, including 3 printed proposal copies and 1 copy of Financial Statements (for details see Section VII, C. A separate packet must be completed for each proposal submitted, **Due January 20, 2010, before 5:00 p.m.**

XII. WHAT IF I DON'T GET FUNDED?

Appeals Process Procedures

Any applicant may appeal the POC's preliminary funding recommendations to the Appeals Committee providing the appeal is made by the designated deadline. An appeal must be based on one or more of three criteria:

- unfair process (e.g., the appellant's proposal was treated differently than others)
- material error (e.g., the appellant's proposal was reviewed under the wrong funding strategy or some other mistake of fact occurred), or
- conflict of interest potentially leading to financial gain by a POC member or reviewer or members of these individuals' immediate families.

The appellant must clearly state the facts that establish one of these bases for appeal and how, as a result, the appellant's proposal was affected negatively. *Please note that substantive disagreement with the funding recommendations is not grounds for appeal.*

The deadline for filing an appeal is TBA. Appellants will receive written notice of the outcome of their appeal. In the event of one or more successful appeals, the POC may amend the preliminary funding recommendations and may reduce the amount it recommends that applicants receive. Following the appeals process, the POC will submit final funding recommendations to the Oakland City Council, which has the authority to accept or reject the entire package.

XIII. WHAT IF I DO GET FUNDED?

An applicant recommended for funding should expect that reviewers and staff will have recommendations for modifying Scopes of Work and Budgets and that this is negotiated with OFCY staff in the contracting process beginning in June 2010. Negotiation is necessary to ensure that grantees meet the goals, objectives, and policies of OFCY.

All grantees participate in a rigorous report monitoring system. This includes quarterly reports on program activities, participation, etc.

All grantees must participate fully in the OFCY evaluation process so that meaningful data may be gathered to report to all parties interested in OFCY. Participation includes attending trainings and workshops, gathering adequate data on effort and results at the evaluator's request, and hosting site visits.

All grantees must be able to comply with the City of Oakland's Declaration of Compliance with Living Wage if receiving \$100,000 or more from the City to pay employees a living wage. The current rate is **\$10.83 with health benefits and \$12.45 without health benefits**. Since the living wage is adjusted yearly for cost of living increases, these amounts are likely to change by the time the contracts begin.

Upon request, grantees must submit a revised Scope of Work & Budget.

Small and Emerging Applicants:

If applying for equal to or greater than \$25,000 you are exempt from the City of Oakland's Declaration of Compliance with Living Wage.

A. CONTRACT AND COMPLIANCE

1. Grantees must provide the services projected in the proposal and scope of work, subject to contract negotiations. Failure to provide these services may result in reduced payments or suspension of payment.
2. Grantees must provide evidence of in-kind and cash matches at the end of the third quarter, e.g. through letters, copies of checks, grants, or records of volunteer or donated services.
3. After a contract is awarded, OFCY and the City reserve the right to amend it as needed throughout the term of the contract to best meet the needs of all parties.
4. The City Auditor and the City department administering this Contract shall have the right to audit this Contract and all books, documents and records relating thereto.
5. During the contracting period City of Oakland Contract and Compliance documents to be completed are: ADA Compliance Declaration; Nuclear Free Zone Disclosure Form; Affidavit of Non-Disciplinary or Investigatory Action, Ownership, Ethnicity, and Gender Questionnaire; Living Wage Ordinance (If applying for equal to or greater than \$25,000); Equal Benefits, Declaration of Nondiscrimination (If applying for over \$25,000); Campaign Contribution

Form; Insurance Requirements; and Insurance Certificates, Endorsements, and Waiver Letters. For more information about requirements, download the modified **Oakland Fund for Children and Youth, 2009-2010 Contract & Documents Checklist**.

B. GRANTEES MUST DOCUMENT MATCHING FUNDS BY THE FOLLOWING METHODS:

1. Providing copies of letters of support from foundations or private donors (on donor's letterhead), or copies of contracts or service agreements, with copies of any accompanying checks, bank statements, or payment schedules. Funds that are earmarked for other projects may not fulfill the match requirement for OFCY-funded projects.
2. Demonstrating in-kind support with a letter (on donor's letterhead) documenting the monetary value of the in-kind donation. For example, a donor that gives a grantee space at no cost could document in a letter the market value of renting that space. The in-kind donor may not be the grantee. The total projected in-kind match can be no more than 5% of the program cost. If applying as a Small and Emerging Applicant, see Section VIII, D.
3. Demonstrating the market value of time donated by volunteers, given the nature of the service, e.g. through a spreadsheet documenting volunteer hours, volunteer sign-in sheets, etc. Volunteers may not be employed by a grantee's organization or serve in a consultant or contractor capacity.
4. Grantees may NOT use one OFCY grant as a match for another. For example, if a grantee has a \$150,000 grant from OFCY directly and subcontracts on another OFCY grant for \$15,000, the subcontractor dollars may not be used as a match for the direct grant. Further, a collaborative may not use an OFCY grant received by one of its partners or subcontractors as a match.

XIV. PROPOSAL NARRATIVE

The Proposal Narrative must include the following elements, presented in the order listed below. Reviewers will score the Proposal Narratives based upon the adequacy and thoroughness of the response to the RFP requirements and according to the following point system¹:

<u>Narrative Element</u>	<u>Points</u>
Demonstration of Need	10
Agency Capacity	15

¹ This point system applies only to the scoring of the narrative section, the POC use this score along with other criteria when making funding recommendations.

Staffing	15
Program Design	35
Outcomes and Evaluation	15
<u>Required Resources and Budget Request</u>	<u>10</u>
TOTAL	100

All narrative questions and required word limits will be available for download when RFP is released on November 12, 2009. Please see brief overview of the narrative section questions.

TIP: Draft narrative sections in Word or Text files to check for page count and word limits

DEMONSTRATION OF NEED

The demonstration of need allows applicants to discuss the population, community, and or school to be served and shows evidence of need for the proposed project.

AGENCY HISTORY AND CAPACITY

The Agency History and Capacity demonstrates that the program described fits the OFCY Strategic Plan; that past accomplishments or current projects relate to the type of work required; the program utilizes a variety of strategies to promote access for diverse program participants; has adequate facilities; and has the fiscal capacity to deliver the proposed program.

STAFFING AND STAFF/CONSULTANT/SUBCONTRACTORS QUALIFICATIONS

Staffing and Staff/Consultant Qualifications identifies clear roles and responsibilities and staffing structure, adequate staffing pattern, and demonstrate staff and consultants and/or subcontractor skills.

PROGRAM DESIGN

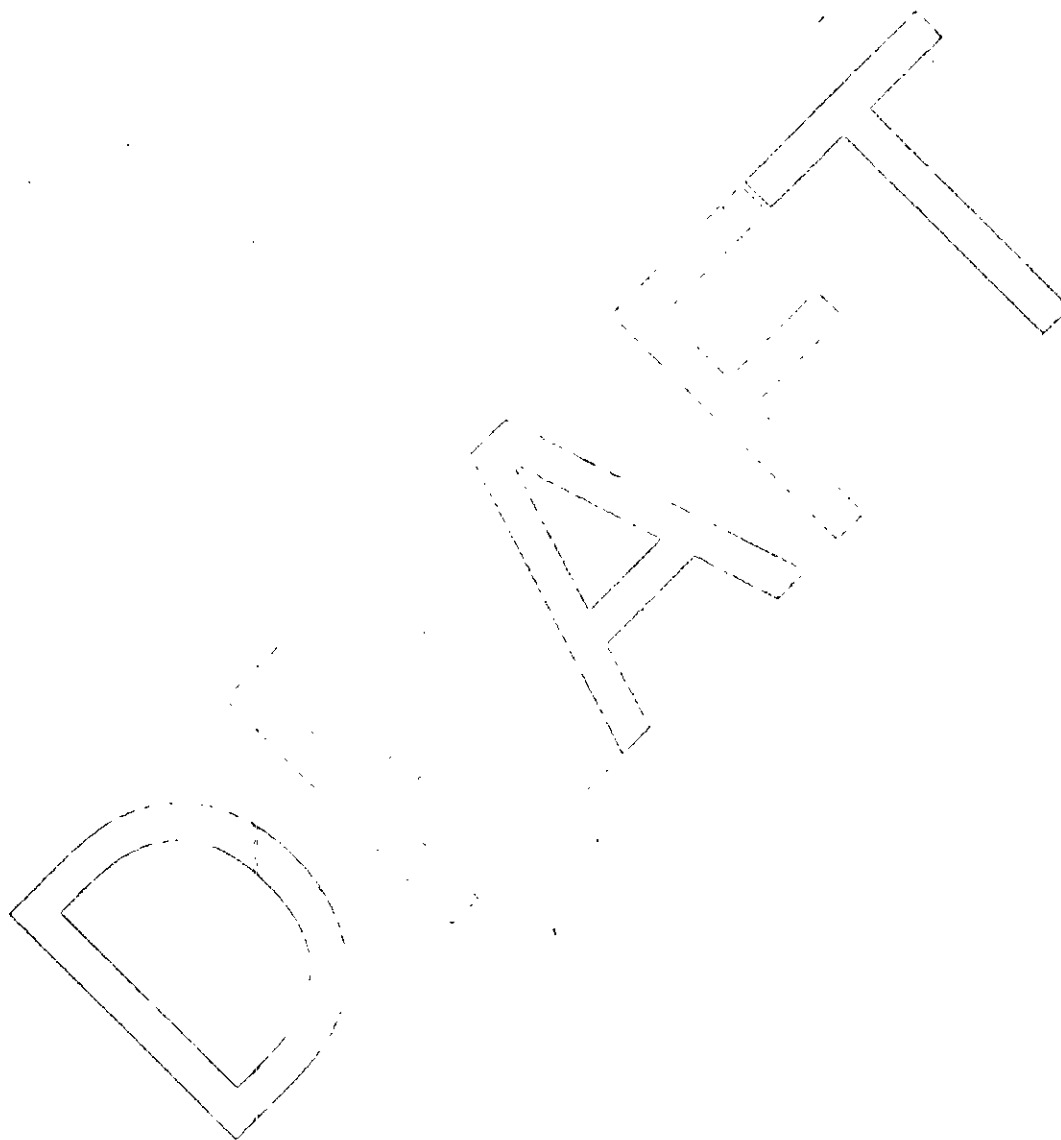
This section demonstrates how the proposed program meets OFCY’s strategies, adapts to varying learning styles, interests, ages, and overall needs of its participants; evidence that there is demand for the program; and that the activities and timelines for implementing the project are feasible.

OUTCOMES AND EVALUATION

Outcomes and Evaluation demonstrates the applicant’s ability to show identified outcomes, rationale between outcomes and programmatic strategy and activity for achieving the outcomes, and the data tracking methods for the major activities of the Scope of Work.

REQUIRED RESOURCES AND BUDGET REQUEST

This final narrative section demonstrates the extent in which all budget line items are addressed and clarified, whether requested funds are appropriate to carry out the project, and whether other agency resources, including in-kind and outside resources are available to support the project.





Oakland Fund for Children and Youth

2010 – 2011 Request for Proposals

School-Based Out of School Time

Ages 6-14

OUSD Elementary School-Based After School Programming

OUSD Middle School-Based After School Programming

Augmented Program Grants in Family Engagement for Middle and Elementary Schools

Augmented Program Grants in Fitness and Nutrition for Elementary Schools

****For All Other Strategies – See Separate RFP***

RFP Released: November 12, 2009

Full Proposal Due: January 19, 2010

Oakland Fund for Children and Youth
150 Frank Ogawa Plaza, Suite 4216
Oakland, CA 94612
phone 510.238.6379 • fax 510.238.4971 • www.ofcy.org

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I. WHO ARE WE? THE OAKLAND FUND FOR CHILDREN AND YOUTH

OAKLAND FUND FOR CHILDREN AND YOUTH

Measure D sets aside 3% of the City's unrestricted General Purpose Fund, and requires a three-year strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age, and reaffirms responsibilities of the Planning and Oversight Committee, which includes overseeing the development and approving a three-year Strategic Investment Plan to guide the allocation of funds.

The *OFCY 2010-2013 Strategic Plan* can be downloaded from the Oakland Fund for Children and Youth website at www.ofcy.org. Below are the Vision, Mission, and Values statements adopted by the Planning and Oversight Committee.

VISION

All children and youth in Oakland are celebrated and supported by a caring network of organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

VALUES

- **Social & Economic Equity:** Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.
- **Child & Youth Development:** We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.
- **Community and Collaboration:** We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

II. SCHOOL-BASED OUT OF SCHOOL TIME

Children will have access to a range of programming activities in the out of school time hours that are appropriate to their developmental stage, and that enhance their potential for school success with activities that promote creative and academic development, as well as physical and social-emotional health in a youth development framework in safe and protected settings.

OFCY Support students' academic success and health with comprehensive after school programs coordinated by community based organizations at OUSD schools sites that receive funding from the State Department of Education After School Education and Safety Act (ASES). Funding for school-based programs will (1) leverage (ASES) dollars, 2) compliment ASES academic focused programming with OFCY funded youth development programming, and (3) support expanded access to high quality, comprehensive programs at needy school sites throughout Oakland's neighborhoods.

A. Elementary School Comprehensive Programming: OFCY funding compliments ASES funded academic activities with programs that emphasize applied learning and enrichment activities using a youth development framework. The after school program should be aligned with the school-day, where youth development and applied learning activities support students' academic success, and where school site administration supports after school programs' youth development contribution.

Overall Program Goals:

1. Youth are learning new skills and building confidence through challenging activities
2. Youth increase their sense of mastery and accomplishment
3. Youth have more caring adults in school or in their community
4. Youth "feel" like part of the school day
5. Youth participate in youth development programming that supports academic success and alignment with the school day
6. Youth in school-based programming have higher school attendance
7. Youth sustain or improve their academic performance

Possible activities include: applied learning; experiential science; dance; literacy arts; cooking; and music education.

Activity schedules and curriculum: Activities should allow for program operation between 3 to 5 days a week for 3 hours a day. The program should demonstrate alignment with the school day. Programs may also provide services on weekends during the school year.

School site administrators should actively support after school programs' alignment with the school day by inviting their active participation in school-

site planning, communication, and coordination of activities that promote academic success and look to leverage after school youth development programs when valuable.

Staffing: Applicants for providing School-Based Out-of-School Time Services must have, at minimum, an on-site coordinator to work with the school staff and principal, facilitate and coordinate site logistics, payments, and school/program communication. The program should have well-trained staff at a 1:20 staff to child ratio. Programs should have an actively supported academic liaison responsible for facilitating alignment and communication between school-day and after school programs and individual student needs.

Technical Assistance: Regular participation in OUSD After School Programs Office Agency Directors monthly meetings; elementary site coordinator monthly meetings and trainings, and line staff trainings offered by the OUSD After School Programs Office.

FUNDING AVAILABLE: Each ASES funded elementary school site grant is for **\$65,000**, with an additional ASES match.

B. MIDDLE School Comprehensive Programming: OFCY middle school activities will emphasize project based and service learning models that focus on a child's inherent drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process.

Overall Program Goals:

1. Youth are learning new skills and building confidence through challenging activities
2. Youth will increase their self-esteem
3. Youth will improve their communication and social skills
4. Youth are exposed to activities and opportunities that relate to possible career interests
5. Youth have more caring adults in school or in their community
6. Youth "feel" like part of the school day
7. Youth in school-based programming have higher school attendance
8. Youth sustain or improve their academic performance

Possible activities include: youth leadership programs; community service activities; career exploration opportunities; peer-to-peer programs; arts-focused activities; technology programs, and fitness programs.

Activity schedules and curriculum: Activities should allow for program operation between 3 to 5 days a week for 3 hours a day. The program should demonstrate alignment with the school day. Programs may also provide services on weekends during the school year.

School site administrators should actively support after school programs' alignment with the school day by inviting their active participation in school-site planning, communication, and coordination of activities that promote academic success and look to leverage after school youth development programs when valuable.

Staffing: Applicants for providing School-Based Out-of-School Time Services must have, at minimum, an on-site coordinator to work with the school staff and principal, facilitate and coordinate site logistics, payments, and school/program communication. The program should have well-trained staff at a 1:15 staff to child ratio. Programs should have an actively supported academic liaison responsible for facilitating alignment and communication between school-day and after school programs and individual student needs.

Technical Assistance: Regular participation of agency director, site coordinator and line staff in regular meetings and trainings offered by the OUSD After School Programs Office.

FUNDING AVAILABLE: Each ASES funded middle school site grant is for **\$100,000**, with an additional ASES match. (see page X for funding policies for small schools).

III. SPECIALIZED PROGRAMMING WITH AUGMENTED GRANTS

Opportunities are available to promote holistic programming for the child through augment grants that promote health and family engagement. These additional programming opportunities are expected to be linked to existing resources in the school and in the community. Augmented services are expected to be linked into after school and other school services.

A. Physical Activity in ASES Funded Elementary Schools: OFCY funding supports physical health and the development of team-based social skills for elementary school children with programming that emphasizes physical activity and cooperative social skills for young people at *all levels* of fitness.

Overall program goals:

1. After school physical activity meets the needs and interests of all students.
2. Youth feel included in every activity and motivated to be physically active.
3. Youth have leadership opportunities in physical activity.
4. Youth have opportunities to experience success in developmentally appropriate physical activity.
5. Youth set personal and group physical activity goals and celebrate their

accomplishments.

6. Sites provide at least minutes of moderate physical activity at each session.

Possible activities include: non-competitive sports programming; swimming; martial arts; etc.

Activity schedules and curriculum: Activities can be in the after school hours during the school year, on weekends, and in the summer months.

Staffing: Staff for programming can be specialty providers from community-based organizations, after school program line staff, AmeriCorps volunteers, or community members. Staff should be trained and provided resources to provide a range of programming that promotes healthy activities for a wide-range of physical active and not so active young people.

Technical Assistance: Site coordinators and line staff will be expected to participate in a technical assistance project of the Healthy Eating, Active Communities Initiative in Oakland supported by The California Endowment, and provided by CANFIT, a statewide TA provider of fitness programming in after school.

FUNDING AVAILABLE: Each ASES funded **elementary** school site eligible for after school funding can receive up to a maximum **\$7,000** OFCY grant. A minimum 25% dollar match to the OFCY grant request must come from the school site, or as private match from a CBO subcontracting provider of fitness services or the lead after school provider. ASES grants cannot be considered as match for this strategy. (See page X for funding policy to small schools.)

B. Nutritional Health through Gardening in ASES Funded Elementary Schools. OFCY funding supports the development, sustainment, and/or growth of school gardening programs at elementary schools that encourage children to make healthier food choices, become better nourished, and which offer a dynamic setting in which to integrate academic disciplines in science, math, reading and environmental studies.

