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2014 FEB 13 PM 1:12

# AGENDA REPORT

**TO:** DEANNA J. SANTANA  
CITY ADMINISTRATOR

**FROM:** Sara Bedford

**SUBJECT:** OFCY Final Evaluation Reports 2012-2013

**DATE:** December 19, 2013

City Administrator  
Approval

Date

1/8/14

**COUNCIL DISTRICT:** City-Wide

## RECOMMENDATION

Staff recommends that the City Council accept a resolution adopting the OFCY final evaluation report for 2012-2013 as submitted by the Oakland Fund for Children and Youth Planning and Oversight Committee.

## EXECUTIVE SUMMARY

- The Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee (POC) has approved and submitted the 2012-2013 final evaluation reports for OFCY funded programs as prepared by the independent evaluation firm Public Profit. The *Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2012-2013 (Attachment A)* provides evaluation information on all 117 OFCY funded children and youth service programs.
- The *Oakland School-Based After School Programs Evaluation Findings Report 2012-13 (Attachment B)* provides a more in-depth evaluation of the jointly-funded School-Based After School program strategy, with 76 afterschool programs operating at school sites in partnership with the Oakland Unified School District (OUSD).

OFCY contracts with the firm Public Profit, an Oakland-based independent evaluation group, to conduct the third-party evaluation of OFCY programs. Public Profit is also funded by OUSD After School Program Office to jointly evaluate school-based after school programs citywide.

The evaluator reports on program performance based on data on children and youth participation, hours of service and contracted activities, delivered tracked in the CitySpan database system. Of the 117 OFCY grantee programs that delivered youth services in the 2012-2013 year, 111 (95%) met OFCY's benchmarks for youth participation and targeted hours of service. OFCY programs consistently delivered quality services to over 28,000 youth last year and met the deliverables required of their Kids First grant awards.

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**LIFE ENRICHMENT CMTE.**

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The evaluator provides an assessment of quality for every OFCY grant program, utilizing a research-validated and nationally implemented youth program quality assessment rubric based on youth development principles. All OFCY programs are also meeting or exceeding program quality benchmarks. When compared against the national sample of programs using the same program quality observational assessment, OFCY programs rank higher than the national average.

Public Profit reports on the outcomes achieved by OFCY grant programs, which are grouped by strategy areas consistent with the goals of the Kids First legislation. Programs that address the goal of healthy development of young children increased parents' awareness of healthy child development and resources available for families, and increased engagement in learning activities with children. School based and community based afterschool programs helped children and youth succeed in school and to develop a greater sense of mastery of skills. Youth leadership programs helped older youth with improved decision making and goal setting and stronger connections to peers and caring adults. Workforce and academic support programs helped youth transition successfully to adulthood by developing meaningful job skills and gaining confidence in completing their educational goals.

### OUTCOME

The POC's submission and Council adoption of the annual evaluation reports is required by the Oakland City Charter section 1305.4 (Kids First! amendment). The individual program evaluation findings reported in the evaluation reports are considered by OFCY in determining the renewal of individual grant programs.

### BACKGROUND/LEGISLATIVE HISTORY

The Oakland Fund for Children and Youth was established in 1996, when Oakland voters passed the Kids First! Initiative, an amendment to the City Charter, to support direct services to youth under 21 years of age. Measure D reauthorized funding for the Oakland Fund for Children and Youth for an additional twelve years (2010-2021). The City now sets-aside 3% of the City's unrestricted General Fund for the Oakland Children's Fund for grants to non-profits and public agencies.

The provision of the Oakland City Charter (Article XIII.) which establishes Kids First requirements and the Oakland Children's Fund requires an annual independent evaluation of OFCY programs. The grant programs included in this evaluation were approved by the City Council in June 2012 for services in FY2012-13.

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**ANALYSIS**

**An Overview of OFCY Children and Youth Served**

In FY 2012-13, OFCY funded programs collectively served 28,202 children and youth through programming in four OFCY Strategy Areas: Early Childhood (4,266), Out-of-School Time (14,733), Wellness and Healthy Transitions (5,379) and Older Youth (3,824). The table below shows distribution by ethnicity and gender across OFCY-funded programs.

<b>Ethnicity</b>	<b>%</b>
Latino/a	40%
African American	36%
Asian Pacific Islander	12%
White	4%
Not Reported/Missing	4%
Multi-Racial/Bi-Racial	2%
Native American/Alaskan Native	1%
Other/Prefer Not to Say	1%

<b>Age Range</b>	<b>%</b>
0-5	16%
6-10	31%
11-14	20%
15-20	20%
21+	2%

Children served by the OFCY live across all zip codes in Oakland, with half of the youth residing in neighborhoods within the 94601 (22%), 94621 (16%), and 94603 (13%) zip codes.

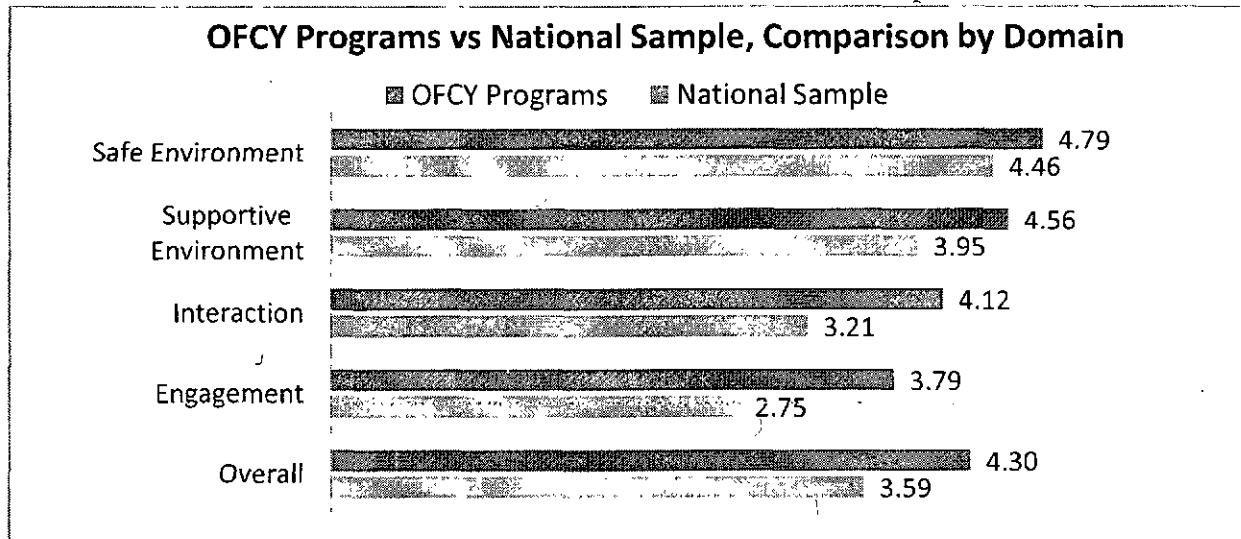
**Summary of Program Quality**

The evaluator provides an assessment of quality for every OFCY grant program serving school aged and older youth using the research validated tool Youth Program Quality Assessment or School Age Program Quality Assessment. Using these assessments, programs are observed and scored on a 5-point scale in four domains: safe environment, supportive environment, interaction (through cooperative learning and leadership opportunities) and engagement (through youth choice, planning, and reflection in programming). School based afterschool programs are also assessed for “academic climate”.

Site visits indicate that OFCY-funded programs are providing high quality service. Based on a 5 point scale, 71% of grantees have program quality average scoring of between 3 and 4.5 (“Performing”) across all four domains, and 29% have average quality scoring of 4.5 or better (“Thriving”), indicating exceptional program quality. There were no programs in the Emerging category (average scores below 3), indicating that all programs were meeting point of service quality expectations.

OFCY programs as a whole are very highly rated in providing safe and supportive environments for youth. Additionally, OFCY programs in Oakland are out-performing similar programs nationally, especially in the higher domains of interaction and engagement.

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Public Profit's evaluation, using a the parent/child program quality assessment observational tool for early learning sites, indicates that all OFCY-funded early childhood community playgroup programs are in the "thriving" program quality category, and demonstrate strong overall performance. Early Childhood Mental Health Consultation programs received site visits but were not assigned a quality category. A focus group with the mental health consultants indicates that providing consistent, supportive relationships with knowledgeable coaches helped increase the overall quality of services provided by early childhood educators.

All OFCY programs serving children and youth complete annual plans for continuously improving quality services. Grantees receive trainings and support on the evaluation tool, how to conduct a self-assessment, and planning with their own assessment data for improvement at the quarterly OFCY grantee meetings.

### Evaluation Findings on Child and Youth Outcomes

The following are highlights presented by strategy area:

Early Childhood: Early childhood programs provided consultation and learning opportunities to improve the quality of early childhood care and education, parent engagement and support for young children's healthy development and readiness for kindergarten.

- Community playgroup programs served 1,120 children. Nine in ten parents agreed that their playgroup helped them and their child become more ready for school by gaining a better understanding of their child's developmental needs, using appropriate behavior guidance strategies, being engaged in more active play with their child, and learning about additional resources in the community available to them.

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- Mental health consultation programs served 3,146 children. The consultants helped early childhood educators make positive changes in the classroom (82%) in response to challenging behaviors, which helped more children remain enrolled in the programs. Furthermore, parents reported that as a result of meeting with the mental health consultant, they felt more comfortable managing their child's behavior (95%) and were more aware of resources to help their child (93%).

Out of School Time: Programs provided safe, enriching learning environments in school and community based settings and increased connections to caring adults.

- Among the 9,480 participants in school-based after school programs, youth reported that their program helped them work hard toward their goals (elementary 88%, middle 80%) and that they gained understanding on knowing why it is important to do well in school (elementary 91%, middle 83%). Eighty-eight percent (88%) of elementary-aged and 70% of middle school-aged participants reported positively on health and wellness outcomes.
- Community-based after school programs served 3,419 youth, with 87% of elementary-aged and 92% of middle school-aged participants reporting that they feel more connected to their community, and 95% of elementary-aged and middle school-aged participants reporting that there is at least one adult in the program that cares about them. Additionally, 75% of elementary-aged and 89% of middle school-aged participants report that their program helped them improve their communication and social skills.
- In 2012 OFCY summer programs served 2,290 youth. Eighty-five percent (85%) of elementary-aged and 88% of middle school-aged participants agreed that their summer program helped them to understand what is being taught in school. Ninety-two percent (92%) of elementary and 90% of middle school youth reported that there is at least one adult in the program that cares about them.

Wellness and Healthy Transitions: Youth leadership opportunities are provided to improve youth ability to make healthy choices, engage youth through peer leadership and supports, develop skills that promote youth's healthy development, and promote positive school climate.

- Youth leadership programs served 898 youth, which helped participants to make good decisions, set goals, and to be more of a leader (96%). Those who attended youth leadership programs longer were more likely to respond positively to questions about leadership. Eighty-seven percent (87%) of participants also reported positively about growth in their relationship-building and communication skills.
- Youth in conflict resolution programs (1,043 served) were most likely to have reported building leadership skills (98%), taking care of problems without violence or fighting

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(90%), and saying 'no' to things they know are wrong (89%), indicating that the program in this sub-strategy is helping youth to build key conflict resolution skills.

- Among the 3,259 youth who participated in transitions programs, 91% of participants felt more confident about their academic success overall, with 85% more confident about graduating from high school or earning their GED. Additionally, 86% of participants reported learning about jobs they would like to have in the future, while 73% reported increased understanding about how to get a job they want.

Older Youth: Programs provided workforce and employment exposure and opportunities; supported academic objectives such as high school graduation or completion, and advancement to college; and provided other supports youth need to transition to adulthood successfully.

- Academic and career success programs served 1,199 youth. Almost all youth (98%) in academic success programs reported that their OFCY-funded program helped them to feel more confident about completing high school or earning their GED. Ninety-five percent (95%) of career success participants reported learning new skills in the program that will help them get a job and 85% reported that the program connected them with potential employers.
- Comprehensive programs served 2,319 youth and 93% of youth participants reported increased confidence in their skills and abilities, and 89% reported increased ability to make good decisions, to lead, and to set goals for themselves.

### **PUBLIC OUTREACH/INTEREST**

The OFCY Planning and Oversight Committee – Evaluation Subcommittee reviewed the FY2012-2013 final evaluation reports at a public meeting on October 24, 2013. The POC met on November 20, 2013 in a public meeting to review and accept the FY 2012-2013 final evaluation reports and forward them to the Oakland City Council for adoption.

### **COORDINATION**

The Office of the City Attorney has been consulted on the requirements for submission of the annual evaluation report and on the preparation of this report which has also been reviewed by the Budget Office.

### **COST SUMMARY/IMPLICATIONS**

This report has no cost summary or fiscal implications.

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

The OFCY evaluation supports a continuous improvement process with annual evaluation and follow up through quality improvement planning. OFCY quarterly grantee meetings are used to provide trainings and communicate the evaluation. Past performance as cited in the third-party evaluation reports is used in part by the POC in the determination of grant awards and funding renewals.

**SUSTAINABLE OPPORTUNITIES**


**Economic:** Public Profit is an Oakland based organization that employs Oakland residents.

**Environmental:** There are no known environmental effects.

**Social Equity:** The OFCY evaluation system results in direct social benefits by building organizational capacity and promoting best practices in youth development. It also monitors the quality and performance of all OFCY programs which are funded to serve children and youth in areas of high-need.

For questions regarding this report, please contact Sandra Taylor, Manager, DHS.

Respectfully submitted,

  
SARA BEDFORD, Director  
Department of Human Services

CHILDREN & YOUTH SERVICES DIVISION  
Reviewed by: Sandra Taylor, Manager  
Prepared by: Scott Kim, Program Analyst OFCY

ATTACHMENTS:

- A. Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2012-2013
- B. Oakland School-Based After School Programs Evaluation Findings Report 2012-13

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Life Enrichment Committee  
~~January 28, 2014~~  
FEB 25 2014

# Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2012 - 2013

Prepared for the City of Oakland, Department of Human Services  
Oakland Fund for Children and Youth

*October 2013*



## ACKNOWLEDGEMENTS

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We would like to thank all the individuals and agencies that contributed to this evaluation report. We are first and foremost grateful to the non-profit and public agencies that provide services to the children and youth in Oakland. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee who we name individually on the following page. We appreciate the Evaluation Subcommittee for its guidance, leadership, and commitment to independent evaluation, with special thanks to Chair Nina Horne.

The City of Oakland Department of Human Services staff and the Oakland After School Programs Office greatly contributed to the design and structure of the evaluation

report. We thank Children and Youth Services Director Sandy Taylor, OFCY Program Planner Mike Wetzal, and Julia Fong-Ma, the OUSD Coordinator of After School Programs for their support.

The report could not be done without our partners at First Five Alameda, Harder + Company Community Research, Practicing Freedom and iSEED. We are especially grateful to the seven youth who served on the OFCY Youth Evaluation Team. Their insight into program quality and effectiveness was invaluable.

Finally we'd like to thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

This report evaluates the performance, quality, and outcomes of grantees of the Oakland Fund for Children and Youth.

This report is prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and for the Oakland City Council. This report fulfills the legislatively mandated independent evaluation.

## **OFCY POC AND STAFF**

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*Cesar Sanchez, Nina Horne*

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profit]

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Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
 Prepared by Public Profit

Programs Included in the OFCY Grantee Evaluation

The Oakland Fund for Children and Youth (OFCY) provides grants to 117 programs serving children, youth and their families, which operate under four funding strategy areas: Early Childhood, Out of School Time, Older Youth and Wellness & Healthy Transitions. Two of these strategy areas – Early Childhood and Older Youth – include two sub-strategies each. Out of school Time and Wellness & Healthy Transitions include three sub-strategies each.

<b>Early Childhood</b>	<b>13</b>
Mental Health Consultation	5
Community Playgroups	8
<b>Out of School Time</b>	<b>72</b>
School-Based After School	51
Community-Based After School	9
Summer <sup>1</sup>	12
<b>Wellness &amp; Healthy Transitions</b>	<b>14</b>
Conflict Resolution	1
Transitions	6
Youth Leadership	7
<b>Older Youth</b>	<b>18</b>
Academic and Career Success	10
Comprehensive	8
<b>Total Programs</b>	<b>117</b>

The *Grantee Report* is organized primarily by funding strategy, as these programs implement relatively consistent program models and share a set of common performance measures defined by OFCY.

For each funding strategy, OFCY defines a series of outcomes measures, which provide a common set of priorities for grantees. These measures are based both on the larger goals of the Kids First! legislation (see page 6) and on the unique opportunities afforded by each grant strategy to positively affect children and youth.

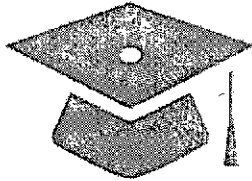
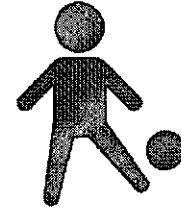
<sup>1</sup> Please see the Summer Grantee Findings Report (April 2013) for detailed information about programs funded through this strategy.

**Programs Included**



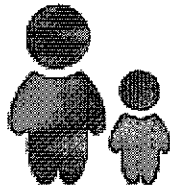
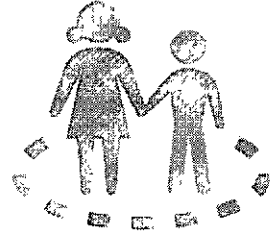
Outcome measures for each grant group – Early Childhood, Out of School Time, Wellness & Healthy Transitions, and Older Youth – are detailed in the Progress Toward Outcome Measures section for each grant group, organized according to OFCY’s four leading outcomes for youth:

***Support the healthy development of young children.<sup>2</sup>***



***Help children and youth succeed in school and graduate high school.***

***Prevent and reduce violence, crime and gang involvement among young people.***



***Prepare young people for a healthy and productive adulthood.***

**What's in the OFCY Grantee Evaluation Report:**

- To find out how programs are doing overall, go to the **Executive Summary** on page 7.
- To track whether programs are meeting their service targets, see **Program Performance** subsections.
- To review the degree to which programs are providing high quality service, read the **Point of Service Quality** subsections.
- Information about participants' progress toward OFCY's outcome goals is in the **Progress Toward Youth Outcomes** sections.

<sup>2</sup> This goal applies to early childhood programs only.

**Programs Included**

Oakland Fund for Children and Youth Grantee Evaluation 2012-13

Prepared by Public Profit

# EXECUTIVE SUMMARY

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## Overview of the 2012-13 OFCY Grantee Evaluation

This report summarizes evaluation findings for the 117 OFCY-funded programs that served children, youth and families during 2012-13.

### **Program Performance**

112 of 117 grantees have reached at least 80% of the targeted number of youth served. 111 met or exceeded their targeted units of service.

OFCY-funded programs reported employing 388 people, two-thirds of whom live in Oakland (for the 74 grantees that reported this information).

### **Point of Service Quality**

Site visits conducted by the evaluation team indicate that all OFCY programs meet research-based standards for point of service quality, a key driver of positive outcomes for youth.

### **Youth Outcomes**

#### ***Early Childhood – Community Playgroups***

- Ninety-five percent (95%) of parents of children in community playgroups report that program staff seemed knowledgeable about their children's needs.
- Ninety-four percent (94%) of parents of children in community playgroups report that as a result of the program, their child has learned new skills.
- Ninety-two percent (92%) of parents of children in community playgroups report that as a result of the program, their child plays better with other children.

#### ***Early Childhood – Mental Health Consultation***

- Ninety-eight percent (98%) of parents report they better understand what their child needs to grow and learn since meeting with the mental health consultant.
- Ninety-five percent (95%) of parents report that they feel more comfortable managing their child's behavior since meeting with the mental health consultant.
- Ninety-four percent (94%) of early childhood educators report that the consultant was approachable and accessible.

### **Executive Summary**

## Overview of the 2012-13 OFCY Grantee Evaluation

### *Youth Outcomes (continued)*

#### ***Out of School Time - School-Based After School***

- Eighty-percent (80%) of youth participants agree that the program helps them to care about their school.
- Seventy-three percent (73%) of participants report feeling more confident about their academic success, with elementary participants more likely to report increased confidence than middle school participants (80% compared to 63%).
- Eighty-eight percent (88%) of elementary-aged and 70% of middle school-aged participants report positively on health and wellness outcomes.

#### ***Out of School Time - Community-Based After School***

- Seventy-five percent (75%) of elementary-aged and 89% of middle school-aged participants report that their program helps them improve their communication and social skills.
- Ninety-five percent (95%) of elementary-aged and middle school-aged participants report that there is at least one adult in the program that cares about them.
- Eighty-seven percent (87%) of elementary-aged and 92% of middle school-aged participants report feeling more connected to their community.

#### ***Out of School Time - Summer (2012)***

- Eighty-five percent (85%) elementary-aged and 88% middle school-aged participants report that their Summer program helps them to understand what is being taught in school.
- Ninety-two percent (92%) of elementary-aged and 90% of middle school-aged participants report that there is at least one adult in the program that cares about them.
- Ninety-one percent (91%) of elementary-aged and 96% of middle school-aged participants report that they work hard toward their goals.

#### ***Wellness & Healthy Transitions - Youth Leadership***

- Ninety-one percent (91%) of participants agree that the program helps them to make healthy decisions.
- Ninety-six percent (96%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.
- Eighty-seven percent (87%) of participants reported positively about growth in their relationship-building and communication skills.

### **Executive Summary**

## Overview of the 2012-13 OFCY Grantee Evaluation

### Youth Outcomes (continued)

#### **Wellness & Healthy Transitions – Conflict Resolution**

- Eighty-five percent (85%) of participants agree that the program helps them to care about their school.
- One hundred percent (100%) of participants report that there is at least one adult in the program that cares about them.
- Seventy-five percent (75%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.

#### **Wellness & Healthy Transitions – Transitions**

- Ninety-one percent (91%) of participants report feeling more confident about their academic success overall, with 85% feeling more confident about graduating from high school or earning their GED.
- Eighty-six percent (86%) of participants report learning about jobs they would like to have in the future, with 73% reporting increased understanding about how to get a job they want.
- Ninety-three percent (93%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.

#### **Older Youth – Academic and Career Success**

- Ninety-eight percent (98%) of academic success participants report feeling more confident about graduating from high school or earning their GED.
- Ninety-five percent (95%) of career success participants report learning new skills in the program that will help them get a job; 85% report that the program connected them with potential employers.
- Ninety-eight percent (98%) of participants report that their program helps them to be more confident in their skills and abilities.

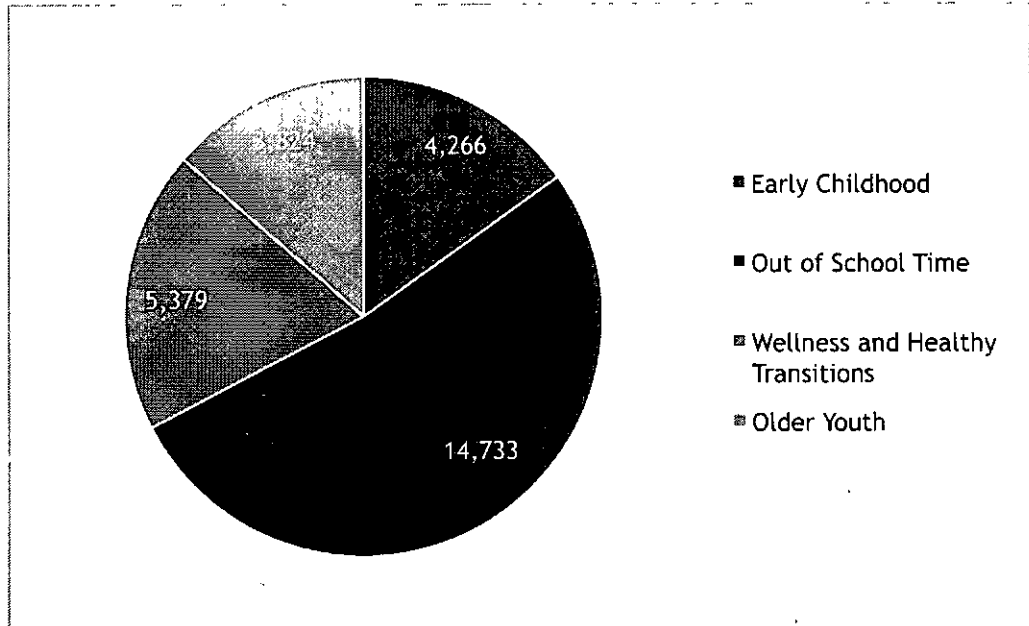
#### **Older Youth – Comprehensive Programs**

- Eighty-nine percent (89%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.
- Eighty-nine percent (89%) of participants report that there is at least one adult in the program that cares about them.
- 97% of participants report that they feel good about themselves while in the program.

### Executive Summary

OFCY-funded programs in Oakland served 28,202 children and youth in the 2012-13 program year, compared with 25,860 in 2011-12.<sup>3</sup> Early Childhood programs served 4,266 children, Out of School Time programs 14,733, Wellness & Healthy Transitions programs 5,379, and Older Youth grantees 3,824.

Figure 1: OFCY Participants by Program Type



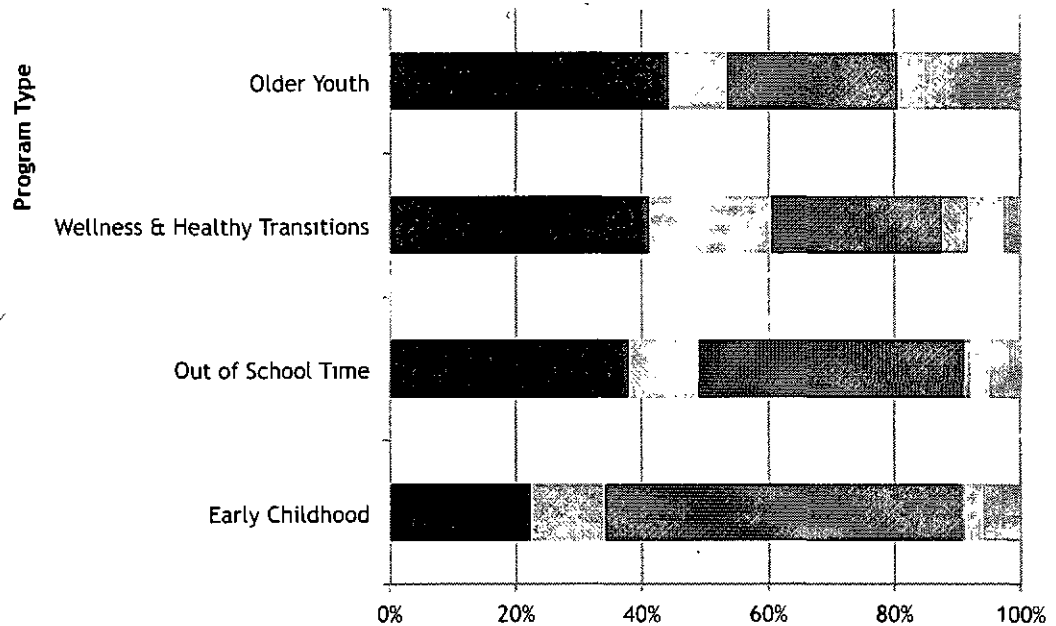
Source: CitySpan Actuals to Projections Report for youth served between July 2012 and June 2013.

Youth participants were roughly evenly divided among boys and girls. About 50% of participants are girls and 50% are boys, among the youth for whom gender data are reported. Seven participants are reported as transgender youth.

<sup>3</sup> 25,860 youth participants were reported in the 2011-12 Final Report for OFCY grantees.

Of the children and youth served in the 2012-13 program year, 40% are Latino/a, 36% are African American, 12% are Asian/Pacific Islander, 4% are Caucasian and .3% are American Indian.<sup>4</sup>

Figure 2: Ethnicity of OFCY Participants by Program Type



	Early Childhood	Out of School Time	Wellness & Healthy Transitions	Older Youth
■ African American	22%	38%	41%	44%
□ Asian/Pacific Islander	12%	11%	19%	9%
▨ Latino/a	57%	42%	27%	27%
▤ Native American/Alaskan Native	0%	1%	4%	0%
▥ White	3%	3%	6%	4%
▧ Multiracial/Biracial	3%	3%	1%	4%
▩ Not Reported/Other	3%	2%	2%	11%

% of Participants

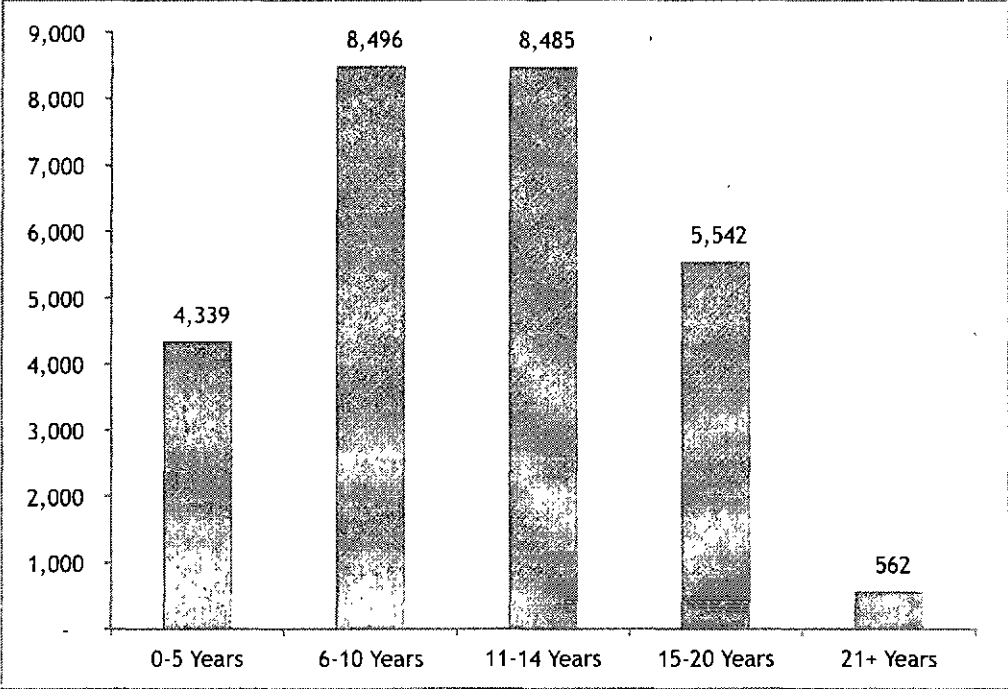
Source: CitySpan attendance records for youth who attended programs between July 2012 and June 2013.

<sup>4</sup> Race/ethnicity is available for 24,055 participants, approximately 95% of youth served.

**Executive Summary**

Of the 27,424 youth with valid birthdates who participated in OFCY-funded programs in 2012-13, 16% (4,339) were between 0 and 5, 31% (8,496) were between 6 and 10, 31% (8,485) were between 11 and 14, 20% (5,542) were between 15 and 20 and 2% (562) were 21 years or older.

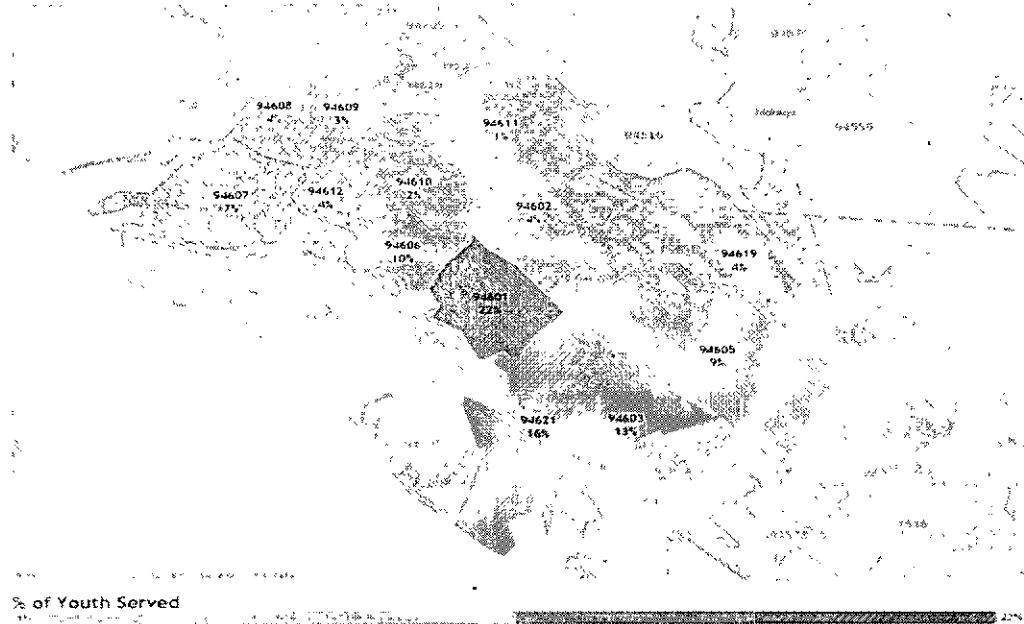
**Figure 3: Participation in OFCY-Funded Programs by Age**



Source: CitySpan attendance records for program participants whose birthdates were collected between July 2012 and June 2013. Ages for summer program participants were calculated as of June 1, 2012; ages for school-year participants were calculated as of December 31, 2012.

Youth served by OFCY-funded programs are clustered in 5 zip codes: 94601, 94621, 94603, 94606, and 94605. The map below shows the percentage of all youth served by their home zip code. OFCY programs serve youth from the flatlands neighborhoods of the city, with particular concentrations in East Oakland.

Figure 4: Participants' Home Zip Codes



Source: CitySpan attendance records for youth who attended programs between July 2012 and June 2013 and had a valid zip code listed.



In some cases, youth served by OFCY programs are homeless and therefore do not have a stable zip code to report. In other cases, youth may live outside of Oakland. The evaluation team worked closely with all grantees to assure that all available zip code data was reported.

**Table 1: Youth Served by Zip Code**

94601	5,537	20%
94621	4,016	15%
94603	3,150	12%
94606	2,704	10%
94605	2,324	9%
94607	1,982	7%
94608	1,124	4%
94602	1,094	4%
94612	860	3%
94619	968	4%
94609	692	3%
94610	443	2%
94611	279	1%
All Others	2,029	7%
<b>Total:</b>	<b>27,202</b>	

Source: CitySpan records for youth who attended programs between July 2012 and June 2013 and had a valid zip code listed.

In 2012-13, OFCY-funded community-based grantees received \$9.8 million in OFCY funds, and self-report a match by an estimated \$12.2 million, totaling \$22 million in investments in child and youth-serving programs. These programs served 28,202 youth with an average of \$784 in funding per youth served.

**Executive Summary**

**Table 2: Per Youth Investment**

Grantee/Program	Grantee Funding	Matched Funding	Total Funding	Youth Served	Investment per Youth	Investment per Youth in Oakland
Early Childhood - Community Playgroups	\$636,785	\$373,385	\$1,010,170	1,120	\$569	\$902
Early Childhood - Mental Health Consultation	\$725,871	\$356,387	\$1,082,258	3,146	\$231	\$344
Out of School Time - Community-Based After School	\$643,123	\$1,288,308	\$1,931,431	3,419	\$188	\$565
Out of School Time - School-Based After School	\$4,183,564	\$7,109,479	\$11,293,043	9,480	\$569	\$1,991/ \$1,998 <sup>7</sup>
Out-of-School Time - Summer	\$711,372	NA	\$711,372	2,290	\$311	NA
Wellness & Healthy Transitions - Conflict Resolution	\$120,256	\$31,150	\$151,406	1,043	\$115	\$145
Wellness & Healthy Transitions - Transitions	\$498,692	\$397,944	\$896,636	3,259	\$153	\$275
Wellness & Healthy Transitions - Youth Leadership	\$693,703	\$434,054	\$1,127,757	898	\$772	\$1,256
Older Youth - Academic & Career Success	\$929,283	\$1,071,141	\$2,000,424	1,199	\$775	\$1,668
Older Youth - Comprehensive Programming	\$693,819	\$1,185,477	\$1,879,296	2,319	\$299	\$810
<b>Total/Average</b>	<b>\$9,837,135</b>	<b>\$12,247,325</b>	<b>\$22,084,460</b>	<b>28,202</b>	<b>\$349</b>	<b>\$784</b>

Source: CitySpan matched funding data for OFCY programs during summer 2012 and the 2012-13 school year. Matching funds not available for Summer grantees

According to the 74 OFCY grantees that provided staffing information, OFCY funds supported the salaries of 388 employees, 260 (67%) of whom live in Oakland.

<sup>5</sup> This is a self-reported match.

<sup>6</sup> This figure is calculated using the total number of youth served as reported by OFCY grantees.

<sup>7</sup> Investment calculated using average daily attendance rather than total youth served. Available for school-based after school only.

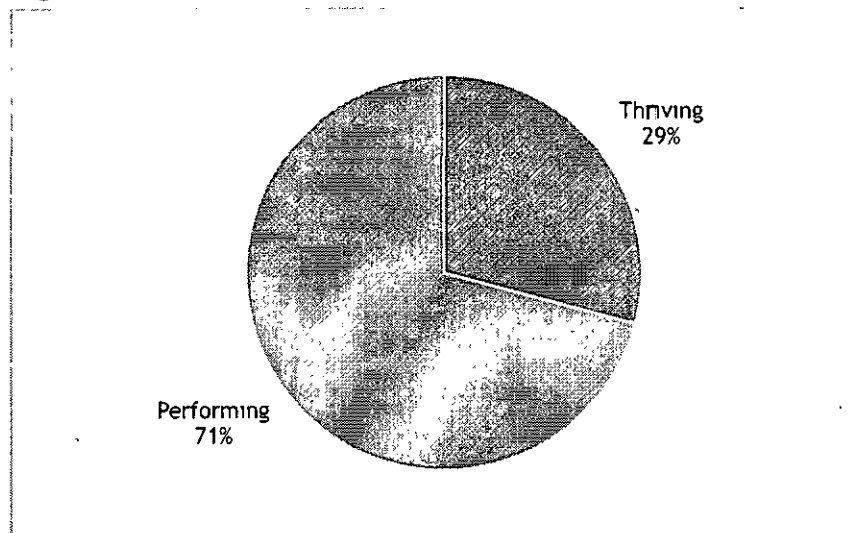
**Executive Summary**

## Program Performance & Point of Service Quality

Ninety-six percent (96%) of OFCY-funded programs met their contracted attendance goals, with only 6 programs not meeting target attendance (1 Early Childhood, 1 Summer, 2 Wellness & Healthy Transitions, and 2 Older Youth Programs). Just 6 programs reached less than 80% of their annual units of service targets (4 School-Based Out of School, 1 Summer, and 1 Older Youth grantee).