Overall program goals:

1. Children eat more fruits and vegetables during the school hours and at home.
2. Children's nutrition knowledge increases.
3. Youth "feel" more connected to the school day.
4. Youth have exposure to interactive learning activities that promotes academic success.

Possible activities include: engage students by having them design, plan and plant a garden; maintaining the garden, harvesting fruits and vegetables for

tastings and snacks; using the garden as an outdoor classroom for science investigations; reinforcing math instruction by using the garden and plants for lessons in measurement, statistics, geometry, etc.

Activity schedules and curriculum: Activities can be in the after school hours during the school year, on weekends, and in the summer months.

Staffing: Staff for programming can be specialty providers from community-based organizations, after school program line staff, AmeriCorps volunteers, or community members. Staff should be trained and provided resources to provide a range of programming that promotes healthy eating choices, and supports the application of gardening and nutritional health as a way to improve learning for the school day.

Technical Assistance: Site coordinators and line staff will be expected to participate in a technical assistance package supported by the OUSD Garden Education Program in conjunction with the OUSD Garden Council. TA services can include help with acquiring donations and supplies; one-on-one assistance with garden development and maintenance; student and community engagement strategies; and curricula ideas for integrating math and science into garden lesson plans.

FUNDING AVAILABLE: Each ASES funded elementary school site eligible for after school funding can receive a **\$7,000** OFCY grant. For each applicant awarded funding, a \$3,000 cash match will be provided directly to the applicant by the East Bay Community Foundation for the 2010-2011 year. In this first year of implementation, ASES grants cannot be considered as match for this activity. For future OFCY grant years 2011-2013, ASES or other match can be used. (See page XX for funding policy to small schools.)

C. Family and Community Engagement in Elementary and Middle School Schools. OFCY funding supports programs that help families promote their children's social development, informal learning, and academic growth. Activities should be aligned and coordinated with existing family engagement efforts at the elementary and middle school site. In referring to the *family*, all caregivers raising children are included – e.g. mothers and fathers, aunts and uncles, grandparents, guardians, and siblings. The term *engagement* refers to a wide range of participation in children's growth and development, including providing opportunities for parents to spend time with their children, learning more about children's schooling, receiving support with life needs, promoting learning at home, and participating in after school program decision making. (Funding is not available for Elev8 middle school sites).

Overall program goals: Research shows that engaging families with student learning can improve academic performance and boost school grades and test scores, influence development of regular and consistent school attendance, foster positive social skills, and increase graduation rates and postsecondary education attainment. The purpose of this funding is to help after school programs develop a culture that promotes family engagement in education and to implement family engagement programs that create conditions for academic success, foster learning, and strengthen families' connection to the school community. The goals of the program are to:

1. Support families by responding to their needs and interests and empowering parents to act on behalf of their children and themselves.
2. Communicate and build trusting relationships with families.
3. Develop the capacity of after school youth development staff and after school programs to engage families in education.
4. Build linkages across individuals and organizations, including among families, schools, community organizations, and government agencies.

Possible Activities include: Family nights that showcase performances and student work; parent forums or discussion groups that allow parents to meet one another and discuss their concerns about child rearing and other family matters; family orientations to familiarize new families with the programs and resources of the school; professional development for staff; provide opportunities for teachers to share information about grade-level expectations and developmentally appropriate activities for children in different subject areas; conduct a listening campaign to collect input for a family engagement needs assessment.

Activity schedules and curriculum: Activities can be in the after school hours during the school year, on weekends, and in the summer months.

Staffing: Staff for programming can be parent liaisons, specialty providers from community-based organizations, after school program line staff, AmeriCorps volunteers, or community members. Staff should be supported by the principal, the after school provider, and trained to provide or refer out to a range of services that promotes family engagement.

Capacity Building Assistance: Site coordinators and parent engagement staff will be expected to participate in an overview session of family support services available to family engagement providers offered in partnership with the OUSD After School Office and the OUSD Family & Community Office.

FUNDING AVAILABLE: Each ASES funded elementary school site eligible for after school funding can receive up to a maximum \$10,000 OFCY grant. A minimum 25% of the OFCY grant request in dollar match is required from the school site, or as private match from a CBO provider of family engagement services, or the lead after school provider. ASES grants cannot be considered as match for this strategy. (See page X for funding policy towards small

schools.)

IV. FUNDING/ APPLICANT RESTRICTIONS

A. SMALL SCHOOLS

In the case of two small schools on campus, those schools must apply for OFCY funds as one campus.

Grant sizes for one campus with two smalls for

- Elementary comprehensive after school is \$100,000
- Middle comprehensive after school schools is \$150,000
- Family engagement grants are up to \$15,000 with a 25% dollar match
- Garden grants are \$10,000 with the same \$3,000 match
- Fitness grants are up to \$14,000 with a 25% dollar match

Small School Applicants can consider the following:

- One campus applies, and issues a joint agreement between principals that designates which lead agency will be responsible for administering funding and enrichment programming, and how such enrichment programming will be shared across the small schools. OFCY must receive this agreement as part of the proposal.
- Only one small school per campus applies for funding for its own school, and the other school elects to not apply. In which case, the grant amount is the same as for a single school.

In the event of small school closure, requested grant amounts will be adjusted to a single school applicant level during the Winter/Spring review process.

B. OUSD

OUSD is not eligible to apply for funding as the lead agency. Only community-based organizations may apply as a lead agency.

C. SMALL AND EMERGING ORGANIZATIONS

Small and emerging organizations with a budget less than \$350,000 are not eligible to apply to implement school-based after school programming as a lead agency.

D. LEAD AGENCIES FOR ASES AND OFCY GRANTS

Due to well established coordination challenges resulting from two agencies administering a Prop 49 and OFCY grant, the applicant for the OFCY grant must be the same agency that administers the Prop 49 grant.

E. AWARD CRITERIA

Priority consideration will be given to those school sties that

- High percentage of students (and/or # of students) on Free and Reduced lunch- students with a FRL at 49% or below are not eligible to apply.
- Strong commitment on the part of the principal to alignment between after school and school day
- Performance and quality as illustrated by OFCY and OUSD evaluation; average daily participation rates; and site visits conducted by OFCY grant monitoring team
- Geographic balance
- Collaboration with various CBO and community providers that demonstrate capacity to align enrichment and youth development programming with the school-day
- Youth development focus
- Proposal score

NARRATIVE QUESTIONS WILL BE AVAILABLE UPON RFP RELEASE.


City Attorney

FILED
OFFICE OF THE CITY CLERK
OAKLAND

2009 OCT 29 PM 3:54

OAKLAND CITY COUNCIL

RESOLUTION No. _____ C.M.S.

A RESOLUTION TO ADOPT THE OAKLAND FUND FOR CHILDREN AND YOUTH STRATEGIC PLAN (2010-2013)

WHEREAS, In November 1996, the voters of Oakland approved Measure K/Kids First! Initiative which established the Oakland Fund for Children and Youth ("OFCY") under Article XIII of the Oakland Municipal Charter to support direct services for children and youth; and

WHEREAS, Charter Section 1303 requires the Planning and Oversight Committee ("POC") submit to the City Council for its adoption a Three-Year Strategic Plan and corresponding program funding recommendations, with the first plan beginning July 1, 2010; and

WHEREAS, the POC and its staff gathered data through a community needs assessment, community meetings, and best practices research to assess potential priority areas for the strategic plan; and

WHEREAS, the POC and community members selected high priority strategies to include community playgroups and mental health and developmental consultation in early care and education settings for children ages 0-5; school-based after school, community-based after school, and summer services for ages 5-15; transitions programming, youth leadership in health, and conflict resolution services for ages 10-20; and academic and career/job success and comprehensive and engagement programming for older youth ages 15-20; and

WHEREAS, the high priority strategies target specific age ranges, goals, intended outcomes, and community needs; and

WHEREAS, these high priority strategies have been presented to City Council in the 2010-2013 Strategic Plan; and

WHEREAS, the 2010-2013 Strategic Plan was approved by the Planning and Oversight Committee on October 21, 2009; now, therefore, be it

RESOLVED: That the City Council hereby adopts the 2010-2013 Strategic Plan of the Oakland Fund for Children and Youth and Planning and Oversight Committee attached as Exhibit A hereto.

IN COUNCIL, OAKLAND, CALIFORNIA, _____, 2009

PASSED BY THE FOLLOWING VOTE:

AYES - BROOKS, DE LA FUENTE, KAPLAN, KERNIGHAN, NADEL, QUAN, REID, AND
PRESIDENT BRUNNER

NOES-

ABSENT-

ABSTENTION-

ATTEST: _____
LATONDA SIMMONS
City Clerk and Clerk of the Council
of the City of Oakland, California

Oakland Fund for Children and Youth Strategic Plan

2010-2013



Oakland Fund for Children and Youth Strategic Plan

2010-2013

VISION STATEMENT

All children and youth in Oakland are celebrated and supported by a caring network of community members and organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city. — *September 11, 2009*

Oakland Fund for Children & Youth Mission, Vision & Values

The vision, mission and values had been developed during the previous strategic planning process and were reviewed and revised slightly by the SPSC during the first part of the process. They were reproduced for all meetings and used as a point of reference during all decision-making processes.

OFCY emerged from a grassroots, community effort to improve the wellbeing of children and youth. We value children and youth as our greatest asset and enter into these efforts with a strong desire to encourage the full potential of all of Oakland's children and youth. We are guided by the following framework:

VISION

All children and youth in Oakland are celebrated and supported by a caring network of community members and organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

MISSION

We provide opportunities and resources for Oakland's children and youth (0-20 years old) to become healthy, productive, ethical, and successful community members. We achieve this by funding organizations, creating policy, building capacity and ensuring accountability to encourage these outcomes. We work collaboratively through partnerships with children, youth, and families, community organizations, public agencies, schools and other funders.

VALUES

Social & Economic Equity: Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

Child & Youth Development: We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.

Community and Collaboration: We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

Acknowledgments

The Oakland Fund for Children & Youth Strategic Plan 2010-2013 could not have been developed without the involvement of dozens of community members who either served formally as Mayoral or City Council appointed representatives or who served on Task Forces convened explicitly to provide input into the strategic plan. The roles of the various representatives in the process are outlined below followed by a listing of all the individuals who contributed to the development of this plan.

OAKLAND FUND FOR CHILDREN & YOUTH PLANNING AND OVERSIGHT COMMITTEE

The OFCY Planning and Oversight Committee (POC) was responsible for assigning POC members to the Strategic Planning Sub-Committee (SPSC), receiving monthly reports from the chair of the SPSC, Maurilio Leon, or his designee, and providing input to the SPSC and consultants throughout the process. On September 16, 2009, the POC reviewed the initial draft of the strategic plan providing comment and suggestions and approving the plan as amended. The POC is comprised of Mayoral and City Council appointed representatives, both youth and adult, and has responsibility for oversight of the development and implementation of the strategic plan, the programs funded to support that plan and the evaluation designed to measure the degree to which funded programs are implementing strategies as planned and having the intended impact.

OAKLAND FUND FOR CHILDREN & YOUTH STRATEGIC PLANNING SUB-COMMITTEE

The OFCY Strategic Planning Sub-Committee (SPSC) was made up of representatives of the overall POC. Four adults and 2 youth members were assigned from the POC as representatives, in addition to the Education Advisor from the Mayor's office. The SPSC oversaw the strategic planning process and develop-

ment and finalization of the strategies. Eight SPSC meetings took place during the 9 month planning period, each focusing on a different aspect of the plan.

OAKLAND FUND FOR CHILDREN & YOUTH TASK FORCE

Four Task Forces were developed to represent and provide input on the four age groups the OFCY strategic plan addresses: 0-5; 6-10; 11-14; and 15 & up. The Task Forces were comprised of providers, representatives of youth-serving agencies and youth and met 3 times during the planning process. The Task Forces were asked to provide input into the community and youth indicator data, review best practices research and recommend/ prioritize strategies to the SPSC.

FOR A FULL LIST OF ALL PLANNING PARTICIPANTS,
PLEASE SEE APPENDIX A.

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Executive Summary



The Oakland Fund for Children and Youth was established in November 1996 when Oakland's voters passed the Kids First! Initiative (Measure K). Measure K amended the City Charter, setting aside 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age for a twelve-year period. Measure K also established OFCY's Planning and Oversight Committee as responsible for strategic planning, funding recommendations, and evaluation of OFCY initiatives. See Appendix E for a copy of Article XIII Kids First! Oakland Children's Fund.

Established through a special election held on July 23, 2009 Measure D reauthorizes funding for the Oakland Fund for Children and Youth for 12 years (2010-2022). Measure D sets aside 3% of the City's unrestricted General Purpose Fund and requires a three-year rather strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age, and reaffirms responsibilities of the Planning and Oversight Committee, which includes overseeing the development and approving a three-year Strategic Investment Plan to guide the allocation of funds.

OVERVIEW OF PLANNING PROCESS

The OFCY strategic planning process was highly participatory and consisted of:

- ◆ Eight meetings of the Strategic Planning Sub-Committee (SPSC) of the Planning and Oversight Committee (POC), in addition to monthly meetings of the full POC;
- ◆ Review of a wide range of data in order to complete a full community and youth indicator analysis;
- ◆ A comprehensive review of best practice literature;
- ◆ A community input process that included 29 key informant interviews, 13 focus groups, an online provider survey with 65 respondents and 2 community caucus meetings in East and West Oakland; and
- ◆ Three Task Force meetings involving 90 stakeholders who were each part of a workgroup distinctive to the age group they most clearly represented.

During and in between SPSC and Task Force meetings, best practices research was reviewed and strategies were developed. All meetings were open to the public and SPSC routinely had 10-20 community members present providing comment that was incorporated into deliberations. Youth played a significant role in the process with a Youth Planning Team comprised of interns from MetWest High School working with consultants to design, plan and facilitate focus groups with youth and to participate in planning meetings to ensure a youth voice. Five youth also participated on the Older Youth Task Force providing input into youth needs and strategies that would best address those needs.



Several key themes arose out of the 2010-2013 OFCY strategic planning process. These ideas were mentioned by many of the participants in the process and also were confirmed as best practices in the literature. In addition, OFCY staff and potential partners confirmed the importance of the following:

- ◆ Increased funding allocation for the early childhood (0-5) programs and services
- ◆ Increased alignment and integration of services with other partners
- ◆ Emphasis on higher need children and youth who might otherwise “slip through the cracks”
- ◆ Emphasis on family engagement and support for family caregivers
- ◆ Emphasis on applied learning
- ◆ Emphasis on peer-to-peer learning
- ◆ Affirmation of youth development principles

The strategic planning process obtained input from several hundred residents and had the benefit of significant ongoing involvement of dozens of Oakland stakeholders in Task Force meetings and through public comment at SPSC public meetings. This high level of authentic participation has ensured that the plan itself will enjoy broad support from the commu-

nity. In addition to the public meetings, and ongoing conversation with stakeholders and major partners has created a shared understanding of how OFCY funds can be used.

A ONE-PAGE SUMMARY OF THE HIGH-PRIORITY STRATEGIES THAT COMPRISE THE STRATEGIC PLAN 2010-2013 CAN BE FOUND ON THE FOLLOWING PAGE.

STRATEGY DESCRIPTION
<p data-bbox="256 422 691 453">Early Childhood Development (0-5 Years)</p> <p data-bbox="256 472 1414 533">Mental health and developmental consultation for early care settings: Comprehensive prevention and early intervention activities in early care and education settings.</p> <p data-bbox="256 552 1430 613">Family/child enrichment, learning and developmental opportunities: Playgroup activities engage families in their child's learning, strengthen attachments, and build parenting peer supports in community settings.</p>
<p data-bbox="256 674 1073 705">Out of School Time Healthy Development and Academic Success (5-14 years)</p> <p data-bbox="256 741 1414 835">After school programs feature applied learning and skill building in education, arts, and leadership in schools, communities year round and during the summer months: Enrichment, project-based learning, and leadership activities that promote academic learning and resiliency in a school or community setting.</p> <p data-bbox="256 854 1422 949">Applied learning and improved opportunities for health: Increase access to nutrition activities through school-based garden and fitness programs that promote healthy eating choices and active living with curricula that is aligned with the school day academic curriculum.</p> <p data-bbox="256 968 1406 1062">Family engagement in out of school time linked with the school day: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with family support activities that are linked between the after school hours and the school day.</p>
<p data-bbox="256 1073 773 1104">Wellness and Healthy Transitions (11-20 Years)</p> <p data-bbox="256 1140 1360 1201">Transition programming in school settings: Programs that focus on youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).</p> <p data-bbox="256 1220 1430 1354">Health and wellness education with emphasis on peer education and youth development: Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment, including programs integrated with school based health clinics.</p> <p data-bbox="256 1373 1390 1434">Conflict resolution skills: Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.</p>
<p data-bbox="256 1472 902 1503">Older Youth Transitions to a Healthy Adulthood (15-20 Years)</p> <p data-bbox="256 1539 1422 1600">Support services for academic and career success: Career preparedness and programs that reinforce academic success, graduation, college, work readiness and may include internships, paid employment, and mentoring.</p> <p data-bbox="256 1619 1422 1713">Comprehensive supports and enrichment programs for youth transitioning to adulthood: Increase access to neighborhood-based programs that support youth engagement in a variety of activities or specific supports for vulnerable youth such as English language learners, foster youth, and diverse communities of youth.</p>

Section 1: Background

The Oakland Fund for Children and Youth was established in November 1996, when Oakland's voters passed the Kids First! Initiative (Measure K). Measure K amended the City Charter, setting aside 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age for a twelve-year period. Measure K also established OFCY's Planning and Oversight Committee as responsible for strategic planning, funding recommendations, and evaluation of OFCY initiatives.



Kids First! Oakland Children's Fund legislation (Article XIII of the Oakland Municipal Charter) was established by the passage of Measure D on July 23, 2009. It reauthorizes funding for the Oakland Fund for Children and Youth for 12 years (2010-2022). Measure D sets aside 3% of the City's unrestricted General Purpose Fund and requires a three-year strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age and reaffirms responsibilities of the Planning and Oversight Committee.

The goals of Measure D are outcome-based and focus on improving early healthy child development, improving student success in school, preventing violence and gang involvement and preparing older youth for a successful transition to adulthood. The goals as they are listed in the legislation are as follows:

1. Support the healthy development of young children through pre-school education, school-readiness programs, physical and behavioral health services, parent education and case management.
2. Help children and youth succeed in school and graduate high school through after-school academic support and college readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service-learning, and arts expression.
3. Prevent and reduce violence, crime, and gang involvement among children and youth through case management, physical and behavioral health services, internships, work experience, outdoor education, and leadership development, including civic engagement, service-learning, and arts expression.
4. Help youth transition to productive adulthood through case management, physical and behavioral health services, hard-skills training and job placement in high-demand industries, internships, work experience, and leadership development, including civic engagement, service-learning and arts expression.

The measure also stipulates that a Strategic Investment Plan be created every three years and that its development be overseen by the POC. This strategic plan covers the period of July 1, 2010- June 30, 2013.

Section 2: Planning Process

The strategic planning process took place between January and September of 2009. Gibson & Associates (G&A) and Resource Development Associates (RDA) worked with City staff and community stakeholders to develop a strategic plan that reflects authentic community input, as well as the priorities of the City of Oakland. A participatory planning process was designed explicitly to encourage stakeholder involvement in every facet of planning. Among the participatory elements to the process:

- ◆ Extensive collaboration between consultants and OFCY staff in the community input process and in the scope and focus of the needs assessment;
- ◆ Extensive community input process including: key informant interviews, focus groups, community caucus meetings and a provider survey;
- ◆ A Youth Planning Team comprised of MetWest High School interns who worked throughout the spring designing, organizing and conducting focus groups with youth throughout the City and who participated in planning meetings to ensure a youth voice and a youth perspective into the process;
- ◆ SPSC development of decision-making criteria;
- ◆ Sharing with OFCY staff, SPSC and Task Force members preliminary drafts of needs assessment and best practice research summaries to allow for input into the direction of this work;
- ◆ Ongoing meetings with stakeholders and major OFCY partners to explore how best to leverage resources, integrate strategies, and align efforts; and
- ◆ Open public SPSC meetings encouraging input from community members throughout all deliberations and priority setting activities.

Participatory processes allow the community to be part of the thinking process and, as such, share pre-



liminary thinking before it is fully formulated. The result is a process where stakeholders feel a sense of ownership. Before decisions have been nearly formalized, authentic debate and input has been provided. What emerges is a plan where most stakeholders recognize their imprint. While the process of arriving at consensus is not always easy, the consensus achieved in the end is authentic and the plan should enjoy broad support from the community as it is not only the SPSC's plan, but a plan that is also developed by Task Force members, key informants, community representatives and youth.

FOR MORE DETAILED INFORMATION ON THE OVERALL PLANNING PROCESS AND THE ACTIVITIES INVOLVED, PLEASE SEE APPENDIX B.

Section 3: Community and Youth Indicator Report

COMMUNITY ASSESSMENT GENERAL THEMES

This section describes a number of themes that emerged from the community input and needs assessment process. The community assessment identified a

children 0-5. The table to the below (fig. 3.1) shows that children 0-5 represent 28% of the population of Oakland's children 19 and under. Based upon Census

AGE RANGE	2000	2000 % OF YOUTH POP.	2005-2007	2005-2007 % OF YOUTH POP.
Total Population	399,484		372,247	
Under 5 years	28,292	26%	27,032	28%
5 to 9 years	30,134	27%	24,158	25%
10 to 14 years	26,502	24%	22,520	23%
15 to 19 years	24,664	23%	22,377	23%
Total Youth 0-19	109,592		96,087	

Figure 3.1

number of themes or needs that spanned all ages. This summary was used as context by both the Task Forces in their third meeting and by the Strategic Planning Subcommittee during its retreat and final committee meetings where strategies were finalized. Excerpts from the summary were also incorporated into the presentation to the City Council on September 29, 2009.

HISTORIC YOUTH POPULATION DATA

The population of Oakland has shifted over the years with a general decline in the total population. However, one age group has continued to grow in size,

data, age groupings almost exactly mirror OFCY funding groupings.

POVERTY DATA

A high proportion of Oakland children live in poverty as the table on page 9 (fig. 3.3) reveals. Families living in poverty are far less likely to be able to access recreation, counseling, enrichment, and other services and supports that require fees. Furthermore, research indicates that children living in poverty are far more likely to be served by low-performing schools and experience health disparities. In short, children living in poverty are in need of the kinds of services and supports funded by OFCY.

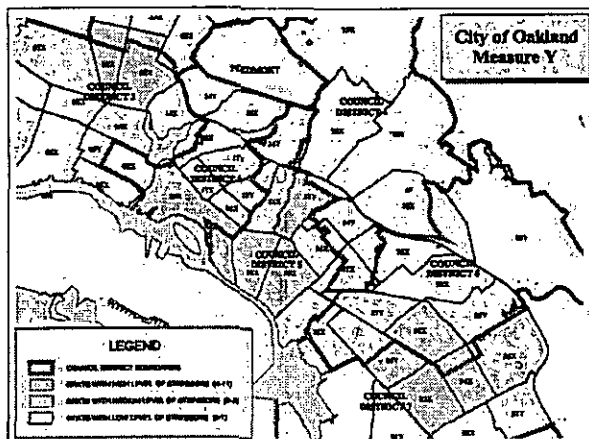


Figure 3.2

Source: Oakland Police Department

NEIGHBORHOOD POVERTY AND STRESS

One of the most important themes identified relates to geographic disparities in Oakland. What follows are a series of indicators that describe the community environment in which Oakland children live and the impact that this environment can have on the ability of children and youth to thrive.

The map at left (fig. 3.2) identifies neighborhoods that have high levels of 'stress.' The shaded neighbor-

hoods are high stress neighborhoods. Stress has been defined by 11 key community indicators:

- ◆ Number of arrests of youth 18 years and under;
- ◆ Arrests for young adults age 19-29;
- ◆ Incidents of domestic violence;
- ◆ Incidents of child abuse;
- ◆ Incidents of violent crime;
- ◆ Incidents of Part I and Part II offenses (a common list of serious offenses both violent and property);
- ◆ Unemployment rate;
- ◆ Percent of families living below poverty level;
- ◆ Percent of families living on public assistance;
- ◆ Number of Chronic Truants;
- ◆ Violent Suspensions.

These indicators capture a combination of the environment in which our children reside (poverty, crime, public assistance, violence, family violence, unemployment) and the ways in which children function in this environment (truancy, suspensions, youth and young adult crime).

As the maps on page 10 illustrate (fig. 3.4 and 3.5), children who live in these neighborhoods also attend low performing schools, are more likely to be truant.

A view of student truancy gleaned from OUSD data illustrates that schools with high truancy tend to be located along the I-80 corridor with the most high truancy schools located in East and West Oakland and in parts of San Antonio and Fruitvale. In the map on page 10 (fig. 3.4), schools with the highest truancy are projected with yellow being high schools, red being middle schools and blue being elementary schools. High truancy was defined as having 10 or more absences in the current school year (2008-09). Many studies correlate high truancy with high drop out rates and low school performance. Indeed, the second map on page 10 (fig. 3.5) depicts elementary, middle and high schools with 'similar schools' Academic Performance Index (API) ratings of 1. API ratings range from 1-10 with 1 being the lowest. 'Similar schools' means that the ratings are adjusted to rank schools only against other schools with similar poverty levels and proportions of students of color attending. As with the previous map on truancy, these schools are heavily concentrated in East and West Oakland, with a couple of schools in San Antonio-Fruitvale and one in North Oakland. None can be found north of I-580.

AGE BY POVERTY STATUS, CHILDREN 17 YEARS AND YOUNGER				
Age Cohort	Below 200% of Poverty		Above 200% of Poverty	
	Number	Percent	Number	Percent
Under 5 years	14,005	52%	13,104	48%
5 years	13,212	57%	12,448	43%
6-11 years	19,832	56%	15,556	44%
12 to 17 years	15,723	53%	13,746	47%
Total	52,772	54%	44,854	46%

Figure 3.3



Figure 3.4

California Department of Education data demonstrate that OUSD students drop out at more than double the rate than that of other communities in Alameda County.

In short, poverty, crime, delinquency, truancy, unemployment, child welfare, domestic violence, and low school performance are concentrated along the I-80 corridor. If resources target 'high-need' children, one way to achieve this would be to concentrate its investments in these higher-need communities. Another strategy mentioned by key informants was to use a portion of OFCY funds to target a specific high need neighborhood and develop a focused initiative that spanned ages 0-20, as has been done in New York in the Harlem Children's Zone.

EARLY CHILDHOOD INDICATORS

First 5 Alameda County conducted an analysis of kindergarten age children in low-performing elementary schools in San Lorenzo, Livermore and Oakland Unified School Districts to determine the degree to which children served by low-performing schools were 'ready' for kindergarten upon entry into school. Over 575 children were assessed, an assessment that included surveys of parents and kindergarten teachers. Data collected in an Alameda County school

readiness assessment underscores the challenges that are present both in low API schools and among many of the families of the students. From the 575 children studied in this research:

- ◆ Sixty-three percent of the students were English Learners.
- ◆ Forty-nine percent of students spoke Spanish as their primary language, 36 percent spoke English, and six percent spoke Chinese. Small percentages spoke Filipino/Tagalog, Vietnamese, Farsi/ Dari, or another language as their primary language.
- ◆ Fifty-two percent of children had a mother whose highest level of education was high school or less.
- ◆ Many families were struggling financially; 51 percent indicated that their household income was less than \$35,000, 39% were on Medi-Cal, and 10% were receiving insurance through Healthy Families.
- ◆ Almost one in ten students (9%) had been born to a teen mother; almost one in four (23%) were from single parent households, and another 23 percent of parents had lost a job in the past year.



Figure 3.5

This data underscores the need for interventions with children at risk of developmental delays prior to children entering kindergarten, something that was noted during key informant interviews and Task Force meetings where stakeholders described the critical need for services both to parents and child care staff working with children with developmental, emotional and behavioral problems, referring to a high proportion of children being expelled from preschool. While local data was not available, research Pre-K students are expelled at a rate more than three times that of children in grades K-12, according to Yale University's Walter Gilliam study, "Pre-kindergartners Left Behind: Expulsion Rates in State Prekindergarten Systems." The study showed that for every 1,000 preschoolers enrolled in state pre-K programs, 6.67 are being tossed out of school, compared with 2.09 per 1,000 students in elementary, middle, and high schools according to the research. Expulsion rates are even higher for preschoolers enrolled in community-based programs. The thought of preschoolers' being ejected also suggests to some experts that pre-K teachers—many of whom do not have college degrees—need more training in how to handle difficult youngsters. Orange County, just completed a two-year program that utilized trainings followed by on site TA tailored to the needs of the program. The TA involved assistance with children about to be expelled. The success rate for this service in ECE programs was impressive. Out of 42 observations: 30 continued to be enrolled, 5 moved, 2 went to special ed, 4 went to K and only 1 was discharged due to behavior (biting).

STUDENT SCHOOL SUCCESS

Success in school is the single greatest predictor of positive adult outcomes. Higher income, future homeownership, better health, and non-involvement in the criminal justice system are all highly correlated with success in school. In the increasingly competitive employment market, a high school diploma will be critical but still likely an insufficient requirement for

future success. As a result of the importance of school success, we have summarized the historic trajectory of Oakland students beginning in the second grade and following test score data through 11th grade¹. Among the major points of interest:

- ◆ At the earliest age of testing (2nd grade), OUSD students are 5% behind the state average in both reading and math and over the last four years have made steady incremental advances.
- ◆ A general trend is that as OUSD students progress through school, lower percentages of students achieve proficiency. Note for example, that from 2nd to 5th grade, students drop by 3% in English proficiency and by 8% in math.
- ◆ Sixth grade is a critical year, as it signifies the transition from elementary to middle school. At this point in time, OUSD students tend to experience a steep decline in achievement, and the difference between OUSD and the State average spreads. In 5th grade OUSD students were 7% behind the State in English and 10% behind in math. However in 6th grade, the difference becomes 20% in English and 17% in math. What is more significant, the percent of students proficient in reading declines from 40% to 27% in English and from 48% to 27% in math. Many key informant interviews highlighted the transition from 5th to 6th grade as a particularly difficult transition year.
- ◆ While test scores continue to decline after 6th grade, the trajectory here mirrors the State average.
- ◆ OUSD drop out rate is twice the rate for Alameda County, so while test scores do not necessarily decline in 9th-11th grade, this is when students begin to drop out in large numbers.

¹It has been noted that district wide test scores may overstate declines in test scores at times when disproportionate numbers of families are removing their children from OUSD, as is the case when children are moving into middle school. This factor may inflate the decline in test scores in the 6th grade.

- ◆ OUSD CAHSEE exit exam pass rates are 20% lower than the state average in both math and English, approximately mirroring the difference in test scores from 6th-11th grades.

Since the mission of OFCY is to help Oakland children and youth “become healthy, productive, ethical, and successful community members” and since Measure D focuses OFCY upon improving early child development, school success, and successful transitions to adulthood as well as to reducing youth, crime, violence and gang involvement, it makes sense that OFCY would target resources to youth who are at risk of not becoming healthy, productive, ethical and successful community members.

TRANSITIONS

Throughout the key informant interview process, it was noted that one of the key systemic challenges faced by Oakland is to address the special needs of youth as they go through transitions from one developmental level to the next. These transitions are marked by the movement from early childhood to kindergarten, moving from elementary to middle school and the movement from middle school to high school.

Transition to Elementary. While there is little local data on the transition into elementary school, there is an abundance of research that shows that many children enter elementary school up to two years behind developmentally, a gap that never disappears. According to data from Every Child Counts, Alameda County (First 5), children are statistically significantly more ready for school when they have experienced pre-k activities and even more ready when they have preschool experience. In Alameda County, only about half of children entering kindergarten are considered well-prepared, and data from the First 5 study that indicates children living in neighborhoods served by low-API schools and children of parents who are English Language Learners are particularly at risk of not being prepared for kindergarten².

Transition to Middle School. As the data on page 13 (*fig. 3.6*) illustrates, the transition is especially difficult when students move from elementary school to middle school. It is here where scores plummet, truancy increases, and a commitment to school and community erode. As the Healthy Kids Survey indicates, by the time youth reach ninth grade, their sense of connection to the community declines and their connections with caring adults diminish. It is in middle school that youth also feel most unsafe and the highest proportion of youth feel the need to carry weapons.

Transition to High School. While test scores do not decline precipitously in high school, it might be said that in middle school most struggling students remain in school and just do poorly, while in 9th and 10th grade these struggling students begin to drop out. Furthermore, for youth who ultimately drop out, specific strategies to either re-engage them in education or prepare them for the workforce are essential.

CHILD HEALTH & OBESITY

The prevalence of childhood obesity was a theme that reoccurred in key informant interviews and was also found as an important health issue in a review of the research, particularly in high poverty communities, such as Oakland. Local data from the Alameda County School District (*fig. 3.7*) on page 14 affirms that children in Oakland have much higher prevalence for obesity than do children in other Alameda County cities. Obesity is a marker for other costly, but preventable diseases, such as hypertension, cardiovascular disease, and most commonly for diabetes.

OFCY has historically supported programs that address the health of youth through its support for school-based sports programs, asthma education and HIV prevention. In addition, Alameda County, the Atlantic Foundation, and OUSD have invested significant resources in developing a plan for installing school-based health centers in 14 Oakland schools

²School Readiness in Alameda County, 2009. Results of a 2008 Pilot Study by Applied Survey Research for Alameda County First 5.

GRADE-YEAR	ANALYSIS	ENGLISH LANGUAGE ARTS	MATH
5TH GRADE	Note that test scores drop from 2 nd to 5 th grades, although not by large amounts. This is a trend that persists throughout the school experience of OUSD students.		
2008		40%	48%
2008 State Average		48%	44%
2007		35%	41%
2006		33%	39%
2005		33%	38%
6TH GRADE	This is a transition year with students having moved from elementary to middle school. Note the precipitous drop in test scores, 13% in English and 21% in math. Note also that the state average does not decline at all, so that at this point OUSD falls significantly behind the state average.		
2008		27%	27%
2008 State Average		47%	44%
2007		25%	23%
2006		23%	24%
2005		21%	23%
9TH GRADE	This is also a transition year with students moving from middle to high school. The decline experienced between 5 th and 6 th grades does not occur here.		
2008		27%	46%
2008 State Average		49%	66%
2007		26%	49%
2006		23%	46%
2005		23%	38%
10TH GRADE	Test scores begin a significant decline in 10 th grade, particularly in math, a decline that worsens in 11 th grade.		
2008		22%	15%
2008 State Average		41%	36%
2007		19%	19%
2006		19%	14%
2005		19%	11%
CAHSEE PASS RATES			
The gap in pass rates between the state and OUSD approximates the gap in annual test scores in math and English that begins in the 6 th grade and remains throughout middle and high school.			
		Oakland	CA
Math		61%	78%
English Language Arts		60%	79%

Figure 3.6

ensuring broader access to primary care and affording the City and OUSD opportunities to build around these centers through health promotion, prevention, peer and parent health education, and nutrition education efforts. OFCY strategies included an opportunity for after school programs to incorporate gardening programs that introduced children to healthier dietary options while also providing opportunities to apply science and math concepts introduced in school.

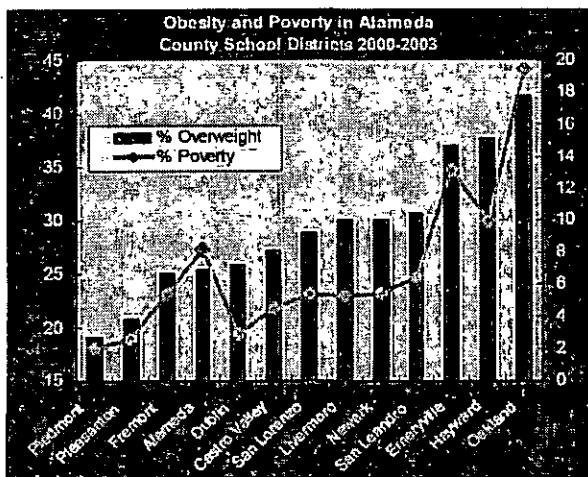


Figure 3.7 Source: Alameda County Dept. of Public Health

SAFETY

As the table page on page 15 (fig 3.8) indicates, the prevalence of violent crime is much more predominant in Oakland than in other Alameda County cities. Surveys, focus groups, and key informant interviews revealed that a primary concern among parents and youth was personal safety. What is more, the 'stressor' chart shows that the preponderance of violence and crime is concentrated in the low-income neighborhoods of East and West Oakland and to a somewhat lesser degree in North Oakland, San Antonio and Fruitvale. Finally, Healthy Kids Survey data for OUSD students show that middle school is the age when students feel least safe and surprisingly the age when youth are most commonly carrying weapons to school.

OTHER THEMES FROM THE COMMUNITY INPUT PROCESS

A variety of other themes and/or special populations emerged from the key informant interviews, focus groups, community caucus meetings and taskforce meetings.

Needs of Special Sub-Populations.

A number of populations either have been explicitly funded, have been considered for funding in the past, or have been raised by stakeholders or youth as worthy of being considered. Among these special populations are LGBTQ youth, foster youth, migrant or new immigrant youth, children with disabilities, or simply youth who are deemed 'at-risk' for any number of reasons.