Site visits<sup>8</sup> indicate that OFCY-funded programs serving school-aged youth are providing high quality service. There are no sites in the *Emerging* program quality category in 2012-13, indicating that all programs are meeting point of service quality expectations. Seventy-one percent (71%) of sites are in the *Performing* category, indicating that they are providing quality service overall and can continue to improve in specific areas. Twenty-nine percent (29%) of OFCY-funded sites serving school-aged youth are *Thriving*, indicating strong overall performance.

Figure 5: Quality Status for Programs Serving School-Aged Youth



Source. Youth Program Quality Assessment scores for 113 sites that serve school-aged youth and for which site visit scores are available.

Site visits indicate that all OFCY-funded Early Childhood Community Playgroup programs are in the *Thriving* program quality category, evidence that all programs are demonstrating strong overall performance. Early Childhood Mental Health Consultation programs are not assigned a quality category, as described in greater detail on page 28.

<sup>8</sup> Through March 2013.

### Executive Summary

In 2012-13, nearly all OFCY-funded programs met or exceeded their target units of service, and all observed programs were in the Performing or Thriving point of service quality categories.

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

Early Childhood - Mental Health Consultation	100%	-
Early Childhood - Community Playgroups	100%	100%
OST - School-Based Out of School Time	93%	100%
OST - Community-Based Out of School Time	100%	100%
OST - Summer	92%	100%
Wellness & Healthy Transitions - Conflict Resolution	100%	100%
Wellness & Healthy Transitions - Transitions	100%	100%
Wellness & Healthy Transitions - Youth Leadership	100%	100%
Older Youth - Academic and Career Success	90%	100%
Older Youth - Comprehensive	88%	100%
<b>Total</b>	<b>95%</b>	<b>100%</b>

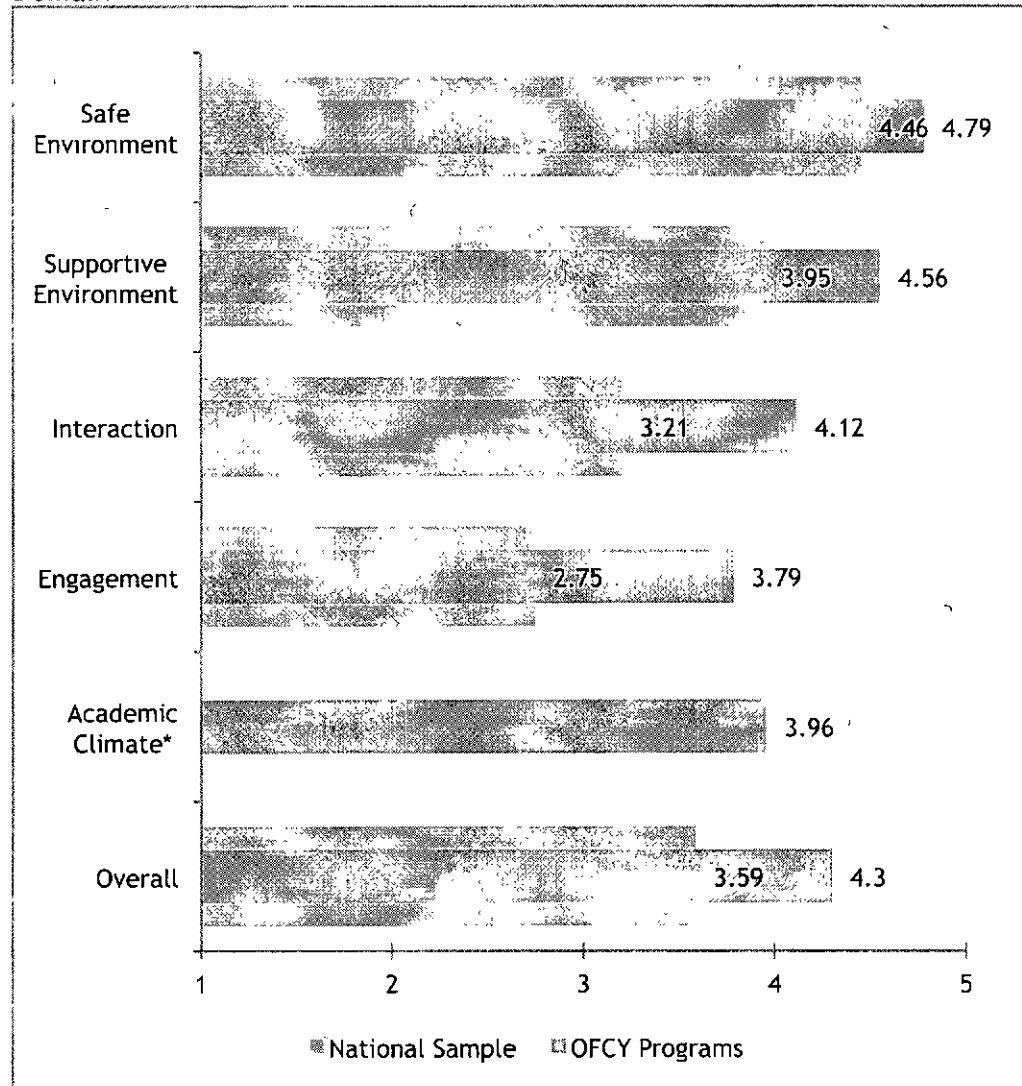
Source: CitySpan records and site visit results for OFCY grantees funded in 2012-13.

<sup>9</sup> Mental health consultation grantees were not assigned a point of service quality category.

**Executive Summary**

Moreover, OFCY-funded programs serving school-aged youth are out-performing similar programs nationally, as described in the following figure. Differences are particularly striking in the Interaction and Engagement domains, in which OFCY-funded programs score substantially higher than the national average.<sup>10</sup>

**Figure 6: OFCY School-Aged Grantees\* vs. National Sample, Comparison by Domain**



Source: Program Quality Assessment scores for 104 OFCY-funded programs serving school-age youth.<sup>11</sup>

\*National Sample data for 1,460 School-Aged and Youth Out of school time programs; National sample data not available for Academic Climate.

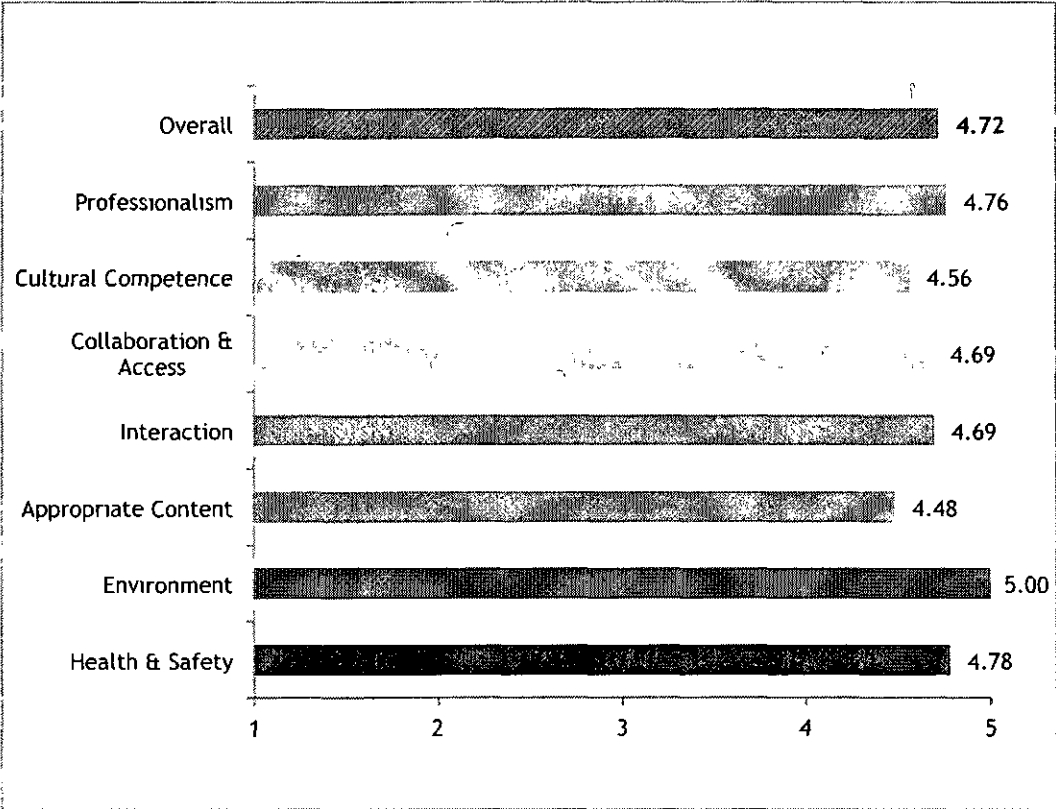
<sup>10</sup> Site Visit Assessment scores through March 2013.

<sup>11</sup> Early Childhood groups not included due to use of different tools.

**Executive Summary**

Visits to Early Childhood Community Playgroup grantees use the Program Quality Assessment site visit instrument originally developed by See Change and OFCY. This tool aligns with OFCY-outcome indicators and maps to the structure and focus of playgroups on seven domains. OFCY-funded playgroups provide high quality service overall, as demonstrated by their high site visit ratings in each domain.

Figure 7: Early Childhood Playgroup Point of Service Quality Scores

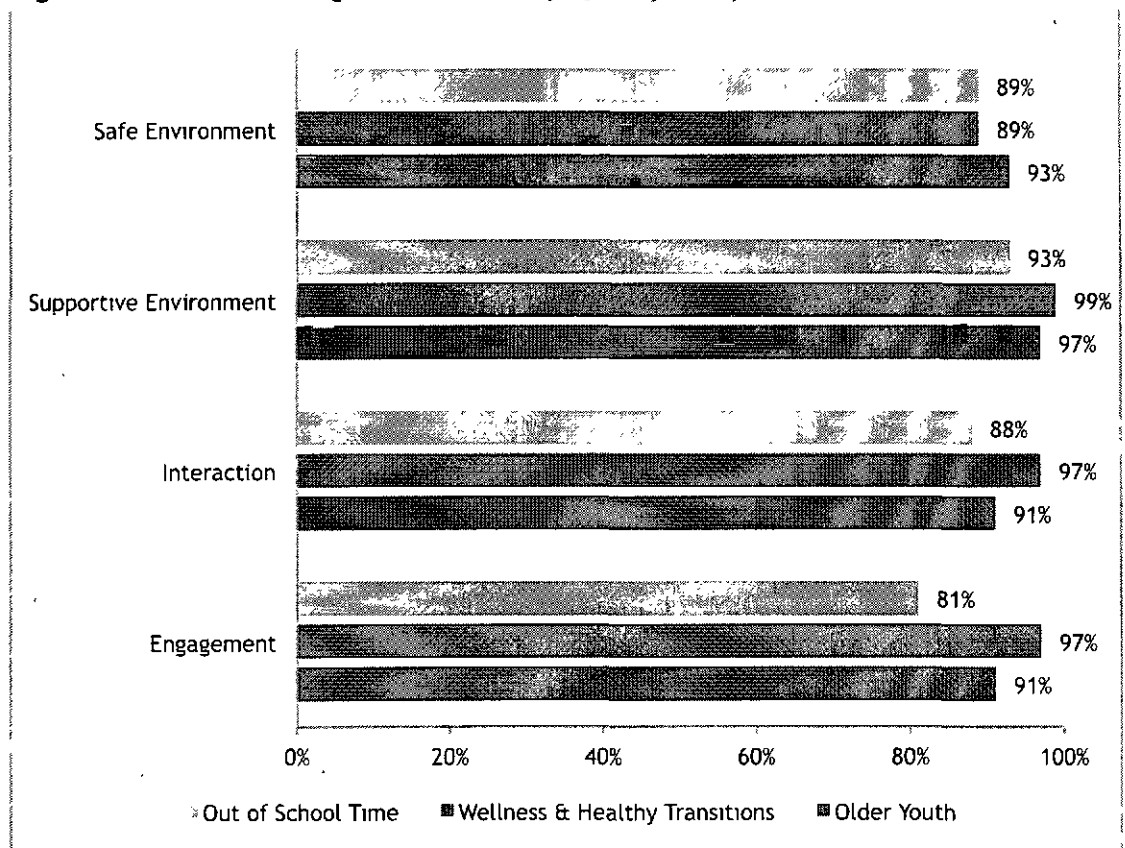


Source: Site Visit Assessment scores for 8 Early Childhood Community Playgroup providers.

OFCY youth program participants completed surveys in which they assessed their programs based on the four domains from the Youth Program Quality Assessment as well as on outcomes specific to their program's grant group. Participants provided favorable ratings of program quality, overall.

The Out of School Time grant group had slightly lower ratings in Interaction and Engagement than did other OFCY strategies, however. This likely reflects the fact that this grant group includes larger, more comprehensively-focused programs, some of which have mandatory attendance policies for youth. In contrast, many of the Wellness & Healthy Transitions and Older Youth programs are small, topic-specific projects in which young people enroll by choice.

**Figure 8: OFCY School-Aged Youth Survey Quality Composite Scores**



Source: Youth Surveys completed by participants, n=5,761, spring 2013.  
 \*Does not include Summer 2013 survey results.

Detailed findings are located in the individual grant group summaries.

## Participant Outcomes

### Early Childhood

Early childhood mental health consultants improved early childhood educators' ability to work with children, and nearly all parents reported that they are more aware of resources to help their children learn and grow.

Eighty nine percent (89%) of parents in playgroups report that they engage more often in developmentally appropriate activities – like singing songs and playing games – since attending the program.

Ninety-two percent (92%) of Early Childhood Community Playgroups parents surveyed report that, "as a result of this program, my child plays better with other children."

Eighty-five percent (85%) report that, "the program taught me about resources in the community that can help me and my family."

### Out of School

In school-based after school programs, 83% of survey respondents report that they learned to do something they used to think was hard in an OFCY-funded school-based program. Among community-based out of school time programs, 93% of respondents report that they learned to do something they used to think was hard in an OFCY-funded school-based program, and 98% agreed that they trust the staff in their program.

In school-based after school programs, youth participants reported positively to school engagement outcomes, which included the program helping them to care more about their school (84%) and feeling like they are a part of the school (84%). For community-based after school programs, youth participants reported positively to community engagement outcomes, which included the program helping them to care more about their community (95%) and feeling like they are a part of the community (93%).

Ninety five percent (95%) of the youth in Wellness & Healthy Transition programs report that their OFCY-funded program has helped them to feel confident about graduating from high school or earning their GED.

### Wellness & Healthy Transitions

Nearly all participants in Leadership programs report that their OFCY-funded program helped them to make better decisions (97%), to set goals (98%) and to be more of a leader (89%).

Ninety percent (90%) of youth who participated in the OUSD Conflict Resolution program reported that they learned how to take care of problems without violence or fighting. Ninety-seven percent (97%) reported learning how to make their school a better place.

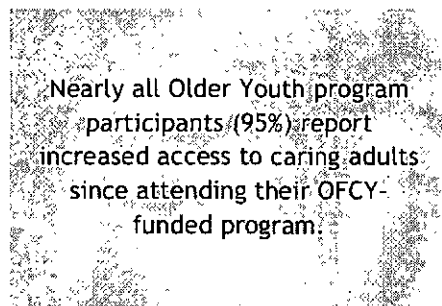
### Executive Summary



Nearly all participants in Transitions programs report that since attending their OFCY-funded program, they are better at setting goals for themselves (95%), and are more confident that they will graduate from high school or earn a GED (95%).

### **Older Youth**

Nearly all youth in Academic Success programs reported that their OFCY-funded program helped them to feel more confident about completing high school (98%) and going to college (96%).



Pass rates for 10<sup>th</sup> graders, the first time high school students can take the California High School Exit Exam (CAHSEE), were substantially higher than the District-wide average— with 94% of Older Youth: Academic participants passing the CAHSEE English Language Arts (ELA) section, and 90% of 10<sup>th</sup> graders passing in Math. By contrast, just 64% of OUSD 10<sup>th</sup> graders passed the ELA CAHSEE, and 68% passed the Math section.<sup>12</sup>

Eighty-nine percent (89%) of surveyed youth in Career Success programs reported that they learned more about the different kinds of jobs they'd like to have; 85% reported that they expanded their network of potential employers. Survey results suggest that Asian/Pacific Islander participants (100%) were more likely to report expanding their professional networks compared to their African American (90%) and Latino/a (86%) peers.

Youth in Comprehensive programs reported that their program helped them to work hard towards their goals (95%), to feel good about themselves (97%), and to get along with other people better (87%).

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<sup>12</sup> 10<sup>th</sup> grade pass rates for OUSD in 2012-13, reported in Data Quest: [www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest).

## EARLY CHILDHOOD

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The OFCY 2010-13 Strategic Plan defined *early childhood* as 0-5 years, and created two different funding streams: (1) mental health and developmental consultations and (2) family/enrichment activities (Community Playgroups):

**Mental Health Consultation (ECMHC):** These grantees support early childhood education providers and provide counseling for children and families. In 2012-13, five OFCY grantees served 3,146 children.

**Community Playgroups:** These family enrichment grantees offer parent and child playgroups, child only playgroups, and parent workshops. The eight programs funded under this sub-strategy served 1,120 children in 2012-13.

Both the Mental Health Consultation and Community Playgroups programs educate parents on developmental needs and provide information on community resource referrals.

Programmatic outcomes for each of the grant sub-groups focus on improving the ability of adults – whether early childhood educators or parents – to support the healthy development of young children.

### Early Childhood

Early childhood grantees served 4,380 children in 2012-13. Among early childhood programs<sup>13</sup>, boys and girls are evenly represented: 52% of attendees are boys and 48% are girls. The gender ratio is generally consistent within ethnic groups.

**Table 4: Early Childhood Participants' Gender Distribution Within Program Type**

Program Type	Male	Female
Overall	51%	49%
Early Childhood Mental Health Consultation	51%	49%
Community Playgroups	54%	46%

Source: CitySpan attendance records for 4,380 youth who attended an early childhood program between July 2012 and June 2013.

**Table 5: ECMHC Participants' Gender Distribution Within Race/Ethnicity**

Youth Ethnicity	Male	Female	Overall
Overall	51%	49%	100%
Latino/a	28%	28%	57%
African American	13%	12%	25%
Asian/Pacific Islander	7%	5%	12%
White	1%	1%	2%
Native American	0%	0%	0%
Multi/Bi-Racial	1%	1%	2%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	1%	1%	2%

Source: CitySpan attendance records for youth who attended ECMHC-affiliated programs between July 2012 and June 2013.

<sup>13</sup> For the 4,366 early childhood participants for whom race/ethnicity and gender data is available.

<sup>14</sup> Because of rounding, overall percentages may not equal sum of male and female.

**Early Childhood**

**Table 6: Community Playgroup Participants' Gender Distribution Within Race/Ethnicity**

	Male	Female	Overall
Overall	54%	46%	100%
Latino/a	32%	27%	59%
African American	8%	6%	14%
Asian/Pacific Islander	7%	5%	12%
White	3%	1%	4%
Native American	<1%	0%	<1%
Multi/Bi-Racial	3%	4%	7%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	2%	1%	3%

Source: CitySpan attendance records for youth who attended an early childhood program between July 2012 and June 2013.

Nine early childhood programs – 6 Community Playgroups and 3 Mental Health Consultation programs – recorded parent/caregiver participation in 2012-13, which was an optional piece of information for grantees to record. Collectively, these programs served 397 parents/caregivers.

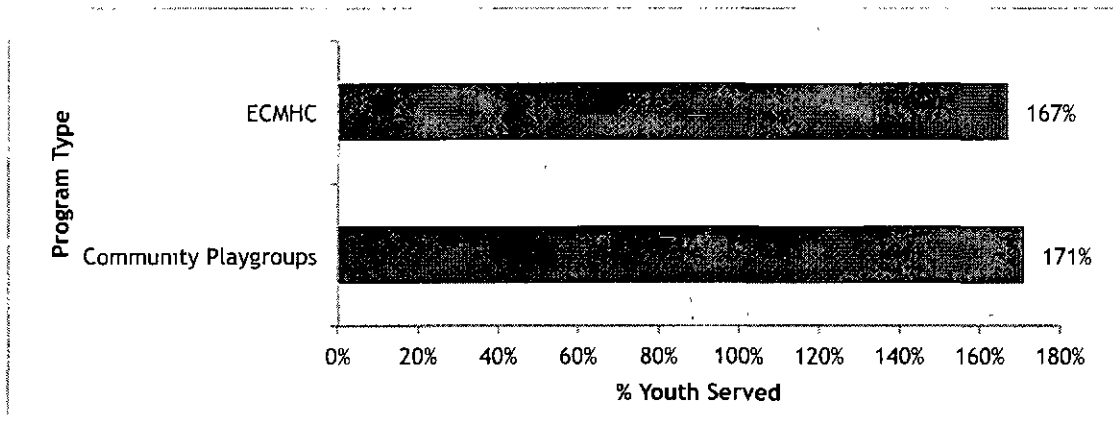
<sup>15</sup> Because of rounding, overall percentages may not equal sum of male and female.

**Early Childhood**

## Program Performance

Early childhood programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. 11 of 13 Early Childhood programs in Oakland met or exceeded their targets in reaching the targeted number of youth as a whole, and 12 of 13 programs reached at least 80% of the targeted number of youth served.

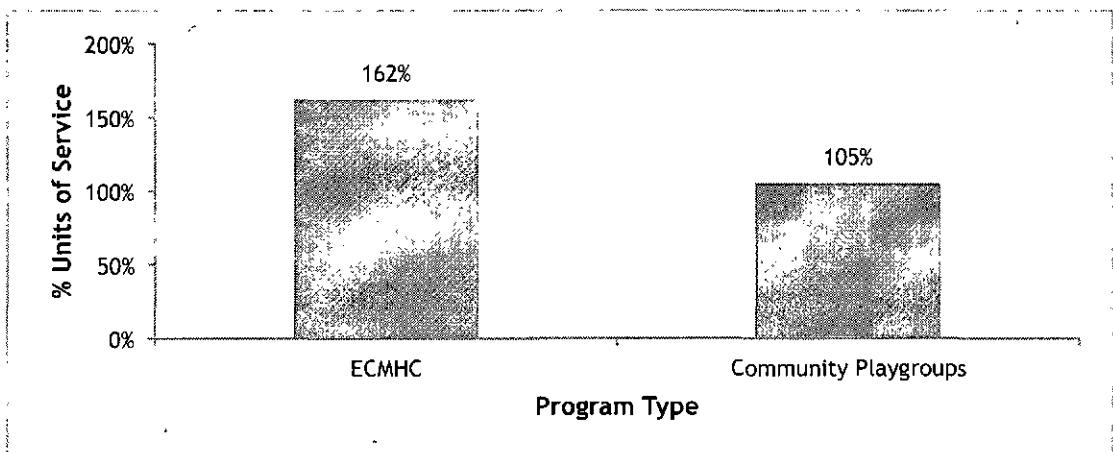
Figure 9: Progress Toward Targeted Number of Children Served



Source: CitySpan attendance records for 4,266 children in early childhood programs.

Figure 10 describes the Early Childhood grantees' units of service delivered relative to their contracted units of service (i.e., youth service hours) in 2012-13.

Figure 10: Progress Toward Contracted Units of Service



Source: CitySpan attendance records for 4,266 children in early childhood programs.

Site level program performance data is available in the Appendix.

### Early Childhood

## Point of Service Quality

Site visits to early childhood programs provide observationally-based data about key components of program design and delivery. Visits to Community Playgroup grantees were conducted using a slightly modified version of the Parent/Child Program Quality Assessment site visit instrument developed by See Change and OFCY. This tool maps to the structure and focus of playgroup programs and aligns with OFCY-defined outcome indicators for this grant group.

**Table 7: Community Playgroup Site Visit Scores, by Domain**

Program Quality Domain	Average Rating
Health, Safety and Nutrition	4.78
Environment	5
Developmentally Appropriate Content and Curriculum	4.48
Interaction: Supports for Relationship Building	4.69
Family, Community and School Collaboration and Access	4.69
Cultural Competence of Staff and Programming	4.56
Professionalism	4.76

Program-level site visit scores are available in the Appendix.

### Early Childhood

Moreover, parents reported that their OFCY-funded playgroup provided high quality service. About nine in ten agreed that their playgroup was a high quality program.

**Table 8: Parent Reported Playgroup Quality**

	Community Playgroup Parents
Program staff/educators were cheerful and welcoming.	95%
Program staff/educators seemed knowledgeable about children's needs.	95%
Program staff/educators were able to answer my questions about my child.	94%
The program was located in a place that was convenient to get to.	93%

Source: Parent and Caregiver Survey, spring 2013, n=302.

Early childhood educators who received mental health consultation services from OFCY-funded grantees were asked to report on the quality of the services they received. Survey results indicate that the mental health consultant was approachable, and provided valuable guidance. Early childhood educators were somewhat less likely to agree that the consultant assisted with goal setting, however.

**Table 9: Quality of Mental Health Consultation Services**

The consultant was approachable and accessible.	94%
The consultant provided advice that was appropriate for my work and my classroom.	91%
The consultant worked with me to set goals for the program.	88%

Source: Challenging Behaviors Checklist, April-May 2013, n=120

The evaluation team conducted site visits to a representative classroom supported by each Mental Health Consultation grantee and completed the Classroom Assessment Scoring System (CLASS) to rate the quality of the observed early childhood education setting. Mean scores are in the Appendix, and are presented to illustrate the settings in which the MHC grantees provided services, not as a measure of the quality of the consultation services themselves.

**Early Childhood**

## Progress Toward Outcome Measures: Early Childhood - Playgroups

Parent-child playgroups supported by OFCY are designed to improve young children's school readiness by enhancing their parent/caregivers' understanding of child development, and to improve families' access to services.



### **Support the healthy development of young children**

Parent survey results indicate that OFCY-funded playgroups help children to play better with others and to manage their emotions.

**Table 10: Children's Behavior and Interpersonal Relationships**

	Community Playgroup Parents
As a result of this program, my child plays better with other children.	92%
As a result of this program, my child has learned to control his or her emotions.	86%
<b>Average:</b>	<b>89%</b>

Source: Parent and Caregiver Survey, spring 2013, n= 302

Further, parents report that they better understand their child's developmental needs, and are better able to use appropriate behavioral guidance strategies as a result. For example, parents report a large gain in their self-reported ability to respond to effectively to an upset child, and to understand which behaviors are typical for young children.

**Table 11: Mean Improvement in Parents' Behavioral Guidance Strategies**

	Before Playgroup	After Playgroup	Change
My ability to respond effectively when my child is upset.	4.10	5.03	.93 (23%)
My ability to identify what my child needs.	4.15	5.06	.90 (22%)
My knowledge of what behavior is typical at this age.	3.77	4.59	.88 (23%)
My confidence in setting limits for my child.	4.07	4.86	.79 (19%)
<b>Average:</b>	<b>4.02</b>	<b>4.88</b>	<b>.86</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.  
On a 7 point scale in which 0 = "low" and 6= "high"

### **Early Childhood**



In addition, parents report that their playgroup helped them to access available resources and to build connections with other parents, key foci of the community playgroups.

**Table 12: Parents' Self-Reported Connection to Resources**

This program taught me about resources in the community that can help me and my family.	85%
This program taught me about resources in the community that can help my child.	84%
This program helped me to connect with other parents/caregivers.	84%
<b>Average:</b>	<b>84%</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.



## Help children and youth succeed in school and graduate high school

The path to academic success begins in early childhood, when activities like reading books, singing, and playing games can lay the groundwork for later success in school. Notably, parents/caregivers report a large improvement in their self-reported knowledge of how their child's cognitive and physical development unfolds and advances.

**Table 13: Mean Improvement in Parents' Developmental Awareness**

	Before	After	Improvement
My knowledge of how my child's brain is growing and developing.	3.85	5.10	1.25 (32%)
My knowledge of how my child is growing and developing.	3.98	4.98	1.00 (25%)
My confidence that I can help my child learn at this age.	4.25	5.13	.88 (21%)
<b>Average:</b>	<b>4.03</b>	<b>5.07</b>	<b>1.04</b>

Source: Parent and Caregiver Survey, spring 2013, n=302  
On a 7 point scale in which 0 = "low" and 6= "high"

Parents in Community Playgroups report that they are learning the parenting tools needed to increase engagement with their children and to support their children's school readiness.

**Table 14: Parents' Self-Reported Change in Activities with Children**

Because of this program, I play more with toys or games with my child.	89%
Because of this program, I sing or tell my child a story more often.	88%
<b>Average:</b>	<b>89%</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.

Pre/post ratings on the Parenting Ladder indicate that parents engaged in key developmental activities with their children more often after participating in the playgroup, including doing activities together and reading frequently.

**Table 15: Mean Improvement in Parent Involvement**

	Rating Before	Rating After	Change
The amount of activities my child and I do together.	4.13	4.98	.85 (21%)
The amount I read to my child.	3.61	4.46	.85 (24%)
<b>Average:</b>	<b>3.87</b>	<b>4.72</b>	<b>.85</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.  
On a 7 point scale in which 0 = "low" and 6= "high"

Among OFCY-funded Community Playgroups, parent survey respondents report that programs support school readiness for their children. Almost all (94%) agree that their child learned new skills in the Playgroup.

**Table 16: Children's School Readiness**

As a result of this program, my child has learned new skills.	94%
As a result of this program, my child is more prepared for school.	91%
The program taught me how to help my child be ready for school.	89%
<b>Average:</b>	<b>91%</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.

Mental Health Consultants supported by OFCY provide coaching and support intended to improve the quality of early childhood settings, to strengthen early childhood educators' professional skills, and to enhance parents' ability to support their child's unique developmental needs.

**Improve the quality of early childhood settings**

In their self-assessments, 3 of 3 MHC grantees report a high level of proficiency in helping to reduce the number of suspensions, expulsions, and severe class disruptions resulting from children's negative behaviors.

Further, early childhood educators who received mental health consultation services reported a modest decrease in the frequency with which they used exclusionary behavioral management techniques. Particularly impressive is the decrease in the use of "reduce child's schedule" in response to challenging behaviors, suggesting that early childhood programs are better able to keep children enrolled.

**Table 17: Educators' Response to Challenging Behavior**

	Before Services	After Services	Change
Ask parent to withdraw child from program	1.14	1.04	-0.10 (-9%)
Reduce child's schedule	1.22	1.12	-0.10 (-8%)
Physically restrain or remove child from space	1.22	1.17	-0.05 (-4%)
Move child to another group or classroom	1.46	1.45	-0.01 (-1%)

Source: Challenging Behaviors Checklist, n = 120.  
 One 1-3 scale in which 1 = "Rarely" and 3 = "Most of the time"

Further, in self-assessments, 3 of 3 of MHC grantees report that their services helped to increase child retention in early childhood programs.

CLASS observation ratings indicate that the early childhood classrooms supported by MHC grantees demonstrate high Productivity, suggesting smooth transitions between activities and effective use of instructional time. Four of seven observed classrooms received a rating of 4 or higher (on a 7 point scale).



## Support the healthy development of young children

Early childhood educators face many challenges in their work, including providing support to youth with developmental, emotional, and behavioral challenges. Supporting their ability to work effectively with all children can improve educators' job satisfaction, the quality of their work, and support lower levels of staff turnover.

Early childhood educators who worked with mental health consultants report less exclusionary practices when responding to children with challenging behaviors.

Early childhood educators report increased support in their roles. Survey results indicate that the mental health consultants helped early childhood educators make positive changes in the classroom. Further, just 10% report feeling "Very Dissatisfied" or "Dissatisfied" with their job, while 90% report feeling "Satisfied" or "Very Satisfied."

Table 18: Educators' Sense of Support

The consultant helped me make positive changes to my classroom.	82%
The consultant increased my understanding of how to use learning materials.	68%
The consultant has helped me to plan a curriculum based on children's needs and interests.	59%

Source: Challenging Behaviors Checklist, April-May 2013, n=120.

About seven in ten early childhood educators who worked with mental health consultants reported that they improved their communication skills.

**Table 19: Educators' Self-Reported Communication Skills**

The consultant has helped me to better communicate with parents.	67%
The consultant has helped me to better communicate with other staff members.	65%

Source: Challenging Behaviors Checklist, April-May 2013, n=120.

Early childhood educators who worked with OFCY-funded Mental Health Consultants were asked to rate their concerns regarding troubling child behaviors both *before* MHC services began, and *currently*. Of the 20+ possible challenging behaviors, early childhood educators reported notable decreases in their level of concern for very young children requiring excessive attention or are too “clingy,” children having limited interest in interacting with play materials, and children engaging in temper tantrums.

**Table 20: Educators' Self-Reported Change in Concern, 0-3 year olds**

	Before Services	After Services	Change
Children requiring excessive attention or are too “clingy”	2.00	1.38	-0.62 (-31%)
Children having limited interest in interacting with play materials	1.47	1.14	-0.32 (-22%)
Children engaging in temper tantrums	1.93	1.62	-0.31 (-16%)

Source: Challenging Behaviors Checklist, April-May 2013, n = 15.

Among early childhood educators working with toddlers, early childhood educators reported the greatest decrease in concern about children who have difficulty expressing their needs, those who have trouble taking turns, and children who disrupt activities.

**Table 21: Educators' Self-Reported Change in Concern, 3-5 year olds**

	Before Services	After Services	Change
Children having difficulty expressing needs	2.11	1.72	-0.39 (-18%)
Children having trouble taking turns or sharing	2.17	1.79	-0.39 (-18%)
Children disrupting activities	2.26	1.88	-0.38 (-17%)

Source: Challenging Behaviors Checklist, April-May 2013, n=120.

Further, educators' self-reports indicate that their practice has become more supportive since working with the mental health consultant, including notable increases in the use of positive reinforcement.

**Table 22: Educators' Use of Supportive Behavioral Management Techniques**

	Before Services	After Services	Change
Reinforce when the child displays new skills	2.44	2.62	0.17 (7%)
Show the child ways to replace challenging behavior with desired skills	2.29	2.42	0.13 (6%)
Redirect child	2.55	2.63	0.08 (3%)
Sing to child	1.82	1.89	0.07 (4%)

Source: Challenging Behaviors Checklist, n = 120.

One 1-3 scale in which 1 = "Rarely" and 3 = "Most of the time"

On the other hand, early childhood educators report low levels of punitive measures initially, but decrease their frequency. This is evident by a reduction of both requests for a parent to remove their child from the program (-.10), and physical or mechanical methods of restraint (-.05).

**Early Childhood**

Parents who worked with mental health consultants report benefiting from the relationship via an increased awareness of resources and support services that can help their child, as well as a stronger understanding of what their children need to grow and learn.

**Table 23: Parents' Improved Knowledge**

As a result of meeting with a mental health consultant	% of MHC Parents
I understand more about what my child needs to grow and learn.	98%
I feel more confident when managing my child's behavior.	95%
<b>Average:</b>	<b>97%</b>

Source: Parent and Caregiver Survey, spring 2013, n=124.

Moreover, 98% of parents who met with the mental health consultant reported that they were more comfortable talking with their child's teacher since working with the consultant.

Finally, about nine in ten parents who worked directly with a mental health consultant reported that their consultant helped them to access additional resources.

**Table 24: Parents' Access to Resources and Supports**

As a result of meeting with a mental health consultant	% of MHC Parents
I am aware of more resources to help my child grow and learn.	93%
I have used one or more of the resources the Mental Health Consultant gave me.	89%

Source: Parent and Caregiver Survey, spring 2013, n =124.

Challenges remain, however. Early childhood educators report a number of barriers to managing children's challenging behaviors effectively, including:<sup>16</sup>

- Too much paper work (52% of respondents)
- Lack of time to meet with colleagues (50% of respondents)
- Lack of support from children's families (40% of respondents)

<sup>16</sup> From the Challenging Behaviors Checklist, n = 120.



The evaluation team met with 9 mental health consultants in spring 2013 to solicit their opinions regarding the impact of OFCY-supported mental health consultation services.

They reported that early childhood educators benefitted from a consistent, supportive relationship with a knowledgeable coach. Consultants emphasize that trust and strong interpersonal relationships are the cornerstones of successful engagement. One consultant stated, “We are the support person who is the holder of the [educator’s] experience.”

With sufficient time to work with early childhood educators (see below), mental health consultants report the following benefits:

- Educators are better able to create positive learning environments for children, improving their self-regulation behaviors. Creating small, distinct activity areas is a common strategy.
- Educators receive help with “problem solving” when addressing troubling behaviors, identifying specific triggers for children and taking steps to minimize them. One consultant described this process as “making meaning of children’s behavior... taking a step back and think about what’s happening.”
- Educators enhance their understanding of early childhood developmental stages. In the words of one consultant, “we help to normalize children’s behaviors.” This mindset helps early childhood educators make changes to their environment and to their routines from a place of professional strength, rather than making changes simply because they were suggested by an expert.
- Educators are better able to identify children who may need developmental screenings. Those identified with developmental support needs receive intervention services more quickly via consultants’ referrals.
- Educators communicate more effectively with fellow teachers and parents.
- Children benefit from more secure attachments to their caregivers, and a more child-centered, culturally sensitive, and developmentally appropriate setting.

### **Early Childhood**

Mental health consultants noted that a large proportion of young children have endured physical or emotional trauma, which can negatively affect their physical, emotional and cognitive development. Too often, early childhood educators are not well equipped to recognize nor to address trauma-related issues, creating frustrating situations for teachers and children alike. Moreover, many educators themselves experience primary and secondary traumas, hampering their ability to be successful professionally. Mental health consultants reported taking steps to address trauma-related issues in early childhood programs, but emphasized that this issue colored the daily life of children and educators.

Leaders in some early childhood education centers were either inattentive or actively resistant to mental health consultation, posing a substantial challenge to consultants. In these cases, consultants sought to “go slow” with educators and site leaders, focusing on building trust and rapport. In a few very limited cases, consultants elected to discontinue services until conditions were more favorable.

Mental health consultants emphasized their role in helping both children and early childhood educators validate and bring meaning to their experiences.

Securing regular, uninterrupted time with early childhood educators posed a major challenge for many mental health consultants. They noted that very few educators were compensated for the additional time with their coach, and that few early childhood education centers had sufficient staff to allow for regular release time. As a result, mental health consultants often met with educators during children’s naptimes, or in “walk and talk” meetings while children were in unstructured playtime. One consultant described the limitations of this approach, stating that they “tend to work with teachers when they are with the kids... [teachers] are already [emotionally] activated, so it augments their negative feelings about what’s challenging them.”

Consultants suggested that providing paid release time for early childhood educators and assuring that site leaders were supportive of mental health consultation services would ameliorate these challenges.