Staff and Parent Training and Education.

Historically OFCY has limited parent training and education to providing education and training to parents of children 0-5. The Task Forces have advanced strategies that might provide training and support to parents at all levels; indeed, family involvement and support was a recurrent theme, and strategies that fostered family involvement also were prominently considered. There is also significant research that shows that staff training of early childhood programs and child care programs in literacy and child development and identification of behavioral issues contribute to very positive outcomes for children. As a result of community input and research supporting the importance of staff consultation and training, funding was increased to 0-5 mental health consultation and collaboration as well as to 0-5 child-parent enrichment. Additionally, strategies at the elementary and middle school levels emphasized parent engagement and efforts to connect parents to available parent support services.

Cultural Competency.

Addressing the needs of children and youth in a culturally competent manner was emphasized in most

task forces and in many key informant interviews. Identifying culturally competent services is best addressed by awarding priority points to applicants who demonstrate culturally competent approaches in all program strategies.

Housing.

Housing is simply not a strategy that has been addressed by OFCY as the costs and the ability to serve anything like the number of older youth in need of housing far outstrips OFCY's funding. However, this issue was raised quite vigorously by members of the Older Youth Task Force, and housing as a priority and need in the community should be identified, even if funding is not available:

Collaboration and Service Integration.

Improved ongoing communication within and among programs, schools and community was viewed as essential to delivering integrated services. Integration comes in many forms. It can be found in after school programs that offer tutoring, enrichment, sports, and parent-child activities. It can be found in programs that use service learning or projects such as community gardens in a way that links to science and math instruction and involves parents and older youth with

children. It can be found in programs that use peer educators from high schools delivering health promotion and prevention messages to middle school youth, thereby addressing multiple needs simultaneously with high school youth learning leadership and communication skills and middle school youth hearing about health issues from peers they respect.

Learning and Skill Building.

Key informants and youth indicated the desire to use enrichment activities to provide youth with opportunities to apply skills and capacities developed in school in the community or in activities that were chosen by youth. This could include community gardens, video and computer graphics, peer education, service learning and other after school or community-based activities. Strategies at the elementary and middle school levels emphasized opportunities for youth to apply the skills they are developing in school through service learning and applied learning enrichment activities. Internships, community service, peer education and peer leadership were identified as important strategies for both middle and high school youth.

Systemic Approaches: This issue also covers many facets. First, it is concerned with OFCY promoting greater collaboration, leveraging of resources and integration of services that improve outcomes for children and youth. Certainly the Oakland After School Program initiative is one example where viewing after school services systemically resulted in improved after school programs in Oakland and district-wide leveraging of State funding. Other systemic opportunities exist and can be explored. For example, the community school initiative is a key goal of OUSD's Complimentary Learning Program. OFCY's continued support for after school programs could become a key component of a larger OUSD-led effort to create community schools. Similarly, OFCY support for peer health, health education and leadership development services could be linked to the developing OUSD-Alameda County Health Care Services plans

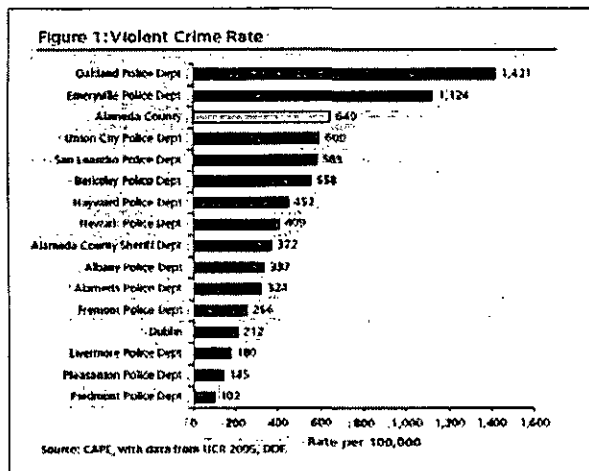


Figure 3.8 Source: Alameda County Dept. of Public Health



for creating a network of school-based health centers. Finally, OFCY discussions with Every Child Counts Alameda County (First 5) and Oakland Parks & Recreation and funding for 0-5 child enrichment and development activities continues to cultivate growth in early childhood programming throughout the city. In these ways, OFCY can play a role in system-thinking and system development for services for children and youth.

Continued conversations between the City and OUSD and Alameda County Health Care Services Agency will further integrate and align resources through the development of a system of school-based health centers and the creation of community schools. Each of these strategies represent slight departures from the prior plan and are indicative of how OFCY is responding to community input and emerging opportunities.

Section 4: Strategies

OVERVIEW

This section begins with a discussion of the major themes that are incorporated throughout the strategies. Following the discussion of themes, brief summaries of all the strategies are presented. Finally, a table is presented on page 24 (fig. 4.1) that summarizes the connection between each strategy and the outcomes of Measure D. For a complete summary of each strategy, please refer to Appendix F.

Major themes incorporated into strategies

- ◆ Strategies emphasize integration of services or alignment with other major school district, city and county initiatives.
- ◆ Strategies emphasize scale.
- ◆ Strategies focus on integration of academic and enrichment programming through applied learning.
- ◆ Strategies focus on family engagement.
- ◆ Strategies focus on the needs of high-need children and youth.

Strategies Emphasize Integration of or Alignment with Services with Other School District, City and County Initiatives.

Several OFCY strategies represent efforts to align resources with other school district, city and county initiatives. In 0-5, both strategies are aligned with and fill gaps in Alameda County's First 5 initiative and particularly its Screening Assessment Referral and Treatment (SART) approach to early identification of children with mental health and developmental conditions or with parents and caregivers who need consultation to effectively parent children with behavioral issues. The After School Program funding leverages school district-managed state funding, supports the city's desire to create universal access to after school enrichment programming, and could contribute to the district's emerging plan to develop



community schools throughout the city. In addition, the Transitions Programs strategy supports a new district initiative targeting youth in transition.

Strategies Emphasize Scale and City-Wide Impact.

The importance of providing quality programming has been a key theme throughout the strategic planning process. In addition to quality, the interest in supporting a large number of certain types of programs throughout the entire City, particularly in low-resource areas, has been stressed. The mental health and developmental consultation strategy for the early childhood age group will allow much needed services in many of the Child Development Center, Head Start and neighborhood-based sites throughout Oakland. Also in the early childhood strategy area, the number of family/child enrichment activities will be increased and are likely to reach many families in community-based settings. After school programs will be far-reaching and receive funding for high-quality, applied learning programming. In particular, innovative programs will have opportunities to reach children and youth who are in need of physical activity, gardening/nutrition and family engagement activities. Oakland youth will also have many summer options from which to choose.

Strategies Focus on Integration of Academic and Enrichment Programming through Applied Learning.

The importance of supporting applied learning was by far the most recommended component of the after school strategies by the Task Force participants. Providers recognize the high need for both academic support outside of the school day and enriching, *hands-on activities that are fun and demonstrate alignment with curriculum.* In addition, applied learning is recognized in the literature as a best practice for successful after-school programming. OFCY can support a variety of these programs so that ideally children and youth are able to discover their best skills and interests. Gardening activities are good examples as they can take place right at a school or community site, incorporate interest in planting and nature, can *develop a variety of math and science skills, and also tie into understanding where food comes from, how to eat healthy and various nutrition education lessons.*

Strategies Focus on Family Engagement.

The community and youth indicator analysis, in addition to input from the Task Force, led to family engagement being one of the top priorities in the 2010-2013 strategic planning process. All of the strategy areas incorporate family engagement into one or more of the strategies. In particular, the two early childhood strategies highlight family consultation, engagement and support. The strategies allow family caregivers to connect better with their children and their communities. Additionally, the school-based after school program strategies are linked to sub-strategies in *funding amounts that will allow for a variety of activities to increase family involvement with a child's academic and enrichment activities and also provide resources that parents identified as being a high need.*

Strategies Focus on the Needs of High Need Children and Youth.

The needs of high-risk children and youth were deep concerns of community input process participants, the

Task Force members, as well as members of the SPSC. The mission, vision and values and goals of Measure D also point to the importance of programs and services reaching hard to reach children and youth. In addition, the City of Oakland Measure Y funding cuts leave gaps in funding that OFCY can partially fill. The early childhood strategies reach high-need children and families both by providing *consultation and screening some may not otherwise get and by introducing developmental and enrichment programs that families may not otherwise have access to.* The RFP process will highlight the requirement of school-based after school programs, community-based out-of-school programs and summer programs to reach children from lower resource neighborhoods and also provide special focus on children with high needs. The health and wellness strategies focus on hard to reach youth by supporting transition and conflict resolution programming. These strategies focus on preventing youth from "slipping through the cracks," such as newly immigrated or homeless youth, who are often missed and not given the same opportunities as other youth. The second older youth strategy provides access to supports and services for all youth, increasing access to enrichment opportunities delivered in a range of community settings.

Strategies Emphasize Partnerships around Financial Leverage, Technical Assistance, Coordination and Planning.

One of the three values developed by the SPSC for its Mission, Vision and Values statement includes a commitment to community and collaboration. OFCY staff were/ are working with identified partners to develop opportunities for leveraging resources and financial opportunities, collaborating on technical assistance and planning for the future. Potential partners are reflected in all 11 strategy descriptions.

Overview of strategies

This section outlines strategies organized in the following priority areas:

- ◆ Early Childhood (Ages 0-5)
- ◆ Out of School Time (Ages 6-14)
- ◆ Wellness and Healthy Transitions (Ages 11 & up)
- ◆ High School and Older Youth (Ages 15 & up)

Each strategy is described briefly, including the anticipated proportion of funding to be allocated to each strategy. These allocation levels are expressed in ranges and are to be viewed as approximate funding levels. Actual funding levels may vary considerably based upon the quality of proposals submitted.

Early Childhood Strategies

1. **Mental health and developmental consultation.**

Comprehensive prevention and early intervention activities will be provided to support optimal child development primarily in early care and education settings. **Possible programs include:** family consultation, education and counseling; training of preschool providers; one-on-one work with identified children; and mental health, developmental, speech and language assessments. **Possible partners include:** Alameda County Behavioral Health Care Services, Alameda County Child Care Planning Council, Alameda County First Five, Community-Based Organizations and East Bay Community Foundation. **Possible outcomes include:** children to have increased ability to establish and maintain positive relationships with peers and adults; families show increased understanding of their child's developmental needs; early care providers have improved strategies to support children's positive behavior and emotional health; and reduced preschool expulsion rates. **Funding range:** 7-10% of OFCY funding available for allocation.

2. **Family/enrichment activities.** Increased access to family/ child opportunities which engage families; prepare children for kindergarten, strengthen attachments, enhance child development and build peer supports. **Possible programs include:** family-to-family programming on topical and supportive issues related to children's development; guided family/ child enrichment and learning activities; developmental consultation; advocacy for accessing family resources; and referrals for family support services. **Possible partners include:** Alameda County First Five, Community-Based Organizations, Oakland Parks & Recreation Department (OPR) and Oakland Public Library. Possible outcomes include: families' involvement in their children's learning and growth is increased; children learn social skills, participate actively, take turns, follow directions, and working cooperatively is increased; children are read to, told stories or sung songs at home on a daily basis; children demonstrate an eagerness to learn about and discuss a growing range of topics; families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development. **Funding range:** 7-10% of OFCY funding available for allocation.

Out of School Time Strategies

3. **School-based after school programming for elementary school-aged children.** Increase access to after school programming that promotes academic success through applied learning and enrichment activities that support a youth development framework in a community school setting. Additional augmented sub-strategies are also listed below. **Possible programs include:** applied learning; experiential science; literacy arts; cooking; and music education. **Possible partners include:** Community-Based Organizations, Department of Education After School Education

and Safety (ASES) funding, Oakland Community After School Alliance and OUSD After School Programs Office. **Possible outcomes** include: increased academic success; increased child literacy and critical thinking skills; increased meeting with state standards such as compare and contrast learning; decreased truancy; and increased connection to caring adults. **Funding range:** 30-35% of OFCY funding available for allocation.

- 3a. School-based after school programming for elementary school-aged children-physical activity augmented funding.** Increased access to high-quality after school time physical fitness programming that promotes physical health and cooperative social skills with a curriculum that supports youth development principles. **Possible programs include:** fitness programs, non-competitive sports programming, martial arts. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office. **Possible outcomes** include: increased enjoyment of/ connection to physical activity and healthy lifestyle; increased fitness levels; increased confidence; and increased social skills.
- 3b. School-based after school programming for elementary school-aged children-nutrition/gardening augmented funding.** Increased access to applied learning nutrition activities through school-based garden programs that promote healthy eating choices and education aligned with the school day curriculum. **Possible programs include:** applied learning through gardening and nutrition education. **Possible partners include:** ASES funding, Community-Based Organizations, East Bay Community Foundation, OUSD After School Programs Office. **Possible outcomes include:** increased enjoyment of/ connection to healthy eating and healthy lifestyle; increased healthy eating choices; increased connection to

nature/ the environment; and increased science and math skills.

- 3c. School-based after school programming for elementary school-aged children-family engagement augmented funding.** Opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work are increased through augmented funding. **Possible programs include:** caregiver education and peer support on child rearing; information sharing on school and community resources; and academic events demonstrating children's learning. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office and OUSD Family & Community Office. **Possible outcomes include:** increased caregiver knowledge about resources; increased caregiver/child engagement; increased caregiver/ school engagement and support; and increased caregiver awareness of child's developmental milestones.
- 4. School-based after school programming for middle school-aged children.** Increased access to After school programming that promotes academic success tied to core academic subject areas through applied learning and enrichment activities that support a youth development framework in a community school setting. Additional augmented sub-strategy is also listed below. **Possible programs include:** youth leadership programs; community service activities; career exploration opportunities; peer-to-peer programs; arts-focused activities and fitness programs. **Possible partners include:** ASES funding, Community-Based Organizations, and OUSD After School Programs Office. **Possible outcomes include:** increased attachment to school through increased attendance data; increased self-esteem/

confidence; and increased connections to caring adults. **Funding range:** 15-20% of OFCY funding available for allocation.

- 4a. **School-based after school programming for middle school-aged children-family engagement augmented funding.** Opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work increased through augmented funding. **Possible programs include:** caregiver education and peer support on child rearing; information sharing on school and community resources; and academic events demonstrating children's learning. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office and OUSD Family & Community Office. **Possible outcomes include:** increased caregiver knowledge about resources; increased caregiver/child engagement; increased caregiver/school engagement and support; and increased caregiver awareness of child's developmental milestones.
5. **Community-based out of school time programming for elementary and middle school-aged children.** Neighborhood-based community programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness and peer support activities within a youth development framework are supported during after school, evening and weekend hours. **Possible programs include:** community service projects, career exploration opportunities, fitness activities, arts programs, peer circles, applied science and neighborhood sports. **Possible partners include:** Community-Based Organizations, Oakland Parks and Recreation (OPR) and other City of Oakland agencies. **Possible outcomes include:** increased academic success; increased communi-

ty engagement; increased confidence/self-esteem; increased fitness levels and increased connection to caring adults. **Funding range:** 5-7% of OFCY funding available for allocation.

6. **Summer programming for elementary and middle school-aged children.** Community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities are supported within a youth development framework. **Possible programs include:** exploratory trips in nature; to museums and to science centers; creative arts programs; fitness opportunities and other applied academic learning programs. **Possible partners include:** Community-Based Organizations, OPR and other City of Oakland agencies. **Possible outcomes include:** maintain GPA through summer months, increased community engagement, increased confidence/self-esteem, increased fitness levels, increased connection to caring adults. **Funding range:** 5-7% of OFCY funding available for allocation.

Wellness and Healthy Transitions Strategies

7. **Transition programs for youth.** Year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade) are supported. **Possible programs include:** counseling; family engagement and peer support; youth development programming in leadership; enrichment; tutoring; applied learning; field trips; college and career exploration. **Possible partners include:** Community-Based Organizations, OUSD and Safe Passages. **Possible outcomes include:** increased attachment to school; increased school attendance; decreased drop-out rates; reduction in suspensions; and reduction in number of violent acts at school; increased participation in pro-social peer groups;

improved decision-making around daily choices and life goals. **Funding range:** 3-5% of OFCY funding available for allocation.

- 8. Youth leadership programs.** Increased access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment are increased. **Possible programs include:** peer health education; peer leader training communication, outreach by older youth to middle school youth and other youth development activities linked to school-based health centers. **Possible partners include:** Alameda County Health Care Services Agency, Community-Based Organizations and OUSD. **Possible outcomes include:** youth leaders have increased confidence to address and resolve problems in social and physical health and increased ability to make better decisions about their health and well-being. **Funding range:** 3-5% of OFCY funding available for allocation.

- 9. Conflict resolution programs for middle-school aged youth.** Support for non-violence promotion through peer leadership/ learning using conflict resolution programs that are embedded in the goal of creating a positive school culture. **Possible programs include:** peer led training for conflict mediators and conflict resolution services for middle school youth. **Possible partners include:** Community-Based Organizations and OUSD Violence Prevention Program. **Possible outcomes include:** reduction in suspensions; increased attendance rates; reduction in number of violent acts at school; and increased sense of empowerment. **Funding range:** 1%-2% of OFCY funding available for allocation.

High School and Older Youth Strategies

- 10. Support services for academic and career success for older youth.** Career preparedness and academic success programs that reinforce college,

work readiness and paid employment are supported. **Possible programs include:** job shadowing; participation in temporary subsidized work, apprenticeships and paid/unpaid internships; tutorial assistance in passing high school exams and college application assistance by college students. **Possible partners include:** City of Oakland local businesses, City of Oakland Workforce Investment Board, Federal 21st Century Funding, Community-Based Organizations, Federal Stimulus Funding (inclusive of youth employment), OUSD. **Possible outcomes include:** increased confidence about accessing educational and/ or career related job opportunities; increased ability to develop personal, academic, and career goals; connection to caring adults; increased graduation rates; increased academic success and increased California High School Exit Examination (CAHSEE) scores. **Funding range:** 7-10% of OFCY funding available for allocation.

- 11. Comprehensive supports for youth transitioning to adulthood.** Increase access to neighborhood-based programs that support youth such as English-language learners, those with special needs and youth generally disengaged from school with high truancy or low academic performance. **Possible programs include:** peer support; life skills education; youth leadership activities; legal and financial counseling; enrichment activities; drop-in services; "safe space" and youth center programming. A key objective for this strategy is to provide a broad range of opportunities and venues where older youth can congregate, be engaged in activities that respond to their interests and be encouraged to pursue other academic and career supports. **Possible partners include:** Community-Based Organizations, Federal 21st Century Funding and OUSD. **Possible outcomes include:** increased community engagement; increased graduation rates; increased academic success. **Funding range:** 7-10% of OFCY funding available for allocation.



Relationship of Strategies to Measure D Outcomes

The table on page 24 (*fig. 4.1*) presents the final list of recommended strategies that will be included in the Request for Proposal process in the fall 2009 and will be implemented with OFCY funding between July 2010 and June 2013. The table also illustrates how each strategy will address Measure D outcomes.

For a complete summary of strategies see Appendix F. In this appendix, strategies are presented according to priority areas that are generally age-defined. Each strategy is described briefly along with examples of the kinds of activities that might be funded. The summary also includes:

- ◆ Rationale for the strategy being prioritized and included in the plan;
- ◆ Description of the needs being addressed;
- ◆ Identification of potential partners and existing resources and how the strategy is aligned with or supports other school district, city or county initiatives;
- ◆ Intended outcomes;
- ◆ Relationship to Measure D outcomes; and
- ◆ OFCY funding level expressed in a percent of the total funding.

PRIORITY STRATEGIES	MEASURE D OUTCOMES			
	Support the healthy development of young children	Help children and youth succeed in school and graduate high school	Prevent and reduce violence, crime and gang involvement among children	Help youth transition to a productive adulthood
I. Early Childhood (Ages 0-5)				
1 Mental health & developmental consultation	X	X	X	
2 Family/ child enrichment activities	X	X	X	
II. Out of School Time (Ages 6-14)				
3 School-based after school programming (Ages 6-10)		X	X	
4 School-based after school programming (Ages 11-14)		X	X	
5 Community-based out of school time programming (Ages 6-14)		X	X	
6 Summer programming (Ages 6-14)		X	X	
III. Wellness & Healthy Transitions (Ages 11-14; 15 & up)				
7 Transition programs (Ages 11-14; 15 & up)		X	X	X
8 Youth leadership programs (Ages 11-14; 15 & up)		X	X	X
9 Conflict resolution programs (Ages 11-14)		X	X	
IV. High School & Older Youth (Ages 15 & up)				
10 Support services for academic and career success (Ages 15 & up)		X	X	X
11 Comprehensive supports for all youth transitioning to adulthood (Ages 15 & up)		X	X	X

Figure 4.1

Section 5: Next Steps & Emerging Opportunities

By necessity, a Strategic Plan provides a point-in-time vision of how to implement strategies. Given time constraints to the process and the fluidity of resource availability in the current economic crisis, circumstances are likely to change over the duration of the plan. Furthermore, a number of promising initiatives are under development, and OFCY's role in these efforts is still being formulated. For example:

- ◆ **Community Schools.** The community schools model is an education strategy that maximizes city, school and community resources to improve outcomes for children and their families. By keeping public school open beyond school hours and turning them into hubs for a broad range of health and social services, afterschool programs, adult education, and student and family engagement opportunities, this approach addresses some of the main barriers to student success. OUSD is the lead in developing community schools in Oakland.
- ◆ **School-Based Health Centers.** OUSD, Alameda County Health Care Services Agency, and the City have been developing plans for developing 14 school-based health centers and many more Family Wellness Centers at other OUSD sites. This plan requires significant investment in infrastructure from all three partners, and would benefit from strong alignment of several OFCY strategies.
- ◆ **Community-based Family & Early Child Development Activities.** A key 0-5 strategy is the development of a range of community-based child development and child enrichment programs. These programs were launched in the 2006-2010 strategic plan with many operating at Oakland Parks & Recreation sites.
- ◆ **Place-based Strategies: The California Endowment Building Healthy Communities Initiative.** East Oakland is 1 of 14 communities

in California selected to be part of a 10-year initiative with a commitment to advance policies and forge partnerships to build healthy communities. The effort focuses on the promotion of safe neighborhoods and schools, activities that support the healthy development of children and the attainment of specified outcomes for children and the community as a whole over a ten-year period. The initiative will increase opportunities to leverage OFCY strategies with new efforts identified through East Oakland's planning efforts. The Promise Neighborhood is a new US Department of Education initiative and could be another opportunity for Oakland to access resources to develop other place-based strategies such as the one being developed in East Oakland. There are plans to create 20 new Promise Neighborhoods in areas with high crime levels throughout the Nation. Through the Promise Neighborhood initiative targeted investments in specific neighborhoods will connect children and families with a comprehensive network of services and supports.

Finally, the strategic plan provides direction as to the kinds of strategies to be funded by OFCY and many of the qualities and characteristics that should define those strategies. These emerging initiatives may generate opportunities to leverage foundation or federal funding by aligning strategies identified through this planning process, or to consider additional strategies that further meet the vision, goals and outcomes identified through the strategic planning process. OFCY's grantmaking effort also provides the opportunity to refine strategies, develop program requirements, and define funding criteria to better align with goals. The evaluation system will provide feedback on the success and implementation of the strategies, the quality of programs, and ultimately the attainment of outcomes for children and youth.

CONCLUSION

The strategic planning process obtained input from several hundred residents and had the benefit of significant ongoing involvement of dozens of Oakland stakeholders in Task Force meetings and through public comment at SPSC public meetings. This high level of authentic participation has ensured that the plan itself will enjoy broad support from the community. Indeed, at the last SPSC meeting when the plan priorities were finalized, most every speaker commended OFCY staff, planning committee, and consultants for conducting such an open, authentic process. In addition to the public meetings, ongoing *conversation with stakeholders and major partners* has created a shared understanding of how OFCY funds can be used.

With the broad support of the community and OFCY partners and the guidance of the POC and OFCY staff, the OFCY Strategic Plan 2010-13 will provide a clear framework for allocating funds, monitoring implementation and evaluating the effectiveness of program strategies.

APPENDICES

APPENDIX

APPENDIX A: OFCY PLANNING PARTICIPANTS

OFCY PLANNING PARTICIPANTS: The City of Oakland is deeply appreciative of the time, energy and expertise contributed by the following individuals.

OAKLAND FUND FOR CHILDREN & YOUTH PROGRAM OVERSIGHT COMMITTEE MEMBERS:

Name	Appointed by
McKayla Brekke, Youth Appointee	Councilmember Jane Brunner, District 1
David Klein, Adult Appointee	Councilmember Jane Brunner, District 1
James Mathews, Youth Appointee	Councilmember Pat Kernighan, District 2
Lande Ajose, Adult Appointee	Councilmember Pat Kernighan, District 2
Brandon Sturdivant, Adult Appointee	Councilmember Nancy Nadel, District 3
Kamaya Surrell, Youth Appointee	Councilmember Nancy Nadel, District 3
Barley Anastos, Youth Appointee	Councilmember Jean Quan, District 4
David Kahn, Adult Appointee	Councilmember Jean Quan, District 4
Rosa Govea, Youth Appointee	Councilmember Ignacio De La Fuente, District 5
Maurilio Leon, Adult Appointee	Councilmember Ignacio De La Fuente, District 5
Renato Almanzor, Adult Appointee	Councilmember Desley Brooks, District 6
Christina Francis, Youth Appointee	Councilmember Larry Reid, District 7
ShaCora Cowart, Youth Appointee	Councilmember Rebecca Kaplan, At Large
Maya Dillard Smith, Adult Appointee	Councilmember Rebecca Kaplan, At Large
Nina Horne, Adult Appointee	Mayor Ron Dellums

OAKLAND FUND FOR CHILDREN & YOUTH STRATEGIC PLANNING SUB-COMMITTEE MEMBERS:

Name	Appointed by
David Klein, Adult Appointee	Councilmember Jane Brunner, District 1
James Mathews, Youth Appointee	Councilmember Pat Kernighan, District 2
Maurilio León, Adult Appointee, Chair	Councilmember Ignacio De La Fuente, District 5
Renato Almanzor, Adult Appointee	Councilmember Desley Brooks, District 6
Nina Horne, Adult Appointee	Mayor Ron Dellums
Kitty Kelly Epstein, Director of Education, City of Oakland, Adult Appointee	Mayor Ron Dellums

TASK FORCE MEMBERS: Task Forces were organized by the age of the children or youth to be served.

Name	Affiliation or Organization
Children 0-5 Task Force	
Judy Appel	Our Family Coalition
Abby Banks	East Bay Community Foundation
Tracy Black	City of Oakland Head Start
Elizabeth Crocker	City of Oakland Head Start
Renee Cordsen	City of Oakland Head Start
Wendy Davis	Regional Center of East Bay
Allison Delgado	East Bay Agency for Children (EBAC)
Kerry Forbord	Oakland Ready to Learn

Name	Affiliation or Organization
Sue Greenwald	Children's Hospital and Research Center Oakland
Patricia Hannum	Museum of Children's Art (MOCHA)
Rebecca Hawley-Cooper	Museum of Children's Art (MOCHA)
Rehee Herzfeld	4 C's of Alameda County
Angela Louie Howard	Lotus Bloom
Deb Montesinos	Making Connections Oakland
Grace Orenstein	The Link to Children (TLC)
Bessy Portillo	Bananas
Jacqueline Portillo	East Bay Agency for Children (EBAC)
Malia Rämner	First 5 of Alameda County
Marcella Reeves	Family Paths
Lynn Rodezno	Oakland Unified School District
Lew Chien Salee	East Bay Asian Youth Center (EBAYC)
Ani Sharma	La Clínica de la Raza
Carol Singer	Jewish Family and Children's Svc. of the East Bay
Audree Taylor	Oakland Parks and Recreation
Nadiyah Taylor	Alameda Childcare Planning Council
Deborah Turner	First 5 of Alameda County
Liz Varela	Building Futures with Women and Children
Children K-5 Task Force	
Aurora Barabas	Spanish Speaking Citizen's Foundation
Rich Bolecek	Oakland Discovery Centers
Langan Courtney	OUSD: Refugee Assistance Program
Susan Curry	Spanish Speaking Citizen's Foundation (SSCF)
Steve Ebert	East Bay Agency for Children (EBAC)
Judy Glen	Girls, Inc
Nancy Grant	Art, Research and Curriculum (ARC)
Patricia Hannum	Museum of Children's Art (MOCHA)
Elizabeth Kendall	East Bay Boxing
Reka Lal	East Bay Agency for Children (EBAC)
Jennifer LeBarre	OUSD: Nutrition Services
De-Ann Lott	OUSD: Mental Health Services
Julia Ma	OUSD: After School Programs
Michelle Mapp	Our Family Coalition
Aileen Moffitt	Prescott Circus Theatre
Marie Olson	Learning For Life
Mirella Rangel	Oakland Leaf Foundation
Quisqueya Rodriguez	Play Works (Sports 4 Kids)
Jennifer Ross	Prescott Circus Theatre
Alicia Rozum	OUSD: Complementary Learning
Jenna Stauffer	Lighthouse Community Charter
Tim Tabernik	HTA Consulting

Name	Affiliation or Organization
Middle School Youth Task Force	
Samantha Blackburn	CA School Health Centers Association
Claudia Briones	La Clinica de la Raza
Alex Briscoe	Behavioral Healthcare Services Agency
Tatiana Colon	Family Violence Law Center
Mariela Donis	Girls, Inc.
Noel Gallo	Oakland Unified School District
Bob Goetsch	Be A Mentor, Inc.
Karis Griffin	Oakland Parks and Recreation
Amana Harris	Attitudinal Healing Connection
Edward Hennman	Oakland Community After School Alliance (OCASA)
Stephanie Hochman	Bay Area Community Resources (BACR)
David Kakishiba	East Bay Asian Youth Center (EBAYC)
Emily Marsh	Seneca Center
Josephina Mena	Safe Passages
Ed Mullins	Be A Mentor, Inc.
Lloyd Nadal	CANFIT
John Oda	Mind Body Awareness Project
Rebecca Raymond	American Indian Child Resource Center
Kimi Sakashita	Behavioral Healthcare Services Agency
Katharine Sullivan	Safe Passages
Mary Trimble-Norris	American Indian Child Resource Center
Liz Vollmer	Regional Center
Lydell Willis	Alameda County Foster Youth Alliance
Rose Works	Safe Passages
High School and Older Youth Task Force	
Alejandra Acosta *	Unity Council
Sergio Arroyo	Eastside Arts Alliance
Jahsin Asabishakir *	Leadership Excellence
Rany Ath	East Bay Asian Youth Center (EBAYC)
Sara Bedford	Measure Y
Tamika Bennett	Juma Ventures
Kayton Carter *	College Track
Nhi Chau	OASES
Jay Conui	Asian Pacific Islander Youth Promoting Advocacy & Leadership (AYPAL)
George Dewey	100 Black Men
Danielle Drakes	Youth Uprising
Ignacio Ferrey	La Clinica de la Raza
Corrina Gould	American Indian Child Resource Center (AICRC)
Mark Henderson	Measure Y
Melissa Jones	Youth Uprising

Name	Affiliation or Organization
Gabriel Kram	The Mind Body Awareness Project
Sharaonda Lacy *	Youth Uprising
Louisa Larkin	Unity Council
Debra Lindo	College Track
Danyelle Marshall	Project Reconnect
Hana McQuinn	Oakland Based Urban Gardens (OBUGS)
Scott Means	Oakland Parks and Recreation
Alex Mendez	Girls, Inc.: Mental Health
Kennedy Mullins *	
Muhammad Nadhiri	100 Black Men
Jane Nicholson	Oakland Unified School District (OUSD)
Keren Osman *	Leadership Excellence
David Philoyene *	Leadership Excellence
Rebecca Raymond	American Indian Child Resource Center
Brittney Robinson*	
Crystal Salas	Native American Health Center
Christie Saxton	First Place for Youth
Elena Sorano	Eastside Arts Alliance
Nikka St. Claire	Dreamcatchers
Janny Tran	East Bay Asian Youth Center (EBAYC)
Monica Vaughan	Oakland Unified School District (OUSD)

OFCY STAFF MEMBERS:

Name	Title
Andrea Youngdahl	Human Services Department Director
Kelsey Crowe	Program Planner
Jasmine Dawson	Program Analyst
Marchelle Huggins	Program Assistant
Sandy Taylor	Manager, Children and Youth Services

G&A/ RDA STAFF:

Staff Name	Title
Gibson & Associates	
Paul Gibson	President
Michelle Oppen	Associate
Liz Baham	Associate
Yoshie Allen	Intern
Rachelle Ruiz	Intern
Resource Development Associates	
Patricia Bennett	President & Chief Executive Officer
Nishi Moonka	Managing Director
Kayce Rane	Senior Associate

APPENDIX B: PLANNING PROCESS

Community input was obtained through a variety of planning strategies. Strategy development was informed by the OFCY vision, mission and values, research into best and promising practices and a participatory, youth-focused and asset driven community input process. Major planning activities included:

MAJOR PLANNING ACTIVITIES			
Date (s)	Participants	Activity	Result or Outcome
1/22/09, 2/17/09, 3/3/09, 4/21/09, 6/2/09, 7/11/09, 7/20/09, 8/20/09	SPSC Members, Public Participation, OFCY Staff, G&A/ RDA Consultant Team	Series of SPSC Planning meetings to develop planning process steps, timeline, vision, mission, values, and priority setting criteria	Planning process overview; Community input process & participation; Community & youth indicator analysis overview & input; Task force process & participation; Strategy development; Strategy approval
2/09-5/09	G&A/ RDA Consultant Team	Community and Youth Indicator Analysis	Community & Youth Indicator Data
5/9/09 & 5/16/09	Community Representatives; G&A/ RDA Consultant Team	Community Caucuses	2 meetings in East & West Oakland resulting in 6 Focus Groups with 40 participants providing input on needs, gaps and innovative ideas
5/09	Community Representatives; Oakland Community After-School Alliance (OCASA)	Youth Listening Campaign	4 meetings in Oakland Districts 2,3,4 & 5 resulting in focus groups with 150 participants providing input in needs, gaps and innovative ideas
4/09- 5/09	G&A/ RDA Consultants; Community Leaders	Key Informant Interviews	Input on needs, gaps and opportunities
4/09-5/09	G&A/ RDA Consultants; Youth; Community Leaders	Focus Groups	Input on needs, gaps and opportunities
5/09	Providers of child- and youth-serving local agencies	Provider Survey	Input on gaps, opportunities and model programs
6/10/09; 7/1/09; 7/31/09	Providers and leaders of child- and youth-serving local agencies; OFCY Staff; G&A/ RDA Consultants	Task Force Meetings	Input on community & youth indicator data; Development of strategies; Prioritization of strategies

OF CY Strategic Planning Sub-Committee (SPSC) of the Planning and Oversight Committee (POC)

Each City Councilmember appointed 2 Oakland residents, one of whom was under 21 years of age, to the POC, and the SPSC was made up of 8 of these members. G&A and RDA staff facilitated 8 OFCY SPSC

meetings over the 9 month planning period. The SPSC developed the OFCY vision, mission and values by reviewing the previous version, thinking through the missing pieces and receiving input from the public. The approved vision, mission and values were then used as guidance throughout the rest of the planning process. The SPSC informed the entire planning process, approved all community input activities, reviewed needs assessment and community input data. The committee developed priority-setting criteria, developed strategies for the Task force to review and approved the strategies and full report. In addition 15-20 community members attended every SPSC meeting in order to provide public comment and feedback into the process, the indicator data, the development of strategies and the approved strategies. *This input was welcomed and considered by the SPSC members.*

Community and Youth Indicator Analysis

A comprehensive analysis of community and youth indicators and outcomes was done as a first step in the OFCY strategic planning process. Quantitative data from city, county, state and national reports were reviewed to identify the academic, health (physical, mental and behavioral), safety and other needs of children and youth in Oakland. Whenever possible, indicators were disaggregated by neighborhood, age and ethnicity and comparisons were made to state, county and similar city data.

Community Input

A variety of forums were developed in order to ensure a participatory process that captured the various voices of all that are affected by OFCY strategies. This ensured that Oakland youth, parents, providers and residents had the opportunity to share their perspectives and provide input into the plan. The results of this community input were integrated with the analysis of community and youth indicators and summarized in a *Community Input & Assessment Summary* that identified major themes, opportunities, needs and gaps that were identified through this process. This summary was shared with the task force workgroups and the SPSC and used to inform the development of strategies. *Community input components included:*

- Key Informant Interviews*
- Focus Groups*
- Provider Survey*
- Community Caucus Meetings*
- Stakeholder Consultations*

Key Informant Interviews

Key informant interviews allowed community leaders to share their perspectives about needs and opportunities within their communities. Twenty-nine key informant interviews were conducted with representatives from child- and youth-serving organizations, as well as cultural, religious and linguistic minority groups and organizations.