## Promising Practice

### Developmentally Appropriate Academic Support *Early Childhood Mental Health Consultation* Centro Infantil de la Raza, supported by Jewish Family and Children's Services

**Key Takeaway:** *Early childhood programs can promote academic skill development through age-appropriate play.*

**About the program:** Centro Infantil de la Raza is supported by a mental health consultant from Jewish Family and Children's Services, and serves 24 preschool-age children and their families. Children are taught literature, language, math, social studies, science and art by two teachers, with ample support from family volunteers.

Early childhood education programs can provide children with a strong foundation in social, emotional and academic areas of development. Children at Centro Infantil de la Raza are provided with a safe and nurturing environment in which to explore and understand the world around them. At this program, children and adults play and learn through shared activities and social conversation.

Preschoolers are often recognized for their achievements and efforts in grasping concepts presented by the teacher. For instance, children are encouraged to share in conversation and provided with opportunities for hands-on learning in art, literature, and social studies. They are encouraged to observe nature through science, to think about what they are learning, and to ask questions. At Centro Infantil de la Raza, the teacher request the children participate in a "thinking activity" regarding a chrysalis. She states, "I want you to think about it. Thinking is quiet. Now, tell me what you think about..", and poses various questions.

The classroom is highly productive, with effective facilitation of activities provided by the lead teacher and with clear routines, allowing children a sense of predictability and order to their day. The activities provided to the children are engaging and offer children a chance to move, create, and sing. Children are using a variety of modalities such as snapping, clapping, singing, rhyming ("wowie, zowie".) They use their feet to draw letters in the air standing up, sitting down, and singing.

#### Early Childhood

## OUT OF SCHOOL TIME

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The OFCY 2010-13 Strategic Plan defines three strategies within the Out of School Time grant group: (1) community-based out of school time (OST), (2) school-based out of school time and (3) summer.

**School-based out of school time** programs serve elementary and middle school-aged youth. These programs seek to 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. The 51 grantees supported through this sub-strategy served 9,480 children and youth in 2012-13.

The Oakland Fund for Children and Youth works in close collaboration with the After School Programs Office of the Oakland Unified School District to co-fund and provide support to grantees in this sub-strategy. OFCY grants provide matching funds for nearly every elementary and middle school-based after-school program in the District, leveraging city funds to expand the funds available to the District's after-school programs. The District, in turn, provides additional training and technical support to the programs' site coordinators.

**Community-based out of school time** programs serve elementary and middle school-aged youth with "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" and are offered during after school, evening, and weekend hours. These programs seek to enhance participants' confidence and self esteem, support their academic success, and promote community engagement. The 9 grantees in this sub-strategy served 3,419 children and youth in 2012-13.

**Out of School - Summer Programs** are community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities supported within a youth development framework. These programs seek to enhance participants' confidence and self-esteem, support their academic success, and promote community engagement.

The 12 programs funded through this sub-strategy served 1,834 children and youth in summer 2012. Please see the separate Grantee Findings Report for Summer for additional detail about these programs.<sup>17</sup>

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<sup>17</sup> A copy of this report is available at <http://ofcy.org/evaluation/>

Out of school time grantees served 14,733 youth in 2012-13, including 1,834 in summer 2012. Among after school programs,<sup>18</sup> boys and girls are evenly represented: 50% of attendees are girls and 50% are boys. The gender ratio is generally consistent within ethnic groups (Table 26).

**Table 25: Out of School Time Participants' Gender Distribution Within Program Type**

Program Type	Male	Female
Overall	50%	50%
School-Based	50%	50%
Community-Based	49%	51%

Source: CitySpan attendance records for youth who attended out of school time programs between July 2012 and June 2013.

\*Does not include Summer program participants.

**Table 26: Out of School Time Participants' Gender Distribution Within Race/Ethnicity**

Youth Ethnicity	Male	Female	Overall
Overall	50%	50%	100%
Latino/a	22%	22%	44%
African American	18%	19%	37%
Asian/Pacific Islander	6%	5%	11%
White	1%	2%	3%
Native American	<1%	<1%	<1%
Multi/Bi-Racial	1%	1%	2%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	2%	2%	3%

Source: CitySpan attendance records for youth who attended out of school time programs between July 2012 and June 2013

\*Does not include Summer program participants.

<sup>18</sup> For the 12,504 participants for whom gender data is available.

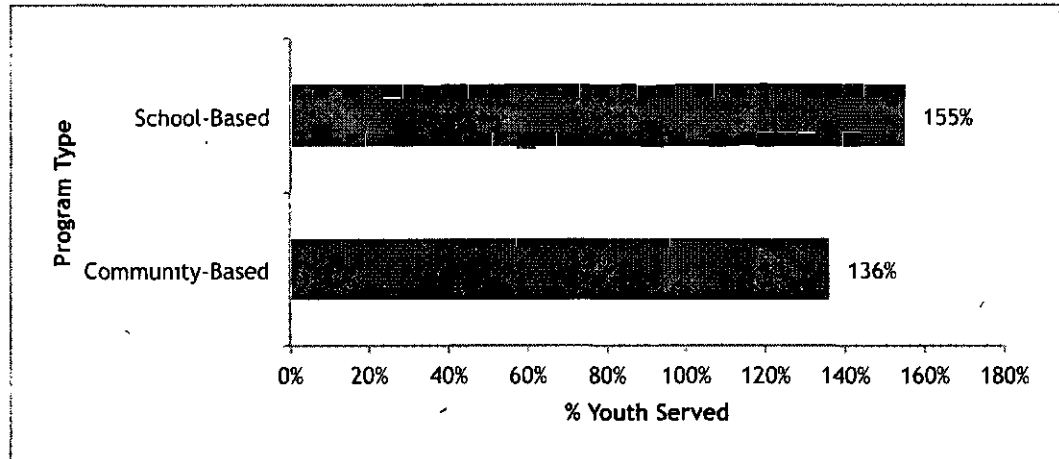
<sup>19</sup> For the 12,504 participants for whom gender data is available. Because of rounding, overall percentages may not equal sum of male and female.

**Out of School Time**

## Program Performance

Out of school time (OST) programs supported by OFCY set goals for the number of children and youth they plan to serve each year, as one measure of the programs' reach in the community. All OFCY-funded out of school time programs met or exceeded their targets in reaching the targeted number of youth as a whole, and 56 of 60 programs have reached at least 80% of the targeted units of service.

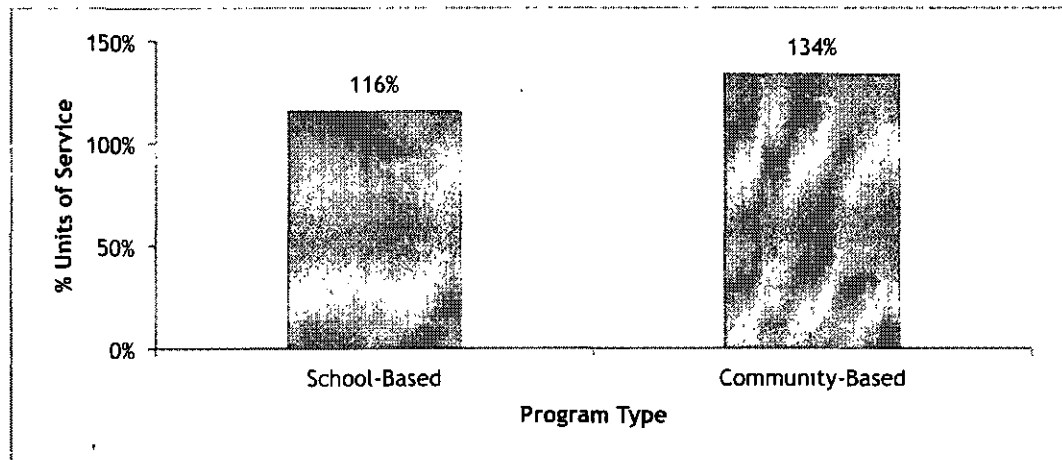
**Figure 11: Proportion of Targeted Number of Children Served**



Source: CitySpan attendance records for 60 out of school time programs. Does not include Summer programs.

Figure 12 describes the out of school time grantees' units of service delivered relative to their contracted units of service (i.e., youth service hours) in 2012-13.

**Figure 12: Progress Toward Contracted Units of Service**



Source: CitySpan attendance records for 60 out of school time programs. Does not include Summer programs.

Detailed program performance data by grantee is located in the Appendix.

### Out of School Time

Point of Service Quality

Available evidence suggests that OFCY-funded out of school time programs provide a safe, supportive environment for youth that promotes a sense of belonging. Out of school time programs were rated highly in the areas of safety and support during site visits. Ninety-one percent (91%) of participants in OST programs reported feeling safe in their program and 85% of participants in OST programs reported positively on a group of questions about physical safety in the program.

Children and youth in nearly all programs report high levels of belonging and have strong connections with caring adults. A smaller proportion report high levels of engagement and interaction opportunities in OST programs.

Program Quality Domain	Score	Stakeholder Survey Results
Safety	4.80	53 of 69 OST grantees had 85% or more of surveyed children and youth report feeling safe. 44 of 69 OST grantees had 15% or fewer of surveyed children and youth report being physically or verbally harassed.
Support	4.32	63 of 69 OST grantees had 85% or more of surveyed children and youth report high levels of adult support. 40 of 69 OST grantees had 85% or more of surveyed children and youth report opportunities to try new things.
Interaction	4.06	51 of 69 OST grantees had 85% or more of surveyed children and youth report high levels of interaction. 53 of 69 OST grantees had 85% or more of surveyed children and youth report that they feel like they belong in the program.
Engagement	3.61	29 of 69 OST grantees had 85% or more of surveyed children and youth report high levels of engagement. 42 of 69 OST grantees had 85% or more of surveyed children and youth report that the adults in the program listen to what they have to say.

Site level point of service quality data is available in the Appendix.

**Out of School Time**



**Prepare young people for healthy and productive adulthood**

Children and youth benefit from access to caring adults to whom they can go for mentorship, advice, and guidance. According to youth surveys, youth in Out of School Time programs report increased access to caring adults who can support their academic and social success. Eighty-one percent (81%) of children and youth in school-based programs report increased access to caring adults; 97% of children and youth in community-based programs report the same.

Middle school-aged participants in school-based programs reported lower overall levels of agreement to this – and many other – survey items. This lower rate of agreement may stem from the mandatory extended day model in many OUSD middle schools; at least some of the survey respondents do not attend the program by choice. By contrast, enrollment in community-based programs is voluntary, potentially affecting participants’ perceptions of the program.

**Table 27: Participants’ Self-Reported Access to Caring Adults**

	School-based Elementary	School-based Middle	Community-based Elementary	Community-based Middle
I could go to a staff member at this program for advice if I have a serious problem.	92%	78%	90%	92%
There is an adult at this program who really cares about me.	94%	83%	95%	95%
I trust the staff in this program.	-	-	97%	98%
<b>Overall/Composite:<sup>20</sup></b>	<b>88%</b>	<b>71%</b>	<b>97%</b>	<b>97%</b>

Source: Youth surveys, spring 2013

<sup>20</sup> Survey composites are reported as the proportion of youth who responded positively to the majority of related survey questions. So, for example, 97% of OST participants in community-based programs responded positively to two of three questions about access to caring adults.



Males in OST programs report different levels of perceived adult support. While 92% of boys in Community-Based programs agree that there is a staff member they could go to for help with a problem, just 82% of boys in School-Based programs agree. Relatively low rates of agreement for middle school-aged boys (75%) drive this difference.

Additionally, while 92% of youth in Community-Based programs report that they get to do things in the OST program that they don't get to anywhere else, just 67% in School-Based programs report the same. On the other hand, a relatively large proportion - 38% - of youth in Community-Based Out of School Time programs report that they usually wish they were doing something else.

One component of children's and youths' economic self-sufficiency is greater awareness of possible careers that they can have in the future. According to youth surveys, Out of School Time program participants report that they have a greater understanding of career opportunities since participating in their programs. Further, 74% of elementary-aged participants reported that, "I've learned about the kinds of jobs I'd like to have in the future."

**Table 28: Participants' Self-Reported Understanding of Career Opportunities**

	School-Based	Community-Based
In this program, I've learned about the kinds of jobs I'd like to have in the future.	69%	67%
This program has helped me to understand how to get the kind of job I want.	69%	63%
<b>Overall/Composite<sup>21</sup>:</b>	<b>58%</b>	<b>54%</b>

Source. Youth surveys, spring 2013

Male program participants report higher levels of understanding of career opportunities than females in both School-Based and Community-Based programs. Seventy-five percent (75%) of male participants report that, "this program helped me to understand how to get the kind of job I want," while only 56% of female participants responded positively.

<sup>21</sup> Youth who answered both questions positively.

When children and youth are exposed to new things, and feel a connection to their community; this promotes a greater sense of possibilities for what youth can achieve, helping them to build confidence and plan for the future.

**Table 29: Participants' Self-Reported Connection to Their Community**

	Elementary (n=220)	Older Youth (n=231)
This program has helped me to care about my community.	94%	96%
This program has helped me to feel like a part of my community.	91%	94%
<b>Overall/Composite:</b>	<b>87%</b>	<b>92%</b>

Source: Youth surveys, Spring 2013

These results were consistent across race/ethnic groups and among genders.

OFCY-funded Community-Based OST programs are charged with helping young people expand their awareness of other cultures.

Community-Based youth program participants in reported increased understanding of different cultures since attending their program (81%). Across gender and ethnic groups, youth reported similar levels of increased cultural awareness.

Eighty-nine percent (89%) of Community-Based program participants report that they learned about people who are different than them in their OFCY-funded program.

**Table 30: Participants' Self-Reported Cultural Awareness**

	Elementary (n=220)	Older Youth (n=231)
I learned about people who are different than me in this program.	87%	91%
Since coming to this program, I understand different cultures better.	-	82%
<b>Overall/Composite:</b>	<b>-</b>	<b>81%</b>

Source: Youth surveys, spring 2013

**Out of School Time**

Interventions that increase children and youth's access to healthy foods and physical activity allow them to learn practices that will help them to lead healthier lives. Survey results indicate that youth had varied exposure to health and wellness activities, as shown in Table 31.

**Table 31: Participants' Self-Reported Health & Wellness Behaviors**

	School-Based Participants (n = 2,112)	School-Based Participants (n = 1,537)	Community- Based (n = 710)	Community- Based (n = 575)
This program helps me make good choices about my health.	87%	70%	75%	90%
This program helps me learn about healthy foods to eat.	82%	65%	60%	87%
Since joining this program, I exercise more.	86%	68%	70%	84%
<b>Overall/Composite:</b>	<b>88%</b>	<b>70%</b>	<b>67%</b>	<b>91%</b>

Source: Youth surveys, spring 2013

Male program participants report more positively on health and wellness-related outcomes than their female counterparts. Males were more likely to report learning more about healthy food (70%) and exercising more (71%) than females (63%) and (50%).



## Help children and youth succeed in school and graduate high school

Out of School Time programs can support youth to be successful in school. Available evidence indicates that participants in OST programs build a stronger sense of connection to their school, and that elementary-aged youth build academic skills while in OST.

**Table 32: Participants' Self-Reported Academic Success**

	School-Based Elementary (n=271)	School-Based Middle (n=1,587)
I learn how to do things in this program that help with my schoolwork.	90%	78%
This program helps me enjoy learning.	85%	70%
<b>Overall/Composite:</b>	<b>80%</b>	<b>63%</b>

Source: Youth surveys, spring 2013

School-based after school programs can encourage children and youth to increase school engagement. A strong majority of participants reported that their OST program helped them form stronger connections with their school; elementary-aged participants were slightly more likely to agree than their middle school counterparts.

**Table 33: Participants' Self-Reported Connection to Their School**

	School-Based Elementary (n=271)	School-Based Middle (n=1,587)
This program has helped me to feel like a part of my school.	88%	79%
This program has helped me to care about my school.	89%	77%
<b>Overall/Composite:</b>	<b>82%</b>	<b>77%</b>

Source: Youth surveys, spring 2013

### Out of School Time

For elementary school-aged participants in School-Based after school programs, the 2012-13 average rate of school day attendance increased from 95.34% to 95.88%, demonstrating a 0.54% growth in school day attendance rate between 2011-12 and 2012-13. This change is statistically significant.<sup>22</sup>

Elementary school-aged participants also slightly decreased their chronic absence rates between years, from 8.6% to 8.4%, though this change was not statistically significant.

Middle school-aged participants in School-Based after school programs also increased their 2012-13 school day attendance, from 95.64% in 2011-12 to 96.19% in 2012-13. Moreover, chronic absence rates among participants decreased between years, from 10% to 8% of middle school youth. Neither the school day attendance rate nor change in chronic absence rate was statistically significant for middle school participants.

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<sup>22</sup> n= 3,939 youth with reported attendance data in 2011-12 and 2012-13.

Young people’s success in school and beyond is heavily influenced by their ability to set and achieve goals, and to make good decisions. Participants’ survey responses suggest that OST programs offer consistent opportunities for young people to build leadership, decision-making, and goal setting skills. Middle school-aged youth in community-based programs appear particularly likely to benefit.

The difference in rates of agreement between middle school programs appears to be driven by boys’ reports. While 83% of boys in Community-Based programs report strong support for better decision-making and goal setting, just 70% of boys in School-Based programs do so.

**Table 34: Participants’ Self-Reported Decision-Making and Goal Setting**

	School-Based Elementary (n=12,212)	School-Based Middle (n=14,671)	Community-Based Elementary (n=7,722)	Community-Based Secondary (n=7,511)
Since coming to this program, I am more of a leader.	77%	70%	73%	83%
Since coming to this program, I am better at taking care of problems without violence or fighting.	87%	72%	78%	83%
Since coming to this program, I am better at setting goals for myself.	74%	77%	72%	90%
Since coming to this program, I make better decisions.				90%
<b>Overall/Composite:</b>	<b>83%</b>	<b>76%</b>	<b>78%</b>	<b>85%</b>

Youth surveys, spring 2013

Increased family involvement in young people’s educational lives is likely to increase children youths’ chances of succeeding in high school by creating additional opportunities for engaging with academic material.

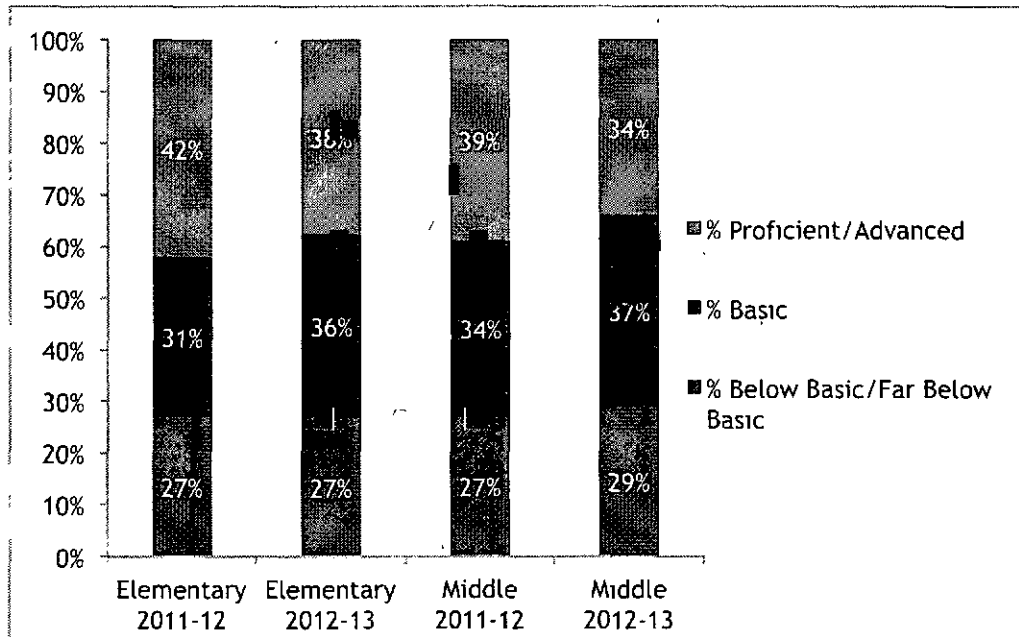
In Community-Based Out of School Time program sites’ self-reported practice, 5 of 8 programs reported some work on family engagement and 3 programs reported a high level of proficiency in increasing families’ participation in program-related activities. In addition, when reporting if the program increased families’ use of community support service – such as housing assistance, financial management services, or parenting education – 6 of 8 programs responded that they had a high or exceptional level of proficiency.

For participants with two years' worth of CST English Language Arts (ELA) data, there is a slight decrease in proficiency levels between 2011-12 and 2012-13. For elementary school-aged participants in School-Based after school programs, the percentage of youth who scored 'Proficient' or 'Advanced' on the CSTs decreased by four percentage points.

For middle school- aged participants, the percentage of youth who scored 'Proficient' or 'Advanced' on the CSTs decreased by five percentage points, while the percentage of youth who scored 'Basic' or 'Below Basic/Far Below Basic' increased. These changes were statistically significant for both elementary and middle school-aged youth.

There is also a decrease in proficiency levels between the 2011-12 and 2012-13 school years in Math. For elementary and middle school school-aged youth, there is a five-percentage point decrease in the 'Proficient' or 'Advanced' proficiency level. These differences are statistically significant.

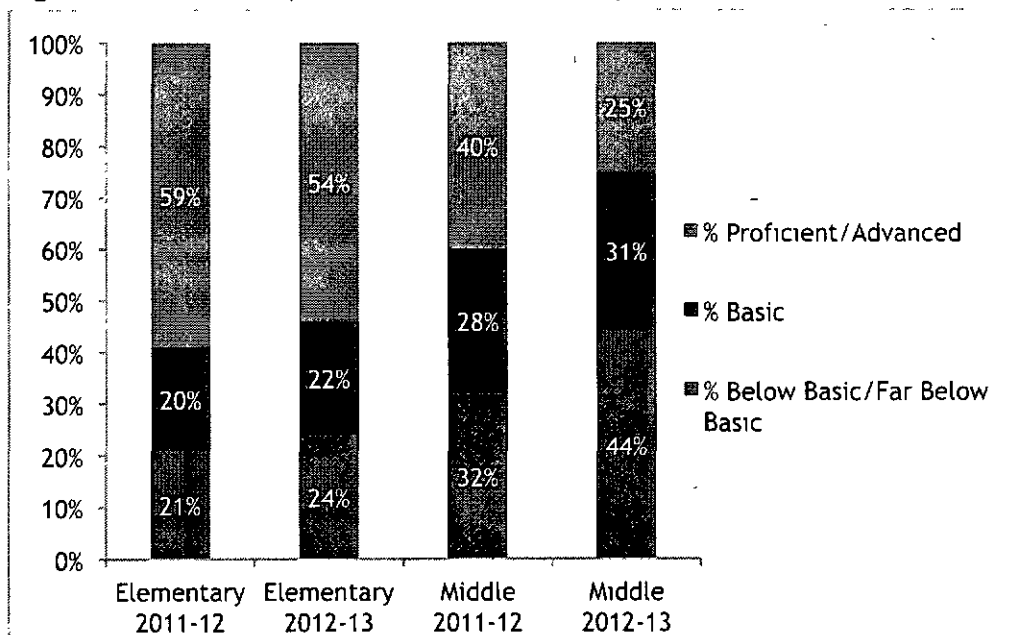
**Figure 13: Elementary & Middle School Participants' CST ELA Results**



Source: 2011-12 and 2012-13 California Standards Test Proficiency Level for 2,754 elementary participants and 4,067 middle school participants, provided by the Oakland Unified School District, September 2013.

**Out of School Time**

**Figure 14: Elementary & Middle School Participants' CST Math Results**



Source: 2011-12 and 2012-13 California Standards Test (CST) Proficiency Level for 2,750 elementary participants and 4,038 middle school participants, provided by the Oakland Unified School District, September 2013.

For English Language fluency re-designation rates, 14% of elementary school-aged after school participants who were English Learners in 2011-12 were re-designated as English Fluent in 2012-13 (or 318 youth). At the middle school level, 13% (or 161 youth) of English Learner School-Based after school participants in 2011-12 were re-designated as English Fluent in 2012-13. This is a notably higher rate than for the District as a whole (8.6%).<sup>23</sup>

<sup>23</sup> English Learners re-designated as Fluent English Proficient in OUSD in 2012-13, reported in Data Quest. [www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest).

**Out of School Time**





## ***Prevent and reduce violence, crime and gang involvement among children***

Providing children and youth the opportunity to develop strong relationships, build communication and social skills helps to strengthen young people's pro-social attachments. These improvements help students to better navigate multiple environments, including school, the workplace, and personal relationships.

Youths' survey responses indicate that the majority of youth have strengthened their interpersonal skills while involved in OFCY-supported OST programs, though the level of agreement varies by program type. Middle school-aged youth attending Community-Based programs (90%) respond positively to being "better at telling others about my ideas and feelings," in comparison to 76% of School-Based middle school participants. Girls' experiences appear to differ substantially: 92% of girls in Community-Based programs report improved social skills, while 73% of girls in School-Based programs report the same.

**Table 35: Participants' Self-Reported Communication & Social Skills Change**

	School-Based Elementary	School-Based Middle	Community-Based Elementary	Community-Based Middle
Since coming to this program, I am better at listening to other people.	87%	76%	85%	90%
Since coming to this program, I am better at telling others about my ideas and feelings.	75%	-	70%	86%
Since coming to this program, I get along better with other people my age.	88%	80%	90%	-
In this program, someone my own age helps me with bad days.	-	-	67%	83%
<b>Overall/Composite:</b>	<b>85%</b>	<b>67%</b>	<b>75%</b>	<b>90%</b>

Source: Youth surveys, spring 2013

### **Out of School Time**

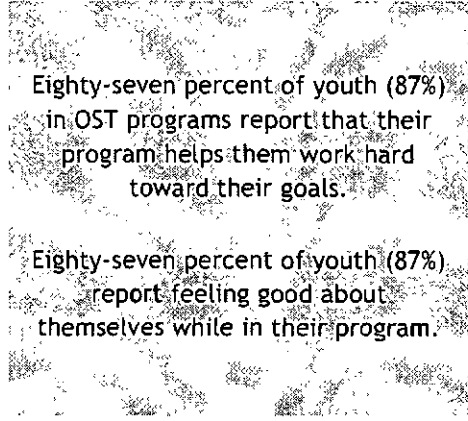
Oakland Fund for Children and Youth Grantee Evaluation 2012-13

Prepared by Public Profit

When children and youth are exposed to new things and have a chance to gain a sense of mastery, this promotes a greater sense of possibilities for what youth can achieve, can expand their horizons, and increase their engagement in positive pursuits.

Survey responses indicate that nearly all youth have a stronger sense of mastery since participating in their OFCY-funded OST program.

Overall, youth in Community-Based OST programs report high levels of mastery for elementary youth (95%) and middle school and secondary youth (95%). Self-reported mastery is consistent across age of youth served, gender and ethnic group. School-Based programs had somewhat lower rates of agreement.



**Table 36: Participants' Self-Reported Sense of Mastery**

	School-Based	School-Based	Community-Based	Community-Based
Since coming to this program, I am better at something that I used to think was hard.	86%	79%	93%	92%
This program helps me work hard toward my goals.	90%	79%	94%	96%
When I'm in this program, I feel good about myself.	88%	82%	95%	97%
This program has helped me to be more confident in my skills and abilities.	-	-	96%	96%
<b>Overall/Composite:</b>	<b>91%</b>	<b>83%</b>	<b>95%</b>	<b>95%</b>

Source: Youth surveys, spring 2013

**Out of School Time**

## Promising Practice

### Self Esteem and Leadership Building Activities

#### *Dimensions Dance Theater: Rites of Passage*

Youth at Rites of Passage have opportunities to *increase students' self esteem and leadership skills.*

**Key Take Away:** *Rites of Passage is one of Dimensions Dance Theater's most visible programs. It is a comprehensive educational outreach program serving youth ages 8-18 years in the East Bay. The program offers classes in different schools in OUSD, and after school, weekend and summer camps at the Malonga Casquelourd Center for the Arts. Students learn traditional styles of movement and music such as West African, Haitian, Cuban, and Brazilian, as well as more contemporary forms such as Modern/Jazz, Tap, Ballet, Spoken Word, and Hip Hop. Using dance as the vehicle to expose students to the arts, the program also works to increase students' self esteem and teach leadership skills.*

**About the Program:** Because the program is taught either by former students and members, the teachers have a real sense of what the students can accomplish. They work diligently to encourage students to use dance as a means of expression in a very authentic way. The program offered several opportunities built into the daily schedule for students to collaborate and work collectively to plan what they wanted to create and how they wanted to showcase that creation.

When done thoughtfully and intentionally, youth development programs can offer students opportunities to make connections to their peers and caring adults and help them build the confidence in spite of challenges. In the Rites of Passage program, the students worked together to create an entire piece from concept to implementation. This included crafting the storyline, discussing the costumes and creating the actual dance steps that told the story. This was done in a full group work session. The students, with facilitation support from the Adult Instructor and Intern, charted their process through storyboards and examples. Students were also broken down into small groups to work on choreographing two 8-count measures. Every student had to offer a move and teach it to the rest of his or her group. They then worked together to determine the most appropriate order for the different moves, where they would stand, who would go first, etc. Every student danced, and received positive encouragement from peers through claps and cheers. The beginning students were praised for their contribution, which made them more confident when trying the harder choreography offered by the senior, more experienced students using a variety of modalities such as snapping, clapping, singing, rhyming ("wowie, zowie".) They use their feet to draw letters in the air standing up, sitting down, and singing.

#### **Out of School Time**

Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
Prepared by Public Profit

Students had the opportunity to work together to plan not only their final presentation, but also the steps along the way. All students had a true sense of accomplishment because they each had input, received positive feedback from their peers and were given constructive feedback on how to improve.

**Out of School Time**

## WELLNESS & HEALTHY TRANSITIONS

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Three program models are funded under the Wellness & Healthy Transitions strategy:

**Youth Leadership** – “Programs that focus on young people’s choices promoting physical health, safety, emotional health and promotion of positive school and community environment.” These programs seek to improve young people’s ability to identify and address issues affecting their school community. The 7 programs in this sub-strategy served 982 youth in 2012-13.

**Conflict Resolution** – “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.” These programs seek to enhance participants’ decision-making abilities and to make a measurable impact on school safety. One program received funding through this sub-strategy in 2012-13, it served 1,043 youth.

**Transitions** – “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).” Six programs in this sub-strategy served 3,354 youth in 2012-13, including 179 in summer 2012.

Wellness & Healthy Transitions grantees served 5,200 youth in 2012-13. Among Wellness & Healthy Transitions programs<sup>24</sup>, boys and girls are evenly represented: 52% of attendees are girls, 48% are boys and 5 are transgender. The gender ratio is generally consistent within ethnic groups (Table 38).

**Table 37: Wellness & Healthy Transitions Participants' Gender By Program Type**

Program	Male	Female
Overall	48%	52%
Youth Leadership	46%	54%
Conflict Resolution	47%	53%
Transitions	50%	50%

Source. CitySpan attendance records for youth who attended Wellness & Healthy Transitions programs between July 2012 and June 2013

**Table 38: Wellness & Healthy Transitions Participants' Gender Distribution By Race/Ethnicity**

Youth	Male	Female	Overall
Overall	48%	52%	100%
Latino/a	12%	14%	26%
African American	20%	22%	42%
Asian/Pacific Islander	10%	10%	19%
White	3%	3%	6%
Native American	2%	2%	4%
Multi/Bi-Racial	<1%	<1%	1%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	1%	1%	1%

Source: CitySpan attendance records for youth who attended Wellness & Healthy Transitions programs between July 2012 and June 2013.

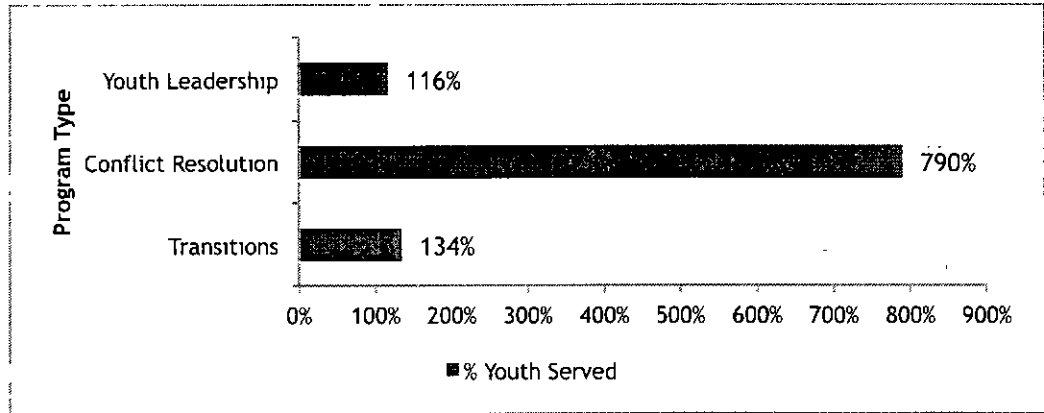
<sup>24</sup> For the 5,183 participants for whom race/ethnicity and gender data is available.

<sup>25</sup> Because of rounding, overall percentages may not equal sum of male and female.

**Program Performance**

Wellness & Healthy Transitions programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. The Wellness & Healthy Transitions programs in Oakland exceeded their goals in reaching the targeted number of youth as a whole; 10 of 12 programs in this strategy met or exceeded their targeted number of youth served.

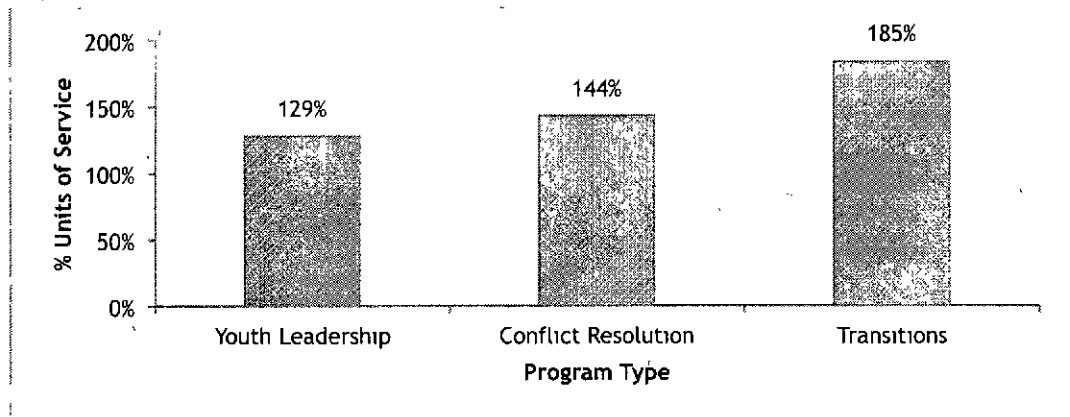
**Figure 15: Program Integrity - Progress Toward Targeted Number of Youth Served**



Source: CitySpan attendance records for 12 Wellness & Healthy Transitions programs that operate in the school year. Conflict Resolution includes one program.

Figure 15 describes the Wellness & Healthy Transitions grantees' units of service provided relative to their contracted units of service (i.e., youth service hours) in 2012-13.

**Figure 16: Progress Toward Contracted Units of Service**



Source: CitySpan attendance records for 5,200 youth in Wellness & Healthy Transitions programs served during the school year. Conflict Resolution includes one program.

Site-level program performance data is available in the Appendix.

**Wellness & Healthy Transitions**

## Point of Service Quality

Wellness & Healthy Transitions programs were rated highly in the areas of safety, support, interaction, and engagement during site visits. In contrast to the relatively low site visit ratings, more than 95% of youth participants in these programs reported high levels of engagement in their program.

Category	Score	Findings
Safety	4.71	<p>10 of 12 WHT grantees had 85% or more of surveyed youth report feeling safe.</p> <p>9 of 12 WHT grantees had 15% or fewer of surveyed youth report being physically or verbally harassed.</p>
Support	4.70	<p>12 of 12 WHT grantees had 85% or more of surveyed youth report high levels of adult support.</p> <p>12 of 12 WHT grantees had 85% or more of surveyed youth report opportunities to learn.</p>
Interaction	4.29	<p>12 of 12 WHT grantees had 85% or more of surveyed youth report high levels of interaction.</p> <p>12 of 12 WHT grantees had 85% or more of surveyed youth report that they feel like they belong.</p>
Engagement	3.54	<p>12 of 12 WHT grantees had 85% or more of surveyed youth report high levels of engagement.</p> <p>12 of 12 WHT grantees had 85% or more of surveyed youth report that the adults in the program listen to what they have to say.</p>

Site-level point of service quality data is available in the Appendix.

### Wellness & Healthy Transitions

Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
Prepared by Public Profit





## Prepare young people for a healthy and productive adulthood

Interventions that increase children’s access to healthy foods and encourage physical activity help them to make healthier choices. When asked about healthy decision-making, youth enrolled in Wellness & Healthy Transitions programs report they are more aware of, and make better decisions about their health. For instance, ninety five percent (95%) of participants in Youth Leadership programs report learning more about factors that affect others’ health, and 89% agree that they learn how to help others make healthy choices.

74% of Wellness & Healthy Transitions participants report that their program helps them learn about healthy foods to eat.

By contrast, youth in School-Based transitions programs were somewhat less likely to report learning about healthy behaviors. Seventy two percent (72%) agree that they learn about making good choices about their health in the Transitions program, and 68% agree that they exercised more after joining the program.

**Table 39: Participants’ Reported Healthy Decision-Making Skills**

I learned about the factors that affect people’s health in this program.	95%
In this program, I learned how to help people make healthy choices.	89%
This program helps me learn about healthy foods to eat.	81%
<b>Overall/Composite:<sup>26</sup></b>	<b>92%</b>

Youth surveys, Spring 2013, n=284.

<sup>26</sup> Survey composites are reported as the proportion of youth who responded positively to the majority of related survey questions. So, for example, 92% of Youth Leadership participants responded positively to two of three questions about healthy decision-making skills.

**Table 40: Participants' Reported Health Habits**

	Transitions
This program helps me make good choices about my health.	72%
Since joining this program, I exercise more.	68%
This program helps me learn about healthy foods to eat.	65%
<b>Overall/Composite:</b>	<b>69%</b>

Youth surveys, Spring 2013, n=248.

Participants in Wellness & Healthy Transitions programs overwhelmingly agree that they had strong, pro-social relationships with the adult staff in the program, setting the stage for positive interpersonal relationships later in life.