Key informant interviews were conducted with leaders of the following organizations:

Organizations Participating in Key Informant Interviews	Key Informants
1) 100 Black Men	George Dewey
2) Alameda County Community Child Care Coordinating Council (4 C's)	Renee Herzfeld
3) Alameda County Department of Public	Evette Brandon

Organizations Participating in Key Informant Interviews	Key Informants
Health, CAPE Unit	
4) First Five Alameda County	Janice Burger
5) City of Oakland Head Start	Tracey Black
6) Alameda County Health Care Services Agency	Alex Briscoe
7) Asian Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Arlene Graham
8) Bananas	Arlyce Curry
9) Building Futures with Women and Children	Liz Varela
10) City Council Member Kaplan's Office	Andre Jones
11) City Council Member Kernighan's Office	Jennie Gerard
12) City Council Member Quan's Office	Sue Piper
13) Family Violence Law Center	Cherri Allison
14) Henry Robinson Multi-Service Center	Cathy Rodriguez
15) Making Connections-Oakland	Deb Montesinos
16) Native American Health Center	Crystal Solace
17) Oakland Museum	Suzanne Pegas
18) Oakland Parks and Recreation Department	Audree Jones-Taylor
19) Oakland Public Library	Carmen Martinez
20) Oakland Unified School District Administration	Laura Moran and Brad Stam
21) Oakland Unified School District After School Programs Office	Julia Ma
22) Oakland Unified School District Alternative Education	Monica Vaughan
23) Oakland Unified School District Family and Community Office	Langan Courtney
24) Our Family Coalition	Judy Appel
25) Regional Center of the East Bay	Bernadette Lufrano
26) Safe Passages	Josefina Alvarado Mena
27) San Francisco Mayor's Office of Economic and Workforce Development	Glen Eagelson
28) Spanish Speaking Citizen's Foundation	Susan Curry
29) Youth Uprising	Olis Simmons

Focus Groups

Focus groups were designed to gain input from community members about their needs, existing resources and ideas about new opportunities. Since the majority of the focus groups were with youth, adult researchers worked with youth interns to plan and facilitate the discussions (see Youth Perspective below). Thirteen focus groups were conducted reaching approximately 140 participants. Eleven focus groups were conducted with youth (approximately 10 participants each), 1 focus group was conducted with the

Interagency Children's Policy Council of Alameda County (15 participants) and 1 focus group was conducted with OUSD elementary school principals (15 participants). Below is a list of completed focus group participants:

Organizations Participating in Focus Groups	
1.	American Indian Child Resource Center (Youth)
2.	East Oakland School of the Arts (Youth)
3.	Leadership Excellence-McClymonds High School (Youth)
4.	Interagency Children's Policy Council of Alameda County (mental health, employment, health and criminal justice partners that work with children)
5.	Oasis High School (Youth)
6.	OUSD elementary school principals (Principals)
7.	Probation youth support group- Sunnyside Recreation Center (Youth)
8.	Roosevelt Middle School (Youth)
9.	SMAAC Youth Center (Youth)
10.	Spanish Speaking Citizen's Foundation (Youth)
11.	Youth Together- Skyline High School (Youth)
12.	Youth Uprising (Youth)
13.	Zapata Street Academy (Youth)

Provider Survey

An online survey was developed for youth-serving agencies to obtain their input as to youth needs, community assets and opportunities for the most effective use of OFCY resources. Respondents were also asked about gaps in services and ideas about partnerships and model programs. Sixty-five local providers of programs for children and youth responded to the survey.

Community Caucus Meetings

Two community caucus meetings took place on May 9, 2009 in East Oakland and on May 16, 2009 in West Oakland in order to bring together community members (parents and youth) and providers to share information on gaps in services, needs in their communities and priorities for children and youth. At each meeting a presentation was made outlining the OFCY process and it's the possible use of its funds. After the presentations, small groups were formed allowing for residents to exchange ideas, effectively creating six focus groups, one of which was conducted in Spanish with 40 residents participating. In addition, an outside agency organized 4 additional meetings through its Youth Listening Campaign in Oakland Districts 2,3,4 and 5, with approximately 150 participants.

Transcripts from the key informant interviews, focus groups, community caucus meetings and Youth Listening Campaign and results of the provider survey were reviewed and incorporated into the *Community & Youth Indicator Report*.

Task Force

Three task force workgroups were organized with one for each of the age groups served by OFCY: early childhood (0-5), elementary school-aged children (6-11), middle school-aged children (11-14) and older youth (15 & up). Three task force meetings, each three hours in length, took place with approximately 90

members representing child and youth-serving organizations throughout the city of Oakland. The task force for older youth also included six youth members.

Through the 3 meetings, participants were able to meet the following goals: 1) to react to and provide input into the community needs assessment data; 2) provide suggested strategies based on the community input data and best practices research; and 3) prioritize strategies for inclusion in the strategic plan.

Stakeholder Conversations

In conjunction with OFCY's value of commitment to community and collaboration, ongoing conversations and meetings with engaged community stakeholders and major OFCY partners became a critical part of the planning process. These conversations took place with the goal of exploring how resources could best be aligned and how best to align and integrate school district, city and county initiatives. Some of the key partners include: Oakland Community After School Alliance (OCASA); Alameda County Health Care Services Agency (ACHCSA); Alameda County First Five; Oakland Unified School District (OUSD); City of Oakland Workforce Investment Board (WIB); and others. Some of the initiatives and partnerships discussed included:

- Community schools:* OUSD and other organizations are working on a city-wide effort to incorporate the community schools model into Oakland. This would allow schools to be the "neighborhood center" and open up many community-based activities to exist. OFCY supports this initiative and language to reflect this is included in the strategies.
- Early childhood initiative:* Alameda County First Five can serve as a technical assistance and training agency for organizations providing family/child enrichment activities.
- Family engagement:* The OUSD Family and Community Office, Adult Education Office and After School Programs Office are interested in partnering with OFCY to provide support and resources for the family engagement strategies.
- School-Based Health Centers:* Led by ACHCSA, the school-based health center initiative is in the process of expanding in Oakland through partnerships with OUSD, the ACHCSA and other agencies. With the wellness and healthy transitions strategies in this plan, there are opportunities for OFCY to partner on this effort.

Youth Perspective

Throughout the community input process, youth involvement was a major area of focus. G & A partnered with MetWest High School in order to work with 2 youth interns throughout the process. G&A consultants provided a 2 month-long training period on facilitation and strategic planning. This prepared them to be active members of the consulting team and also provided skills-training that they could take away with them and use in other settings. The interns primarily worked on all aspects of designing the tools, facilitating and analyzing the results of the youth focus groups, but also participated in planning meetings to contribute a youth focus into all of the community input activities. As mentioned, the interns were successful in participating in 11 youth focus groups. The interns also presented findings and recommendations to the POC at their meeting on June 3, 2009. Additionally, 6 youth participated in the older youth task force workgroup. The SPSC also consisted of 2 youth members.

Meetings with the Evaluator

OFCY staff and consultants also met several times with the consultants selected to evaluate the 2010-2011 funding cycle. These meetings were designed to align outcomes identified in the strategic plan with those

that will be incorporated in the evaluation. This will ensure that the evaluation will be better able to measure the impact of strategic plan strategies.

APPENDIX C: NEEDS AREAS AS IDENTIFIED BY TASK FORCES

Needs Areas as Summarized by the Task Forces

The Task Forces reviewed the community input and needs assessment data above referenced above and other data presented by consultants. Below is a summary of the prioritized needs areas that were identified by each age-specific Task Force. The table also illustrates how addressing each need could contribute to addressing outcomes identified in Measure D.

OFCY Strategic Planning Taskforce Summary of Priority Needs		
Age Group: Young Children 0-5		
Need	Description	Related D Outcome
Family Support	There is a need for families and caregivers to be engaged with and supportive of the healthy development of their child; inclusive of healthy cognitive, social, and emotional development.	Support the Healthy Development of Young Children
Early Childhood Education Interventions	There is a need for ECE programs and their staff to be able to respond appropriately to support children and their parents when children display developmental delays, challenging behaviors, disabilities, or mental health issues so that children can continue to learn, thrive, and succeed in school.	Help Children and Youth succeed in School Support the Healthy Development of Young Children
Unconnected Children	There is a need to identify and engage young children and their parents who are not connected to ECE opportunities or other formal care and support programs.	Help Children and Youth succeed in School Support the Healthy Development of Young Children
At-Risk Children	There is a need to identify and engage families with young children who have multiple risk factors (family violence, family substance use, homelessness, maternal depression, poor nutrition, etc) in order to provide interventions to stabilize the families so that children can under conditions which support healthy development; inclusive of healthy cognitive, social, and emotional development.	Support the Healthy Development of Young Children

OFCY Strategic Planning
Taskforce Summary of Priority Needs

Age Group: Elementary School-age Children 6-11

Need	Description	Related D Outcome
1. Access to comprehensive after-school programs.	<p>All children in Oakland should have access to after-school programs that incorporate or focus on the following:</p> <ul style="list-style-type: none"> -Literacy -Mental Health -Healthy Lifestyle (Nutrition & Physical Activity) -Social Skills (Conflict Resolution & Communication) <p>In addition, ensure inclusion of children with disabilities.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school</p>
2. Coordinate after school programs with school and other services.	<p>There is a need to create a mechanism to coordinate the flow of services so that components of certain curriculum, programs or services are not lost as children and families go from system to system. To support this infrastructure, technical assistance and professional development opportunities are also needed. In addition, there is a need to increase the awareness of resources amongst community members and providers.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school</p>
3. Family/ Parent/ Caregiver support	<p>There is a need to offer opportunities to develop parenting/ caregiver skills. In addition, programs should incorporate family engagement and involvement.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement</p>

OFCY Strategic Planning
Taskforce Summary of Priority Needs

Age Group: Middle School-age Children 12-15

Need	Description	Related D Outcome
1. Parent Training, Involvement and Advocacy	There is a need to engage parents and caregivers in the lives of their middle school-aged youth, and to provide them with the requisite tools needed to help their child grow into healthy, productive adults. Enhancing protective factors such as effective parenting practices will decrease the likelihood that children will engage in problem behaviors.	Healthy development of young children Help children and youth succeed in school and graduate high school
2. Improved Access to Physical and Mental Health Services	There is a need for the provision of basic health services accessible to youth regardless of income status to support the healthy development of youth into adulthood. All youth in Oakland should have access to basic services including: -Mental health -Healthy Lifestyle (Nutrition & Physical Activity) -Prevention Education	Healthy development of young children Help transition youth to a healthy adulthood
3. Skill Building and Application	Middle school aged youth need the opportunity to develop skills that extend beyond the academic realm. They need opportunities to develop the tools needed to successfully negotiate their world, apply what they have learned in creative and productive ways and be given opportunities to develop emerging leadership skills.	Help youth transition to productive adulthood Help children and youth succeed in school and graduate high school
4. Effective integration and collaboration	To create the best possible social, academic and emotional environment for youth - schools, families and communities must chart a common course together. Strong connections between the home, school, and the community are a means of reducing barriers to student achievement.	Help children and youth succeed in school and graduate high school
5. Safety and violence prevention	During the middle school years youth witness and take part in more problem behaviors than at any other time in their educational careers. Subsequently, there is an expressed need to prevent or reduce aggression, interpersonal violence and other destructive behaviors.	Prevent and reduce violence, crime and gang involvement Help children and youth succeed in school and graduate high school

OFCY Strategic Planning
Taskforce Summary of Priority Needs

Age Group: Older Youth 16-20:

Need	Description	Related D Outcome
Education	There is a need to engage and re-engage youth academically in schools, increase high school graduation rates and improve youth readiness for and access to post secondary education and career path development opportunities.	Help Youth Succeed in School and Graduate HS Help transition youth to healthy adulthood
Integrated Health Care	There is a need for a continuum of health and mental health services accessible to both students and young adults no longer enrolled in school, providing prevention education, early identification and appropriate treatment in support of the healthy development of youth into adulthood.	Healthy Development Help transition youth to a healthy adulthood
Employment/ Workforce Development and Leadership	There is a need for training and meaningful youth employment opportunities that utilize youth leadership skills and encourage the development of career pathways through service learning, civic engagement, internships and paid positions.	Help youth transition to productive adulthood
Housing	There is a need for the growing population of transitional age youth, not eligible under foster care provisions, to access emergency or sustainable housing opportunities.	Help youth transition to productive adulthood. While the Older Youth Task Force persists in identifying housing as a key need for older youth, this is not a strategy that OFCY has ever supported. It should be noted that Measure OO regulations would not prohibit funding housing if it were viewed as directly supporting the needs of older youth.

APPENDIX D: COMPARISON OF STRATEGIES, 2006-2010 & 2010-2013

Early Childhood (Ages 0-5)

2006-2010 Strategy	2006-2010 Strategic Plan Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. Intensive services for children with special needs</p>	<ul style="list-style-type: none"> Services were a mix of neighborhood and child care consultation models. The strategy was not intended to fund mental health programs at a city-wide scale (3-4 child care sites and 2-3 neighborhood sites funded.) 	<p>1. Mental health and developmental consultation</p>	<ul style="list-style-type: none"> OFCY intends to support mental health funding in Oakland and fund at greater scale OUSD and Head Start sites, in addition to neighborhood sites.
<p>2. Parent-child learning opportunities</p>	<ul style="list-style-type: none"> Services were a mix of playgroup models. Some served parents and children anchored in community settings, and others served child care centers primarily targeting children and classroom teachers. OFCY initiated intentional development of a neighborhood-based infrastructure of service to children and parents not enrolled in preschool settings by giving preference to community-based models in the RFP. 	<p>2. Family/ child enrichment activities</p>	<ul style="list-style-type: none"> Model will focus on families with children not enrolled in preschool, supporting services that are anchored in a neighborhood-based site. Potential continued partnerships with organizations to provide capacity building support. Programs are funded explicitly in neighborhood institutions and settings, not in preschool sites, and will continue to grow the number of programs available to families.

Out of School Time (Ages 6-14)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. School-based after school programming</p>	<ul style="list-style-type: none"> • OFCY supported the goal of universal after school enrichment programming by funding the majority of Prop 49-funded schools. • OFCY increased the number of children enrolled in school-based after school programs receiving a holistic array of programming that supported enrichment at state funded Prop 49 sites. • Program models for elementary and middle schools were not differentiated, both reflected an emphasis on enrichment programming with a youth development focus. • School-based and community-based program support integrated into one strategy. 	<p>1. School-based after school programming</p>	<ul style="list-style-type: none"> • "Enrichment" programming is expanded to include experiential and applied learning activities that promote academic success and alignment with OUSD academic goals. • OFCY will continue to support holistic after school programming, but at a lower scale of Prop 49 funded elementary school sites due to limited funding. • The middle school model emphasizes peer leadership and career exposure activities. • The elementary and middle school models have optional supplemental programming grants for: <ul style="list-style-type: none"> *Family and community engagement *Physical fitness *Gardening • Middle school models have optional supplemental grants for: <ul style="list-style-type: none"> *Family and community engagement
<p>2. Community-based after school programming</p>	<ul style="list-style-type: none"> • This strategy emphasized comprehensive academic and enrichment programming, and provided an alternative to children and youth not engaged in school-based after school programs. 	<p>2. Community-based after school programming</p>	<ul style="list-style-type: none"> • "Enrichment" programming is expanded to include experiential and applied learning activities that promote academic success. • Neighborhood sports is also considered a community out of school program.
<p>3. Summer Programming</p>	<ul style="list-style-type: none"> • OFCY innovated support of a neighborhood-wide infrastructure of free summer enrichment programming offered by nonprofit and public agencies. 	<p>3. Summer programming</p>	<ul style="list-style-type: none"> • A stronger emphasis on applied learning and preventing academic lags over the summer months.

Wellness and Healthy Transitions (Ages 11-14; 15 & up)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. Behavioral and physical health services</p>	<ul style="list-style-type: none"> OFCY supported services to children and youth promoting healthy development and avoidance of high-risk behavior. Funded models were highly diverse in age and service. Programs targeted children 0-5, mentorship for middle-schoolers, and general support and transitional support to vulnerable older youth (i.e. foster youth, LGBTQ youth, newly arrived immigrant youth) and to youth and their families. Programs also supported older youth peer education in the high schools and middle schools addressing topics like health and violence prevention. OFCY supported physical health activities in the after school hours that promoted physically active lifestyles and education and applied learning on healthy eating choices. 	<p>1. Mental health and developmental consultation (early childhood)</p> <p>2. School- and community-based after school programming (elementary and middle school)</p> <hr/> <p>Wellness and Healthy Transitions</p> <p>1. Transition programs (middle school and older youth)</p> <p>2. Youth leadership programs (middle school and older youth)</p> <p>3. Conflict Resolution programs (middle school)</p>	<ul style="list-style-type: none"> Behavioral and physical health strategies have been integrated throughout strategies in all age groups. <ul style="list-style-type: none"> *0-5 mental health is folded into the early childhood strategy. *Physical activity is part of after school programming *Family engagement programming is folded into the elementary and middle school after school program. Year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade) <ul style="list-style-type: none"> *Peer support *Family Engagement *Academics *Counseling Youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment. <ul style="list-style-type: none"> * Provide peer health education training and programs such as HIV prevention and nutrition education. Promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture. <ul style="list-style-type: none"> *Peer-led training for conflict

			mediators *Conflict resolution services
	•	3.	•

High school and older youth (Ages 15 & up)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<p>1. Career and Academic Success</p>	<ul style="list-style-type: none"> • Support career preparedness programs and activities that reinforce high school graduation, preparation for college, work readiness, and paid employment through the following activities: <ul style="list-style-type: none"> *Support services to transition from high school to college with tutorial assistance and college application help. *Youth centers where youth could learn transition skills like financial literacy, and get paid internships for job readiness. Services could also serve vulnerable youth. *After School work experience and career exposure through internships. 	<p>1. Career exploration and job readiness</p> <p>2. School and transitional success for vulnerable youth</p>	<ul style="list-style-type: none"> • Older youth strategies were further developed to meet the school and career readiness needs of young people. • Career Exploration and Job Readiness will focus on exposing youth to career jobs in health, green technology, the arts, etc with an emphasis on linkages to employers and training to employers and youth as well as stipended positions. • Also allows for integration of transition high school to college with tutorial assistance. • Will also focus on life skills and peer support.
<p>2. Comprehensive services for youth</p>	<ul style="list-style-type: none"> • Youth are peer mentors and trainers • Youth-to-youth grantmaking • Service learning projects • Service learning projects where youth participate in advisory committees and decision making bodies to create social change. 	<p>1. Career exploration, job readiness and school success</p> <p>2. Comprehensive supports for transitional success for older youth</p> <p>3. Wellness and healthy transitions: youth leadership programs</p>	<ul style="list-style-type: none"> • Services focus on supporting needs for re-engaging youth by providing a range of enrichment activities and comprehensive supports. • School and transitional success for vulnerable youth will focus on youth who are disengaged or at risk of being disengaged from school. It supports socio-behavioral supportive services like peer support and transition planning counseling with linkage to tutorial services and college application services with a goal of helping young people complete high school, earn a GED, and/or enter college.

APPENDIX E: MEASURE D LEGISLATION

INSERT ARTICLE XIII KIDS FIRST! OAKLAND CHILDRENS' FUND

FULL TEXT OF MEASURE D

An Amendment To The Oakland City Charter Section 1300 to Provide Funding For the Kids First! Oakland Fund For Children And Youth In The Amount Of Three Percent (3.0%) Of The Actual Unrestricted General Purpose Fund (Fund 1010) City Revenue

WHEREAS, The Kids First! Oakland Fund for Children and Youth was established by voter approved ballot Measure K in 1996 to set money aside for programs and services benefiting children and youth, such as after-school programs, mentoring programs, recreational programs, pre-school and job training programs; and

WHEREAS, it is critical to continue funding to services and programs that benefit Oakland's children and youth at a level that is fiscally responsible; and

WHEREAS, in 2008 the voters repealed Measure K and replaced it with Measure OO; and

WHEREAS, the Council wishes to amend City Charter section 1300, Measure OO; now therefore be it

RESOLVED: That the City Council of the city of Oakland does hereby submit to the voters at the next municipal election the following:

AN AMENDMENT TO THE OAKLAND CITY CHARTER TO PROVIDE FUNDING FOR THE KIDS FIRST! OAKLAND FUND FOR CHILDREN AND YOUTH IN THE AMOUNT OF THREE PERCENT (3.0%) OF THE ACTUAL UNRESTRICTED GENERAL PURPOSE FUND (FUND 1010) CITY REVENUE

Be it ordained by the People of the City of Oakland:

Section 1. Title.

This Act shall be known and may be cited as "Kids First! - The Oakland Fund for Children and Youth Act."

Section 2. Findings and Purpose.

The people of the City of Oakland hereby make the following findings and declare their purpose in enacting the Act is as follows:

(a) Teens and young adults comprise too many of Oakland's homicide victims every year. Many of these deaths are due to gun violence.

(b) Many students in Oakland public schools do not graduate from high school. The percentage of Oakland students who do not graduate high school is much higher than the statewide average.

(c) It is critical to address root problems before they start by providing support services for children and youth and their families, like after-school and community based programs that keep children and youth out of trouble, encourage parent involvement and teach non-violent conflict resolution.

(d) The Kids First! - Oakland Fund for Children and Youth was established by a voter approved ballot measure in 1996. The measure set aside two and one-half percent (2.5%) a portion of the City's actual unrestricted general purpose fund (Fund 1010) revenues every year for services benefiting children and youth, such as after-school programs, mentoring, recreational programs, job training

and pre-school programs. ~~The set aside supplemented a base line amount that the City already provided to fund programs for children and youth.~~

(e) Kids First! The Oakland Fund for Children and Youth puts money into programs that work. The Center on Juvenile and Criminal Justice reported that Oakland has a 69 percent drop in juvenile crime from 1995 to 2005, making Oakland the city with the lowest juvenile crime rate out of the eight largest cities in California. This is because of programs funded through measures like Kids First!

~~(f) In order to This Act will provide increase funding for after-school programs, sports and recreation programs, youth gang prevention and other programs for children and youth, the City of Oakland shall set aside three percent (3.0%) of the City's actual unrestricted General Purpose fund (Fund 1010) revenues for the Oakland Fund for Children and Youth, to two and a half percent of all City revenue.~~

(g) This Act will protect and expand the services that help keep Oakland children and youth on the right track. Programs funded by this measure will provide after-school programs that give children and youth positive alternatives and safe places away from the negative influences of the streets.

~~(h) This Act makes the Oakland Fund for Children and Youth a permanent part of the Oakland City budget.~~

Section 3. Amendment to Article XIII of the City Charter of the City of Oakland.

Article XIII of the City Charter of the City of Oakland is hereby amended to read as follows:

ARTICLE XIII KIDS FIRST! OAKLAND CHILDREN'S FUND

Fund Revenue

Section 1300. Notwithstanding any other provision of law, effective July 1, 2009 and continuing through June 30, 2011-2021, the KIDS First! The Oakland Fund for Children and Youth ("Fund") shall receive revenues in an amount equal to ~~1.5%~~ three percent (3.0%) of the City of Oakland's annual ~~total actual unrestricted General Purpose Fund (Fund 1010) revenues~~ and appropriated as specified in this Act each year, together with any interest earned on the Fund and any amounts unspent or uncommitted by the Fund at the end of any fiscal year. The actual funds deposited in the Fund pursuant to this Act shall only come from actual unrestricted General Purpose Fund (Fund 1010) revenues of the City of Oakland. For purposes of this Act, Fund shall mean the fund established pursuant to Measure K which was approved by the voters of Oakland in 1996 and which shall continue in existence:

The annual amount of actual unrestricted General Purpose Fund (Fund 1010) revenues shall be estimated by the City Administrator and verified by the City Auditor. Errors in calculation for a fiscal year shall be corrected by an adjustment in the set aside depending upon whether the actual unrestricted General Purpose Fund (Fund 1010) revenues are greater or less than the estimate. Actual unrestricted General Purpose Fund (Fund 1010) revenues shall not include funds granted to the City by private agencies or by

APPENDIX F: SUMMARY OF STRATEGIES

Beginning on the following page, strategies are presented according to priority areas that are generally age-defined. Each strategy is described briefly along with examples of the kinds of activities that might be funded. The summary also includes:

- Rationale for the strategy being prioritized and included in the plan;
- Description of the needs being addressed;
- Identification of potential partners and existing resources and how the strategy is aligned with or supports other school district, city or county initiatives;
- Intended outcomes;
- Relationship to Measure D outcomes; and
- OFCY funding level expressed in a percent of the total funding.

PRIORITY AREA I: EARLY CHILDHOOD STRATEGIES (AGES 0-5)

<p>Priority Area I: Early Childhood (Ages 0-5)</p>	<p>Strategy # 1: Mental health and developmental consultation</p>	<p>Strategy Description: Provide comprehensive prevention and early intervention activities to support optimal child development primarily in early care and education settings</p>	
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Caregiver (Family) consultation/ education/ counseling <input type="checkbox"/> Regular consultation with preschool providers <input type="checkbox"/> Regular sessions with the child <input type="checkbox"/> Screening and assessment <input type="checkbox"/> <i>Speech and language assessment</i> 			
<p>Rationale: Early screening and identification of at-risk children will enhance the ability of family caregivers (parents, foster parents, other family members) and early childcare education providers to support the optimal development and well-being of infants and young children. Mental health and developmental consultations that the research has found effective include family consultation, education and counseling; consultation with preschool providers on a regular basis; one-on-one work with the identified child on a regular basis; mental health and developmental assessments and speech and language assessments. Engaging parents and early childhood caregivers early and helping them to better meet the needs of children 0-5 has far-reaching, long-term benefit as lessons learned by parents will enable those parents to provide better ongoing support for their child's healthy development and the consultations with caregivers will build their capacity to serve other children in the future. Among models that should be considered, see SAMHSA recommended evidence based model, <i>Incredible Years</i>, promising practice, <i>Caring Kids</i>, and local model, <i>The Link to Children</i>.</p>			
<p>Needs Addressed: Task Force members and First 5 staff all indicated that the critical gap in First 5's Screening Assessment Referral and Treatment (SART) was caregiver/preschool provider/parent consultations (below). Key informants from OUSD indicated that a high proportion of children enter kindergarten unprepared to learn and with significant behavioral issues. Data from a study on school readiness conducted by Every Child Counts, Alameda County found a critical need for early childhood development support for parents, particularly those living in neighborhoods served by low-API schools and/or families where the parents are English Language Learners. Finally, concern over preschool expulsion rates in Oakland was voiced in key informant interviews and had been the focus of a community meeting sponsored by Supervisor Keith Carson.</p>	<p>Partners: Alameda County Behavioral Health Care Services, Alameda County Child Care Planning Council, First Five Alameda County, Community-Based Organizations, East Bay Community Foundation, Regional Center of the East Bay. Consultations are a key part of the SART process that is a core strategy in First 5's strategic plan and so OFCY resources will leverage First 5 funding and also extend the impact of First 5 investments.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children have increased ability to establish and maintain positive relationships with peers and adults <input type="checkbox"/> Families show increased understanding of their child's developmental needs <input type="checkbox"/> Early care providers have improved strategies to support children's positive behavior and emotional health <input type="checkbox"/> Reduced preschool expulsion rates <input type="checkbox"/> Improved kindergarten readiness 	
<p>Relation to Measure D Outcomes: <i>Healthy development of young children; Help children and youth succeed in school and graduate high school</i> Research indicates that brain development in the first 5 years are critical as new neural pathways are being developed which shape a child's ability to learn, emotionally regulate themselves, and form appropriate connections to peers and adults throughout their childhood (see research by Shonkoff and Halfon). Attachment to parents and other caregivers are critical to healthy brain development as infants and young children learn to "trust" and to "take appropriate initiative" (see research by Piaget and Erickson).</p>			
<p>Funding Range: 7-10% of OFCY funds available for allocation.</p>			

Priority Area I: Early Childhood (Ages 0-5)	Strategy # 2: Family/ child enrichment activities	Strategy Description: Increase family/ child opportunities which engage families, prepare children for kindergarten, strengthen attachments, enhance child development and build peer supports.
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Family-to-family programming on topical and supportive issues related to children's development <input type="checkbox"/> Guided family/child enrichment and learning activities <input type="checkbox"/> Family advocacy for accessing resources <input type="checkbox"/> Referrals for family support services 		
Rationale: Neighborhood-based programs are needed to provide more opportunities for parents and caregivers to engage with their children and strengthen attachments. Increasing access to these family-child activities will significantly benefit high-need populations such as newly immigrated families, families coping with high levels of social stress, families who are geographically isolated or have little access to transportation and families with special needs children. As with the consultation strategy above, early interventions with families develops capacities of parents to nurture the healthy development of the child as he or she grows older and enables the parent to apply their improved understanding of healthy child development to other children they may have.		
Needs Addressed: Interviews with key informants and input from the 0-5 Task Force suggested that there were very few early childhood enrichment programs available for families and even through the Oakland Parks and Recreation, most programming was targeted toward older children. It was felt that an investment in this strategy might encourage more programming for this population from OPR and other community based providers. As with the child development consultation strategy, this strategy will also help parents prepare their child developmentally, socially, and emotionally for entry into kindergarten, as well as address pre-school expulsion rates.	Partners: First Five Alameda County, Community-Based Organizations, Oakland Parks & Recreation Department, Oakland Public Library	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Families' involvement in their children's learning and growth is increase <input type="checkbox"/> Children learn social skills, participate actively, take turns, follow directions, and working cooperatively is increased <input type="checkbox"/> Children are read to, told stories or sung songs at home on a daily basis <input type="checkbox"/> Children demonstrate an eagerness to learn about and discuss a growing range of topics <input type="checkbox"/> Families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development <input type="checkbox"/> Children are more prepared to enter kindergarten
Relation to Measure D Outcomes: <i>Healthy development of young children; Prevent and reduce violence, crime, and gang involvement among children and youth</i> Research indicates that brain development in the first 5 years are critical as new neural pathways are being developed which shape a child's ability to learn, emotionally regulate themselves, and form appropriate connections to peers and adults throughout their childhood (see research by Shonkoff and Halfon). Attachment to parents and other caregivers are critical to healthy brain development as infants and young children learn to "trust" and to "take appropriate initiative" (see research by Piaget and Erickson). Higher rates of child maltreatment are found in families in which there are high levels of parent stress. Opportunities for parents to safely and engagingly connect with their children are important mechanisms to both reduce parental stress and ensure stronger attachments between the parent and child. Family advocates and peer families can ensure that parents with high stress levels have a 24/7 resource when they need support. The activities also educate parents about a variety of strategies, activities and environmental factors that can contribute to healthy early child development and kindergarten readiness.		
Funding Range: 7-10% of OFC funds available for allocation.		

Priority Area II: Out-of-School Time (Ages 6-14)	Strategy # 3 School-based after school programming for elementary school-aged children (Ages 6-10)	Strategy Description: Increase after school programming that promotes academic success through applied learning and enrichment activities that support a youth development framework in a community school setting.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Experiential learning in science and math <input type="checkbox"/> Applied or service learning <input type="checkbox"/> Literacy and technology arts <input type="checkbox"/> Physical activity and sports <input type="checkbox"/> Music <input type="checkbox"/> Other forms of enrichment 			
Rationale: OFCY emphasizes enrichment activities while OUSD after school funding tends to support tutoring and other forms of academic supports creating a balance between the two. OFCY out-of-school-time activities will emphasize more project based and service learning models instead of using traditional models of teaching or tutoring. Programs should focus on a child's inherent <i>drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process.</i> The Buck Institute for Education was used as a resource for the development of this strategy (http://www.bie.org/index.php/site/PBL/overview_pbl/).			
Needs Addressed: Funding for school-based after school programs supports the City vision of universal access to high quality after school programs. Engaging after school programs have been demonstrated to improve school attendance and academic performance, both key outcomes for OFCY.	Partners: Community-Based Organizations, Department of Education After School Education and Safety (ASES) funding, OUSD After School Programs Office	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased academic success <input type="checkbox"/> Increased child literacy and critical thinking skills <input type="checkbox"/> Increased meeting with state standards <input type="checkbox"/> Decreased truancy <input type="checkbox"/> Increased connection to caring adults 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school</i> Fostering a love of learning requires helping children engage with subject matters in innovative, relevant, and engaging manners. It also is important to help each child discover their own areas of excellence and how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.			
Funding Range: 30-35% of total OFCY funds available for allocation.			

During the planning process key informants, youth, and Task Force members indicated the need to ensure that three strategies were integrated into the fabric of out-of-school-time: 1) family involvement; 2) nutrition education and involvement in garden programs; and 3) sports or physical activities. Funding levels for each of these program augmentations will be relatively modest, ranging from \$5000-\$10,000 per site for each augmentation.

Priority Area II: (AUGMENTATION FUNDING): OUT OF SCHOOL TIME STRATEGIES (AGES 6-14):	Strategy # 3a: School-based after school programming for elementary school-aged children-physical activity augmented funding (Ages 6-10)	Strategy Description: Increase access to high-quality after school time physical fitness programming that promotes physical health and cooperative social skills with a curriculum that supports youth development principles through augmented funding.
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Team sports <input type="checkbox"/> Physical education/exercise, jogging, and other forms of exercise <input type="checkbox"/> Exposure to health promoting activities that can become part of a child's daily routine e.g. yoga, Tai Chi, etc. 		
Rationale: Augmented funding for physical activity implementation allows after school programs to run their traditional activities and add the benefits of team-sports, cooperative sports and other forms of physical activity if the program has the interest and capacity to do so. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.		
Needs Addressed: High prevalence of obesity and diabetes in Oakland strongly suggest the need for a consistent regimen of physical activity	Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased enjoyment of/ connection to physical activity and healthy lifestyle <input type="checkbox"/> Increased fitness levels <input type="checkbox"/> Increased confidence <input type="checkbox"/> Increased social skills
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school</i> Maintaining good health and reducing absences due to obesity related diseases all contribute to higher school attendance and improved academic success. Further, sports and physical activities are magnets for children who might otherwise not participate in after school programs.		

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<p>Priority Area II: AUGEMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</p>	<p>Strategy # 3b: School-based after school programming for elementary school-aged children-nutrition/ gardening augmented funding (Ages 6-10)</p>	<p>Strategy Description: Increase access to applied learning nutrition activities through school-based garden programs that promote healthy eating choices and education aligned with the school day curriculum.</p>
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning planting, watering and pruning activities <input type="checkbox"/> Nutrition education related to fruits and vegetables in the garden <input type="checkbox"/> Cross-age and parent/caregiver-child shared activities 		
<p>Rationale: : Augmented funding for nutrition education and gardening program implementation provides additional resources to maintain the gardens and create a framework for service learning, experiential learning and parent/caregiver-child activities. It allows after school programs to run their traditional activities and add the benefits of gardening as an applied learning activity, nutrition education and applied science if the program has the interest and capacity to do so. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.</p>		
<p>Needs Addressed: Key informants indicated that a significant investment had been made in school gardens and that these gardens were often under-utilized. Further, working with school-based gardens provide opportunities to reinforce OFCY commitment to service or applied learning, health education, and nutrition.</p>	<p>Partners: ASES funding, Community-Based Organizations, and OUSD After School Programs Office</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased enjoyment of/ connection to healthy eating and healthy lifestyle <input type="checkbox"/> Increased healthy eating choices <input type="checkbox"/> Increased connection to nature/ the environment <input type="checkbox"/> Increased science and math skills
<p>Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school</i> Fostering a love of learning requires helping children engage with subject matters in innovative, relevant, and engaging manners. It also is important to help each child discover their own areas of excellence and how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. In particular, gardens offer an opportunity to apply math and science learning in more relevant, experiential contexts.</p>		

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<p>Priority Area: II: AUGEMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</p>	<p>Strategy # 3c: School-based after school programming for elementary school-aged children-family engagement augmented funding (Ages 6-10)</p>	<p>Strategy Description: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work through augmented funding.</p>
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer support related to child rearing <input type="checkbox"/> Information sharing and referral related to school and community resources <input type="checkbox"/> Academic events demonstrating children's learning <input type="checkbox"/> Service learning and community service projects involving parents/caregivers and children 		
<p>Rationale: Augmented funding for family engagement implementation allows after school programs to run their traditional activities and add the benefits of caregiver education and peer support on child rearing, information sharing on school and community resources and academic events demonstrating children's learning.</p>		
<p>Needs Addressed: One of the themes most commonly expressed throughout the planning process was the need to better engage parents and families, especially at the elementary and middle school levels.</p>	<p>Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office, OUSD Family & Community Office</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased caregiver knowledge about resources <input type="checkbox"/> Increased caregiver/child engagement <input type="checkbox"/> Increased caregiver/ school engagement and support <input type="checkbox"/> Increased caregiver awareness of child's developmental milestones
<p>Relation to Measure D Outcomes: <i>Prevent and reduce violence, crime and gang involvement among children</i> As family and engagement and involvement increases, negative behaviors such as violence, alcohol use and antisocial behavior decreases and positive behaviors such as school attendance and academic performance improve. Family engagement can also lead to lower rates of domestic violence and verbal abuse in the home environment.</p>		

Priority Area II: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)	Strategy # 4: School-based after school programming for middle-school-aged children (Ages 11-14)	Strategy Description: Increase after school programming that promotes academic success tied to core academic subject areas through applied learning and enrichment activities that support a youth development framework in a community school setting.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Youth leadership <input type="checkbox"/> Community service <input type="checkbox"/> Career exploration <input type="checkbox"/> Peer to peer programs <input type="checkbox"/> Arts <input type="checkbox"/> Fitness activities 			
Rationale: OFCY out-of-school-time activities will emphasize project based and service learning models instead of using traditional models of teaching or tutoring. Programs should focus on a child's inherent drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process. In addition, experiential learning activities help youth increase self-esteem and broaden communication and social skills. At the middle school level it is also important to exposure youth to possible career options and service learning, internships, and community service opportunities that afford children opportunities to apply what their skills to activities related to possible career interests. Middle school strategies will also incorporate opportunities for youth leadership, community service, and peer-to-peer programs. The Buck Institute for Education was used as a resource for the development of this strategy (http://www.bie.org/index.php/site/PBL/overview_pbl/).			
Needs Addressed: Direct input from youth through focus groups and Task Force input suggested the importance of emphasizing active learning and activities that exposed youth to possible career alternatives. Enrichment and service learning activities would be balanced by tutoring and other forms of academic support provided through OUSD and ASES funding. Enrichment activities funded by OFCY would be the magnet drawing students to the After School Program.	Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office and linkages to emerging employment development activities created through stimulus funding.	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased attachment to school through increased attendance data <input type="checkbox"/> Increased self-esteem/confidence <input type="checkbox"/> Increased connections to caring adults 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school and crime; Prevent and reduce violence, crime and gang involvement among children</i> After school programs provide a safe venue for children after school when the highest rate of youth crime occurs. After school programs also afford opportunities to stimulate interest in learning and obtain support in areas where students are struggling in school. Consistent attendance in quality after school programs is correlated with higher attendance and improved student outcomes. Middle School out-of-school time strategies can be augmented with funding to support conflict resolution strategies that can reduce school suspensions, fighting, and youth violence. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.			
Funding Range: 15-20% of OFCY funding available for allocation.			