**Table 41: Participants' Reported Access to Caring Adults**

	Leadership (n=223)	Resolution (n=162)	Transitions
There is an adult at this program who really cares about me.	99%	100%	94%
I could go to a staff member at this program for advice if I have a serious problem.	94%	87%	93%
I trust the staff in this program.	99%	98%	96%
<b>Overall/Composite:</b>	<b>99%</b>	<b>100%</b>	<b>98%</b>

Youth surveys, Spring 2013

All groups of Wellness & Healthy Transitions participants respond very positively to survey questions about the staff in their programs; there were no substantial differences in agreement rates by gender or race/ethnicity.

School-based Transitions programs are charged with helping young people better understand their career options. Youth survey responses indicate that participants learned more about potential careers in their Transitions program, but were somewhat less likely to learn about the mechanics of getting a desired job.

**Table 42: Transitions Participants' Reported Career Awareness**

Statement	Percentage
In this program, I have learned about the kinds of jobs I'd like to have in the future.	86%
This program has helped me to understand how to get the kind of job I want.	73%
<b>Overall/Composite:</b>	<b>69%</b>

Youth surveys, spring 2013, n=248.

While 73% of youth in Transitions programs report increased understanding about how to get the kind of job they want, 79% of boys were more likely to report an increased understanding than girls (67%).

Asian/Pacific Islander youth reported higher levels of agreement (77%) than African American youth (65%).



## Help children and youth success in school and graduate high school

A series of California-based research studies found a strong link between school-level academic achievement and students' perceptions of adult support, safety in school, and connection to others. That is, young people who feel safe, supported, and connected to their school do better than those who do not.<sup>27</sup>

Participants in Wellness & Healthy Transitions programs reported feeling more connected to their school and more confident about starting the new school year, key outcomes for middle and high school-aged youth.

**Table 43: Participants' Self-Reported Connection to Their School**

	Wellness & Healthy Transitions (n=248)	Healthy Transitions (n=248)	Transitions (n=248)
This program has helped me to feel like a part of my school.	83%	94%	87%
This program has helped me to care about my school.	92%	92%	92%
<b>Overall/Composite:</b>	<b>82%</b>	<b>85%</b>	<b>84%</b>

Youth surveys, spring 2013

Wellness & Healthy Transitions participants respond positively to survey questions about connection to their school: 82% of African-American, 87% of Latino/a and 83% of Asian/Pacific Islander youth.

Moreover, school-based Transitions programs are tasked with helping young people to better understand the resources available to them in their school.

**Table 44: Participants' Self-Reported Connection to Their School**

	Transitions (n=248)
This program helped me learn more about school activities that are available.	88%
This program helped me get involved with activities at school.	83%
<b>Overall/Composite:</b>	<b>79%</b>

Youth surveys, spring 2013, n=248.

<sup>27</sup> California Safe and Supportive Schools, <http://californias3.wested.org/>.

Young people in Youth Leadership and Transitions programs report that their OFCY-funded program helped them to improve their decision-making and goal setting abilities. The high rates of agreement suggest that programs in this strategy are providing meaningful support for youths' skill building in this area.

**Table 45: Participants' Self-Reported Decision-Making and Goal Setting**

	Youth Leadership (n=243)	Transitions (n=243)
Since coming to this program, I am more of a leader.	89%	89%
Since coming to this program, I am better at taking care of problems without violence or fighting.	93%	87%
Since coming to this program, I am better at setting goals for myself.	98%	95%
Since coming to this program, I make better decisions.	97%	
<b>Overall/Composite:</b>	<b>96%</b>	<b>93%</b>

Youth surveys, spring 2013

Wellness & Healthy Transitions participants had varying responses to survey questions about decision-making and goal setting: 92% of African-American, 86% of Latino/a and 89% of Asian/Pacific Islander youth participants report that, "since coming to this program, I am more of a leader." Further, 86% of African-American, 90% of Latino/a and 92% of Asian/Pacific Islander youth participants report that, "since coming to this program, I am better at taking care of problems without violence or fighting."

Young people in the Conflict Resolution program were most likely to report building leadership skills (98%), taking care of problems without violence or fighting (90%), and saying 'no' to things they know are wrong (89%), indicating that the program in this sub-strategy is helping youth to build key conflict resolution skills.

**Table 46: Participants' Self-Reported Decision-Making and Goal Setting**

Since coming to this program, I am more of a leader.	98%
Since coming to this program, I am better at taking care of problems without violence or fighting.	90%
Since coming to this program, I am better able to say "no" to things I know are wrong.	89%
Since coming to this program, I am better at setting goals for myself.	84%
Since coming to this program, I make better decisions.	84%
Since coming to this program, I got in trouble less at home, in school, or in the community.	74%
<b>Overall/Composite:</b>	<b>75%</b>

Youth surveys, spring 2013, n=62. Conflict Resolution includes one program.

While 90% of Conflict Resolution participants report being better able to take care of problems without violence or fighting, only 74% of participants express that they get into trouble less at home, in school, or in the community.

School-based Transition programs seek to enhance participants' academic skills and awareness. Survey responses were quite positive overall, reflecting the academically oriented focus of these school-based programs. Participants were most likely to agree that their program helped them to feel more confident about finishing high school or earning a GED, to practice learning skills, and to feel more confident about going to college.

**Table 47: Participants' Self-Reported Academic Skills**

This program has helped me feel more confident about graduating from high school or earning my GED.	95%
In this program, I practice skills that help understand what is being taught in school.	91%
This program has helped me feel more confident about going to college.	91%
This program has helped me to learn good study skills.	85%
<b>Overall/Composite:</b>	<b>91%</b>

Youth surveys, spring 2013, n=248.

All groups of Wellness & Healthy Transitions participants respond very positively to survey questions about academic gains; there were limited differences in responses by race/ethnicity or gender.

Increased family involvement in young people’s educational lives is also likely to increase youths’ chances of succeeding in high school. School-based Transition program participants were moderately likely to report that they spoke with their families about school or that there were opportunities for family engagement available in their OFCY-funded program.

**Table 48: Participants’ Reported Family Involvement**

Since coming to this program, I talk with my family about school more often.	72%
In this program, there are events for families (like cookouts, showcases, or open houses).	70%
<b>Overall/Composite:</b>	<b>57%</b>

Youth surveys, spring 2013, n=248.

Available evidence suggests that youth who participated in Wellness & Healthy Transitions Conflict Resolution Programs in 2011-12 were less likely to be suspended in 2012-13.<sup>28</sup> The average number of suspension incidents per student and the average number of days suspended per student decreased between years – from 0.97 incidents to 0.64, and from 2.26 days to 1.49.<sup>29</sup>

<sup>28</sup> One hundred eighty-two (182) youth attended programming during both the 2011-12 school year and have OUSD suspension records for both years.

<sup>29</sup> These findings are statistically significant at  $p < .05$ .





## ***Prevent and reduce violence, crime, and gang involvement among children***

Wellness & Healthy Transitions programs provide academic, social, and mental health supports for young people. Activities vary by program, but may include peer mentoring, youth leadership, and social skill development opportunities. The mix of services is intended to help youth build strong academic and social supports that can engender more pro-social behavior.

Neighborhoods in deep East Oakland and West Oakland have higher than average stressors, identifying these communities as most likely to face crime and violence.<sup>30</sup> During the middle and high school years many Oakland youth are witness to, and involved with, violence and other destructive behaviors. Therefore, programs that stem aggression, build social skills, and help youth to develop their leadership potential can have a positive impact on the life outcomes of young people.

Youth Leadership and Transitions program participants report quite high levels of improvement in their interpersonal relationships since participating in their OFCY-funded program. Ninety three percent (93%) of Youth Leadership

participants report, "I am better at telling others my ideas and feelings," and 91% agree that someone their own age helps them with bad days.

While Youth Leadership (87%) and Transitions (86%) participants report similar improvement in their relationship building and communication skills, only 63% of Conflict Resolution participants felt that their programs helped them improve in the same areas.

Similarly, 93% of youth in Transitions programs report that they are better at listening to others, and 90% agree that they are better able to get along with peers.

On the other hand, youth in the Conflict Resolution program report lower levels of relationship-building and communication skills. Just 79% agree that someone their own age helps with bad days, and 77% agree that they are better able to tell others their thoughts and feelings. We note that the Conflict Resolution program is primarily a drop-in program that serves youth who are referred for behavioral issues. In practice, then, youth with greater support needs participate in a relatively short-term intervention, potentially contributing to the lower levels of agreement.

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<sup>30</sup> <http://www.infoalamedacounty.org/index.php/Research/Crime-Safety/Crime-Research/Oakland-Stressors-2011-Model-Update.html>

**Table 49: Participants' Self-Reported Relationship-Building & Communication Skills**

	Youth	Conflict Resolution	Wellness & Healthy Transitions
Since coming to this program, I am better at telling others about my ideas and feelings.	93%	77%	83%
In this program, someone my own age helps me with bad days.	91%	79%	89%
Since coming to this program, I am better at listening to other people.			93%
This program helps me get along with other people my age.			90%
<b>Overall/Composite:</b>	<b>87%</b>	<b>63%</b>	<b>86%</b>

Youth surveys, spring 2013. Conflict Resolution includes one program.

Wellness & Healthy Transitions participants had varying responses to survey questions about relationship-building and communication skills: 80% of African-American, 85% of Latino/a and 89% of Asian/Pacific Islander youth participants report that their program helps develop relationship-building and communication skills. This is driven largely by differences in participant survey responses to "In this program, someone my own age helps me with bad days," with 83% of African-American, 89% of Latino/a and 92% of Asian/Pacific Islander youth participants responding positively.

Nearly all young people in Wellness & Healthy Transitions programs report a stronger sense of self-confidence and mastery since participating. For example, 96% of youth in Transitions programs, 95% of Youth Leadership and 89% of Conflict Resolution participants agree that, “this program has helped me to work hard toward my goals.”

**Table 50: Participants’ Self-Reported Confidence and Mastery**

	Youth Leadership (n=284)	Conflict Resolution (n=626)	Transitions (n=248)
Since coming to this program, I am better at something that I used to think was hard.	94%	84%	91%
This program has helped me work hard toward my goals.	95%	89%	96%
When I'm in this program, I feel good about myself.	99%	97%	94%
This program has helped me to be more confident in my skills and abilities.	98%	92%	94%
<b>Overall/Composite:</b>	<b>97%</b>	<b>89%</b>	<b>94%</b>

Youth surveys, spring 2013. Conflict Resolution includes one program.

All groups of Wellness & Healthy Transitions participants respond very positively to survey questions about mastery, regardless of gender or race/ethnicity.

## Promising Practice

### Youth Ownership through Constructive Feedback *Wellness & Healthy Transitions - Transitions* Safe Passages Transitions Program (Frick Middle School)

**Key Take Away:** *In the Safe Passages Transitions Program at Frick Middle School, program staff solicit input from each student to determine the efficacy of the program. This feedback is then used to restructure the program. By allowing the youth to exercise this level of control, the staff shares ownership of the program with the youth, resulting in a climate of mutual respect that allows successful program to ensue.*

**About the Program:** The Safe Passages Transitions Program strives to curb school and community violence by implementing solutions that aim to repair the rifts that youth encounter as a result of growing up in disenfranchised communities. This program targets high-need incoming 6<sup>th</sup> graders and outgoing 8<sup>th</sup> graders during critical, developmental periods by striving to improve youth outlook towards school.

While each class within the program is structurally similar, the classes differ procedurally; in one class, the participants choose how they will present projects and to whom; in another class, the students are assigned a rotating list of classroom duties. Both of these differences are examples of structural changes that have been suggested by students and are implemented into program. At the end of each class, each staff member sets aside time for youth to write suggestions for future programs, constructive feedback on program effectiveness, or general appreciation. The staff later reviews these suggestions, and implements them into future iterations of the program. For example, the aforementioned system of assigning youth to a rotating cycle of classroom jobs was a result of a suggestion the youth had provided.

Through cultivating this climate of respect and shared trust, the youth are able to gain ownership of their circumstances, and thus experience a stronger investment in the program and its outcomes.

#### **Wellness & Healthy Transitions**

## OLDER YOUTH

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Two types of programs are funded through OFCY's Older Youth grant strategy:

**Academic and Career Success** – Grantees in this sub-strategy include career preparedness and academic success programs that reinforce college, work readiness, and paid employment. The 8 programs funded through this sub-strategy served 1,419 youth in 2012-13, including 220 in summer 2012.

**Comprehensive Supports** – OFCY supports increased access to programs that support youth generally, as well as 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. The 8 grantees in this sub-strategy served 2,319 youth in 2012-13.

### **Older Youth**

Older Youth grantees served 3,529 youth in the 2012-13 program year. In Older Youth programs<sup>31</sup>, females are somewhat more likely to participate: 54% of attendees are female, 46% are male and 2 youth are transgender. The gender ratio is roughly consistent within ethnic groups, though African American males are notably less likely to participate than females (Table 52).

**Table 51: Older Youth Participants' Gender By Program Type**

Program Type	Male	Female
Overall	46%	54%
Academic and Career Success	41%	59%
Comprehensive Programming	48%	52%

Source: CitySpan attendance records for youth who attended Older Youth programs between July 2012 and June 2013.

**Table 52: Older Youth Participants' Gender Distribution By Race/Ethnicity**

Youth Ethnicity	Male	Female	Total
Overall	46%	54%	100%
Latino/a	15%	14%	29%
African American	18%	24%	42%
Asian/Pacific Islander	5%	5%	10%
White	2%	2%	4%
Native American	<1%	<1%	<1%
Multi/Bi-Racial	1%	2%	4%
Other/Prefer Not to Say	1%	1%	2%
Not Reported/Missing	5%	5%	10%

Source: CitySpan attendance records for youth who attended Older Youth programs between July 2012 and June 2013.

<sup>31</sup> For the 3,498 participants for whom race/ethnicity and gender data is available.

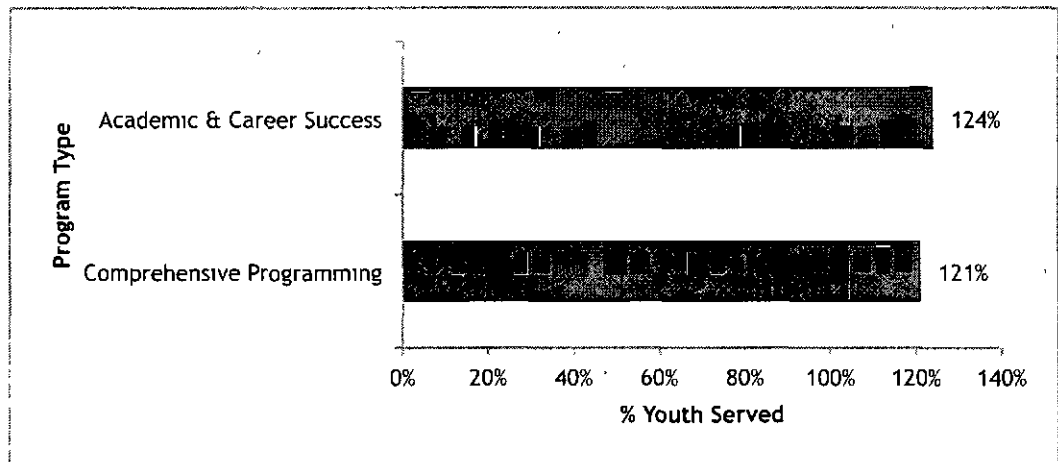
<sup>32</sup> Because of rounding, overall percentages may not equal sum of male and female.

**Older Youth**

## Program Performance

Older Youth programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. In 2012-13, Older Youth programs in Oakland met or exceeded their targets in reaching the targeted number of youth, and 15 of 16 programs met or exceeded their target number of youth served.

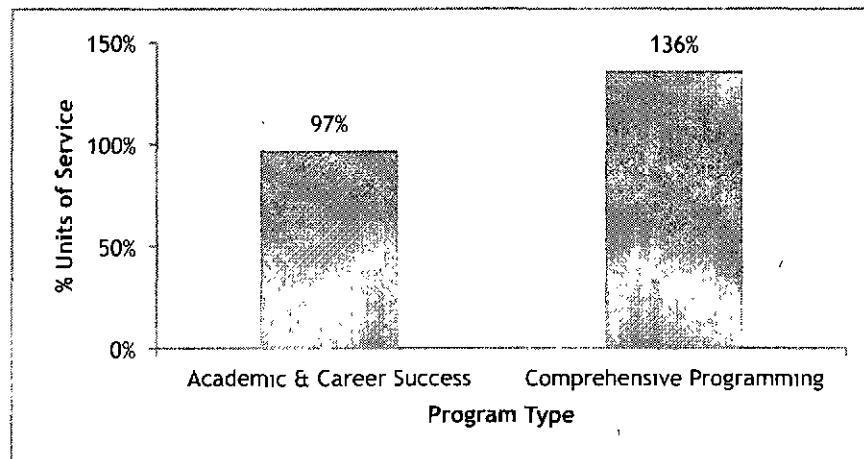
Figure 17: Progress Toward Targeted Number of Youth Served



Source: CitySpan attendance records for 16 Older Youth programs.

Figure 17 describes the Older Youth grantees' units of service delivered relative to contracted units of service (i.e., youth service hours) in 2012-13.

Figure 18: Progress Toward Contracted Units of Service



Source: CitySpan attendance records for 3,518 youth in Older Youth programs.

Site-level program performance data is available in the Appendix.

### Older Youth

## Point of Service Quality

Older Youth programs were rated highly in the areas of safety and support; however they earned somewhat lower ratings on interaction and engagement. Youth survey responses were very positive overall, with slightly lower overall ratings for interaction and engagement.

Program Quality Domain	Average Rating On a 1-5 scale	Stakeholder Survey Results
Safety	4.75	16 of 16 OY grantees had 85% or more of surveyed youth report feeling safe. 16 of 16 OY grantees had 15% or fewer of surveyed youth report being physically or verbally harassed.
Support	4.60	15 of 16 OY grantees had 85% or more of surveyed youth report high levels of adult support. 14 of 16 OY grantees had 85% or more of surveyed youth report opportunities to try new things.
Interaction	3.81	13 of 16 OY grantees had 85% or more of surveyed youth report that they get to help others in the program. 14 of 16 OY grantees had 85% or more of surveyed youth report that they feel like they belong in the program.
Engagement	3.95	14 of 16 OY grantees had 85% or more of surveyed youth report that they have the opportunity to decide things in the program. 15 of 16 OY grantees had 85% or more of surveyed youth report that the adults in the program listen to what they have to say.

Site level point of service quality data is available in the Appendix.

### Older Youth





**Prepare young people for healthy and productive adulthood**

Youth benefit from access to caring adults to whom they can go for mentorship, advice, and guidance. According to youth surveys, participants in Older Youth programs report increased access to caring adults who can support their academic and social success. Ninety three percent (93%) of Older Youth program participants report that they trust the staff in their OFCY-funded program.

**Table 53: Participants' Self-Reported Access to Caring Adults**

	Academic and Career	Composite (N=350)
I could go to a staff member at this program for advice if I have a serious problem.	91%	87%
There is an adult at this program who really cares about me.	94%	89%
I trust the staff in this program.	96%	87%
<b>Overall/Composite:<sup>33</sup></b>	<b>95%</b>	<b>90%</b>

Youth surveys, spring 2013

There were no substantive differences in participants' reports by gender or race/ethnicity.

<sup>33</sup> Survey composites are reported as the proportion of youth who responded positively to the majority of related survey questions. So, for example, 95% of Academic and Career Success participants responded positively to two of three questions about access to caring adults.

Program participants report that their OFCY-funded program has helped them to build stronger connections with their community. Ninety percent (90%) of participants in Career Success programs report caring more about their community, along with 83% of Comprehensive program participants.

**Table 54: Participants' Self-Reported Connection to Their Community**

	Career Success	Comprehensive
This program has helped me to care about my community.	90%	83%
This program has helped me to feel like a part of my community.	86%	84%
<b>Overall/Composite:</b>	<b>83%</b>	<b>77%</b>

Source: Youth surveys, spring 2013

Youth report varying levels of connection to their community based on their ethnicity. African-American youth report lower levels of connection (78%), than Latino/a (90%) and Asian/Pacific Islander (90%) youth participants.

One key to youths' economic self-sufficiency is greater awareness of possible careers that they can have in the future. According to youth surveys, 89% of Career Success participants report that they have a greater understanding of career opportunities since participating in their program. This provides a considerable contrast to Older Youth - Comprehensive program participants wherein only 73% report that their program helped them understand how to get the kind of job they want.

Only 83% of Career Success and 77% of Comprehensive program participants report feeling a connection to their community.

African-American youth report disproportionately lower levels of connection (78%) than Latinos (90%) or Asian (90%) participants.

<sup>34</sup> Academic program participants did not take surveys with these questions.

Overall, a large number of Career Success participants report high levels of understanding about their career opportunities (90%).

**Table 55: Participants' Self-Reported Understanding of Career Opportunities**

Statement	Percentage
I've learned new skills in this program that will help me to get a job.	95%
In this program, I've learned about the kinds of jobs I'd like to have in the future.	92%
This program has helped me to understand how to get the kind of job I want.	89%
This program has connected me with potential employers.	85%
<b>Overall/Composite:</b>	<b>90%</b>

Youth surveys, spring 2013, n=252.

There is some variance between ethnicities when reporting on an increased understanding of their career opportunities; while 100% of Asian/Pacific Islanders reported a better understanding of their future career opportunities, 90% of African-American and 86% Latino/a students reported the same.

OFCY Career Success grantees who participated in the Program Practice Survey strongly agree (3 of 4 programs) and agreed (1 of 4 programs) that their young people increase their skill levels in relation to career areas.

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<sup>35</sup> Academic program participants did not take surveys with these questions.



**Help children and youth succeed in school and graduate high school**

High quality enrichment programs can increase achievement, enhance motivation and engagement with learning, and improve decision-making, leadership and goal setting. Older Youth respond positively when asked questions about these habits of mind. For instance:

**Table 56: Participants' Self-Reported Decision-Making and Goal Setting**

Since coming to this program, I am better at setting goals for myself.	94%	91%
Since coming to this program, I am better at taking care of problems without violence or fighting.	86%	86%
Since coming to this program, I am more of a leader.	85%	82%
Since coming to this program, I make better decisions.	89%	-
<b>Overall/Composite:</b>	<b>89%</b>	<b>89%</b>

Youth surveys, spring 2013

Survey respondents in Older Youth programs report that they improved their academic skills and are more confident about their success in school.

**Table 57: Participants' Self-Reported Academic Gains**

	Academic	Comprehensiv
This program helped me to learn good study skills.	99%	86%
This program helped me to understand what is being taught in school.	98%	87%
This program helps me enjoy learning.	96%	88%
This program has helped me feel more confident about going to college.	96%	87%
This program has helped me feel more confident about graduating from high school or earning my GED.	98%	84%
<b>Overall/Composite:</b>	<b>98%</b>	<b>81%</b>

Youth surveys, spring 2013

88% of African-American, 81% of Latino/a and 88% of Asian/Pacific Islander youth participants report academic gains. Male (85%) and female (87%) older youth program participants report similar levels of academic gains.

Among 10<sup>th</sup> graders in Older Youth Academic Success programs taking the CAHSEE for the first time<sup>37</sup>, 94% passed the ELA section of the CAHSEE, and 90% passed the Math section. In comparison, 63% of OUSD 10<sup>th</sup> graders passed the CAHSEE ELA<sup>38</sup>, and 68% passed the Math section<sup>39</sup>.

In terms of graduation rates, 12<sup>th</sup> graders in Academic Success programs graduated high school at high rates as compared to OUSD overall. Of 12<sup>th</sup> graders in Older Youth Academic Success programs, 95% of youth graduated in 2012-13.<sup>40</sup> This is in contrast to 63% of all seniors graduating from OUSD.<sup>41</sup>

<sup>36</sup> Participants served by Alternatives in Action were not surveyed on these items; these programs administered a different survey at the request of the OUSD after-school evaluation team.

<sup>37</sup> Forty-eight (48) 10<sup>th</sup> grade youth in Older Youth Academic Success programs were matched to District academic records.

<sup>38</sup> This accounts for 1,976 10<sup>th</sup> graders in OUSD who took the CAHSEE ELA section.

<sup>39</sup> This accounts for 1,960 10<sup>th</sup> graders in OUSD who took the CAHSEE Math section.

<sup>40</sup> Ninety-two (92) 12<sup>th</sup> grade youth in Older Youth Academic Success programs were matched to District academic records.

**Older Youth**



## ***Prevent and reduce violence, crime and gang involvement among young people***

Program participants report improved peer relationships and stronger communication skills as a result of participating in their Older Youth programs. For instance, eighty one percent (81%) of youth agreed that their OFCY-funded program helped them to talk about their ideas and feelings.

**Table 58: Participants' Self-Reported Relationship-Building & Communication Skills**

Statement	Percentage
Since coming to this program, I am better at telling others about my ideas and feelings.	81%
In this program, someone my own age helps me with bad days.	71%
<b>Overall/Composite:</b>	<b>63%</b>

Youth surveys, spring 2013, n=347.

Asian/Pacific Islander Older Youth program participants (85%) are more likely to report building communication skills than their Latino/a (68%) or African-American (60%) peers.

Of Academic and Career Success program participants, 60% of African-American, 68% of Latino/a and 85% of Asian/Pacific Islander youth participants report that their program helps develop relationship-building and communication skills. Male (69%) and female (72%) program participants report similar levels of relationship-building and communication skill development.

<sup>41</sup> 12<sup>th</sup> grade graduation rates in 2012 for OUSD, reported in Data Quest: [www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest).

Overall, more youth in the Comprehensive programs (80%), than in the Academic and Career Success programs (63%), report building their interpersonal skills, including 87% of Comprehensive program participants who agreed that their program helped them to get along with other people their age and to listen to other people.

**Table 59: Participants' Self-Reported Relationship-Building & Communication Skills**

Statement	Percentage
This program helps me get along with other people my age.	87%
Since coming to this program, I am better at listening to other people.	87%
In this program, someone my own age helps me with bad days.	72%
<b>Overall/Composite:</b>	<b>80%</b>

Youth surveys, spring 2013, n=213.

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<sup>42</sup> Participants served by Alternatives in Action were not surveyed on these items; these programs administered a different survey at the request of the OUSD after-school evaluation team.

A key component of high quality programming is increasing the availability of activities that allow youth to gain a sense of mastery. These activities help youth to develop a sense of personal agency, and experience challenges that help them pursue their learning.

According to youth surveys, nearly all youth in Older Youth programs report that they developed a stronger sense of mastery. Ninety-eight percent (98%) of Academic and Career Success participants report that since participating, they are more confident in their skills and abilities. Similarly, 93% of Comprehensive program participants respond positively to increased confidence in their skills and abilities.

95% of all Older Youth program participants are more confident in their skills and abilities since attending their programs.

**Table 60: Participants' Self-Reported Sense of Mastery**

This program helps me work hard toward my goals.	99%	95%
This program has helped me to be more confident in my skills and abilities.	98%	93%
Since coming to this program, I am better at something that I used to think was hard.	93%	87%
When I'm in this program, I feel good about myself.	94%	97%
<b>Overall/Composite:</b>	<b>98%</b>	<b>95%</b>

Youth surveys, spring 2013

<sup>43</sup> Participants served by Alternatives in Action were not surveyed on these items; these programs administered a different survey at the request of the OUSD after-school evaluation team.



## Promising Practice

### Youth Reflection

*Older Youth - Academic and Career Success*

#### Youth Radio: Pathways to Higher Education and Careers

**Key Take Away:** *In Youth Radio's Pathways to Higher Education and Careers program, youth experience a wide variety of workshops designed to improve the skills that will help youth matriculate into their ideal futures. During each activity, youth are asked to reflect upon their development, explain their thoughts, and articulate lessons learned. In doing so, the youth in this program become more self-aware and develop a deeper interpersonal understanding of those around them.*

**About the Program:** Youth Radio's goal is to equip and empower youth with the resources they need to achieve their goals for the future. This is achieved by providing "intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships".

In one session, youth were guided through a series of activities connected to the theme of "perception." After each activity, staff facilitated a brief discussion with the youth, reflecting on what they learned from the activities. At the end of the program session, youth were asked to write in their journals what they learned from the day, how they felt about it, and how they can apply these lessons to their everyday lives.

Because the Pathways to Higher Education and Careers program strives to empower youth to realize their ideal futures, it is necessary for the youth, in turn, to be aware of what they want their futures to include. By exposing youth to reflection exercises, the youth become more self-aware and solidify their understanding of how they function, and, subsequently, gain a deeper sense of who and what they would like to become. A further benefit of conducting these activities in a group setting is that youth also get to learn about how others process information, thereby gaining an understanding not only of the community, but how each individual is able to fit into it.

#### Older Youth

# APPENDICES

## Early Childhood Community Playgroup Program Performance

City	Program	Enrollment			Units		
		Target Youth Served	Actual Youth Served	Percentage (at least 80%)	Projected Units of Service	Actual Units of Service	Percentage (at least 80%)
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup	30	33	110%	4,572	4,390	96%
Safe Passages	Baby Learning Communities	60	280	467%	3,418	4,012	117%
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	115	163	142%	13,214	12,623	96%
Jumpstart for Young Children, Inc.	Jumpstart Oakland	225	233	104%	33,696	33,526	99%
Lotus Bloom Child & Family Center	Multicultural Playgroups	40	154	385%	9,360	11,515	123%
East Bay Agency for Children	Parent Child Education Support Program	115	148	129%	4,752	13,353	281%
Lawrence Hall of Science	Preschool Scientists of Oakland	35	77	220%	765	797	104%
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	35	32	91%	4,940	4,349	88%
<b>Average/Total</b>		<b>655</b>	<b>1,120</b>	<b>171%</b>	<b>74,717</b>	<b>84,564</b>	<b>113%</b>

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## Early Childhood Community Mental Health Consultation Program Performance

Agency	Program	Enrollments			Utilization		
		Enrollments	Medical/Youth Services	Utilization	Units	Costs	Costs
East Bay Agency for Children	Early Childhood 0-5 Years Mental Health & Developmental Consultation	196	114	58%	21,690	18,874	87%
Lincoln Child Center	Early Childhood Mental Health Consultation	280	280	100%	2,840	5,436	191%
The Link to Children	Early Childhood Mental Health Consultation	323	360	111%	17,630	24,384	138%
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	434	1277	294%	203,216	256,426	126%
Family Paths	The Early Childhood Mental Health Collaborative	848	1229	145%	165,703	236,192	143%
<b>Average/Total</b>		<b>1,885</b>	<b>3,146</b>	<b>167%</b>	<b>389,389</b>	<b>522,437</b>	<b>134%</b>

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Out of School Time Program Performance

Grantee	Program	Enrollment			Service			Youth Participants Average Attendance
		Projected Months Served	Actual Months	Progress (Shaded if less than 80%)	Projected Units of Service	Actual Units Served	Progress (Shaded if less than 80%)	
		Out of School Time			School Based/After School			
Aspiranet	ACORN Woodland*	220	298	135%	125,879	108,639	86%	128
Higher Ground Neighborhood Development Corp.	Allendale	120	123	103%	50,309	54,461	108%	87
Bay Area Community Resources (BACR)	Alliance Academy*	180	482	268%	94,465	143,528	152%	53
Oakland Leaf	ASCEND	115	165	143%	44,303	46,633	105%	115
East Bay Asian Youth Center	Bella Vista	75	91	121%	34,905	50,071	143%	161
BACR	Bret Harte	120	211	176%	43,527	44,681	103%	65
BACR	Bridges Academy	90	108	120%	39,388	49,080	125%	132
Higher Ground Neighborhood Development Corp.	Brookfield	120	124	103%	52,619	53,163	101%	124
Ujimaa Foundation	Burckhalter	120	143	119%	33,440	39,582	118%	135

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Grantee	Program	Progress			Units			Youth Participation Average Days Attended
		Projected Units of Service	Actual Youth Served	Progress (Shaded if less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded if less than 80%)	
<b>Out of School Time - School-Based After School</b>								
Aspiranet	Carl B. Munck	120	138	115%	60,516	68,262	113%	151
BACR	Claremont	110	194	176%	38,101	23,772	62%	77
East Bay Asian Youth Center	Cleveland	80	94	118%	42,480	48,964	115%	157
Safe Passages	Coliseum College Prep Academy*	150	206	137%	43,860	39,288	90%	118
Aspiranet	Community United*	200	305	153%	106,391	118,281	111%	118
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	120	579	483%	30,134	64,784	215%	37
Aspiranet	East Oakland Pride	120	182	152%	50,232	61,416	122%	76
Safe Passages	Edna Brewer	120	176	147%	20,258	27,233	134%	48
BACR	Elmhurst Community Prep*	180	482	268%	94,465	143,528	152%	123
BACR	Emerson	90	115	128%	43,767	44,282	101%	141
Aspiranet	Encompass Academy*	220	298	135%	125,879	108,639	86%	127
BACR	Esperanza Academy*	180	245	136%	66,460	69,685	105%	99

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City	Program	Enrollment			Unit of Service			Staff Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded if less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded if less than 80%)	Average Days Attended
Out of School Time - School-Based After School								
East Bay Asian Youth Center	Franklin	115	143	124%	51,015	68,556	134%	140
BACR	Fred T. Korematsu*	180	245	136%	66,460	69,685	105%	103
Safe Passages	Frick	120	187	156%	15,439	14,852	96%	55
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	115	176	153%	34,478	42,642	124%	94
Aspiranet	Futures*	200	305	153%	106,391	118,281	111%	119
East Bay Asian Youth Center	Garfield	145	229	158%	70,553	99,511	141%	103
BACR	Global Family*	180	217	121%	50,888	87,739	172%	100
BACR	Greenleaf	90	108	120%	43,947	44,866	102%	98
BACR	Hoover	90	97	108%	36,755	24,814	68%	151
San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	120	169	141%	44,120	66,415	151%	123
Aspiranet	Howard	97	117	121%	53,911	54,638	101%	140

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Agency	Program	Projected Youth	Actual Youth	Progress (Shaded if less than 80%)	Projected Units Served	Actual Units of Service	Progress (Shaded if less than 80%)	Youth Average Days Attended
Out of School Time - School Based After School								
Oakland Leaf	International Community School*	234	266	114%	103,677	107,547	104%	120
East Bay Asian Youth Center	La Escuelita	75	95	127%	35,310	51,407	146%	156
BACR	Lafayette	100	139	139%	48,450	72,083	149%	124
San Francisco Bay Area Council of Boy Scouts of	Laurel	85	100	118%	32,373	41,257	127%	137
BACR	Learning Without Limits*	180	217	121%	50,888	87,739	172%	134
Lighthouse Community Charter School	Lighthouse Community Charter	190	303	159%	66,197	74,806	113%	137
East Bay Asian Youth Center	Lincoln	115	144	125%	66,648	81,618	122%	159
BACR	Madison	120	318	265%	59,397	41,458	70%	76
East Bay Asian Youth Center	Manzanita Community School*	75	278	371%	70,575	134,200	190%	149
East Bay Asian Youth Center	Manzanita SEED*	75	278	371%	70,575	134,200	190%	149
BACR	Markham	90	112	124%	51,647	47,323	92%	117

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Grantee	Program	Enrollments			Services		Youth Participation Average Days Attended	
		Project Youth Served	Actual Youth Served	Progress Made (Yth. 50%)	Projected Units of Service	Actual Units of Service		Progress (Shown If Less Than 100%)
<b>Out of School Time - School-Based After School</b>								
BACR	Martin Luther King, Jr.	90	160	178%	45,984	66,203	144%	110
Aspiranet	Melrose Leadership Academy	125	143	114%	44,000	41,773	95%	130
Aspiranet	New Highland*	200	229	115%	113,917	100,095	88%	131
Girls, Inc.	Parker	60	80	133%	11,455	12,407	108%	125
Aspiranet	Piedmont	100	123	123%	53,115	50,144	94%	137
BACR	PLACE at Prescott	90	156	173%	60,645	61,353	101%	122
Aspiranet	Rise Community School*	200	229	115%	113,917	100,095	88%	111
East Bay Asian Youth Center	Roosevelt	165	248	150%	78,525	146,959	187%	85
Safe Passages	Roots*	150	206	137%	43,860	39,288	90%	60
BACR	Sankofa Academy	110	139	126%	61,634	42,745	69%	125
East Bay Agency for Children	Sequoia	95	98	103%	50,729	51,630	102%	151

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Grant	Program	Performance			Units of Service			Youth Population Served
		Projected	Actual	Progress (Shaded if less than 100%)	Projected Units of Service	Actual Units of Service	Progress (Shaded if less than 100%)	
<b>Out of School Time - School-Based After School</b>								
Higher Ground Neighborhood Development Corp.	Sobrante Park	120	129	108%	46,165	46,858	102%	92
Oakland Leaf	Think College Now*	234	266	114%	103,677	107,547	104%	136
Safe Passages	United For Success	120	151	126%	12,381	15,681	127%	101
Oakland Leaf	Urban Promise Academy	111	259	233%	47,245	42,484	90%	56
Urban Services YMCA	West Oakland Middle School	55	167	304%	29,144	33,052	113%	143
East Bay Agency for Children	World Academy/Achieve Academy	72	221	307%	36,111	48,008	133%	81
<b>Average/Total</b>		<b>6,119</b>	<b>9,480</b>	<b>155%</b>	<b>2,647,459</b>	<b>3,070,923</b>	<b>116%</b>	<b>101</b>

\* Program that is dual-funded by OFCY.

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Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Units Served If Less than 80%	Projected Units of Service	Actual Units of Service	Units Served If Less than 80%	Average Days Attended
<b>Out of School Time- Community-Based After School</b>								
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	72	90	125%	47,196	40,597	86%	158
Museum of Children's Art	Library Education and Art Program (LEAP)	900	1135	126%	7,440	8,687	117%	4*
Unity Council	Neighborhood-Sports Initiative	300	324	108%	15,510	35,428	228%	35
The American Indian Child Resource Center	Nurturing Native Pride	20	56	280%	7,091	6,950	98%	48
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	400	806	202%	27,849	30,523	110%	11*
LifeLong Medical	OBUGS Out of School Time	160	211	132%	7,188	5,899	82%	18
Dimensions Dance Theater, Inc.	Rites of Passage	120	217	181%	20,186	27,795	138%	39
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	490	530	108%	42,499	80,538	190%	46

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Grantee	Program	Targeted Youth Served	Actual Youth Served	Progress (Shaded less than 80%)	Projects in Units of Service	Actual Units of Service	Progress (Shaded less than 80%)	Youth Participation
<b>Out of School Time - Community-Based After School</b>								
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	45	50	111%	4,434	3,970	90%	10*
<b>Average/Total</b>		<b>2,507</b>	<b>3,419</b>	<b>136%</b>	<b>179,393</b>	<b>240,385</b>	<b>134%</b>	<b>23</b>

\*Drop-in program, accounting for the lower average days attended for this grantee

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Wellness & Healthy Transitions Program Performance

Organization	Program	Performance			Results of Services		
		Projected Youth Served	Actual Youth Served	(Standard if less than 80%)	Projected Units of Service	Actual Units of Service	(Target if less than 80%)
<b>Wellness &amp; Healthy Transitions - Leadership</b>							
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	300	339	113%	29,111	36,297	125%
Loto Taha Pasifika	Healthy Heart Healthy Mind (HHHM)	40	80	200%	5,979	10,184	170%
Native American Health Center	Indigenous Youth Voices	160	281	176%	25,984	25,541	98%
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	200	84	42%	3,360	10,282	306%
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	60	110	183%	3,312	3,322	100%
Asian Health Services	Taking Charge: API Youth Leaders	40	27	68%	2,000	4,882	244%
Youth ALIVE!	Teens On Target Violence Prevention Program	45	61	136%	3,807	4,415	116%
<b>Average/Total</b>		<b>845</b>	<b>982</b>	<b>116%</b>	<b>73,553</b>	<b>94,923</b>	<b>129%</b>
<b>Wellness &amp; Healthy Transitions - Conflict Resolution</b>							
Oakland Unified School District	OUSD Conflict Resolution	132	1,043	790%	2,132	3,061	144%
<b>Average/Total</b>		<b>132</b>	<b>1,043</b>	<b>790%</b>	<b>2,132</b>	<b>3,061</b>	<b>144%</b>

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Program	Enrollment	Projected Youth Served	Actual Youth Served	Percentage	Units of Service		Percentage of Units of Service Served (if less than 100%)
					Projected Units of Service	Actual Units of Service	
<b>Wellness &amp; Healthy Transitions - Transitions</b>							
BACR	Bret Harte Bridges Program	100	171	171%	8,247	17,617	214%
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	90	130	144%	10,159	12,065	119%
Oakland Kids First	PASS-2 Peer Mentoring Program	1272	2038	160%	16,596	21,889	132%
Safe Passages	Safe Passages Transitions Program	915	836	91%	7,195	26,497	368%
<b>Average/Total</b>		<b>2,377</b>	<b>3,175</b>	<b>134%</b>	<b>42,197</b>	<b>78,068</b>	<b>185%</b>

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## Older Youth Program Performance

Agency	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress (Shaded if less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded if less than 80%)
<b>Older Youth - Academic and Career Success</b>							
Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	55	56	102%	19,090	18,493	97%
College Track	College Track Oakland	200	215	108%	26,087	22,063	85%
East Side Arts Alliance	ESAA Youth Arts Program	150	182	121%	24,408	24,865	102%
Alameda County Medical Center	Model Neighborhood Program	125	144	115%	12,074	14,589	121%
Youth Radio	Pathways to Higher Education and Careers	85	158	186%	3,777	4,498	119%
First Place for Youth	Steps to Success	175	203	116%	9,236	10,328	112%
Next Step Learning Center	Success at Seventeen	115	183	159%	25,866	21,784	84%
Centro Legal de la Raza	Youth Law Academy	61	58	95%	2,500	2,457	98%
<b>Average/Total</b>		<b>966</b>	<b>1,199</b>	<b>124%</b>	<b>123,036</b>	<b>119,076</b>	<b>97%</b>

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Project	Program	Enrollment			Units of Service		
		Project Youth Served	Actual Youth Served	Progress (Shaded if less than 80%)	Project Units of Service	Actual Units of Service	Progress (Shaded if less than 80%)
<b>Older Youth - Comprehensive Programming</b>							
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	60	34	57%	790	944	119%
Alameda Family Services	DreamCatcher	300	253	84%	35,136	33,404	95%
First Place for Youth	First Steps Community Resource Center	600	681	114%	8,304	6,640	80%
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	15	18	120%	16,292	15,491	95%
Alternatives in Action	Life Academy*	515	673	131%	80,404	138,265	172%
Alternatives in Action	McClymonds*	515	673	131%	80,404	138,265	172%
Refugee Transitions	Refugee and Immigrant Wellness Project	289	375	130%	18,688	20,933	112%
City of Oakland, Office of Parks and Recreation	Transforming Ordinary Obstacles into Life Skills	140	285	204%	7,870	11,275	143%
<b>Average/Total</b>		<b>1,919</b>	<b>2,319</b>	<b>121%</b>	<b>167,483</b>	<b>226,952</b>	<b>136%</b>

**Appendices**

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## Early Childhood Community Playgroup Site Visits

Visits to Early Childhood Community Playgroup Grantees were conducted using the Early Childhood Program Quality Assessment (ECPQA), a point-of-service quality observation tool developed for Oakland Fund for Children and Youth and by See Change, Inc. in 2009-10 with the collaboration of Early Childhood programs.

The ECPQA includes seven sections:

- Health, Safety and Nutrition
- Environment
- Developmentally Appropriate Content and Curriculum
- Interaction: Supports for Relationships
- Family, School and Community Collaboration and Access
- Cultural Competence
- Professionalism

Programs had one site visit per program between November 2012 and February 2013. Each observation consisted of a 2-3 hour site visit, including a brief interview with program staff.

Each program was given a rating of “does not meet expectations,” “meets expectations” or “exceeds expectations” for each item on the assessment.

**Limited Evidence:** Based on observations and conversations during the visit, the program does not meet expectations.

**Sufficient Evidence:** Based on observations and conversations during the visit, the program meets expectations.

**Ample Evidence:** Based on observations and conversations during the visit, the program exceeds expectations. A program should receive a rating of ample evidence only when an exceptionally positive instance of this item is observed.

### Appendices



Sites are categorized by three point of service quality categories:

- **Thriving** – Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- **Performing** – Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- **Emerging** – Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## **Appendices**

### Early Child Community Playgroup Point of Service Quality Ratings, By Site

Grantee	Program	Overall Point of Service Quality Rating	Overall	Domain Rating							
				Health Safety and Nutrition	Environment	Program Content	Staff Qualifications	Access	Cultural Competence	Professionalism	
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup	Thriving	Thriving	4.53	4.75	5.00	4.78	4.71	4.33	4.50	3.67
Safe Passages	Baby Learning Communities	Thriving	Thriving	4.83	5.00	5.00	-	5.00	4.67	4.33	5.00
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	Thriving	Thriving	4.52	4.80	5.00	4.00	4.43	5.00	4.00	4.43
Jumpstart for Young Children, Inc.	Jumpstart Oakland	Thriving	Thriving	4.78	5.00	5.00	4.78	5.00	4.33	4.33	5.00
Lotus Bloom Child & Family Center	Multicultural Playgroups	Thriving	Thriving	4.74	4.80	5.00	4.14	4.60	4.67	5.00	5.00
East Bay Agency for Children	Parent Child Education Support Program	Thriving	Thriving	4.84	4.60	5.00	4.56	4.71	5.00	5.00	5.00
Lawrence Hall of Science	Preschool Scientists of Oakland	Thriving	Thriving	4.86	5.00	5.00	4.33	4.67	5.00	5.00	5.00
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	Thriving	Thriving	4.62	4.27	5.00	4.78	4.43	4.50	4.33	5.00
<b>Average/Total</b>				<b>4.72</b>	<b>4.78</b>	<b>5.00</b>	<b>4.48</b>	<b>4.69</b>	<b>4.69</b>	<b>4.56</b>	<b>4.76</b>

#### Appendices

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## Early Childhood Community Mental Health Consultation Site Visits

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For Early Childhood Mental Health Consultation Grantees, site visits provided observationally based data about key components of program quality. Visits were conducted using the Classroom Assessment Scoring System (CLASS) site visit instrument. The CLASS provided point-of-service quality data about programs served by Mental Health Consultation grantees.

Site visits were conducted using two out of three Domains on the CLASS instrument: Emotional Support and Classroom Organization. The third domain, Instructional Support, was not considered in visits, as it does not align with OFCY Outcome Indicators for the Mental Health Consultation grant group.

The CLASS visits are reported using the seven dimensions within the Emotional Support and Classroom Organization Domains:

### **Emotional Support**

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspective

### **Classroom Organization**

- Behavior Management
- Productivity
- Instructional Learning Formats

Since Mental Health Consultation grantees provide training and coaching to early childhood educators – rather than teaching children themselves – CLASS ratings describe the settings in which Mental Health Consultants work, *not* as the quality or attributes of the mental health consultation services.

## **Appendices**

Early Childhood Mental Health Consultation Point of Service Quality Ratings, By Site

Site	Name of Program Visited	Quality Ratings							
		Overall	Positive Climate	Health Care	Classrooms	Special Services/Interventions	Behavior Management	Productivity	Instruction of Staff
<b>Early Childhood - Mental Health Consultation</b>									
East Bay Agency for Children	Brookfield Elementary Child Development Center (Pre-K)	5.96	6.5	5.5	5.5	5	7	6	6.25
Lincoln Child Center	Yuk Yau Child Development Center	6.04	6.5	7	5.25	4.25	7	7	5.25
The Link to Children	Fruitvale Child Development Center	4.68	5	5	4.5	3.75	5.25	4.75	4.5
Jewish Family & Children's Services of the East Bay	Centro Infantil de la Raza	3.47	3.56	3.75	2.75	3.5	3.75	3.75	3.25
Family Paths	West Grand Head Start Center	3.86	2.5	2.75	3.5	4.75	6.25	4	3.25
<b>Average/Total</b>		<b>4.8</b>	<b>4.81</b>	<b>4.8</b>	<b>4.3</b>	<b>4.25</b>	<b>5.85</b>	<b>5.1</b>	<b>4.5</b>

**Appendices**

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## School-Aged Program Site Visits

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Visits to programs serving school-aged youth were conducted using either the School-Aged Program Quality Assessment (SAPQA) or Youth Program Quality Assessment (YPQA), to research based tools developed by the Center for Youth Program Quality. For simplicity, we refer to the tools collectively as the “Program Quality Assessments” or PQA.

Program quality elements are rated according to visitors’ observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is observed. Though the specific language varies by practice and version of the tool, the ratings indicate the following levels of performance:

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

Sites are categorized by three point of service quality categories:

- **Thriving** – Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- **Performing** – Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- **Emerging** – Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

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The PQAs include four domains:

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

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

#### **Appendices**



Out of School Time Point of Service Quality Ratings, By Site

Grantee	Program	Quality Status	Overall Rating	2012-13 Domain Ratings										
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Achievement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
<b>Out of School Time - School-Based After School</b>														
Aspiranet	ACORN Woodland	Performing	Performing	4.32	4.92	88%	4.34	93%	4.47	87%	3.54	78%	4.47	95%
Higher Ground	Allendale	Performing	Performing	4.49	4.92	100%	4.54	100%	4.4	100%	4.08	100%	3.97	100%
BACR	Alliance Academy	Performing	Performing	3.26	4.36	84%	3.58	95%	2.75	89%	2.33	91%	2.89	83%
Oakland Leaf	ASCEND	Thriving	Performing	4.4	5	95%	4.69	98%	3.69	94%	4.21	79%	3.14	86%
East Bay Asian Youth Center	Bella Vista	Performing	Performing	4.41	4.7	98%	4.65	97%	4.16	94%	4.13	72%	3.97	89%
BACR	Bret Harte	Performing	Performing	4.03	4.87	86%	4.29	89%	3.85	81%	3.08	75%	3.42	73%
BACR	Bridges Academy	Thriving	Performing	4.44	4.96	95%	4.52	87%	4.27	74%	4	57%	4.36	73%
Higher Ground	Brookfield	Performing	Thriving	4.79	4.92	94%	4.86	100%	4.69	100%	4.67	100%	4.64	100%

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Grantee	Program	11-12 Parent of Service Quality	12 Point of Service Quality	Overall	2012-13 Survey Results									
					Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
					Out-of-School Time					School-Based After-School				
Ujima Foundation	Burckhalter	Performing	Performing	4.23	4.84	89%	4.33	89%	4.52	66%	3.25	49%	4.36	87%
Aspiranet	Carl B. Munck	Performing	Performing	4.02	4.81	100%	3.9	100%	3.72	98%	3.67	100%	3.28	100%
BACR	Claremont	Performing	Performing	3.29	4.53	78%	3.6	87%	2.19	70%	2.83	78%	2.56	75%
East Bay Asian Youth Center	Cleveland	Thriving	Thriving	4.96	4.92	100%	5	94%	5	91%	4.92	87%	5	100%
Safe Passages	Coliseum College Prep Academy	Performing	Thriving	4.72	5	86%	5	92%	4.38	87%	4.5	78%	4.56	83%
Aspiranet	Community United	Performing	Performing	4.17	4.52	87%	4.36	98%	4.56	94%	3.25	73%	5	92%
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center	Performing	Performing	4.06	4.71	88%	4.52	93%	3.77	89%	3.25	80%	3.89	90%
Aspiranet	East Oakland Pride	Performing	Performing	4.11	4.83	95%	4.23	95%	4	90%	3.38	83%	3.78	93%

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Grantee	Program	Point of Service Quality Status	Site of Service	Overall	Staff		Supportive Environment		Interactions		Management		Youth Climate	
					Staff Survey Composite	Parent Survey Composite	Parent Score	Youth Score	Parent Score	Youth Survey Composite	Parent Survey Composite	Youth Survey Composite		
<b>Out of School Time - School-Based After School</b>														
Safe Passages	Edna Brewer	Performing	Performing	3.8	4.76	83%	4.45	88%	2.98	82%	3	71%	4.11	73%
BACR	Elmhurst Community Prep	Performing	Performing	3.94	4.6	79%	4.01	80%	3.9	68%	3.25	56%	4.61	72%
BACR	Emerson	Performing	Performing	4.45	4.92	100%	4.51	98%	4.53	100%	3.83	86%	3.64	95%
Aspiranet	Encompass Academy	Performing	Performing	4.25	4.88	92%	4.05	92%	4.38	90%	3.71	86%	4.08	90%
BACR	Esperanza Academy	Performing	Performing	3.11	4.19	82%	2.82	96%	3.15	78%	2.29	75%	2.28	91%
East Bay Asian Youth Center	Franklin	Thriving	Thriving	4.54	4.95	95%	4.57	99%	4.47	93%	4.17	88%	4.28	94%
BACR	Fred. T. Korematsu	Performing	Performing	3.49	4.44	74%	3.5	84%	3.54	70%	2.46	76%	2.72	86%
Safe Passages	Frick	Performing	Performing	4.01	4.86	87%	4.42	91%	3.6	89%	3.17	80%	4.33	89%

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Program	2012-13 Point of Service Quality Status	2012-13 Point of Service Quality Status	2012-13 Domain Ratings											
			Overall	Safe Environment		Positive Environment		Interaction		Engagement		Academic Climate		
				Domain Score	Youth Survey %	Domain Score	Youth Survey %	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
<b>Out of School Time - School Based After School</b>														
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	Performing	Performing	4.22	4.63	91%	3.95	95%	4.42	94%	3.88	76%	3.53	86%
Aspiranet	Futures	Thriving	Thriving	4.59	4.86	88%	4.72	92%	4.6	83%	4.17	76%	4.64	92%
East Bay Asian Youth Center	Garfield	Thriving	Thriving	4.58	5	97%	4.64	99%	4.47	100%	4.21	97%	4.92	100%
BACR	Global Family	Performing	Performing	4.05	4.92	100%	4.09	100%	4.08	100%	3.13	98%	4.14	100%
BACR	Greenleaf	Performing	Thriving	4.64	4.92	79%	4.85	96%	4.44	88%	4.33	83%	4.06	94%
BACR	Hoover	Thriving	Performing	3.68	4.5	95%	3.76	96%	3.58	83%	2.88	74%	2.72	93%
San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	Performing	Performing	3.99	4.86	92%	4.06	94%	3.94	90%	3.08	78%	4.19	86%

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		City School		Charter School		School-Based Arts School									
Aspiranet	Howard	Performing	Performing	4.21	4.8	88%	4.31	96%	4.33	92%	3.42	86%	5	96%	
Oakland Leaf	International Community School	Performing	Performing	4.34	5	92%	4.4	97%	4.08	97%	3.88	86%	3.9	92%	
East Bay Asian Youth Center	La Escuelita	Performing	Performing	4.36	4.73	90%	4.54	94%	4.2	76%	3.96	82%	3.97	87%	
BACR	Lafayette	Performing	Thriving	4.68	4.96	99%	4.7	100%	4.81	100%	4.25	99%	3.83	100%	
San Francisco Bay Area Council of Boy Scouts of America	Laurel	Thriving	Performing	4.33	5	93%	4.05	93%	4.31	72%	3.96	79%	4.08	79%	
BACR	Learning Without Limits	Performing	Performing	4.3	5	95%	4.19	95%	4.42	88%	3.58	73%	3.83	89%	

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Site	Program	PQA Point of Service Quality	2012-13 Service Quality	Overall Rating	2012-13 Overall Rating										
					Safe Environment			Supportive Environment		Interaction		Engagement		Academic Climate	
					Domain Score	Youth Survey Composite	73%	Domain Score	Youth Survey Composite	88%	Domain Score	Youth Survey Composite	86%	Domain Score	Youth Survey Composite
<b>Out of School Time - School-Based After-School</b>															
Lighthouse Community Charter School	Lighthouse Community Charter <sup>44</sup>	Performing	Thriving	4.62	4.83	73%	4.6	88%	4.71	86%	4.33	78%	-	-	
East Bay Asian Youth Center	Lincoln	Thriving	Thriving	4.81	4.92	97%	4.66	97%	4.75	94%	4.92	77%	4.44	90%	
BACR	Madison	Performing	Performing	4.38	4.92	93%	4.6	81%	3.83	84%	4.17	71%	4.56	79%	
East Bay Asian Youth Center	Manzanita Community School	Thriving	Performing	4.48	4.85	87%	4.53	94%	4.21	94%	4.33	85%	4.33	98%	
East Bay Asian Youth Center	Manzanita SEED	Performing	Performing	4.38	4.92	93%	4.41	94%	4.44	89%	3.75	83%	3.5	91%	

<sup>44</sup> Charter-based programs are not rated using the Academic Climate section of the PQA.

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Grantee	Program	Performance Status	2012-13 Point of Service Quality Status	2012-13 Data											
				Overall	Safe Environment		Supportive Environment		Interactions		Engagement		Youth Satisfaction		
					Domain Score	Youth Survey	Domain Score	Youth Survey	Domain Score	Youth Survey	Domain Score	Youth Survey			
Out of School-Time / School-Based / After School															
BACR	Markham	Performing	Performing	4.27	4.92	95%	4.15	98%	4.47	95%	3.54	90%	3.53	98%	
BACR	Martin Luther King, Jr.	Performing	Performing	3.69	4.85	82%	3.43	93%	3.53	87%	2.96	73%	3.69	95%	
Aspiranet	Melrose Leadership Academy	Performing	Performing	3.99	4.77	71%	4.51	82%	3.35	68%	3.33	55%	4.25	60%	
Aspiranet	New Highland	Thriving	Thriving	4.75	4.81	91%	4.69	86%	4.92	89%	4.58	74%	4.61	88%	
Girls, Inc.	Parker	Performing	Performing	4.21	4.87	86%	4.29	98%	4.08	90%	3.58	84%	4.08	97%	
Aspiranet	Piedmont	Performing	Performing	3.53	4.57	89%	3.56	93%	2.75	80%	3.25	73%	4.06	91%	
BACR	PLACE at Prescott	Performing	Performing	3.88	4.56	97%	4.12	98%	3.92	89%	2.92	92%	3.81	98%	

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Grantee	Program	Program Self-Reported Quality Rating	12-13 Point of Service Quality Rating	Overall Score	13 Domains								Overall Composite Score	Overall Composite Rating
					Safe Environment		Supportive Environment		Interaction		Engagement			
					Domain Score	Parent Survey Composite	Domain Score	Parent Survey Composite	Domain Score	Parent Survey Composite	Domain Score	Parent Survey Composite		
<b>Out of School Time - School Based After School</b>														
Aspranet	Rise Community School	Performing	Performing	4.03	4.92	78%	4.03	96%	4.01	88%	3.17	71%	2.69	92%
East Bay Asian Youth Center	Roosevelt	Performing	Performing	4.12	4.96	98%	4.41	98%	3.96	95%	3.17	89%	3.64	94%
Safe Passages	Roots	Performing	Performing	3.49	4.57	68%	3.74	83%	2.75	83%	2.92	44%	3.03	63%
BACR	Sankofa Academy	Performing	Performing	3.6	4.52	73%	3.32	92%	3.8	92%	2.75	71%	3.25	87%
East Bay Agency for Children	Sequoia	Thriving	Thriving	4.75	4.95	90%	4.92	96%	4.77	88%	4.38	81%	4.92	86%
Higher Ground	Sobrante Park	Performing	Thriving	4.68	4.92	100%	4.79	100%	4.92	100%	4.08	100%	4.39	100%
Oakland Leaf	Think College Now	Performing	Performing	4.4	5	94%	4.55	96%	4.5	91%	3.54	80%	4.28	85%

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Program	Quality Status	2012-13 Domain Ratings												
		Out of School Time			School-Based			After School			Academic Climate			
		Domain Score	Youth Survey Composite	Domain Score	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite		
Safe Passages	United For Success	Performing	Performing	3.08	4.57	93%	3.83	90%	2.25	80%	1.67	71%	4.61	81%
Oakland Leaf	Urban Promise Academy	Performing	Performing	4.21	5	96%	4.56	97%	3.77	94%	3.5	95%	4.39	92%
Urban Services YMCA	West Oakland Middle School	Performing	Performing	3.83	4.42	95%	3.75	100%	3.23	98%	3.92	87%	3.64	93%
East Bay Agency for Children	World Academy/Achieve Academy <sup>45</sup>	Performing	Performing	3.95	4.34	63%	4.04	100%	4.5	92%	2.92	90%	-	-
<b>Average/Total</b>				<b>4.17</b>	<b>4.79</b>	<b>89%</b>	<b>4.27</b>	<b>94%</b>	<b>4.03</b>	<b>88%</b>	<b>3.59</b>	<b>80%</b>	<b>3.96</b>	<b>89%</b>

<sup>45</sup> Charter-based programs are not rated using the Academic Climate section of the PQA.

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		Domain Rating												
		11-12 Point of Service Quality		12-13 Point of Service Quality Status		Safe Environment			Supportive Environment		Inclusive Youth		Overall Status	
		Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
<b>Out of School Time - Community-Based After School</b>														
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	Performing	Performing	4.37	5	86%	4.57	97%	3.58	97%	4.33	96%		
Museum of Children's Art	Library Education and Art Program (LEAP)	Emerging	Performing	3.72	4.84	99%	4.55	97%	2.83	97%	2.67	88%		
Unity Council	Neighborhood Sports Initiative	Performing	Performing	4.19	4.64	83%	4.09	100%	3.88	100%	4.17	100%		
The American Indian Child Resource Center	Nurturing Native Pride	Thriving	Performing	4.14	4.87	100%	4.71	100%	4	95%	3	100%		
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	Performing	Thriving	4.59	4.73	85%	4.83	97%	4.56	95%	4.25	98%		
LifeLong Medical	OBUGS Out of School Time	Performing	Performing	3.93	4.24	65%	4.55	95%	4.17	83%	2.75	78%		
Dimensions Dance Theater, Inc.	Rites of Passage	Performing	Thriving	4.61	5	99%	4.23	99%	4.71	97%	4.5	90%		

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Grantee	Program	2012 Year of Grantee Rating	2013 Year of Grantee Rating	Overall Score	Domain Ratings							
					Safe Environment Domain Score	Supportive Environment Domain Score	Inter- cultural Domain Score	Engage- ment Domain Score	Safe Environment Rating	Supportive Environment Rating	Inter- cultural Rating	Engage- ment Rating
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	Performing	Thriving	4.63	4.93	90%	4.8	96%	4.61	96%	4.17	98%
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	Performing	Performing	4.46	4.87	96%	4.87	100%	4.63	100%	3.5	100%
<b>Average/Total</b>				<b>4.29</b>	<b>4.79</b>	<b>90%</b>	<b>4.58</b>	<b>97%</b>	<b>4.11</b>	<b>96%</b>	<b>3.70</b>	<b>94%</b>

**Appendices**

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Wellness & Healthy Transitions Point of Service Quality Ratings, by Site

Grantee	Program	11-13 Point of Service Quality Status	12-13 Point of Service Quality Status	Overall	Domain Ratings								
					Safe Environment Domain Score	Youth Survey Number	Safe Environment Youth Survey Composite	Supportive Environment Domain Score	Youth Survey Number	Supportive Environment Youth Survey Composite	Interaction Domain Score	Youth Survey Number	Interaction Youth Survey Composite
<b>Wellness &amp; Healthy Transitions - Youth Leadership</b>													
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Thriving	Thriving	4.71	4.9	89%	4.79	100%	4.83	99%	4.33	100%	
Loto Taha Pasifika	Healthy Heart Healthy Mind	Thriving	Thriving	4.82	4.7	97%	4.87	100%	4.88	100%	4.83	100%	
Native American Health Center	Indigenous Youth Voices	Performing	Performing	3.84	4.8	98%	4.13	100%	3.42	100%	3	100%	
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	Performing	Performing	4.07	4.73	96%	4.92	100%	3.96	100%	2.67	100%	
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	Thriving	Performing	4.37	4.82	87%	4.74	100%	4.42	95%	3.5	97%	
Asian Health Services	Taking Charge: API Youth Leaders	Performing	Thriving	4.57	5	100%	4.9	100%	4.71	100%	3.67	100%	
Youth ALIVE!	Teens On Target Violence Prevention Program	Thriving	Performing	3.7	4.33	100%	4.49	100%	4.29	100%	1.67	100%	
<b>Average/Total</b>				<b>4.30</b>	<b>4.75</b>	<b>95%</b>	<b>4.69</b>	<b>100%</b>	<b>4.36</b>	<b>99%</b>	<b>3.38</b>	<b>100%</b>	

**Appendices**

Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
Prepared by Public Profit

Grantee	Program	Point of Service Quality Status	Point of Service Overall Score	Overall	Wellness & Healthy Transitions <sup>46</sup>							
					Safe Environments		Supportive Environment		Interactions		Engagement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
<b>Wellness &amp; Healthy Transitions - Conflict Resolution</b>												
Oakland Unified School District	OUSD Conflict Resolution	Performing	Performing	3.7	4.27	78%	4.39	100%	3.67	98%	2.5	95%
<b>Average/Total</b>				<b>3.7</b>	<b>4.27</b>	<b>78%</b>	<b>4.39</b>	<b>100%</b>	<b>3.67</b>	<b>98%</b>	<b>2.5</b>	<b>95%</b>
<b>Wellness &amp; Healthy Transitions - Transitions</b>												
BACR	Bret Harte Bridges Program	Thriving	Thriving	4.71	4.92	100%	4.87	100%	4.54	100%	4.5	100%
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment	Performing	Thriving	4.74	4.3	100%	5	96%	4.67	88%	5	92%
Oakland Kids First	PASS-2 Peer Mentoring Program	Thriving	Performing	4.11	4.8	88%	4.61	99%	4.04	94%	3	93%
Safe Passages	Safe Passages Transitions Program	Performing	Performing	4.39	5	63%	4.63	95%	4.08	95%	3.83	93%
<b>Average/Total</b>				<b>4.49</b>	<b>4.76</b>	<b>88%</b>	<b>4.78</b>	<b>98%</b>	<b>4.33</b>	<b>94%</b>	<b>4.08</b>	<b>95%</b>

<sup>46</sup> See the OFCY Summer 2012 Evaluation report for information on LEAP and Bridge to Success, transitions programs that operate only in summer.

## Appendices

Older Youth Point of Service Quality Ratings, By Site

Initiative	Program	2012 Point of Service Quality Status	2013 Point of Service Quality Status	Domain Ratings								
				Overall	Environment		Active Engagement		Interaction		Engagement	
					Domain Score	Compliance	Score	Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
<b>Older Youth - Academic and Career Success</b>												
Biotech Partners	Biotech Academy and Bioscience Career Institute	Performing	Performing	4.2	4.52	92%	4.16	97%	4.29	92%	3.83	87%
College Track	College Track Oakland	Performing	Performing	3.74	4.8	94%	4.3	98%	3.04	92%	2.83	93%
East Side Arts Alliance	ESAA Youth Arts Program	Performing	Performing	4.01	4.65	98%	4.82	100%	3.58	98%	3	100%
Alameda County Medical Center	Model Neighborhood Program	Thriving	Thriving	4.51	4.62	91%	4.11	98%	4.29	98%	5	98%
Youth Radio	Pathways to Higher Education and Careers	Thriving	Thriving	4.73	4.92	97%	4.87	100%	4.29	91%	4.83	91%
First Place for Youth	Steps to Success	Thriving	Thriving	4.53	4.9	88%	4.87	98%	4.17	80%	4.17	98%
Next Step Learning Center	Success at Seventeen	Performing	Performing	3.89	4.9	100%	4.6	100%	3.38	73%	2.67	100%
Centro Legal de la Raza	Youth Law Academy	Performing	Performing	4.48	5	88%	4.84	100%	3.92	80%	4.17	96%
<b>Average/Total</b>				<b>4.26</b>	<b>4.79</b>	<b>94%</b>	<b>4.57</b>	<b>99%</b>	<b>3.87</b>	<b>89%</b>	<b>3.81</b>	<b>95%</b>

**Appendices**

Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
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Program	Service	Quality	Safety	Domain 1		Domain 2		Domain 3		Domain 4		
				Safe Environment	Supportive Environment	Safe Environment	Supportive Environment	Safe Environment	Supportive Environment	Safe Environment	Supportive Environment	
Older Youth Comprehensive Programming												
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	Performing	Performing	3.6	4.2	100%	4.53	100%	3	100%	2.67	100%
Alameda Family Services	DreamCatcher	Performing	Performing	4.37	5	96%	4.57	93%	3.58	93%	4.33	86%
First Place for Youth	First Steps Community Resource Center	Performing	Thriving	4.69	4.67	85%	5	85%	4.44	85%	4.67	91%
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	Thriving	Performing	4.07	4.47	100%	4.63	100%	3	100%	4.17	100%
Alternatives in Action	Life Academy	Thriving	Thriving	4.92	5	97%	5	97%	5	96%	4.67	96%
Alternatives in Action	McClymonds	Performing	Thriving	4.73	5	87%	4.71	98%	4.54	94%	4.67	84%
Refugee Transitions	Refugee and Immigrant Wellness Project	Performing	Performing	3.65	4.69	91%	3.87	88%	3.04	91%	3	77%
City of Oakland, Office of Parks and Recreation	Transforming Ordinary Obstacles into Life Skills	Thriving	Performing	4.29	4.6	97%	4.73	100%	3.33	97%	4.5	100%
<b>Average/Total</b>				<b>4.29</b>	<b>4.70</b>	<b>93%</b>	<b>4.63</b>	<b>91%</b>	<b>3.74</b>	<b>94%</b>	<b>4.09</b>	<b>88%</b>

**Appendices**

Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
 Prepared by Public Profit

## Shared School-Based Out of School Time Grants

The following table includes all Out of School Time programs that share OFCY grants. Because of the way that data are collected in CitySpan, these programs list a common set of performance indicators, including targeted and actual youth served and targeted and actual units of service.

Funding Strategy	Grantees in 2012-13
Aspiranet	ACORN Woodland and EnCompass Academy
BACR	Alliance Academy and Elmhurst Community Prep
Safe Passages	Coliseum College Prep and Roots
Aspiranet	Community United and Futures
BACR	Esperanza Academy and Fred. T. Korematsu
BACR	Global Family and Learning Without Limits
Oakland Leaf	International Community School and Think College Now
East Bay Asian Youth Center	Manzanita Community School and Manzanita SEED
Aspiranet	New Highland and Rise Community School

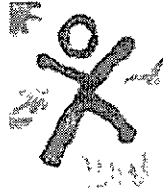
### Appendices



# 2012-13 OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS EVALUATION

*Findings Report 2012-13*

*Prepared for OUSD After School Programs Office and The City of Oakland -  
Oakland Fund for Children and Youth*



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Services  
Empowering Students

[public  
profit]

[measure and manage  
what matters]



## ACKNOWLEDGEMENTS

We would like to thank all the individuals and agencies that contributed to this evaluation report. We are first and foremost grateful to the non-profit and public agencies that provide services to the children and youth in Oakland. Their active participation in the evaluation is key to the success of this report.

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Finally we'd like to thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

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## EXECUTIVE SUMMARY

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### Highlights from the 2012-13 Oakland After School Evaluation

Key findings are based on the information analyzed for the 2012-13 program year, including site visit results, program self-assessments, stakeholder surveys and program performance data.

**Programs continue to provide high quality services to youth.** Site visit results indicate that all after school programs are considered 'Performing' (71%) or 'Thriving' (29%). Like 2011-12, no programs are in the 'Emerging' category, and more programs are in the 'Thriving' category, indicating that programs have high overall service quality.

**Youth report feeling safe in the after school program.** Consistent with results from the 2011-12 school year, ninety-one percent (91%) of participants reported that they felt safe in their program, and all sites received 'Performing' or 'Thriving' in the safe environment domain of the PQAs, reflecting the success of after school programs in creating a physically and emotionally safe place for youth. On the other hand, about one in five participants reported that they were bullied or hit more than once while in after school, slightly lower than in the 2011-12 school year, when it was one in four.

**Youth report better social and emotional skills.** Eight in 10 youth indicate that they are better at taking care of their problems without violence or fighting—87% of elementary school youth, 72% of middle school youth, and 86% of high school youth.

**High school youth report job readiness.** Sixty percent (60%) of high school youth reported that their after school program helped them to get an internship, and 53% reported that the program helped them get a paying job.

**Youth report confidence in going to college.** Sixty one percent (61%) of elementary school youth, 80% of middle school youth, and 92% of high school youth report participation in the after school program helped them feel confident about graduating and attending college.

**Participation in after school programs is associated with better performance on the CST.** Youth who attended after school for 100 days were about 10% more likely to score Proficient or Advanced than those who attended just one day.

## Programs Included in the School-Based After School Programs Evaluation

The Oakland After School evaluation encompasses school-based after school programs for children and youth in Oakland Unified School District, including 76 school-based after school programs, serving youth in grades K-12. These programs provide a variety of activities, including homework help, enrichment, recreation, and academic support. In 2012-13, the evaluation included 47 elementary school programs, 16 middle school programs, and 13 high school programs.

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

In addition, the Oakland Fund for Children and Youth (OFCY) provides matched funding for comprehensive after school programming at 43 elementary and 15 middle school programs (58 total), and funding for 2 high school after school programs funded through the "Older Youth" grant strategy. School-based after school programs feature applied learning and skill building in education, arts, and leadership. The District works in close partnership with the Oakland Fund for Children and Youth (OFCY) on joint evaluation, monitoring and supporting after school programs.

## Youth Served

Oakland after school programs served 16,483 youth in the 2012-13 program year, approximately 46% of the student population at their host schools.

Attendance records provided by grantees indicate that after school programs in elementary schools served 6,692 students, middle school-based programs 5,243, and high school programs 4,548. Of youth in the 2012-13 program year, 43% are Latino/a, 37% are African American, 12% are Asian/Pacific Islander, 5% are White and less than 1% are American Indian/Alaskan Native.

**TABLE 1: PARTICIPANTS' RACE/ETHNICITY**

Race/Ethnicity Category	Elementary	Middle	High
Latino/a	43%	47%	39%
African American	37%	34%	41%
Asian/Pacific Islander	12%	12%	14%
White	5%	3%	4%
American Indian/Alaskan Native	1%	--	1%
Unknown/Not Reported	3%	4%	1%

Note. OUSD does not currently have a bi- or multi-racial ethnicity category for youth to select.

Source: CitySpan attendance records for youth who attended after school between July 2012 and June 2013.

## Program Participation & Program Quality

For youth to achieve positive outcomes in after school programs, they need to attend regularly and to participate in high-quality environments and services. The 2012-13 evaluation found that the majority of OUSD after school programs met their annual attendance goals and were rated highly on point-of-service quality indicators.

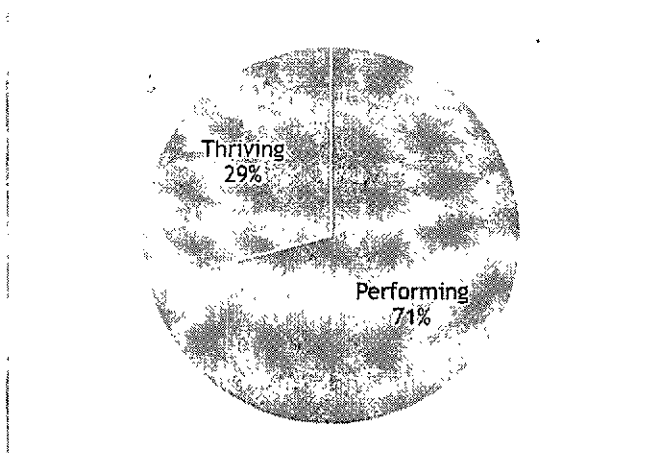
**TABLE 2: SUMMARY OF PROGRAM PARTICIPATION & POINT OF SERVICE QUALITY**

Program Type	Programs that Met Annual Attendance Goal (Goal is 85% or higher)	Programs that are Performing or Thriving
Elementary School (n=47)	96%	100%
Middle School (n=16)	67%	100%
High School (n=13)	73%	100%
<b>Total</b>	<b>84%</b>	<b>100%</b>

Sources: CitySpan attendance for youth who attended after school between July 2012 and June 2013, 2012-13 Program Quality Assessment Site Visit Data.

Point of service program quality was measured by two site observations at each program, and supplemented by reports from program participants. Each program was assigned a ranking ('Emerging', 'Performing', or 'Thriving') based on Point of Service Quality (PQA) site visit scores. All programs have either acceptable levels of point-of-service quality ('Performing') or exceptional levels ('Thriving').