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<p>Priority Area II: AUGMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</p>	<p>Strategy # 4a: School-based after school programming for middle school-aged children-family engagement augmented funding (Ages 11-14)</p>	<p>Strategy Description: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work through augmented funding.</p>
<p>Potential Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer support related to child rearing; <input type="checkbox"/> Information sharing and referral related to school and community resources; <input type="checkbox"/> Academic events demonstrating children's learning; and <input type="checkbox"/> Service learning and community service projects involving parents/caregivers and children. 		
<p>Rationale: Augmented funding for family engagement implementation allows after school programs to run their traditional activities and add the benefits of caregiver education and peer support on child rearing, information sharing on school and community resources and academic events demonstrating children's learning if the program has the interest and capacity to do so.</p>		
<p>Needs Addressed: One of the themes most commonly expressed throughout the planning process was the need to better engage parents and families, especially at the elementary and middle school levels.</p>	<p>Partners: ASES funding, Community-Based Organizations, OUSD After School Programs Office, OUSD Family & Community Office</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased caregiver knowledge about resources <input type="checkbox"/> Increased caregiver/child engagement <input type="checkbox"/> Increased caregiver/ school engagement and support <input type="checkbox"/> Increased caregiver awareness of child's developmental milestones
<p>Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i> Parents can play an important role in fostering their child's love of learning and becoming more involved in activities that connect students with their natural interests while building upon skills introduced in the classroom. Through parent-youth service learning or community service activities parents can help their child discover their own areas of excellence and explore how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.</p> <p>As family and engagement and involvement increases, negative behaviors such as violence, alcohol use and antisocial behavior decreases. Family engagement can also lead to lower rates of domestic violence and verbal abuse in the home environment.</p>		

Priority Area II: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)	Strategy # 5. Community-based out of school time programming for elementary and middle school-aged children (Ages 6-14)	Strategy Description: Support neighborhood-based community programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness and peer support activities within a youth development framework during after school, evening and weekend hours.
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Community service projects <input type="checkbox"/> Career exploration <input type="checkbox"/> Arts and technology <input type="checkbox"/> Fitness <input type="checkbox"/> Peer circles <input type="checkbox"/> Applied science and math; <input type="checkbox"/> Youth leadership and peer-to-peer activities <input type="checkbox"/> Neighborhood sports 		
Rationale: Neighborhood-based programs tend to reach youth who are not interested in additional involvement in school activities and therefore serve an important need that school-based programs may not be able to meet. Applied learning activities such as community service projects, career exploration opportunities, fitness activities, arts programs, peer circles, applied science and neighborhood sports are important components of youth programming. In addition, there are not many other opportunities for these community-based programs to receive funding.		
Needs Addressed: Addresses needs of youth who are disenfranchised with school or who are not meeting their academic potential.	Partners: Community-Based Organizations	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased academic success <input type="checkbox"/> Increased community engagement <input type="checkbox"/> Increased confidence/self-esteem <input type="checkbox"/> Increased fitness levels <input type="checkbox"/> Increased connection to caring adults
<p>Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i></p> <p>Like school-based after school programs, site-based programs for middle school youth provide a safe, stimulating environment during the time frame where most youth crime occurs. It also provides opportunities for academic support and exposure to activities that can increase interest in learning. Participation in after school programs is correlated with improvement in school attendance and performance. (see. Complementary Learning Model, Harvard Family Research Project).</p> <p>Providing activities and safe places to spend time in out of school time hours reduces opportunities for violence and gang involvement. Research shows, in particular, that it is highly critical to provide opportunities during the hours of 3-6 pm. For youth who may not feel a deep connection to their school environment, have higher needs or schedules that will not allow for typical after school programming, community-based out of school programming may offer engaging opportunities.</p> <p>Funding Range: 5-7% of OFCY funding available for allocation.</p>		

Priority Area II: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)	Strategy # 6: Summer programming for elementary and middle school-aged children (Ages 6-14)	Strategy Description: Support community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities within a youth development framework.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Applied science <input type="checkbox"/> Creative arts <input type="checkbox"/> Fitness <input type="checkbox"/> Exploratory trips to nature, museums, and science centers <input type="checkbox"/> Career exploration 			
Rationale: Summer programs coordinated collaboratively or individually by a community-based organization or a public agency offer children and youth an exciting and broad range of youth development and enrichment opportunities. Activities could include exploratory trips in nature, to museums and to science centers, creative arts programs, fitness opportunities and other applied academic learning programs.			
Needs Addressed: Interviews with parents revealed that summer school is viewed as a critical need for families as there are few affordable, structured programs available. Key informant interviews revealed that community-based agencies find it difficult to obtain funds for summer programs, creating another kind of need for this kind of funding.	Partners: Community-Based Organizations, OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Sustained learning through summer months reduces "learning loss" commonly attributed to summer vacation and being away from school <input type="checkbox"/> Increased community engagement <input type="checkbox"/> Increased confidence/self-esteem <input type="checkbox"/> Increased fitness levels <input type="checkbox"/> Increased connection to caring adults 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children.</i> There is also the opportunity to use summer programming to develop transitions between 5 th and 6 th grades and 8 th and 9 th grades. (see. Complementary Learning Model, Harvard Family Research Project). Research conducted in Baltimore demonstrates that reading levels and other academic performance markers often decrease during the summer months, particularly for low-income children. Applied learning and appropriate developmental activities can prevent this from occurring.			
Providing activities and safe places to spend time during summer hours reduces opportunities for violence and gang involvement. Social skills and self-esteem may be boosted by the types of activities offered in the summer, increasing confidence to resist other influences. In addition, participation in creative and fun summer programs will increase youth investment into the community.			
Funding Range: 5-7% of OFCY funding available for allocation.			

Wellness and Healthy Transitions Strategies mostly target middle and high school students with the exception of strategies related to address the needs of youth transitioning from 5th to 6th grades. Three strategies were identified related to wellness and healthy transitions. These strategies emphasize peer-to-peer structures like peer-leadership, peer education, peer health education, as well as service learning, internships, career exploration and career development. Peer health education and peer leadership strategies could be embedded in the school-based health center initiative, strengthening those programs while addressing the needs of middle and high school age youth.

Priority Area # III: WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 & UP)	Strategy # 7: Transition programs for youth (Ages 11-14; 15 & up)	Strategy Description: Support year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5 th to 6 th grade and 8 th to 9 th grade).	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Counseling / life skills <input type="checkbox"/> Family Engagement <input type="checkbox"/> Peer support <input type="checkbox"/> Career exploration <input type="checkbox"/> Enrichment opportunities <input type="checkbox"/> Academic support / applied learning 			
Rationale: The transition to and from middle school mark pivotal moments in a child's academic and developmental life. Children moving from elementary to middle school are transitioning from childhood to adolescence, becoming more independent and forming deeper relationships with peers. This time period has also been associated with a decline in academic achievement, performance motivation, and self-perceptions. At this age, youth are likely to experiment with at-risk behaviors but also have the opportunity to make key decisions about career choices. Youth going from middle to high school have higher rates of expulsions and academic course failure as social matters or family issues often become more important. Transition programs can be highly effective in improving the lives of higher risk youth. Innovative ideas and promising practices will be explored and developed through this initiative.			
Needs Addressed: OUSD data showed a dramatic drop in test scores for OUSD 6 th graders when compared with the state average, suggesting that the transition from 5 th -6 th grade is particularly challenging. After this gap develops between OUSD student performance and the state, the gap is never significantly narrowed and other data suggests that during the next transition from 8 th -9 th grade is when OUSD begins to see a significant increase in student dropouts.	Partners: Community-Based Organizations, OUSD, Safe Passages	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased attachment to school <input type="checkbox"/> Increased school attendance <input type="checkbox"/> Decreased drop-out rates <input type="checkbox"/> Reduction in suspensions <input type="checkbox"/> Reduction in number of violent acts at school 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i> Youth are at higher risk of low academic performance and dropping out of school during transition periods. Addressing issues during these key periods is critical to continuing with and progressing in school, as well building resilience to reduce risk of gang involvement and acting out violently. To address the Measure D mandate to improve student outcomes, and to reduce violence and youth criminal activity will require targeting resources to those who are at greatest risk of school failure or involvement in crime, gangs and violence. The transitions programs will focus on these youth.			
Funding Range: 3-5% of OFCY funding available for allocation.			

Priority Area III: WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 & UP)	Strategy # 8: Youth leadership programs (Ages 11-14; 15 & up)	Strategy Description: Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Peer health education (HIV, nutrition, physical activity) <input type="checkbox"/> Peer education about positive choices for school and life <input type="checkbox"/> Peer leader training in communication, content and workshop facilitation <input type="checkbox"/> Outreach by older youth to middle school youth 			
Rationale: A growing body of research on the clustering of risk-taking behavior and adolescent health problems suggest that several factors contribute to adolescent resiliency including having a sense of physical, emotional and economic security; having connections with adults and peers; being able to make contributions to their communities; believing that others have high expectations of them; and having opportunities for participation in challenging and engaging activities. Peer education and peer-led programs, with their grounding in social learning theory, utilize the existing social networks of youth to engage them in providing leadership and prevention among their peers. Linking peer health and peer leadership activities to the school-based health centers can also serve to increase use of those resources, further improving health outcomes for those using the services.			
Needs Addressed: High prevalence of obesity and rising rates of teen pregnancy. Healthy Kids Survey data describes high use of alcohol and marijuana. Data on youth crime, violence, and academic performance indicate the need for more programs that build resiliency.	Partners: Alameda County Public Health Department, Alameda County Health Care Services Agency, Community-Based Organizations, OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Youth leaders have increased confidence to address and resolve problems in social and physical health. <input type="checkbox"/> Increased ability to make better decisions about their health and well-being. 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent, reduce violence, crime and gang involvement among children; Help youth transition to productive adulthood.</i> Youth who are physically and mentally healthy are better able to focus on academics and other activities that will allow them to graduate from high school. Youth who have developed leadership skills and feel engaged in their community have developed resilience and as a result, are also better able to avoid risky behaviors, such as violence and crime. They will also use their knowledge to encourage their peers to follow a similar path. In addition, involvement in youth leadership activities may lead to advocacy efforts for safer environments for youth. Youth involved in leadership and peer-led activities are better prepared for college, employment opportunities and "real-world" situations.			
Funding Range: 3-5% of OFCY funding available for allocation.			

Priority Area III: : WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 & UP)	Strategy # 9: Conflict resolution programs for middle-school aged youth (Ages 11-14)	Strategy Description: Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Peer-led training for conflict mediators <input type="checkbox"/> Provide conflict resolution services for middle school youth 			
Rationale: By teaching young people how to manage conflict, conflict resolution education can reduce juvenile violence, chronic truancy, suspensions and create an overall safer school environment and positive school climate. Peer-led programs also provide lifelong decision-making schools. Involvement in school-based conflict resolution programming has also led to improvement with family members and in the community. The reduction of Measure Y funding for school-based violence prevention activities will be addressed through this strategy.			
Needs Addressed: Suspension rates, drop out rates and youth crime levels strongly suggest the need for conflict resolution programming.	Partners: Community-Based Organizations, OUSD Violence Prevention Program	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Reduction in suspensions <input type="checkbox"/> Increased attendance rates <input type="checkbox"/> Reduction in number of violent acts at school <input type="checkbox"/> Increased sense of empowerment 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children.</i> Youth who deal with behavioral and emotional issues are better able to focus on academics and other activities that will allow them to graduate from high school. In addition, a safer school environment enables more students to focus and thrive. The purpose of conflict resolution programs is to decrease violent behavior. Involved youth learn and practice alternatives to violence, lessons they can carry with them outside of their school environment and beyond their school years.			
Funding Range: 1%- 2% of OFCY funding available for allocation.			

Priority Area IV: HIGH SCHOOL AND OLDER YOUTH (AGES 15 & UP	Strategy # 10: Support services for academic and career success for older youth (Ages 15 & up)	Strategy Description: Support career preparedness and academic success programs that reinforce college, work readiness and paid employment.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Supervised work in various organizations including arts skill development, music and entrepreneurial projects <input type="checkbox"/> Job shadowing and career portfolio development <input type="checkbox"/> Life skills and peer support <input type="checkbox"/> Temporary subsidized work, apprenticeships, and paid and un-paid internships <input type="checkbox"/> Tutorial assistance for passing high school exams <input type="checkbox"/> College entrance and career counseling 			
Rationale: Recent research demonstrates that young job entrants are not prepared to join the workforce and that many Oakland youth are not graduating from high school. They do not have the basic knowledge, workplace skills, or applied skills to gain and retain employment. In addition, the majority of youth do not feel prepared to enter the workforce when they leave high school. This was reiterated through the community input process, particularly from focus group input. Youth benefit from supervised work in various settings, such as music, technology, arts and other entrepreneurial opportunities. Skills could be developed via job shadowing, participation in temporary subsidized work, apprenticeships and paid/unpaid internships. Programs that attract youth by offering career related activities can also provide academic supports to encourage students to remain in school and succeed academically.			
Needs Addressed: National, state and local unemployment rates suggest that youth will have an especially difficult time entering the workforce, particularly youth who have not been successful in school and/or had prior work or internship experience. In focus groups, older youth indicated quite strongly that career preparation support was their highest priority and that it can serve as a magnet keeping them engaged in school. In addition to career preparedness, access to academic support, such as tutorial assistance in passing high school exams and college application assistance by college students are needs that would be met through this strategy. Historically Oakland has had a high drop out rate and while test scores and CAHSEE pass rates have improved, the drop out rate remains higher than other urban districts in the region.	Partners: City of Oakland local businesses, City of Oakland Workforce Investment Board, Federal 21 st Century Funding, Community-Based Organizations, Federal Stimulus Funding (inclusive of youth employment), OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased confidence about accessing educational and/ or career related job opportunities. <input type="checkbox"/> Increased ability to develop personal, academic, and career goals. <input type="checkbox"/> Connection to caring adults <input type="checkbox"/> Increased graduation rates <input type="checkbox"/> Increased academic success <input type="checkbox"/> Increased CAHSEE scores 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Help youth transition to productive adulthood.</i> Increasing opportunities for academic support and development outside of the school day will lead to success in school and assist youth in graduating high school and potentially moving on to college. Funding academic programs for older youth demonstrates the city of Oakland's investment and support for this age group. Career readiness programs build youth confidence and skill level while also helping to construct a work history, all critical factors in preparing for the transition to adulthood. In addition, high school graduation and college readiness are key factors to the transition to adulthood.			
Funding Range: 7-10% of OFCY funding available for allocation.			

Priority Area IV: HIGH SCHOOL AND OLDER YOUTH (AGES 15 & UP)	Strategy # 11: Comprehensive supports for vulnerable youth transitioning to adulthood (Ages 15 & up)	Strategy Description: Increase access to neighborhood-based programs that support youth including vulnerable youth, such as English-language learners, those with special needs and youth generally disengaged from school with high truancy or low academic performance as well as other youth who may be just looking for ways to develop their personal interests and capacities in a community setting. This strategy would provide a range of enrichment opportunities and sites where youth can plug into enrichment activities responding to their interests. While educational and career supports might be part of the programming offered, the emphasis under this strategy is to address the spectrum of needs and activities that may support or compliment school engagement. This strategy seeks to develop resources and opportunities for a broad range of youth.	
Potential Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Peer support and life skills education <input type="checkbox"/> Youth leadership <input type="checkbox"/> Legal and financial counseling <input type="checkbox"/> College application assistance and mentoring by college students <input type="checkbox"/> Enrichment activities <input type="checkbox"/> Drop-in services; <input type="checkbox"/> "Safe space" and youth center programming <input type="checkbox"/> Tutorial assistance for passing high school exams <input type="checkbox"/> College entrance and career counseling—Paul—do these belong here or strategy #10? 			
Rationale: In key informant interviews, stakeholders indicated a lack of adequate funding for youth who are not being successful in school. Many youth do not have access to the familial or social supports they need to do well academically or transition successfully to adulthood. They may have faced family hardship, poverty, language barriers, been part of the foster care system, the juvenile justice system or are physically or mentally challenged. Vulnerable youth deserve opportunities to adjust and move forward to adulthood. Sample interventions include peer support programs, life skills education, youth leadership activities, legal and financial counseling, drop-in services and "safe space" programming, in addition, there is a general lack of funding for vulnerable youth so OFCY would be fulfilling a major funding gap. But this strategy extends beyond vulnerable youth and seeks to provide enrichment opportunities for all older youth.			
Needs Addressed: Low CAHSEE pass rate, high dropout rate, low scores on CST and low completion rate on state university required A-G courses.	Partners: Community-Based Organizations, Federal 21 st Century Funding, OUSD	Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Increased community engagement <input type="checkbox"/> Increased graduation rates <input type="checkbox"/> Increased academic success 	
Relation to Measure D Outcomes: <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement; Help youth transition to productive adulthood:</i> There is a high need for funding programs geared towards special populations of older youth. Providing support for a variety of activities allows youth to accomplish all they can academically and steer them away from becoming involved with crime and contribute to the community in a positive way. Providing a range of pro-social opportunities that could tap into the personal interests of youth can increase			
Funding Range: 7-10% of OFCY funding available for allocation.			



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