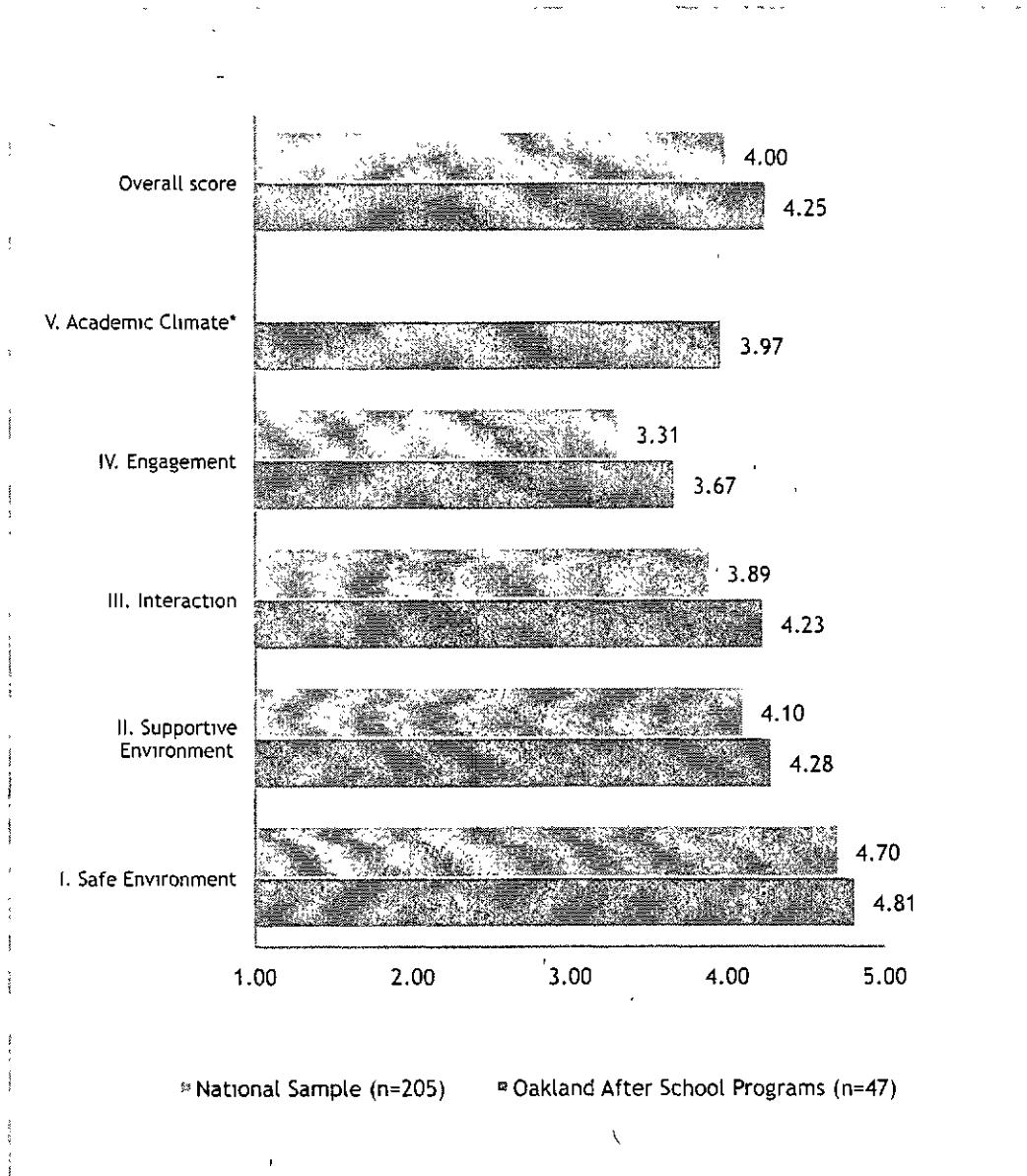
**FIGURE 1: 2012-13 POINT OF SERVICE QUALITY SITE VISIT FINAL RATINGS**



Source: 2012-13 Program Quality Assessment Site Visit Data.

To provide a context for the point-of-service quality findings for OUSD after school programs, Figures 2 and 3 illustrate how Oakland's programs compare to a national sample of after school programs that were assessed using the same research-based observation tool. The data show that Oakland outperforms the national sample on every domain of point-of-service quality.

FIGURE 2: OAKLAND ELEMENTARY AFTER SCHOOL SITES VS. NATIONAL SAMPLE

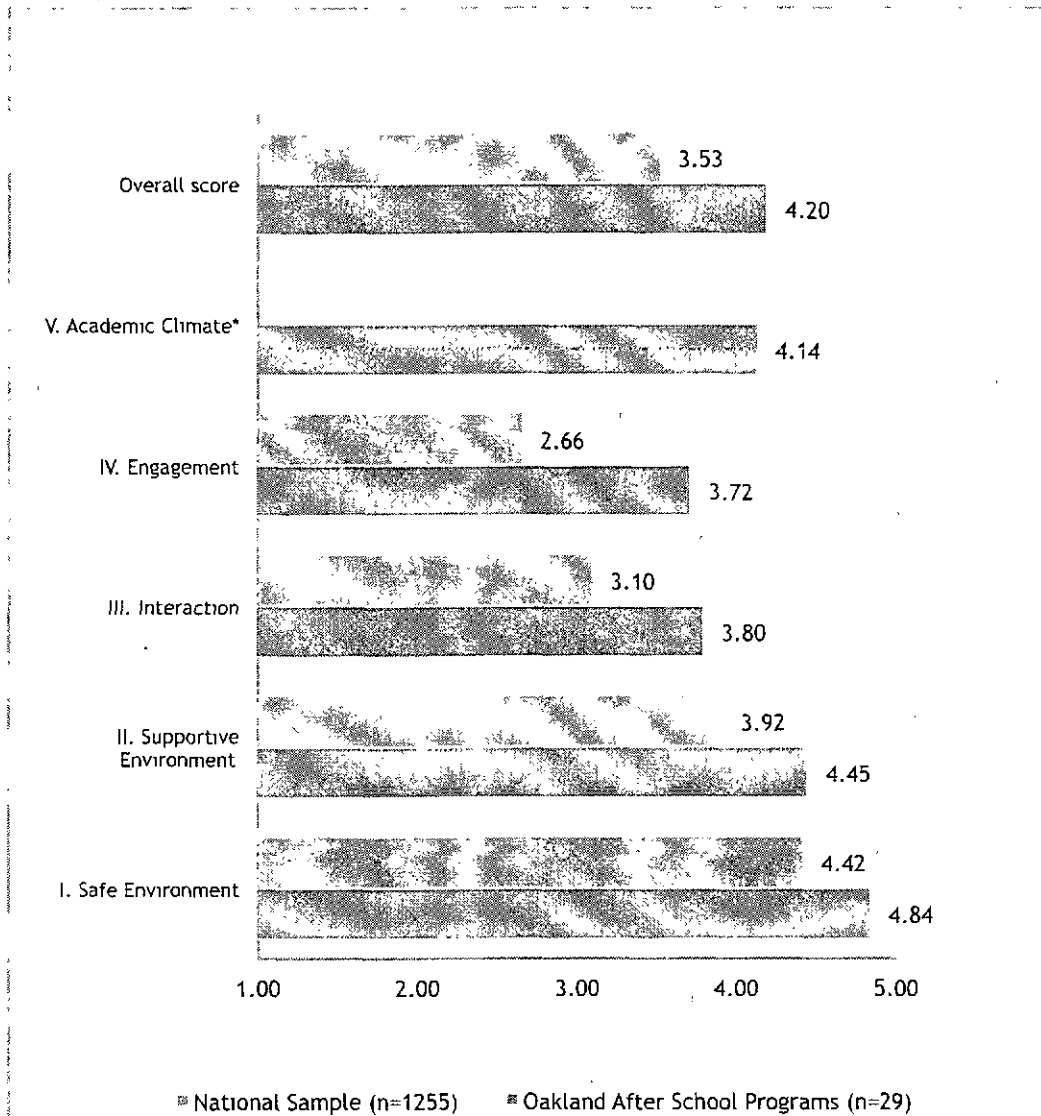


Source: 2012-13 Program Quality Assessment Site Visit Data.

\*National comparison data not available



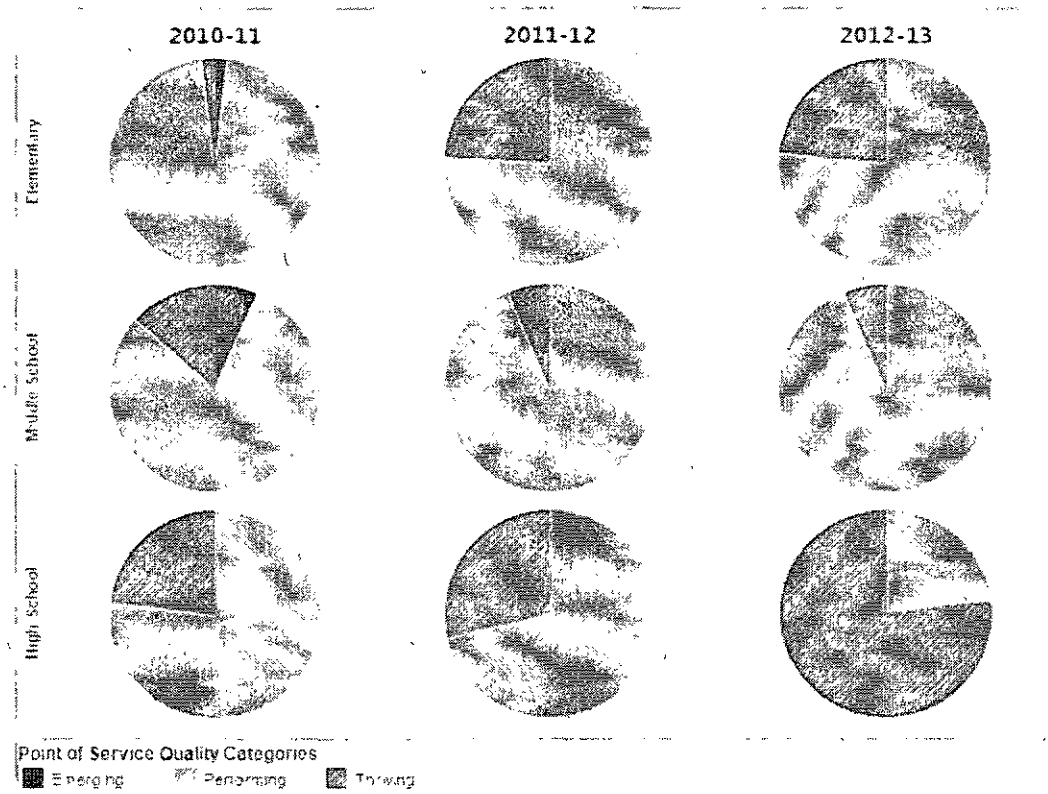
**FIGURE 3: OAKLAND MIDDLE & HIGH AFTER SCHOOL SITES VS. NATIONAL SAMPLE**



Source: 2012-13 Program Quality Assessment Site Visit Data.  
 \*National comparison data not available

Comparisons of point-of-service quality ratings across the last 3 years indicate that OUSD's programs increased in overall quality from the 2010-2011 academic year to the 2011-2012 year, particularly at the high school level (see Figure 4). While the elementary and middle school programs made consistent progress in providing quality between 2011-12 and 2012-13, a majority of high schools reached 'Thriving' in 2012-13, a marked improvement from 2011-12 and 2010-11.

**FIGURE 4: OAKLAND AFTER SCHOOL SITES 2010-11 TO 2012-13**



Source: 2010-11 to 2012-13 Program Quality Assessment Site Visit Data, 2012-13 n=75, 2011-12 n=91, 2010-11 n=92.

## Youth Perspectives on Program Quality





To explore features of program quality that may not be readily apparent to site visitors, youth participants were asked a series of questions on program quality in the annual survey. Table 3 provides an at-a-glance summary of point of service quality, illustrating the percent of students who felt positively about the different components of program quality. Cells marked in darker shading have higher overall ratings than lighter cells. Overall, youth perspectives were well aligned with site visit ratings of program quality. Across all school levels, the majority of youth rated program quality highly, with the highest ratings generally coming from high school students.

**TABLE 3: POINT OF SERVICE QUALITY: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY<sup>1</sup>**

Quality Domain	Elementary (n=2,471)	Middle (n=1,475)	High (n=764)
Safe	92%	87%	96%
Supportive	95%	89%	97%
Interaction	90%	84%	95%
Engagement	82%	74%	92%
Academic Climate	91%	80%	92%

Source: Youth participant surveys administered in Spring 2013.

### Key

	Dark= 95% or more feel positively
	Medium= 90-94% feel positively
	Light= 80-89% feel positively
	Lightest= Under 80% feel positively

<sup>1</sup> The quality domains listed in this table are detailed under their respective sections below. Survey items related to Quality Domains are listed in the Appendix.

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## Participant Outcomes

### Elementary School

In elementary school, 92% of participants reported that they feel safe in their after school program, an increase of 2 percentage points from 2011-12. Similarly, 99% of elementary school parents who completed a survey agree that the after school program is a safe place for their youth. When looking at the bullying survey questions, 90% of elementary youth report they have not been physically bullied while in this program more than once<sup>2</sup> (compared to 69% in 2011-2012), and 84% of youth in elementary-based programs report not being verbally bullied in the after school program more than once.

At the elementary school level, a majority of youth report that they have access to caring adults. Ninety-four percent (94%) of youth report that “there is an adult at this program that really cares about me” and 92% reported that there is an adult they can go to “to ask for help if I have a serious problem.”

While 91% of elementary students reported that they felt they belonged in their after school program, 17% did not agree with the statement “this program helps me make friends.” Male students were also significantly less likely to agree with this statement than their female counterparts.

The majority of youth reported increased self-efficacy since coming to the after school program. For example, 88% of youth reported that the program helped them work hard towards their goals. Additionally, youth who participated more than 100 days were more likely to report that they thought about the future and worked hard to achieve their goals than youth who attended less frequently. Finally, female students were significantly more likely than males to report an increase in leadership skills.

While 9 out of 10 elementary school youth reported that the program helped them know the importance of doing well in school, only six out of 10 elementary school youth reported that the program helped them feel more confident about going to college.

### Middle School

In terms of safety, 81% of participants agree that they feel safe in their after school program. The vast majority of parents respond similarly, with 99% reporting that, “this after school program is a safe place for my student.” Eighty one percent (81%) of middle school youth report that they have not been physically bullied more than once, while 82% report not being verbally bullied more than once. These findings indicate that instances of physical and emotional harassment continue to occur at the same rate as the

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<sup>2</sup> The evaluation team analyzes responses of physical and verbal bullying occurring *more than one time*

2011-2012 program year and are substantially more frequent in middle school programs than elementary or high school programs.

In these middle schools after school programs, the majority of youth report having access to caring adults—with 83% reporting that the “staff here cares about me.” However, Latino/a middle school youth were significantly less likely to report having a staff member who cared about them than Asian/Pacific Islander or African American youth.

When reporting about improved social and communication skills, 80% of middle school-aged youth report getting along better with other people their age since coming to the after school program.

While the majority of middle school youth responded positively across all indicators of engagement, 3 out of 10 youth did not agree with the statement “In this program, I get to decide things like activities and group agreements.” This finding indicates that middle school programs may need to increase efforts to ensure that all students have opportunities to be involved in the decision-making process in their after school program.

Eight in ten middle school youth (80%) report that since coming to this program, they are better at something they used to think was hard. Across all indicators of self-efficacy, Latino/a youth were less likely to respond positively than other ethnic groups. Finally, 98% of middle school parents agree that their student has opportunities to develop leadership skills.

For career exploration, 70% of middle school youth agree that they’ve learned about the kinds of jobs they’d like to have in the future and 78% of youth report that this program helps them to feel more confident about graduating high school.

## High School

At the high school level, 97% of youth report that they feel safe in their after school program, a two percentage point increase from the 2011-2012 program year. Similarly, 99% of parents who completed surveys agree that the after school program is a safe place for their student. The large majority—94%— report not being physically bullied more than once, while 92% of youth report not being verbally bullied more than once.

Nearly all high school youth also report that staff are caring—95% of youth agree that, “there is a staff that cares about me.” Additionally, 90% of high school youth reported that there is a staff member they could go to if they had a serious problem.

Overall, 73% of youth report that since coming to the program, they talk with their family about school more often.

Survey responses indicated that high school students were highly engaged in program activities. The vast majority (96%) felt like the adults in the program listened to what they had to say and 93% felt they were challenged in a good way.

Ninety-four percent (94%) of youth report that when they are in the program they feel good about themselves, while 92% report that the program helped them work hard towards their goals.

In terms of career and college exploration, 79% of high school youth agree that the program has helped them to understand how to get the kind of job they want, and 92% report that the program has helped them feel more confident about graduating high school.

### Academic Outcomes

Available evidence suggests that Oakland after school program participants benefit in some – but not all – dimensions of academic performance, such as English fluency, California Standards Test scores, course credits earned, and graduation rates.

Among students designated as English Learners in 2011-12<sup>3</sup>, 13% of program participants were re-designated in the 2012-13 school year. These gains are particularly concentrated in elementary schools, where 15% of participants were re-designated. In addition, 13% of middle school participants and 4% of high school program participants were re-designated.

Youth who attended after school programs 100 days or more earned more course credits than students in the same schools.

Eighty-nine percent (89%) of twelfth graders<sup>4</sup> who participated in an after school program graduated in OUSD in 2012-13, which is consistent with the eighty-nine percent (89%) of twelfth grade participants who graduated in OUSD in 2011-12.

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<sup>3</sup> And were also enrolled in after school programs in the 2012-13 school year.

<sup>4</sup> Of the 788 12<sup>th</sup> graders who had graduation information available: 509 12<sup>th</sup> graders did not.

## LANDSCAPE OF OAKLAND AFTER SCHOOL PROGRAMS

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Recent studies indicate that more than a quarter (15.1 million) of K-12 youth in America are left unsupervised after school.<sup>5</sup> These numbers are troubling, especially for youth in disadvantaged communities, because youth without consistent supervision from 3pm-6pm are at a higher risk of becoming victims of violent crimes and engaging in risky behaviors such as smoking and drug use.<sup>6</sup> Youth who are not supervised and do not have access to enriching and supportive environments after school are also at a higher risk of academic difficulties, dropping out of school, and non-optimal social-emotional development.<sup>7</sup> Research has shown however, that after school programs can support youth academically and socially.<sup>8</sup>

Oakland Unified School District (OUSD) serves communities and youth who are in particular need of high quality after school programs. The district has substantially higher dropout rates, lower graduation rates, and lower percentages of students scoring Proficient and Advanced on state tests than the California state average. Additionally, a substantial portion of OUSD students are English Language Learners (29%), receive free or reduced price meals (77%; a commonly used indicator of low-income status), and receive compensatory educational services (80%; supplementary services for low-achieving students).<sup>9</sup>

### About Oakland After School Programs

School-based after school programs are supported by a citywide partnership between the City of Oakland through the Oakland Fund for Children and Youth (OFCY) and the OUSD After School Programs Office. After school programs operated in 76 schools throughout Oakland, including 47 elementary schools, 16 middle schools, and 13 high schools. After school programs are open to all students at the host school at low or no cost.<sup>10</sup> In some cases, schools may determine specific criteria for priority student enrollment, such as low academic performance or social needs.

OFCY provides funding to 43 of the 45 (96%) elementary schools and 15 of the 16 (94%) middle schools under the school based after school program strategy. Two additional

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<sup>5</sup> Afterschool Alliance. 2009. *America After 3 PM: The most in-depth study of how America's children spend their afternoons.*

<sup>6</sup> Riggs, N. R., & Greenberg, M. T. 2004. "The role of neurocognitive models in prevention research." In D. Fishbein (Ed.): *The science, treatment, and prevention of antisocial behaviors. Application to the criminal justice system: Vol. 2 Evidence-based practice* Kingston, NJ: Civic Research Institute.

<sup>7</sup> Mahoney, J.L., Parente, M.F., & Zigler, E.F. 2009. "Afterschool programs in America: Origins, Growth, Popularity, and Politics." *Journal of Youth and Development* Vol. 4(3).

<sup>8</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. "A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents." *American Journal of Community Psychology*, 45.

<sup>9</sup> Ed-Data. 2012. California Department of Education Retrieved from <http://www.ed-data.k12.ca.us>

<sup>10</sup> Per OUSD School Board policy, school-based ASES and 21<sup>st</sup> Century programs may charge a fee, but may not turn away youth for inability to pay.

high school after school programs receive funding from OFCY under their “Older Youth” grant strategy.

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

The after school programs operate with the following goals for each grant, with a particular focus on improving children and families’ well-being by supporting the development of their physical, social-emotional, and academic skills.

**ASES grant goals-** programs provide children and youth with safe and educationally enriching alternatives during non-school hours, including literacy, academic enrichment, and safe constructive alternatives.

**21st Community Learning Center grant and ASSETS grant goals-** programs provide students with academic enrichment opportunities and additional supportive services necessary to help them meet state and local standards in the core content areas. 21st CCLC programs are intended to:

- Improve academic achievement
- Provide enrichment services that reinforce and complement the academic program
- Provide family literacy and related education development services

**OFCY grant goals -** OFCY provides funding for enrichment programming that complements the academic requirements supported through ASES funding. OFCY supports afterschool programs to:

- Increase student connectivity with the school, both with peers and adults
- Improve rates of third grade students who are proficient in reading
- Increase family engagement in school and afterschool activities

The 76 Oakland after school programs included in this study served 16,483 children and youth in the 2012-13 program year, roughly equivalent to the number of youth served in 2011-12 (16,425 youth), across 86 Oakland after school programs.<sup>11</sup>

In 2012-13, after school programs included in this study served approximately 46% of the student population at their host schools. Attendance records provided by grantees indicate that school-based after school in elementary schools served 6,692 students,

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<sup>11</sup> In 2012-13, 10 programs were discontinued when their host school closed at the end of the 2011-12 school year.



5,243 youth in middle school programs, and 4,548 students in high school programs. Compared to the previous program year, there was a decline in the number of elementary students (served 7,682 in 2011-2012), an increase in middle school students (4,434 in 2011-2012), and no change at the high school level (4,559 in 2011-2012).

**TABLE 4: SUMMARY OF PROGRAM PARTICIPATION**

Program Type	Number of Youth Served
Elementary School Programs (n=47)	6,692
Middle School Programs (n=16)	5,243
High School Programs (n=13)	4,548
<b>Total</b>	<b>16,483</b>

Sources: CitySpan attendance for youth who attended after school between July 2012 and June 2013.

Of the children and youth served in the 2012-13 program year, 37% are African American, 43% are Latino/a, 13% are Asian/Pacific Islander, less than 1% are American Indian / Alaskan Native and 4% are White. The racial make up of after school programs generally reflect the entire District population. Twenty-nine percent (29%) of program participants are English Learners, a three percentage point increase from 2011-12.

The racial/ethnic heritage of youth served by program type is in Table 5.<sup>12</sup>

**TABLE 5: SCHOOL-BASED PROGRAM PARTICIPANTS' RACE/ETHNICITY COMPARED TO THE DISTRICT (OUSD)**

Race/Ethnicity Category	Elementary		Middle		High	
	ASP	OUSD	ASP	OUSD	ASP	OUSD
Latino/a	43%	44%	47%	46%	39%	34%
African American	37%	31%	34%	35%	41%	38%
Asian/Pacific Islander	12%	17%	12%	15%	14%	20%
White	5%	6%	3%	4%	4%	7%
American Indian/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%
Unknown/Not Reported	3%	1%	4%	1%	1%	1%

Note: ASP represents after school programs. No bi/multiethnic categories reported.

Source: CitySpan attendance records for youth who attended after school between August 2012 and June 2013.

<sup>12</sup> Students' socioeconomic status and placement in Special Education services are not available.

Across after school programs, boys and girls are evenly represented: 49% of attendees are girls and 51% are boys. Within program type, the gender ratio is evenly represented as well (see Table 6).

TABLE 6 PARTICIPANTS' GENDER & RACE BY PROGRAM TYPE<sup>13</sup>

	Male		Female		Overall	
	N	%	N	%	N	%
<b>ELEMENTARY SCHOOLS</b>						
African American	1,188	18%	1,303	19%	2,491	37%
Asian / Pacific Islander	453	7%	362	5%	815	12%
Latino	1,465	22%	1,402	21%	2,867	43%
White	152	2%	148	3%	300	5%
American Indian /Alaskan Native	26	<1%	15	<1%	41	<1%
Unknown	94	1%	83	2%	177	3%
<b>Overall</b>	<b>3,379</b>	<b>50%</b>	<b>3,313</b>	<b>50%</b>	<b>6,692</b>	<b>41%</b>
<b>MIDDLE SCHOOLS</b>						
African American	910	17%	885	17%	1,795	34%
Asian / Pacific Islander	348	7%	267	5%	615	12%
Latino	1,255	24%	1,191	23%	2,446	47%
White	85	2%	91	2%	176	4%
American Indian /Alaskan Native	7	<1%	8	<1%	15	<1%
Unknown	98	2%	98	2%	196	4%
<b>Overall</b>	<b>2,703</b>	<b>52%</b>	<b>2,540</b>	<b>48%</b>	<b>5,243</b>	<b>32%</b>
<b>HIGH SCHOOLS</b>						
African American	992	22%	891	20%	1,883	42%
Asian / Pacific Islander	322	7%	329	7%	651	14%
Latino	887	20%	862	19%	1,750	38%
White	88	2%	90	2%	178	4%
American Indian /Alaskan Native	14	0%	12	0%	26	<1%
Unknown	27	1%	32	1%	59	2%
<b>Overall</b>	<b>2,331</b>	<b>51%</b>	<b>2,216</b>	<b>49%</b>	<b>4,547</b>	<b>27%</b>

Source: CitySpan attendance records for youth who attended after school between August 2012 and June 2013.

<sup>13</sup> For the 19,646 school-based after school participants for whom race/ethnicity and gender data is available.

## Staffing

OUSD after school programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. Shared features include a full-time Site Coordinator, an Academic Liaison, and youth development workers. Many after school programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance as well. At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for after school participants through extended contracts.

The **Site Coordinator** is responsible for the day-to-day operations of the program, for supervising staff, for recruiting and retaining youth, and for establishing and maintaining relationships with school administrators and faculty.

**Academic Liaisons** are members of the District who promote integration with the school day through aligning after school activities with state curricular standards, providing professional development for after school staff, and facilitating ongoing communication with school day staff.

**Youth development workers** (i.e., line staff) provide the bulk of direct service to youth after school, and are responsible for leading activities and assuring that youth are safe and supervised during program hours. Line staff positions are generally part-time, part-year, hourly jobs that are often filled by college-age students and community members.

## Program Operations & Links to Host Schools

Each after school program is managed by a local community-based organization known as a lead agency, which is chosen by the school leadership team at the host school (see Table 7). Lead agencies provide services ranging from content-specific activities for youth, such as tutoring or sports activities, to overseeing large groups of after school programs at multiple sites.

Working in close partnership with school leadership, lead agencies bear primary responsibility for every aspect of the after school program, including staffing, budgeting, program design, managing extensive compliance and reporting requirements, and managing daily operations of the program.

TABLE 7: 2012-13 LEAD AGENCIES

Lead Agency	Number of Sites
Alternatives in Action	3
Aspiranet	10
Bay Area Community Resources (BACR)	27
Eagle Village	1
East Bay Agency for Children (EBAC)	1
East Bay Asian Youth Center (EBAYC)	11
Girls Inc.	1
Higher Ground	4
Learning for Life	3
Oakland Leaf	5
Safe Passages	6
Ujima Foundation	1
YMCA	1
Youth Together	1
Youth Uprising	1

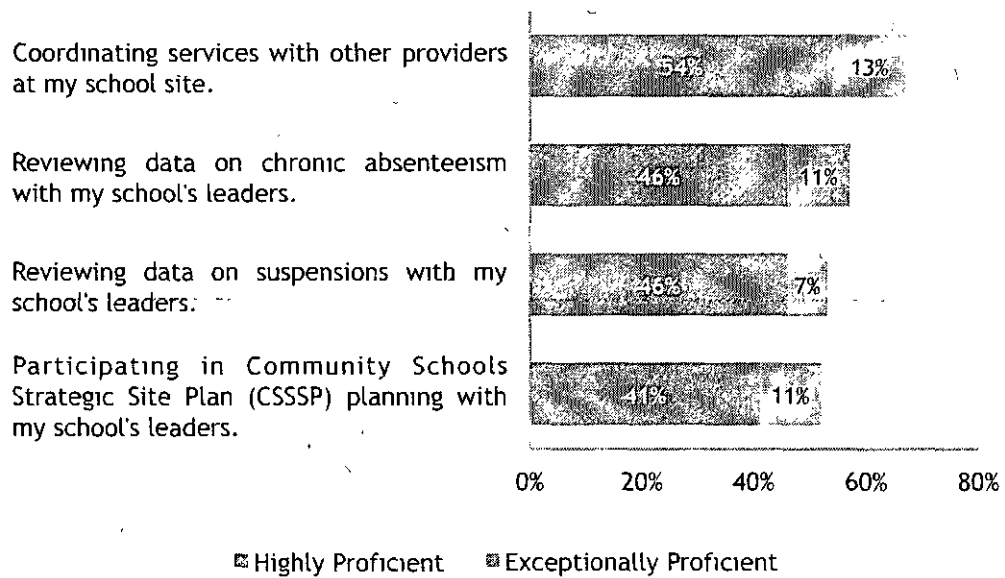
Source: Cityspan records for 2012-13 school year.

After school program quality is supported by close relationships between the after school program staff and regular school day staff. When the after school and regular school day are well aligned, after school program activities can complement and reinforce regular school day learning, and provide seamless and integrated services for students.

To examine the partnerships and coordination between after school programs and their host schools, program staff were asked about their connections to various school activities and familiarity with school-day data. As shown in Figure 5, roughly half of Site Coordinators and Agency Directors<sup>14</sup> felt that their program had reached a high or exceptional level of proficiency on the different indicators in this area. Fifty four percent (54%) of Site Coordinators and Agency Directors felt that they had a high or exceptional level of proficiency in coordinating services with other providers at their school site. The remaining staff reported that they had “yet to begin” instituting the practice or had done “some work” to develop the practice.

<sup>14</sup> In total, 55 Site Coordinators (n=51) and Agency Directors (n=4) representing 47 programs (Elementary school=38, Middle school=13, High school=4) responded to the Program Practices survey and are represented in the 2012-2013 report

FIGURE 5: PROGRAMS' SELF-REPORTED CONNECTIONS TO HOST SCHOOLS



Source: 2012-13 Program Self-Assessment Survey, n=55 respondents, representing 47 programs.

In addition, host school principals were asked about the inclusion of after school program staff in school day activities and collaboration between after school staff and school-day staff. As shown in Table 8, principals reported strong connections with program staff and a high level of collaboration between program staff and school staff.

The majority of principals reported that their relationship with the after school staff was productive and that they met with the Site Coordinator on a regular basis. Principals were much less likely to report that program staff were included in reviews of benchmark performance data or involved in professional development activities offered by the school. Finally, there was considerable variability in the type of involvement and collaboration by school level. For example, while 100% of principals at middle schools reported that their Site Coordinator participated in their school's leadership team, this was only true for approximately half of all respondents at the elementary and high school level.

**TABLE 8: PRINCIPALS' REPORT ON AFTER SCHOOL CONNECTIONS TO THE SCHOOL DAY (% AGREE)**

	Elementary (n=26)	Middle (n=11)	High (n=6)
The after school program serves the students who need extra support in my school.	100%	100%	83%
I meet with the Site Coordinator consistently.	96%	100%	83%
I have a productive relationship with the after-school program staff.	92%	100%	100%
After school program staff collaborate with teachers to support students needs.	81%	100%	83%
Teachers communicate with program staff about student performance.	79%	91%	67%
I visit the after-school program regularly.	69%	82%	100%
Teachers provide copies of homework to after school staff.	77%	73%	50%
Program staff participate in school site planning (e.g. Community Schools Strategic Site Plan).	76%	64%	67%
The Site Coordinator participates on our school site leadership team.	42%	100%	50%
Program staff are invited to Student Success Team (SST) and Coordination of Services Team (COST) meetings when appropriate.	52%	91%	83%
Program staff are invited to attend faculty meetings.	64%	55%	83%
Program staff are included in reviews of benchmark performance data.	64%	27%	60%
Program staff are invited to attend professional development opportunities offered by our school.	52%	20%	50%

Note. Principals who did not select agree or strongly agree as a response either selected "Neutral" or "Disagree/Strongly Disagree"

Source: 2012-13 Principal Surveys, n=43 principals/programs.

## Program Activities

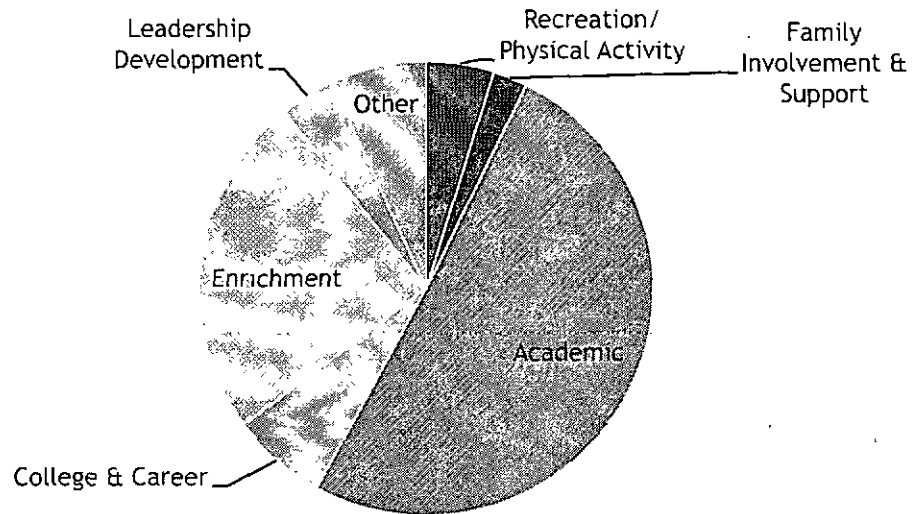
Publicly-funded after school programs in Oakland provide a mix of academic, recreational/physical, and enrichment activities. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population (see examples in Table 9).

Available attendance information shows that program participants spent the majority of their after school time in academic support activities (52%), and enrichment activities (25%) as shown in Figure 6.

TABLE 9: ACTIVITY EXAMPLES BY CATEGORY

CATEGORY	ACTIVITIES
Academic Support	Academic Enrichment Learning Tutoring Expanded Library Services Supplementary Education Services Homework Support Credit recovery Reading & Literacy Math Science
Recreation/ Physical Activity	Cooperative games Dance Martial arts Intramural sports Sports leagues
Enrichment	Arts and cultural activities Health and nutrition education Substance Abuse & Drug Prevention Violence Prevention Counseling & Character Education
College and Career	Career & Job Training Entrepreneurial Education Technology/Telecommunication Training Community Service & Service Learning Internships and Apprenticeships
Leadership Development	Peer mentoring Peer tutoring Youth-led community service
Family Involvement and Support	Parent education workshops Family literacy events Parent volunteer & leadership opportunities Links to basic needs supports and counseling Career & Job Training

**FIGURE 6: PROPORTION OF HOURS SPENT IN AFTER SCHOOL BY ACTIVITY TYPE**



Source: CitySpan attendance records for youth who attended after school between July 2012 and June 2013. See Table 9 for examples of each kind of activity.

Activities varied somewhat by program type. Across all school levels, academic support and enrichment were the most popular activities. In elementary school programs, youth spent more time in enrichment activities (28% of hours attended) than middle school (18%) or high school youth (21%). Physical activity and recreation were more popular at the middle school level (9% of hours attended) than at elementary programs (4%) or high school programs (3%). Finally, in high school based programs, youth spent 15% of their time in career and college preparation and exploration activities, substantially more than other school levels.

**TABLE 10: PROPORTION OF HOURS SPENT IN AFTER SCHOOL BY ACTIVITY & PROGRAM TYPE**

Program Type	Elementary	Middle	High
Academic Support	51%	55%	54%
Enrichment	28%	18%	21%
Recreation/Sports	4%	9%	3%
Leadership Development	4%	4%	3%
Family Involvement and Support	<1%	<1%	<1%
Career Awareness and Preparation	5%	6%	15%
Other	7%	8%	4%

Source: CitySpan units of service by activity type activity participation records.



## Funding

Based on available information, high school programs have the highest per student funding per ADA (\$2,043), followed by elementary (\$1,867) and then middle school (\$1,559). Funding is based on money received from ASES, 21<sup>st</sup> CCLC, ASSETS, and OFCY funds. In addition, programs report an additional \$1 million in leveraged funding.

As in 2011-12, calculations reveal that high school programs have the highest per student investment per average daily attendance (ADA), followed by elementary and middle school programs.<sup>15</sup>

TABLE 11: FUNDING AMOUNTS BY ASES, 21<sup>ST</sup> CCLC, ASSETS, AND OFCY

Program Type	ASES + 21 <sup>st</sup> CCLC /ASSET <sup>16</sup>	OFCY Funds	Total	Per Student Investment
				ADA
Total	\$10,420,941	\$4,215,391	\$14,636,332	\$1,819
Elementary	\$5,625,613	\$2,777,005	\$8,402,618	\$1,867
Middle	\$2,182,292	\$1,081,652	\$3,263,944	\$1,559
High School	\$2,613,036	\$356,734	\$2,969,770	\$2,043

Source: Reports to Public Profit.

## Professional Learning Communities

In order to help programs provide the best possible services to youth, the OUSD After School Programs Office (ASPO) provided professional development opportunities to programs during the school year, including training, technical assistance, and coaching. These professional development opportunities included 11 Learning Communities offered in partnership with District and external partners, which line staff participated in throughout the entire school year.<sup>17</sup>

<sup>15</sup> At the middle school level, which appears to have the least per student investment, this can be partially explained by the large portion of the host middle school's youth that are required to participate in after school programs— forty-four percent (44%) of middle school programs operate on an extended day model.

<sup>16</sup> Based on 2012-13 core grant amounts.

<sup>17</sup> Learning Community Evaluations for STEM, Wellness, and BIC were completed by Public Profit.

**Learning Community Structure:** All after school program sites were required to participate in at least one professional learning community over the course of the year. Site Coordinators selected their professional learning communities based on the Learning Community’s alignment to their program’s Quality Action Plans and self-identified areas for improvement, staff interests and readiness to deepen practice in specific program components.

**TABLE 12: 2012-13 PROFESSIONAL LEARNING COMMUNITIES BY PROGRAM TYPE**

Learning Community	Elementary	Middle	High
ASSETS Learning Lab			✓
Building Intentional Communities	✓		
High School Site Coordinators Meeting			✓
Learning in After School and Summer Principles	✓	✓	
Math	✓	✓	
Science	✓		
Gardening	✓		
Physical Activity	✓		
Cooking/Nutrition	✓		
Restorative Justice		✓	
Work Internship and College Readiness/Youth Action Team			✓

# EVALUATION FRAMEWORK

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## Evaluation Questions

This report is guided by the following questions:

What progress have Oakland after school programs made toward target enrollment and daily attendance rates?

In what ways are Oakland after school programs providing high quality services?

How are programs supporting progress toward youth outcomes that contribute to OUSD's four strategic goals? Specifically, that more youth are:

- Attending school 95% or more;
- Accessing and using the health services they need;
- Having meaningful internships and/or paying jobs; and
- Graduating from high school?

## Theory of Action

To guide the evaluation of Oakland after school programs, the evaluation team developed a Theory of Action based on existing literature that emphasizes the link between regular participation, high quality programming, and positive youth outcomes. The model is also aligned with the District's Strategic Plan Goals, and underlies the work that is being done in after school programs.

Figure 7 and Figure 8 provide a visual model of the ways in which after school programs contribute to positive outcomes for young people and are aligned to the District's Strategic Plan goals.

**FIGURE 7: THEORY OF ACTION**

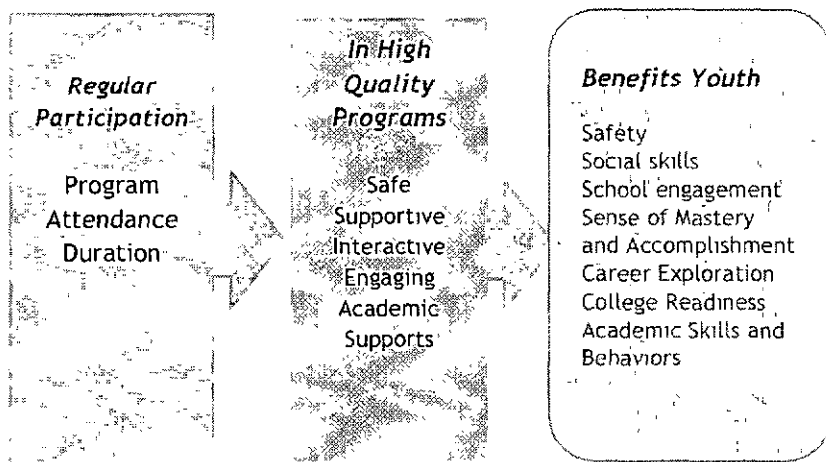


FIGURE 8: DETAILED THEORY OF ACTION



## PROGRAM PARTICIPATION

Regular program participation is measured by attendance and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

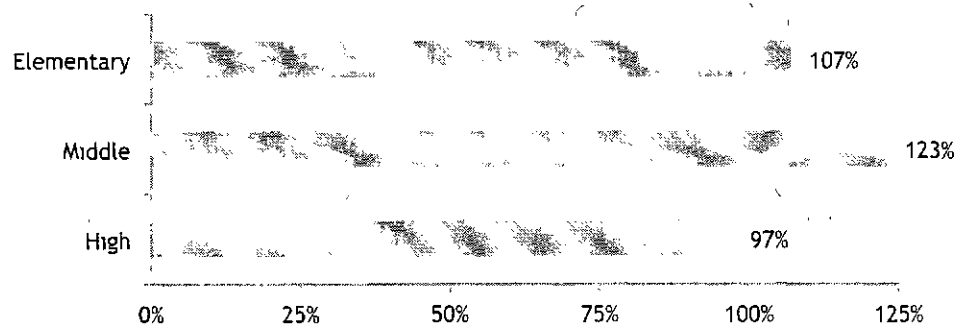
- **Attendance** is the number of unique visits, a key measure of program capacity. After school programs must meet an 85% attendance target established by the California Department of Education.
- **Retention** is the average participant attendance rate in the program; it is the after school equivalent to average school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation.

### Attendance

After school programs in Oakland are expected to meet specific attendance targets based on their grant funding amounts. OUSD school-based after school programs must meet an 85% attendance target established by the California Department of Education (CDE).

In the 2012-13 program year, elementary programs reached, on average, 107% of their attendance goals. At the middle school level, programs averaged 123% of their annual attendance goals, which speaks to the nature of the extended day model that occurs at 44% of the middle school programs. Finally, at the high school level, they met 97% of their annual attendance goals, on average.

FIGURE 9: AVERAGE PROGRESS TOWARD ATTENDANCE GOALS DEFINED BY CDE, BY PROGRAM TYPE



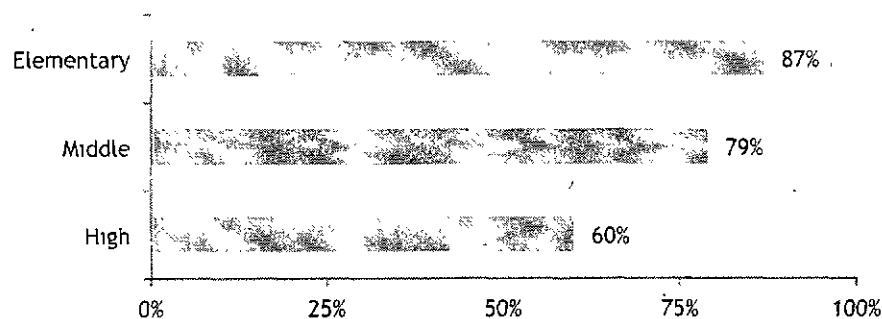
Source: CitySpan attendance records for the 2012-13 program year and programs' grant information that determines annual attendance goals. Elementary n=47; Middle School n=16. High School n=13.

## Retention

Figure 10 describes the average retention rate by program type, calculated as the number of days attended divided by the number of days enrolled in the after school program. In general, younger children tend to attend more days of after school programming, as older youth have more alternative choices, responsibilities and freedom to spend their time unsupervised.

Programs varied substantially in their retention rates, ranging from 11% to 99% (see Table 13). However, the majority of programs (68%) were found to have retention rates greater than 80%. As expected, elementary schools had the highest overall retention rates (see Figure 10), followed by middle school and then high school.

**FIGURE 10: AVERAGE PARTICIPANT RETENTION RATE**



Source. CitySpan attendance records for 16,483 youth. Elementary Programs n=47; Middle School n=16, High School n=13.

Research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year.<sup>18</sup> While this is not a hard and fast rule, exploring the extent to which participants attend for roughly 100 days can help to demonstrate whether programs tend to retain youth long enough to have a positive influence. In the following table, the average days attended is listed for each program and by program type to indicate the extent to which participants are attending at rates associated with positive outcomes.

<sup>18</sup> Raley, Rebecca, Jean Grossman and Karen E. Walker. November 2005. *Getting It Right: Strategies for After School Success*. Public/Private Ventures.

TABLE 13: ATTENDANCE & RETENTION BY SITE

Program	Lead Agency	Attendance		Retention	
		Total	Progress towards CDE Goals (Shaded if less than 85%)	Average Days Per Youth	Average Attendance Rate (% days enrolled, excluding drop-in)
<b>ELEMENTARY SCHOOLS</b>					
Acorn Woodland	Aspiranet	14,189	94%	128	92%
Allendale	Higher Ground	14,619	97%	87	81%
Ascend	Oakland Leaf	19,002	95%	115	86%
Bella Vista	EBAYC	14,635	97%	161	92%
Bridges Academy	BACR	13,798	91%	132	81%
Brookfield	Higher Ground	15,353	102%	124	92%
Burckhalter	Ujima Foundation	19,342	128%	135	85%
Carl Munck	Aspiranet	20,788	137%	151	94%
Cleveland	OASES	14,703	97%	157	92%
Community United (Lockwood)	Aspiranet	20,798	138%	118	88%
East Oakland Pride (Webster)	Aspiranet	18,612	123%	76	92%
Emerson	BACR	19,361	128%	141	87%
Encompass Academy	Aspiranet	15,133	100%	127	91%
Esperanza Academy (Stonehurst)	BACR	11,075	71%	99	72%
Franklin	EBAYC	20,054	94%	140	90%
Fred T. Korematsu (Stonehurst)	BACR	13,525	89%	103	69%
Fruitvale	Learning for Life	16,231	107%	94	88%

Program	Lead Agency	Attendance		Retention	
		Total	Progress towards CDE Goals (Shaded if less than 85%)	Average Days Per Youth	Average Attendance Rate (% days enrolled, excluding drop-in)
Futurés Elementary	Aspiranet	16,995	112%	119	88%
Garfield	EBAYC	28,442	95%	103	97%
Glenview	BACR	14,200	94%	142	92%
Global Family School (Jefferson)	BACR	14,287	94%	100	94%
Grass Valley	BACR	15,274	101%	134	77%
Greenleaf (Whittier)	BACR	13,686	91%	98	90%
Hoover	BACR	14,588	96%	151	93%
Horace Mann	Learning for Life	20,848	138%	123	82%
Howard	Aspiranet	16,280	108%	140	84%
International Community School	Oakland Leaf	17,085	113%	120	87%
La Escuelita	EBAYC	14,848	98%	156	96%
Lafayette	BACR	22,766	151%	124	94%
Laurel	Learning for Life	13,651	90%	137	93%
Learning Without Limits (Jefferson)	Reading Partners	15,141	100%	134	88%
Lincoln	OASES	22,885	85%	159	99%
M.L. King, Jr.	BACR	19,633	130%	110	84%
Manzanita Community School	EBAYC	14,831	98%	128	88%
Manzanita Seed	EBAYC	23,990	159%	149	92%
Markham	BACR	13,085	87%	117	89%



Program	Lead Agency	Attendance		Retention	
		Total	Progress towards CDE Goals (Shaded if less than 85%)	Average Days Per Youth	Average Attendance Rate (% days enrolled, excluding drop-in)
New Highland Academy	Higher Ground	13,771	91%	131	93%
Parker	BACR	16,438	109%	125	88%
Peralta	Aspiranet	24,269	161%	99	57%
Piedmont Avenue	Aspiranet	16,795	111%	137	90%
Place @ Prescott	BACR	18,594	114%	122	99%
Reach Academy	BACR	14,730	97%	101	78%
Rise Community School	Aspiranet	13,657	90%	111	83%
Sankofa (K-5)	BACR	17,229	87%	125	76%
Sequoia	EBAC	14,814	98%	151	96%
Sobrante Park	Higher Ground	14,057	93%	92	85%
Think College Now	Oakland Leaf	22,170	147%	136	86%
<b>Elementary Total/ Average</b>		<b>180,257</b>	<b>107%</b>	<b>121</b>	<b>87%</b>
<b>MIDDLE SCHOOLS</b>					
Alliance Academy	BACR	15,976	80%	53	74%
Barack Obama Academy	Oakland Leaf	1,112	14%	73	59%
Bret Harte	BACR**	16,841	84%	65	73%
Claremont	BACR	14,913	75%	77	54%
Coliseum College Prep Academy (Middle School)	BACR	32,053	160%	118	95%
Edna Brewer	Safe Passages	25,184	126%	48	83%

Program	Lead Agency	Attendance		Retention	
		Total	Progress towards CDE Goals (Shaded If less than 85%)	Average Days Per Youth	Average Attendance Rate (% days enrolled, excluding drop-in)
Elmhurst Community Prep	Safe Passages	44,227	221%	123	86%
Frick	BACR	15,222	76%	55	63%
Madison	Safe Passages	29,884	150%	76	59%
Melrose Leadership	BACR	19,116	96%	130	96%
Roosevelt	Aspiranet	31,594	94%	85	87%
Roots	EBAYC	23,874	118%	60	87%
United For Success	Aspiranet	39,191	196%	101	90%
Urban Promise Academy	BACR	16,941	85%	56	78%
West Oakland Middle	Safe Passages	26,330	281%	143	88%
Westlake	Oakland Leaf	21,106	106%	37	69%
<b>Middle School Total/ Average</b>		<b>373,564</b>	<b>123%</b>	<b>76</b>	<b>79%</b>
<b>HIGH SCHOOLS</b>					
Bunche	BACR	12,416	92%	52	94%
Castlemont High	Youth Uprising	8,631	35%	24	11%
Cotiseum College Prep Academy (High School)	Safe Passages	24,024	153%	94	91%
Dewey	EBAYC	27,322	109%	124	79%
Fremont Federation High School	Alternatives in Action	16,400	66%	15	75%
Life Academy	Alternatives in Action	27,121	151%	67	60%
McClymonds	Alternatives in Action	19,694	120%	59	46%

Program	Lead Agency	Attendance		Retention	
		Total	Progress towards CDE Goals (Shaded if less than 85%)	Average Days Per Youth	Average Attendance Rate (% days enrolled, excluding drop-in)
Met West	Safe Passages	12,471	69%	84	64%
Oakland High	EBAYC	20,140	86%	24	39%
Oakland Technical	BACR	31,741	127%	98	76%
Rudsdale Continuation	BACR	14,676	82%	54	61%
Skyline	Youth Together	21,357	85%	24	59%
Street Academy	BACR	11,971	89%	42	74%
<b>High School Total/ Average</b>		<b>247,964</b>	<b>97%</b>	<b>46</b>	<b>60%</b>

Source: CitySpan attendance records for the 2012-13 program year and programs' grant information, which determines annual attendance goals.

## PROGRAM QUALITY & YOUTH OUTCOMES

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As articulated in the Theory of Action, youth can be expected to achieve positive outcomes when they participate in programs that are safe, supportive, interactive, engaging, and academically enriching. This section presents particularly notable findings related to program quality, demonstrated by site visit observations and survey feedback.

### Program Quality Overview

Sites are categorized into one of three quality levels based on their site visit scores.

- **Thriving** – Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- **Performing** – Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- **Emerging** – Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

Programs are evaluated during two site visits during the 2012-2013 school year<sup>19</sup> - one site visit conducted by the Public Profit evaluation team and one site visit conducted by the Oakland After School Program Office.<sup>20</sup> Observations of the program were conducted using the Program Quality Assessment (PQA), a research-based point of service quality observation tool used by out of school time programs nationally. The PQA has two versions - the School-Aged Program Quality Assessment (SAPQA) for K-5 and the Youth Program Quality Assessment (YPQA) for grades 6-12. The PQA includes five quality domains<sup>21</sup>: Safe Environment, Supportive Environment, Interaction, Engagement, and Academic Climate.<sup>22</sup>

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<sup>19</sup> A small portion of sites (n=10) received only one site visit.

<sup>20</sup> Composite site visit scores are determined by averaging the two site visit scores.

<sup>21</sup> Please refer to Appendix for a detailed description of each of the quality domains

<sup>22</sup> The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

## Program Quality Findings

Site visit results indicate that all after school programs are considered 'Performing' (71%) or 'Thriving' (29%). As shown in Table 14, site visit ratings suggest that programs are excelling at providing safe and supportive environments for students.

Site visit results indicate that all after school programs are considered Performing (71%) or Thriving (29%).

The majority of programs were also found to be engaging, interactive, and providing high quality academic support. This was particularly true for high school programs, which frequently scored in the 'Thriving' category across all quality domains. In particular, high schools appear to be doing an exceptional job of supporting their students' academic achievement.

At the middle school level, the quality of interaction (i.e., opportunities which foster belonging, collaboration, and leadership development) and engagement (i.e., opportunities for youth planning, authentic choice, and meaningful reflection), while still in the acceptable performance range, were found to be considerably lower than for elementary or high schools.

TABLE 14: PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN

Quality Domain	Elementary (n=47)	Middle (n=15)	High (n=13)
Overall Rating (does not include Academic Climate)	4.25	3.88	4.57
Safe	4.81	4.73	4.96
Supportive	4.28	4.22	4.71
Interaction	4.23	3.37	4.28
Engagement	3.67	3.21	4.31
Academic Climate	3.97	3.90	4.41

Source. n=140 site evaluation visits (representing 75 OST programs) conducted by ASPO and Program Evaluation staff.

Note: The data in each cell represents the overall average score, with higher scores indicating higher quality (on a 1-5 scale).





While site visits reflect evaluators' observations, participant surveys capture insider perspectives that may be less visible to site visitors. As shown in Table 15, youth perspectives were well aligned with site visit ratings of program quality. Across all school levels, the majority of youth rated program quality highly, with the highest ratings of each component of quality coming from high school students. In general, both site visit data and youth survey data indicate that, while still within an acceptable range, sites may need additional support within the engagement domain of program quality. This finding was particularly apparent at the middle school level.

A few noteworthy differences in youth perceptions of program quality were found among sub-groups of students.<sup>23</sup> At the elementary school level, females were significantly more likely than males to respond positively to questions related to program safety, support, and interaction. At the middle school level, Asian and Pacific Islander youth were more likely to respond positively than African American or Latino/a youth across all four domains. Finally, middle school youth who attend more than 100 days are less likely to respond positively on questions related to program safety, engagement and academic climate than youth who attended less than 100 days.


**TABLE 15: POINT OF SERVICE QUALITY: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY**

Quality Domain	Elementary (n=2,471)	Middle (n=1,475)	High (n=764)
Safe	92% ⊕	87% ⊕ ❖	96%
Supportive	95% ⊕	89% ⊕	97%
Interaction	90% ⊕ ⊕	84% ⊕	95%
Engagement	82%	74% ⊕ ❖	92%
Academic Climate	91% ⊕	80% ⊕ ❖	92%


**Key**

-  Dark= 95% or more agreement
-  Medium= 90-94% agreement
-  Light= 80-89% agreement
-  Lightest= Under 80% agreement
- ⊕ Gender difference is statistically significant (p<.05)
- ⊕ Ethnicity difference is statistically significant (p<.05)
- ❖ 100 days difference is statistically significant (p<.05)

Source: Youth participant surveys administered in Spring 2013.

 ***Me and my child love the after school program, we are grateful for everything it gives us. Thank you." - Elementary Parent***

<sup>23</sup> Throughout the report the largest gender, racial, and participation differences are discussed in the text. More detailed information about other statistically significant differences are shown in Appendices D and E.

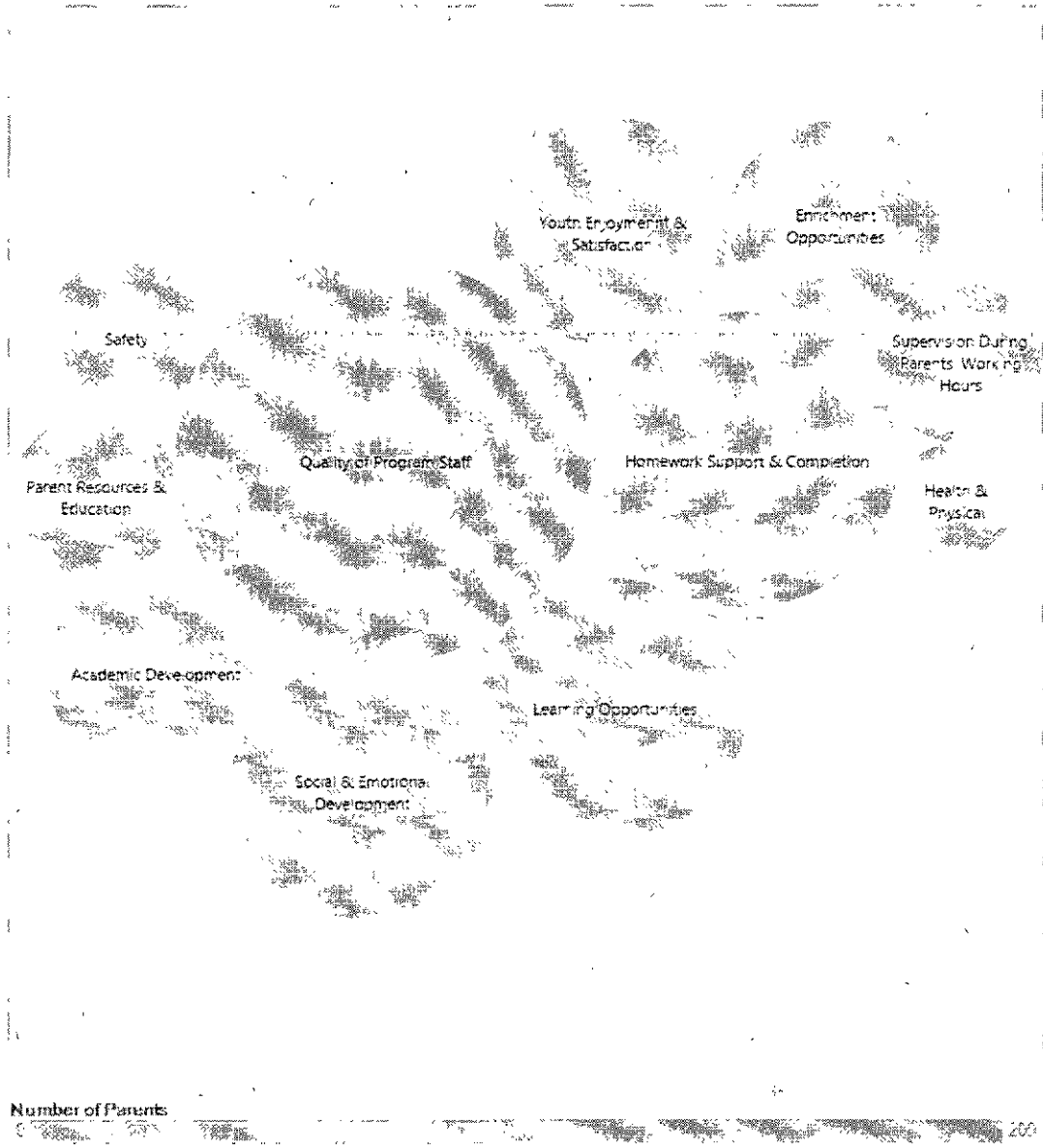
 *My child tells me that her favorite part of the school day is the after school program.” - Elementary Parent*

Additionally, teachers, principals, and parents were asked about their overall perception of the after school programs, and findings indicate a high degree of satisfaction across all groups (90% of teachers and principals reported that they were satisfied with the after school program at their school, and 96% of parents reported that they were satisfied with the program their child attended).

Of the 833 parents who took the time to provide open-ended feedback on the parent survey, 28% left general comments expressing their overall satisfaction and/or gratitude for the after school program. Many parents also took the time to share their opinions on the specific strengths of the program their child attended. These responses were analyzed and categorized to determine the features of the after school programs that parents appreciated the most. Figure 11 illustrates parents' responses, with larger circles representing more frequent parent comments in that category.

Finally, 95% of parents reported that their child enjoyed attending the after school program, with 52 parents specifically commenting on how much their child enjoyed participating.

FIGURE 11: PARENT REPORTED STRENGTHS OF THE AFTER SCHOOL PROGRAMS



Source: 2012-13 Parent Surveys, n=934.



## Youth Have a Safe Place to Be During After School Hours

### *From the Detailed Theory of Action...*

<i>Benefit to Youth</i>	<i>Program Practice</i>	<i>Youth outcomes</i>
Youth Have a Safe Place to be during After School Hours	Physical/Emotional Safety The program environment is physically and emotionally safe.	Youth feel safe

The foundation of a successful after school program is an environment in which all students are physically and emotionally safe. Research has demonstrated that students' perceptions of danger are associated with their school performance and achievement test scores.<sup>24</sup> This suggests that students' lower order needs (e.g., safety and well-being) are essential to address before students can attend to higher order tasks such as learning. Programs that provide a safe environment also allow students to feel a sense of belonging and express themselves in authentic ways. Further, environments that promote physical and emotional safety are conducive to positive peer and staff-student relationships.

Available evidence suggests that all programs are providing physically and emotionally safe environments for young people. Site observations indicate that programs excel in assuring youths' safety, with all elementary, middle, and high school programs providing a safe environment consistently and well (scoring a '3' or '5' on indicators in this domain). Additionally, youth participants report largely positive responses to survey questions dealing with emotional safety.


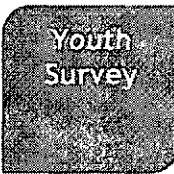
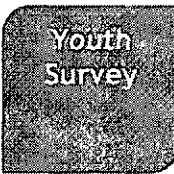
Parents, school day teachers, and principals also provided their perspectives on program safety in the year-end surveys. The vast majority of parents (99%) felt that the after school program was a safe place for their child. The majority of teachers (89%) and principals (95%) agreed as well, describing student safety as one of the strengths of their after school program.

*"I'm proud that my child is safe at all times and getting what he needs to be a better person."- Elementary Parent*

<sup>24</sup> Ratner, H., Chodo, L., Covington, C., Sokol, R., Ager, J., & Delaney-Black, V. (2006). "Violence Exposure, IQ, Academic Performance, and Children's Perception of Safety: Evidence of Protective Effects" in *Merrill-Palmer Quarterly, Journal of Developmental Psychology*, 52(2), 264-287.

Table 16 below illustrates, by program type, the percentage of programs that received a PQA rating in the 'safe environment' domain of a '3' or higher. The survey results that correspond to the safe environment domain are highlighted below, with programs where 85% or more youth reported feeling safe, and programs with less than 15% of students reporting more than one incident of bullying or physical violence.

TABLE 16: PROGRAM SAFETY BY TYPE

	Elementary (n=47)	Middle (n=18)	High (n=13)
 % Programs with PQA Rating in Safe Environment of 3+	100%	100%	100%
 Programs in which 85%+ Report Feeling Safe	85%	67%	100%
 Programs in which 15% or Fewer Youth Report Physical or Verbal Harassment <sup>25</sup>	49%	33%	92%

Sources: PQA observations conducted by Public Profit and OUSD; Youth Surveys administered in Spring 2013.

### Youth Feel Safe

While site visit data indicates that programs at each school level are providing youth with a safe environment after school, youth survey data indicates substantial variation in safety across school levels.

Overall, 91% of participants said "I feel safe in my after school program" (92% in elementary schools, 87% in middle schools, and 97% in high schools). However, about one in eight youth reported being a victim of physical violence in the program on more than one occasion. This proportion was substantially higher at the middle school level, where about one in five students (19%) reported being hit, pushed, shoved, or slapped on more than one occasion.

In comparison to the 2011-2012 program year, there was a 10 percentage point decrease in the percentage of middle school programs in which 85% or more of students said that they felt safe in the program. At the high school level, the percentage of programs in which 85% or more students reported feeling safe increased from 82% to 100%. Finally, at the elementary school level, there was a slight increase from 81% of programs in 2011-2012 to 85% in 2012-2013.

<sup>25</sup> Youth who report physical or verbal harassment reported: "Other kids hit or push me in this after school program when they are not just playing around" and "When I am in this after school program, other kids in the program spread mean rumors or lies about me." Percentages represent youth who report these events happening more than once.

The evaluation team also asked youth if there was a staff member in the program that they could go to for help. Responses indicate that, in comparison to middle school (78%), a greater proportion of youth in elementary school (92%) and high school (90%) feel that there is an adult that they could go to if they had a serious problem.

As shown in Table 16 above, there is a strong relationship between youth survey reports of safety compared to point of service quality ratings around safety, particularly at the elementary school level. At both the elementary school level, point of service quality is by far the most influential factor contributing to how safe youth feel in the program, and is statistically significant.<sup>26</sup> In middle and high after school programs, however, there is no statistically significant relationship between youth reports and observational data of safety.

Analysis of safety questions across student gender, ethnicity, and program days attended indicates that, at the elementary and middle school level, males are more likely to report instances of physical bullying than females. Conversely, at the middle school level, females are more likely than males to report verbal bullying (i.e., people spreading rumors about them). With regards to differences by ethnicity, middle school African American youth were more likely to report instances of psychological bullying than Asian/Pacific Islander or Latino/a youth. Finally, middle school youth who attended the program more frequently (more than 100 days) were less likely to report feeling safe in the program than youth who came less than 100 days.

**TABLE 17 PARTICIPANTS' SELF-REPORTED PHYSICAL SAFETY IN AFTER SCHOOL BY PROGRAM TYPE**

	Elementary (n=2,530)	Middle (n=1,537)	High (n=790)
I feel safe in this program.	92% ⚡	87% ❖	97%
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around <i>no more than 1 time</i> .	10% ⚡	19% ⚡⊙	7% ⊙
Other kids in this program have spread mean rumors or lies about me <i>no more than 1 time</i> .	16% ⊙	18% ⚡⊙	8%

⚡ Gender difference is statistically significant ( $p < .05$ )

❖ 100 days difference is statistically significant ( $p < .05$ )

⊙ Ethnicity difference is statistically significant ( $p < .05$ )

Source: Youth participant surveys administered Spring 2013.

<sup>26</sup> Logistic regression, analysis, with outcome variable as "youth responded positively to the youth survey safety composite" odds ratio for site visit rating at the elementary school level=4.229. Cox & Snell R-squared= .015.

## YOUTH SAFETY PERCEPTIONS DURING THE SCHOOL DAY

Our understanding of youth perceptions of safety in their after school program can be enhanced by comparing their experiences in the after school program to those in their regular school day.

In 2012-13, students in OUSD completed the California Healthy Kids Survey (CHKS), a survey developed for the California Department of Education: Safe and Healthy Kids Program Office to "provide key data on learning barriers, engagement, and supports."

With regards to physical bullying, incident rates seem to be roughly equivalent at the elementary school level, and slightly lower (14 percentage points) in the after school programs at middle and high schools.

When looking at verbal harassment, 72% of elementary school youth during the school day report that they have *never* experienced kids at school spreading mean rumors or lies about them. In contrast, only 54% of elementary after school participants report similarly in their after school programs. In middle school, 49% of youth state that they have *never* verbally harassed had rumors or lies spread about them, compared to 65% of middle school aged after school participants. Similarly, in high school, 65% of youth during the school day report *never* having mean rumors or lies spread about them, in comparison to 82% of high school after school participants reporting this *never* happening.

In this program/school...	Elementary		Middle		High	
	After School (n= 2,550)	OUSD CHKS (n= 2,044)	After School (n= 1,537)	OUSD CHKS (n=1,897)	After School (n= 770)	OUSD CHKS (n= 4,201)
I have <u>never</u> been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around (0 times).	54%	53%	67%	53%	87%	73%
I have <u>never</u> had mean rumors or lies spread about me (0 times). <sup>27</sup>	54%	72%	65%	49%	82%	65%

<sup>27</sup> This was only asked of 5<sup>th</sup> graders on the 2012-13 California Healthy Kids Survey.

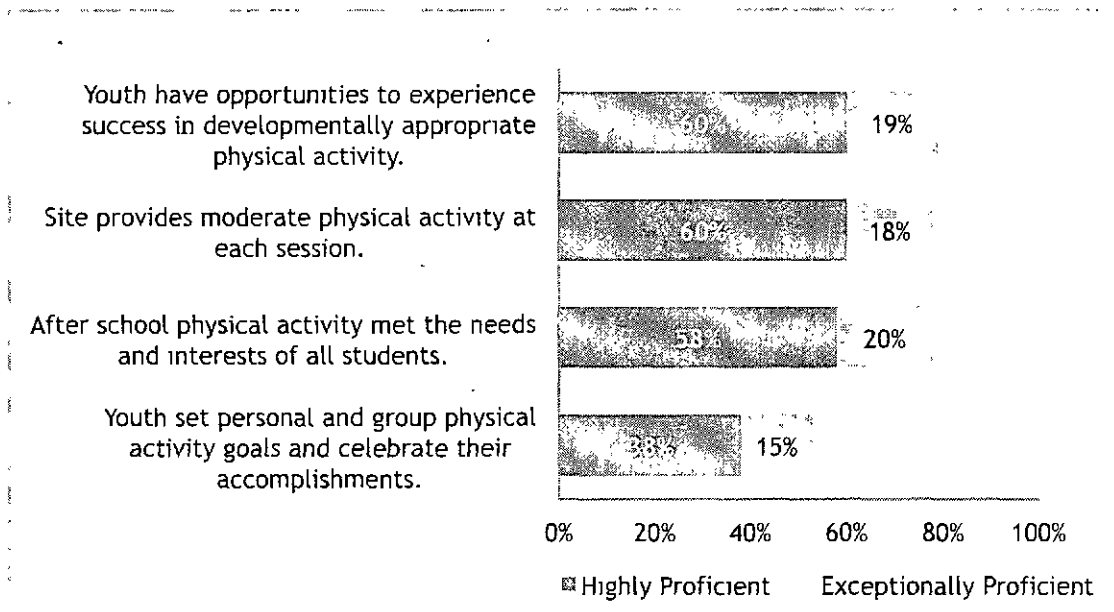
## Youth Are Practicing Healthier Lifestyles

After school programs can also benefit participants' safety and well being by encouraging healthy eating and increased physical activity. All OUSD-supported after school programs are charged with encouraging healthy nutrition and physical activity. Additionally, all after school programs are required to provide healthy snacks to participants.

*"This program is 'good' because it helps my daughter and other kids to be more active in healthier activities." - Elementary Parent*

Site Coordinators and Agency Directors were asked about their program practices related to physical activity and wellness. As shown in Figure 12, the majority of respondents characterized their programs as highly proficient or exceptionally proficient in providing students with physical activities that meet their needs and give them opportunities to experience success in developmentally appropriate physical activities. Approximately half of respondents also felt that their program gave youth opportunities to set goals and celebrate accomplishments in this area.

**FIGURE 12: PROGRAMS' SELF-REPORTED PHYSICAL ACTIVITY AND WELLNESS PRACTICES**



Source: 2012-13 Program Self-Assessment Survey, n=55 respondents (Elementary n=38, Middle school n=13, High school n=4), representing 47 programs.

Program staff that felt their site had reached exceptional levels of proficiency in these areas provided examples of their promising practices:

- Program-based team sports
- Dance and performing arts classes with an emphasis on physical activity
- Variety in physical activity offerings to engage different groups of students
- Cooperative games
- Physical Activity sessions that were at least one hour in length
- Engaging families in physical activity
- Surveying youth at the beginning of the program year to gauge fitness needs and interests

The majority of youth survey participants responded positively to health and wellness outcomes; however, there were notable differences based on grade level. The data indicates that elementary school programs may be slightly more successful at educating students about healthy choices and food options, and also at inspiring youth to exercise more. See Table 18 for more information.

Across all school levels, males were significantly more likely than females to report that the program helped them exercise more. These gender differences were particularly pronounced at the middle and high school levels, where substantially more males (78%) than females (61%) agreed that they exercised more as a result of participation (a difference of 17 percentage points).

**More males than females reported that they exercised more as a result of participation in their after school program—a difference of 17 percentage points.**

In line with the theory of action, which states that greater levels of participation should be associated with better outcomes for youth, increased attendance was associated with significantly more exercise for high school youth, and better health choices for elementary school youth.


TABLE 18: PARTICIPANTS' SELF-REPORTED HEALTHY ACTIVITIES

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
Like to exercise more.	85% ♂	69% ♂	68% ♂♂
Learn about healthy foods to eat.	80% ♂♂	65% ♂	73% ♂
Make good choices about my health.	84% ♀	70% ♂	76%

♂ Gender difference is statistically significant (p<.05)     
 ♀ 100 days difference is statistically significant (p<.05)     
 ♂ Ethnicity difference is statistically significant (p<.05)

Source: Youth participant surveys administered Spring 2013

Available evidence also suggests that after school programs improve participants' awareness of health-related resources. Seven out of ten (73%) middle school youth and 88% of high school students agreed that, "If I have questions about my health, I know where to go." Likewise, 85% of all parents reported that the after school program made them aware of the health services that are available to their child. Finally, 40% of Site Coordinators and Agency Directors felt that their programs were highly or exceptionally proficient in increasing families' access to community health services.


***Making physical activities fun has continued to be useful in motivating youth to set goals of endurance, abilities, good sportsmanship and excitement about being healthier." -Elementary Program Site Coordinator***

## Youth Have Opportunities to Form Encouraging & Caring Relationships with Adults

### *From the Detailed Theory of Action...*

<i>Benefit to Youth</i>	<i>Program Practice</i>	<i>Youth outcomes</i>
Youth Have Opportunities to Form Encouraging and Caring Relationships with Adults	Positive Supportive Environment Adults create supports for youth to learn and develop.	Youth have access to caring adults

Research on youth development suggests that after school programs provide a valuable context for youth to develop positive relationships with their peers and adults.<sup>28</sup> These relationships can provide a foundation that can encourage youth to pursue positive social connections with others outside of the program.

Additionally, opportunities to develop relationships with adults and peers can buffer youth from the negative impact of risk factors (e.g., poverty, living in violent neighborhoods).<sup>29</sup> Thus, the quality of student-staff and peer relationships is a key element in providing a supportive environment to students.

The available evidence indicates the vast majority of after school programs in Oakland are providing a supportive environment for youth to excel (see Table 19), as site visits and youth reports both provide evidence of caring supportive relationships between staff and students.



The table below explains, by program type, the percentage of programs that received a PQA rating in the 'supportive environment' domain of a '3' or higher. The youth survey composite results that correspond to the supportive environment domain are highlighted below, with data representing the programs in which 85% or more youth reported having access to supportive adults.

<sup>28</sup> Dworkin, J. B., Larson, R., & Hansen, D. 2003. "Adolescents' accounts of growth experiences in youth activities" in *Journal of Youth and Adolescence* 32(1). 17-26

<sup>29</sup> Masten, A. S. & Coatsworth, J. D. 1998. The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53, 205-220.



TABLE 19: PROGRAM SUPPORTIVENESS BY TYPE

		Elementary (n=47)	Middle (n=15)	High (n=13)
	% Programs with PQA Rating in Supportive Environment of 3+	98%	100%	100%
	Programs in which 85%+ Report Adult Support <sup>30</sup>	98%	78%	100%

Sources. PQA observations conducted by Public Profit and OUSD. Youth Surveys administered in Spring 2013

When looking at the point of service quality and participants' perceptions of adult support, there is no statistically significant relationship between point of service quality scores and survey outcomes.<sup>31</sup> At the elementary school level, English fluency is the most influential factor in survey outcomes, and at the middle school level, it is number of days attending the after school program.

### Youth Have Access to Caring Adults

Youth survey responses indicate the vast majority of students (90%) felt that there was an adult in the program who really cared about them. However, perceptions of caring adults differed significantly<sup>32</sup> by school level, with more elementary (94%) and high school (95%) students reporting caring adults than middle school students (83%).

The overall positive findings were echoed by Site Coordinators and Agency Directors, 100% of whom agreed or strongly agreed that because of the after school programs, youth have access to more caring adults in school or in the community.

**“ [A staff member] in the after school program has been a great asset to my child's learning and social skills. She's always excited to attend the program and speaks highly of the staff. The staff is very informed of my child's challenges and progress. I appreciate the after school program for all of their hard work and dedication to the children at this school.” -Elementary Parent**

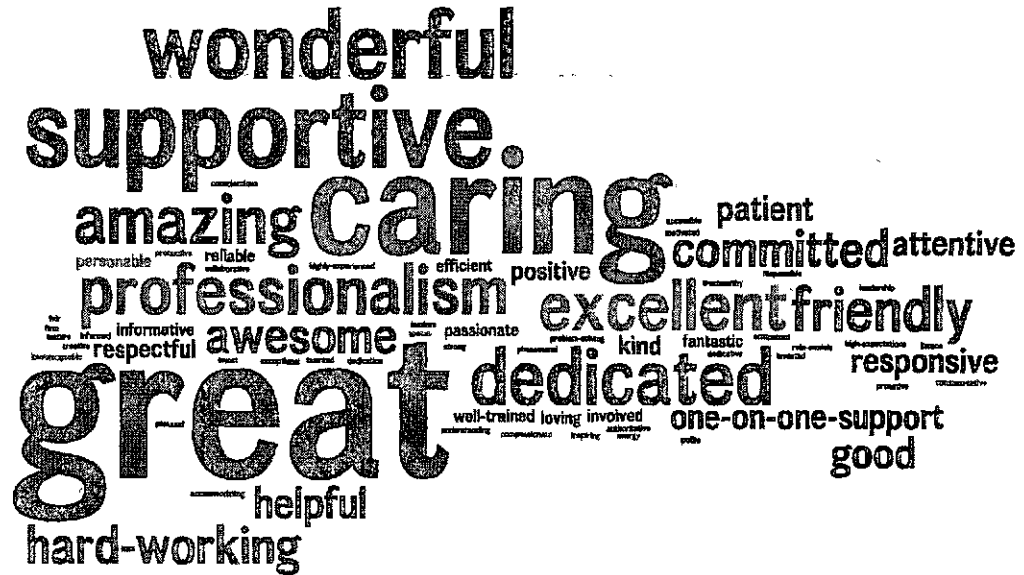
<sup>30</sup> The youth survey items for adult support include, “In this program, there is an adult who wants me to try to do my best,” “The adult here tells me when I do a good job,” and “In this program, I try new things.”

<sup>31</sup> Logistic regression model;  $p < .05$

<sup>32</sup> T-test:  $p < .01$ .

Finally, for the parents who offered open-ended feedback on the survey (n=833), 20% left specific positive comments about the staff at their child's program. Figure 13 below illustrates the words used by these individuals to describe program staff. The larger the word, the more often it was used by a principal, teacher, or parent.

FIGURE 13: PARENT, TEACHER, AND PRINCIPAL DESCRIPTIONS OF AFTER SCHOOL PROGRAM STAFF



In addition to the differences in perceptions of caring adults found between school levels, perceptions of caring adults were found to differ significantly by gender and race. For example, the percentage of middle school Latino/a youth who felt that there was an adult in the program who cared about them (80%) was significantly<sup>33</sup> less than the percentage of Asian/Pacific Islander (90%) or African American youth (88%).

**TABLE 20: PARTICIPANTS' SELF-REPORTED CONNECTION TO CARING ADULTS IN AFTER SCHOOL BY PROGRAM TYPE**

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
I could go to a staff member at this program for advice if I have a serious problem. <sup>34</sup>	92%	78% ✱	90%
There is an adult at this program who really cares about me.	94% ✱	83% ⊙	95%

✱ Gender difference is statistically significant (p<.05)      ✦ 100 days difference is statistically significant (p<.05)      ⊙ Ethnicity difference is statistically significant (p<.05)

Source: Youth participant surveys administered Spring 2013.

<sup>33</sup> p<.001.

<sup>34</sup> At the elementary school level, this question reads "I can go to an adult for help if I have serious problem."

## Greater Parent Engagement

Parent participation in after school programs can help build a sense of community around the program and regular school day. Parents who participate may also build skills, resources, and community connections that empower them to provide their children with the support they need to be successful both in and out of school.

Sixty-three percent (63%) of teachers and principals agreed that a strength of the program was engaging parents/caregivers at the school, while 44% thought that parental/caregiver involvement could be an improvement made in the program.

To investigate whether parents themselves felt connected to the after school program, they were asked if there was an after school program staff member that listened to them when they had a question. Ninety eight percent (98%) of parents felt that there was, indicating that programs are responsive to parent questions.

Parent responses to questions about their level of school engagement were overwhelmingly positive. For example, the majority of parents across all school levels felt that they were better prepared to support their child in school and life as a result of their child's participation in the program.

*“I’m more involved at school and that way I know more about everything that’s happening, which allows me to help my daughter more.” - High School Parent*

*“I love the events hosted by the program - they gave family and friends a chance to join in and celebrate.” - Elementary Parent*

TABLE 21: FAMILY ENGAGEMENT: PARENT RESPONSES (% AGREEMENT)

	Elementary (n=2,313)	Middle (n=508)	High (n=320)
Because my child is in this after school program, I feel better prepared to support my child in school and in life.	96%	93%	96%
Because my child is in this after school program, I feel more comfortable at my child's school.	96%	92%	95%
Because my child is in this after school program, I get chances to see what my child is learning (through events like performances and presentations).	96%	89%	94%
There is opportunity for parent participation in this program.	96%	88%	89%
Because my child is in this after school program, I know more about what goes on in the school day.	93%	87%	92%
I am more involved at my child's school.	85%	80%	84%

Note: Parents who did not select agree or strongly agree as a response either selected "Don't know" or "No."  
Source: Parent/caregiver survey administered in Spring 2013.

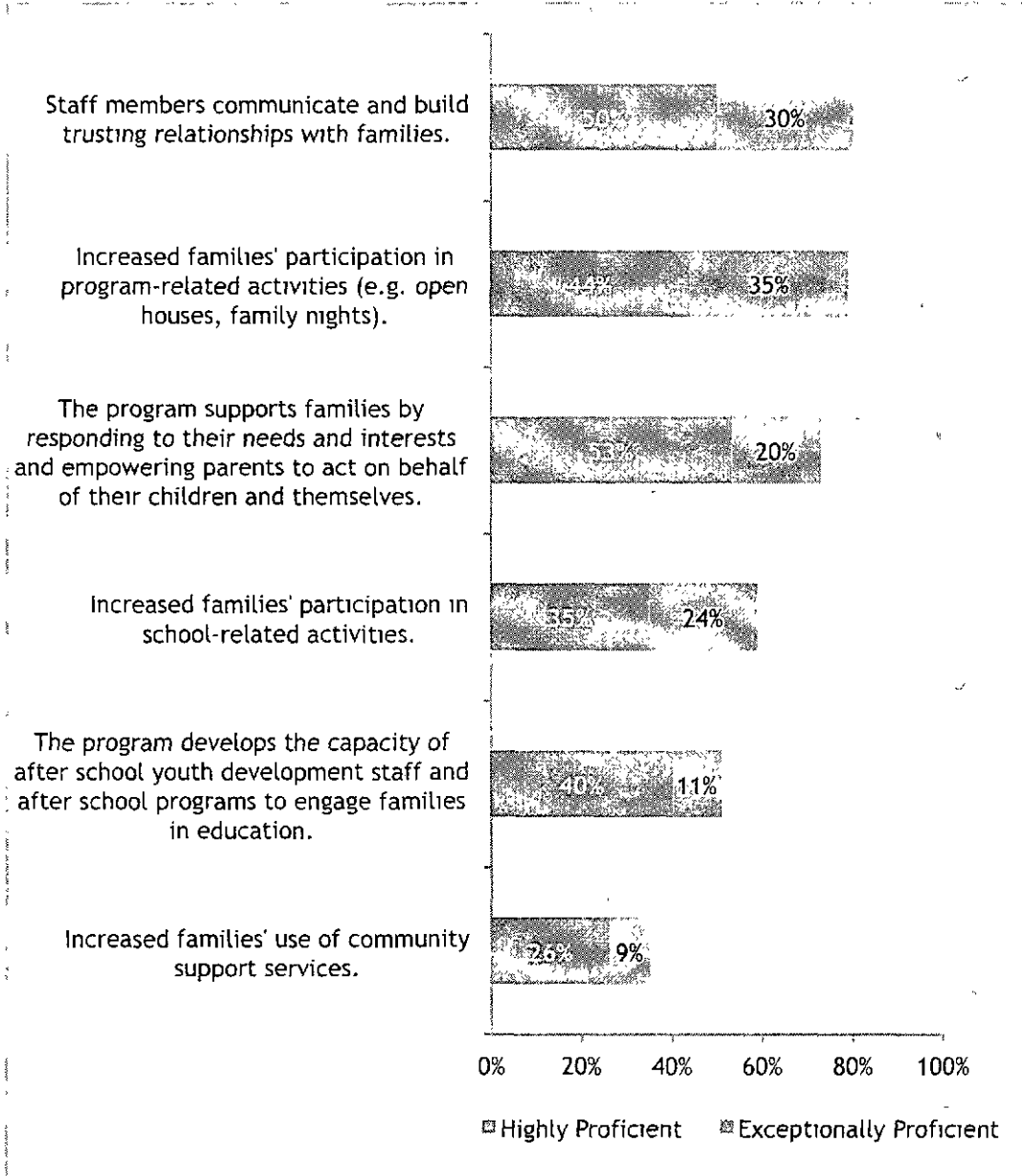
15% of parents reported that they didn't know if there was opportunity for parent participation in the after school program.

On a number of parent survey items, a considerable portion of parents chose 'Don't Know' in response to survey statements about the after school program. Most notably, 15% of parents reported that they didn't know if there was opportunity for parent participation in the program (13% of elementary student parents, 23% middle school, and 18% high

school). This finding indicates that, especially at the middle school level, programs may want to make opportunities for parent participation more explicit.

As illustrated in Figure 14, Site Coordinators and Agency Directors felt that overall, their programs had a high degree of proficiency in engaging families. Specifically, over 70% of respondents felt that their program was responsive to parent needs and interests, and empowered them to act on behalf of their children and themselves. Less program staff reported proficiency in helping parents engage in school-related activities and increasing their use of community support services.

**FIGURE 14: PROGRAMS' SELF-REPORTED FAMILY ENGAGEMENT PRACTICES**



Source: 2012-13 Program Self-Assessment Survey, n=55 respondents (Elementary n=38, Middle school n=13, High school n=4), representing 47 programs.

Program staff who felt their site had reached exceptional levels of proficiency in family engagement provided examples of their promising practices:

- Staff members specially tasked with coordinating family engagement
- Family case management services
- Family events (i.e., educational workshops, dances, movie nights, field trips)
- Fliers, newsletters, and emails advertising opportunities for family engagement
- Family welcoming committees
- Required family volunteer hours
- Monthly parent meetings

*“If you want parents to participate, you must ask. The number one reason people cite for not volunteering is that nobody asked.” -Elementary Program Site Coordinator*

### Youth Experience New Activities and Opportunities

Parents, teachers, and principals overwhelmingly agreed that the after school programs provided students with opportunities to experience new things. Among parents, 96% stated that the after school program provided opportunities for their child that they wouldn't otherwise have access to, and 96% of parents reported that they could see their child's growth in new areas as a result of participation.

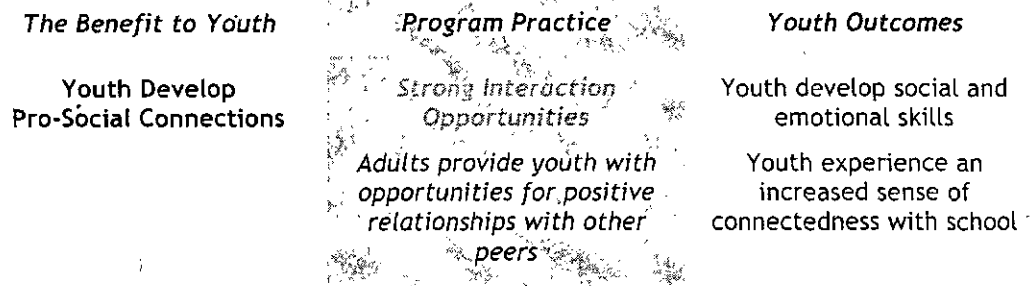
Teachers and principals also rated 'new opportunities youth wouldn't otherwise have access to' and 'exposing students to new experiences' as some of the greatest strengths of the program. Overall, 85% of youth reported that they get to try new things in the program. At the middle and high school levels, the majority of youth also reported that they get to do things in the program that they don't get to do anywhere else (68% agreement in middle school and 81% agreement in high school).

*“This program is wonderful. The enrichment classes are so educational and diverse -- it really keeps my daughter interested and informed.”  
- Elementary Parent*

*“The after school program has created opportunities for my son which otherwise would not be available to him.”  
- Elementary Parent*

## Youth Develop Pro-Social Connections



### *From the Detailed Theory of Action...*



Programs where program staff provide students with opportunities to interact with their peers in pro-social ways generate a positive peer culture and opportunities for youth to develop their social and emotional skills. This positive peer environment can encourage youth to engage both in the after school and the school day, aligning with the District’s strategic goal of youth attending school at least 95% of the time. Available evidence indicates that the majority of programs support youth in developing their peer relationships and pro-social skills.

Table 22 describes, by program type, the percentage of programs that received a PQA rating in the ‘interaction’ domain of a ‘3’ or higher. The survey composite results that correspond to the interaction domain are displayed as well, reporting the percentage of programs where 85% or more youth reported interaction opportunities.

**TABLE 22: PROGRAM INTERACTIVITY BY TYPE**

		Elementary (n=47)	Middle (n=15)	High (n=13)
	% Programs with PQA Rating in Interaction of 3+	98%	67%	100%
	Programs in which 85%+ Report High Levels of Interaction <sup>35</sup>	77%	56%	92%

Sources: PQA observations conducted by Public Profit and OUSD, Youth Surveys administered in Spring 2013.

<sup>35</sup> The youth survey items include, “I feel like I belong at this program,” “In this program, I get to help other people,” and “This program helps me to make friends.”



Site observations reveal that 100% of high school programs and 98% of elementary programs are ‘Performing’ or ‘Thriving’ in this domain, indicating that these programs consistently provide an environment that fosters a sense of belonging and inclusion, as well as opportunities for collaboration and leadership skill development.

In contrast, site observations indicate that at the middle school level, a substantial portion of programs (23%, n=4) may need additional support to be successful in this domain. In particular, 56% of middle school programs received a rating below the acceptable level on items related to opportunities for the development and demonstration of leadership skills, and 25% of programs received low ratings on items related to staff-youth collaboration.

We find a strong relationship between youth survey items for interaction opportunities and point of service quality ratings about interaction in elementary and middle school programs. At the elementary and middle school level<sup>36</sup>, point of service quality is the most influential factor contributing to youth’s sense of belonging and getting to help other youth in the program.<sup>37</sup>

Youth surveys indicate that most students felt that they belonged in their program (91% of elementary, 87% in middle school, and 96% in high school). Survey responses also indicate that after school programs are supporting youth in building their social skills, as the majority of youth (82%) reported that since coming to the program, they are better at making friends. Finally, the majority of students seem to be developing their pro-social skills through participation, as they reported high levels of agreement with the statement “In this program, I get to help other people” (85% in elementary, 77% in middle school, and 90% in high school).

Parents, teachers, and principals also shared their perspectives on the influence of after school program participation on youths’ social skill development. Teachers and principals viewed positive relationships as one of the major strengths of the after school programs and almost 100% of parents felt that because of the after school program, their child got along better with other students (99% of elementary school parents, 96% of middle school parents, and 98% of high school parents). Many parents described the positive impact of the program on their child’ social-emotional development in their open-ended comments; many

*“Our child has improved in her social skills & feels safe and respected by the staff and her peers.” - Elementary Parent*

<sup>36</sup> Logistic regression analysis, with the outcome variable as whether “youth responded positively to the interaction survey composite” odds ratio for site visit rating at the elementary school level= 1.480. Cox & Snell R-squared= .013.

<sup>37</sup> Logistic regression analysis, with the outcome variable as “youth responded positively to the interaction survey composite” odds ratio for site visit rating at the middle school level= 1.412. Cox & Snell R-squared=.014.

mentioned that their children were developing important relationships with their peers and adults in the program, while others described positive growth in their child's self-confidence, attitude, level of independence, respectfulness, and communication skills.

*“My son was not happy when he started the program. Now, through dedication of the staff, his attitude has changed and he is happier.” - Elementary Parent*

The majority (82%) of teachers and principals felt that the program helped youth improve their relationships with their peers, while 80% felt that the program helped youth improve their relationships with adults. A notable portion of teachers and principals (65%) also felt that the program helped youth improve their conflict resolution skills. These findings indicate a high degree of satisfaction with this element of after school programming (positive

relationships), with room for improvement in supporting students' development of adaptive approaches to conflict resolution.

Elementary school females are significantly more likely than males to report that they get to help others in the program and that the program helps them make new friends. Additionally, Asian/Pacific Islander youth in middle school were substantially more likely than either African American or Latino/a youth to report that they get to help other people in the program.

**TABLE 23: PARTICIPANTS' SELF-REPORTED INTERACTION OPPORTUNITIES IN AFTER SCHOOL BY PROGRAM TYPE**

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
I feel like I belong at this program.	91%	87% ⊙	96%
In this program, I get to help other people.	85% ☆ ⊙	77% ⊙	90%
This program helps me to make friends.	83% ☆ ⊙	77%	86% ⊙

☆ Gender difference is statistically significant (p<.05)

❖ 100 days difference is statistically significant (p<.05)

⊙ Ethnicity difference is statistically significant (p<.05)

Source: Youth participant surveys administered Spring 2013.

## Youth Develop Social and Emotional Skills

Participation in high quality after school programs is commonly associated with enhanced social and emotional skills<sup>38</sup>. These outcomes can be achieved through staff and peer modeling, with opportunities for youth to practice and apply social and emotional skills in the program.

Youth survey responses indicate that Oakland after school programs provide an environment which helps youth develop their social and emotional skills. The majority of youth feel that since coming to the program, they get along better with their peers, are better at listening, and are better at solving problems without violence or fighting. Additionally, 74% of elementary school participants reported that the program helped them talk about their feelings.

TABLE 24: PARTICIPANTS' SELF-REPORTED SOCIAL SKILLS, BY PROGRAM TYPE

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
Since coming to this program, I get along better with other people my age.	87% ☉	80%	90% ☉
Since coming to this program, I am better at listening to people.	86% ❖	77% ☉	89%
Since coming to this program, I am better at taking care of problems without violence or fighting.	87%	72% ☉	86% ❖
❖ Gender difference is statistically significant (p<.05)	❖ 100 days difference is statistically significant (p<.05)	☉ Ethnicity difference is statistically significant (p<.05)	

Source. Youth participant surveys administered Spring 2013.

*"We spend a lot of time working with our staff and children on social and emotional learning. This is one of our focuses. Our program and behavior systems are values based and we designate time every week to do social emotional work with our students." - Agency Director*

Overall, social skill development was similar for male and female participants. However, high school Latino/a youth were more likely than African American or Asian/Pacific Islander youth to report that since coming to the program, they get along better with people their age. Additionally, Asian/Pacific Islander

<sup>38</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010 "A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents *American Journal of Community Psychology*, 45.

middle school students were more likely than youth of other ethnicities to report that since coming to the program they are better at listening to other people.

At the program level, a majority of programs are working to build youth's social emotional skills. According to the program self-assessment survey, 80% of Site Coordinators and Agency Directors felt that their program was highly or exceptionally proficient in this area.

### Youth Are Connected to School

After school programs can support youth in developing skills they need to feel successful in school, ranging from interpersonal connections with peers and adults, to help with homework, to study skills. These improved skills can in turn lead to stronger connections with school, including increased school day attendance, as discussed later in the 'Youth Are Engaged in School' section of the report.

Overall, 85% of youth report that the after school program helps them to feel more connected to and part of their school, with significantly higher levels of agreement coming from elementary and high school youth than middle school youth. Parents also felt that the after school program helped their child become more connected to school, as 84% reported that since coming to the after school program, their child's attitude towards school improved.

Another signal that youth are engaged in school is when they speak with their families about the things that happen in school and the things they are learning. About six out of ten (66%) middle and high school youth report that since coming to their program, they talk with their families about school more often. This finding indicates that there may be room for improvements in the strategies used by programs to encourage family discussions related to student learning and school activities. Of note however, is that high school students who attended an after school program for 100 days or longer are *more* likely to report that since coming to the program, they talked to their family about school more often.

TABLE 25: PARTICIPANTS' SELF-REPORTED CONNECTIONS TO SCHOOL

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
This program has helped me care more about my school.	88%	77% ⊙	88%
This program has helped me to feel like a part of my school.	87% ❖	79%	91%

★ Gender difference is statistically significant (p<.05)      ❖ 100 days difference is statistically significant (p<.05)      ⊙ Ethnicity difference is statistically significant (p<.05)

Source. Participant surveys administered Spring 2013.

## Youth Build a Sense of Mastery & Accomplishment

*From the Detailed Theory of Action...*

**The Benefit to Youth**

Youth Build a Sense of Mastery and Accomplishment

**Program Practice**

*Engagement:  
Youth experience challenging opportunities that help them pursue learning.*

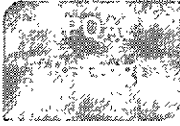

**Youth outcomes**

Youth develop and build sense of personal agency  
Youth explore career possibilities

Programs that provide engaging activities for youth can increase youth’s sense of mastery and accomplishment, particularly when youth are exposed to challenging opportunities. After school programs can also support youth in looking toward the future, including both college and careers. This aligns to the District’s Strategic Plan of students having meaningful internships and paying jobs.

Table 26 below explains, by program type, the percentage of programs that received a PQA rating in the ‘engagement’ domain of a ‘3’ or higher. The survey composite results that correspond to the interaction domain are displayed in the table below, with programs where 85% or more youth reported positive engaging opportunities.

**TABLE 26: YOUTH ENGAGEMENT BY TYPE**

		Elementary (n=47)	Middle (n=15)	High (n=13)
	% Programs with PQA Rating in Engagement of 3+	83%	73%	100%
	Programs in which 85%+ Report High Levels of Engagement <sup>39</sup>	40%	28%	83%

Sources: PQA observations conducted by Public Profit and OUSD, Youth Surveys administered in Spring 2013.

Site observations indicate that the majority of programs are either ‘Performing’ (n=54) or ‘Thriving’ (n=9) in the engagement domain, indicating that their activities provide youth with opportunities for planning, authentic choice, and meaningful reflection.

<sup>39</sup> The youth survey items include, “I am interested in what we do,” “In this program, I get to decide things like activities and group agreements,” “The adults in this program listen to what I have to say,” and “I am challenged in a good way.”

However, for the 2012-2013 academic year, there was an increase in the number of sites scoring in the 'Emerging' category in the engagement domain, (from 7 sites in 2011-2012 to 12 sites in 2012-2013). These findings indicate that some programs may need additional support in order to provide high-quality programming in this domain. Specifically, middle school programs may need to develop additional strategies for linking academic material to youths' prior knowledge, as well as provide more opportunities for youth to make choices based on their own interests and have more time for meaningful reflection.

### Youth Are Engaged

Youth survey responses within this domain varied considerably by school level. In general, high school students had substantially higher levels of agreement with engagement questions than middle or elementary school students. For example, all youth were asked whether they agreed with the statement "The staff members here listen to what I have to say." While only 4% of high school students disagreed with the above statement, 12% of elementary school students and 18% of middle school students did not agree that the statement was true. At the middle and elementary school levels, youth may need more opportunities for decision-making and also more challenging activities to retain their interest.

We find a strong relationship at the elementary school level between site visit ratings and youth survey responses in Engagement. At the elementary school level, point of service quality is the most influential factor contributing to youth's sense of engagement in the program, and is statistically significant.<sup>40</sup> In middle school after school programs, by contrast, English Learner status was the statistically significant contributing factor. English Learners responded *less* positively to survey questions around engagement compared to non-English Learners.

Middle school survey results also revealed that Asian/Pacific Islander youth were significantly more likely than other ethnic groups to report that staff in the program listened to them and that they had opportunities to decide things like group agreements and activities.

In middle school programs, higher attendance is associated with *less* positive perceptions of engagement.

Additionally, middle school youth with higher levels of attendance (greater than 100 days) were actually *less* likely to respond positively on all engagement indicators. Further analyses showed that middle school programs running extended day models drive this pattern (seven of 18 middle school programs). Extended day models are defined as programs that have requirements for at least some of their school day

<sup>40</sup> Logistic regression analysis, with the outcome variable as "participant responded positively to the youth survey engagement composite". The odds ratio for site visit rating at the elementary school level= 1.396. Cox & Snell R-squared= .010.

population to attend portions of the after school program, and thus have larger proportions of youth that attend greater than 100 days of programming.

**TABLE 27: PARTICIPANTS' SELF-REPORTED ENGAGEMENT IN AFTER SCHOOL BY PROGRAM TYPE**

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
I am interested in what we do.	86% ⚙	81% ⚙❖	93%
In this program, I get to decide things like activities and group agreements.	73% ⚙	69% ⚙❖	84%
The adults here listen to what I have to say.	88%	82% ⚙❖	96%
I am challenged in a good way.	86%	80% ❖	93%

⚙ Gender difference is statistically significant (p<.05)      ❖ 100 days difference is statistically significant (p<.05)      ⚙ Ethnicity difference is statistically significant (p<.05)

Source: Youth participant surveys administered Spring 2013.

### Youth Develop and Build A Sense of Self-Efficacy

High quality programs can contribute directly to youth building confidence through challenging activities and increasing their ability to problem solve and set goals for themselves.

Across every school level the majority of students reported that when they are in the program they feel good about themselves, indicating that programs are successful in creating an inclusive and respectful environment. The majority of students also felt that the program helped them work hard towards their goals and learn to do difficult tasks and activities. Finally, 76% of all students reported that since coming to the program, they are more of a leader.

Analysis on student surveys found that elementary school girls were more likely than their males counterparts to report that since coming to the program, they are more of a leader, and were also more likely to report that the program helped them work hard toward their goals. Additionally, Latino/a middle school youth were significantly *less* likely to report agreement on indicators of self-efficacy than other ethnic groups.

Finally, at the elementary school level, students who attended the program more frequently (more than 100 days) were more likely to report thinking about the future and working hard to achieve their goals than students attended less than 100 days.

Parents, teachers and principals also provided their perspective on leadership skill development in the after school programs. The vast majority (98%) of parents felt that their child had opportunities for leadership development in the program, while 73% of teachers and principals felt that the program helped youth develop leadership skills.

**TABLE 28: PARTICIPANTS' SELF-REPORTED SENSE OF SELF-EFFICACY BY PROGRAM TYPE**

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
When I'm in this program, I feel good about myself.	87%	83%	94%
Since coming to this program, I am better at setting goals for myself.	--	78% ☉	92%
This program helps me think about the future.	72% ❖	--	--
This program helped me work hard toward my goals.	88% ❖❖	80% ☉	92%
I am better at something that I used to think was hard.	84%	80% ☉	89%
Since coming to this program, I am more of a leader.	75% ☉☉	71% ☉	85% ☉

☉ Gender difference is statistically significant (p<.05)      ❖ 100 days difference is statistically significant (p<.05)      ☉ Ethnicity difference is statistically significant (p<.05)

Source. Youth participant surveys administered Spring 2013.

### Youth Explore Career Possibilities

OUSD after school programs are encouraged to provide students with opportunities for career exploration, particularly for middle and high school youth. Seventy percent (70%) of middle school respondents and 82% of high school respondents said they learned about possible careers in after school. In addition, 70% of middle school and 99% of high school participants said that the after school program helped them understand what kind of job they wanted. The percentage of high school students who reported that the program helped them understand what kind of job they wanted increased by fifteen percentage points from 2011-2012. At the elementary school level, 72% of students reported that since participating in the after school program, they think more about their future. These findings indicate that while the majority of youth seem to be receiving opportunities for career exploration, there is room for improvement at the middle school level so that all youth have these opportunities.

Parents, teachers, and principals also felt that the after school program helped youth prepare for the transition into adulthood. Sixty percent (60%) of parents felt that the



program helped their child learn about college options, and 89% of parents and 60% of principals and teachers felt that youth explored career options in the program.

For some youth, participation in after school programs provides them with opportunities for internships, or even paid jobs.<sup>41</sup> In the 2012-2013 academic year, 467 high school participants (60%) reported that their after school program helped them get an internship and 420 (53%) reported that the program helped them get a paying job.

At the middle school level, male students were significantly more likely to report that the program helped them learn about jobs they may want in the future, and also how to get the job they wanted. At the high school level, Asian/Pacific Islander youth were significantly less likely to agree on both items related to career exploration than African American and Latino/a youth. Lastly, at the high school level, greater levels of program attendance was associated with an increase in the percentage of youth who reported that the program helped them understand how to get the kind of job they wanted.

TABLE 29: YOUTH REPORTED CAREER EXPLORATION BY PROGRAM TYPE

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
I learn more about the kinds of jobs I'd like to have in the future.	72%	70% ⚡⊙	82% ⊙
This program has helped me understand how to get the kind of job I want.	--	69% ⚡⊙	79% ⊙⚡
⚡ Gender difference is statistically significant (p<.05)		⚡ 100 days difference is statistically significant (p<.05)	⊙ Ethnicity difference is statistically significant (p<.05)

Source: Youth participant surveys administered Spring 2013.

Across all programs, career readiness was a practice in which 36% program staff felt they reached a high level of proficiency. Among programs that reached the exceptional level of proficiency and shared their best practices, one high school Site Coordinator said,

*We [have] a comprehensive internship program after school, which includes career exploration, academic support, case management, skill development and community engagement.*

Another Site Coordinator from an elementary school shared that,

*Throughout the year, we've scheduled guest speakers from a variety of careers to share their experiences in their field, what requirements are needed, what college they attended, day to day operations, questions from the students, and more.*

<sup>41</sup> Internships are a required element of some high school after school programs.

## Youth Have Opportunities to Build Academic Skills

### *From the Detailed Theory of Action...*

<i>The Benefit to Youth</i>	<i>Program Practice</i>	<i>Youth outcomes</i>
Youth Have Opportunities to Build Academic Skills	Positive Academic Climate  <i>The program provides opportunities for youth to grow academically.</i>	Youth have higher sense of academic self-efficacy  Youth improve academic skills  Youth improve academic performance

Promoting a positive academic climate in after school can facilitate students' beliefs in school success, improve academic skills such as studying, reading directions, and taking tests, and improve academic performance. These contribute to the District's Strategic Goal of having more Oakland youth graduate from high school.

Site visits revealed that the majority of programs are 'Performing' (65%) or 'Thriving' (25%) in this domain, indicating that most programs are successful at supporting youth in the development of specific academic skills, providing individual level academic support, and making explicit connections between academic content and youths' prior knowledge and school content.

However, a small proportion of programs may need additional support in order to provide high-quality academic support to their students. Specifically, five elementary schools and two middle schools were rated in the 'Emerging' category in this domain. These findings represent a slight increase in the number of 'Emerging' programs in this domain from last year (from 4 in 2011-2012 to 7 in 2012-2013).

At the elementary school level, some programs may need support linking academic material to youth's prior knowledge, as 20% of programs were rated below the 'Performing' level in this area. Among the middle school programs that are struggling in this area, staff should be encouraged to ask youth frequent questions to make connections to prior knowledge, and also make clear links between the activities and the learning targets of the session.

There is a positive relationship between point of service quality and elementary and high school youth reports in this domain. Namely, higher site visit ratings for a program at the

elementary school and high school level<sup>42</sup> are associated with more positive youth reports about their academic skill building experiences. This relationship is statistically significant. At the middle school level, being an English Learner is associated with *less* positive youth reports about their academic skill building experience. This relationship is statistically significant.

The table below describes, by program type, the percentage of programs that received a PQA rating in the 'academic climate' domain of a '3' or higher, along with the proportion of sites in which nearly all youth reported improved academic skills. All survey composite results are provided in the Appendix.

TABLE 30: YOUTH ACADEMIC SKILLS BY TYPE

		Elementary (n=47)	Middle (n=18)	High (n=13)
<b>PQA Rating</b>	% Programs with PQA Rating in Academic Climate of 3+	89%	87%	100%
<b>Youth Survey</b>	Programs in which 85%+ Report Improved Academic Skills <sup>43</sup>	89%	39%	67%

Sources: PQA observations conducted by Public Profit and OUSD, Youth Surveys administered in Spring 2013.

### Youth Improve Academic Skills

Overall, the majority of youth reported that participation in the after school program improved their academic skills. However, as shown in Table 31, middle school students were significantly *less* likely to report skill development in this area.<sup>44</sup> For example, 30% of middle school students did not agree with the statement "This program helps me enjoy learning." Interestingly, at the middle school level, increased attendance in the after school program was actually associated with *lower* reports of enjoyment of learning. These findings may indicate that middle school staff may need additional support to make academic skill development more enjoyable for their students.




<sup>42</sup> Logistic regression analysis, with the outcome variable as "youth responded positively to the survey academic composite" odds ratio for site visit rating at the elementary school level= 1.382, Cox & Snell R-squared=.013. At the high school level, the odds ratio is 4.635, Cox & Snell R-squared=.028.


<sup>43</sup> The youth survey items include, "This program helps me to now why it's important to do well in school", "I learn how to do things in this program that help me with school work" (elementary), "In this program, I practice skills that help me understand what is being taught in school (middle and high school), and "This program helps me enjoy learning"


<sup>44</sup> p<.001


Analysis of youth surveys also reveal that academic skill development was more common among Asian/Pacific Islander youth, who were more likely to report that the program helped them enjoy learning and understand what was being taught in school than African American and Latino/a youth.

**TABLE 31: PARTICIPANTS' SELF-REPORTED ACADEMIC SKILLS IN AFTER SCHOOL BY PROGRAM TYPE**

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
This program helps me to know why it's important to do well in school.	91% 	83%	94%
In this program, I practice skills that help understand what is being taught in school.	88%	78% 	88%
This program helps me enjoy learning.	84%	71% 	88%

 Gender difference is statistically significant (p<.05)

 100 days difference is statistically significant (p<.05)

 Ethnicity difference is statistically significant (p<.05)

Source: Youth participant surveys administered Spring 2013.

In addition to helping youth develop more positive attitudes towards learning and school, Oakland after school programs help youth fulfill academic requirements and build confidence related to school completion and higher education.

**36% of Site Coordinators and Agency Directors felt that their site had reached a high level of proficiency in providing college readiness activities, indicating significant room for improvement in this area.**






One key outcome for youth in building academic skills is their increased awareness and preparedness for college. The majority of middle school youth (78%) reported that participation in the after school program helped them feel more prepared for high school and more confident about going to college (80%). At the high school level, the findings were especially positive, as 92% of youth reported feeling confident about graduating and attending college.




Of note, confidence related to college attendance was significantly lower at the elementary school level, where only 61% of students reported that the program helped them feel more confident about attending college. Further, male elementary students were significantly more likely than female students to agree on this item.

**92% of high school youth reported feeling confident about graduating and attending college.**

These findings indicate that programs are doing an exceptional job of supporting youths' college aspirations at the high school level, while room for growth remains among programs that serve younger students.


**TABLE 32: YOUTH SELF-REPORTED PREPAREDNESS FOR HIGH SCHOOL AND HIGH SCHOOL GRADUATION**

	Elementary (n=2,550)	Middle (n=1,537)	High (n=790)
This program helps me feel more prepared for high school.	--	78%   	--
This program has helped me feel more confident about graduating from high school.	--	--	92%
This program has helped me feel more confident about going to college.	61%	80%  	92%

 Gender difference is statistically significant (p<.05)     
  100 days difference is statistically significant (p<.05)     
  Ethnicity difference is statistically significant (p<.05)

Source. Youth participant surveys administered Spring 2013.

Parent respondents agreed that the after school program benefited their child academically. For example, 94% of parents agreed that the program helps their child “*get his or her homework done on time.*” This is roughly the same percentage as 2011-12, where 91% of parents stated similarly.

 ***My kids come home more alert and happier, saying, ‘Mom, Dad, I already did my homework.’ - Elementary Parent***

For high school parents, 94% agreed that their student could make up missing credits in the after school program, while 90% agreed that their student gets support on passing the California High School Exit Exam.

Principal and teacher surveys were also used to explore the quality of academic support provided by programs (see Table 33). Seven out of ten principals (72%) and teachers (79%) felt that “providing homework assistance” was a strength of the after school program. More than half also felt that the program helped students improve their academic content knowledge.

Conversely, almost 50% of teachers and principals did not feel that the program helped English Language Learners improve their English fluency. Finally, while the majority of high school teachers (83%) felt that CAHSEE prep and credit recovery were strengths of the program, only half of high school principals reported these activities as strengths.

**TABLE 33: PRINCIPAL AND TEACHER SURVEY RESULTS - PROGRAM STRENGTHS:  
ACADEMIC SUPPORT (% AGREE)**

What do you see as the after school program's strengths in the 2012-13 school year?	Principals (n=43)	Teachers (n=620)
Providing homework assistance	72%	79%
Helping students improve academic content knowledge	59%	70%
Helping students improve study skills	57%	67%
Providing CAHSEE prep (HS only)	54%	83%
Providing credit recovery (HS only)	53%	83%
Helping EL students improve fluency and comprehension	51%	56%

Source: Principal and teacher surveys administered in Spring 2013. For High school only questions:  
Teachers n=106, Principals n=6.

## Youth Improve Academic Performance

The evaluation team conducted a series of regression analyses to explore the potential relationship between program participation and key academic performance measures. In each case, the regression model was specified as follows:

$$\text{Outcome} = \beta + \beta_1 \text{ Days in ASP} + \beta_3 \text{ Participant Demographics}^{45} + \beta_4 \text{ School Day Attendance} + \beta_5 \text{ Past Academic Performance}$$

This analysis allows the identification of the potential “value add” of after school program participation, controlling for a variety of covariates that may affect participants’ academic performance. The value of the beta coefficient for each of the inputs –  $\beta$  – and whether that coefficient is statistically significant or not, indicates the relative influence of the input on the outcome of interest. For measures in which the outcome variable is binomial (i.e., either “yes” or “no”), logistic regression was used. In logistic regression, the beta value is transformed into an odds-ratio for ease of interpretation. A comparison group was not used for the grade and test score analysis, as there is insufficient information available to control for the extracurricular activities of those who did not attend Oakland after school programs. There is sufficient range in the participation rate among those who did attend to assess the “value-add” of after school program participation.

## English Fluency

This sub section explores changes in students’ English fluency among participants who were designated as English Learners in 2011-12 and attended an after school program in 2012-13. This analysis examines the role that greater participation plays in the development of English language skills.

Among students designated as English Learners in 2011-12, 13% of program participants were re-designated in the 2012-13 school year. These gains are particularly concentrated in elementary and middle schools, where 15% of participants and 13% of middle school participants were re-designated. In contrast, 4% of high school program participants were re-designated. In running the logistic regression model, after school participation did not appear to be a contributing factor to EL redesignation in a statistically significant way; gender was the most influential factor in after school participants being redesignated<sup>46</sup>, with females being higher in redesignation than males.

<sup>45</sup> Including gender, race/ethnicity, school grade level, and language fluency

<sup>46</sup> Logistic regression analysis, with outcome variable as “English Language Redesignation” odds ratio for Gender = 1.29 Cox & Snell R-squared = .296

## Course Credits

Course credit recovery allows students who fall behind to make up class credit through Cyber High and elective courses offered through the after school program. Moreover, other academic supports such as homework help, tutoring, and academically oriented enrichment can further improve students' ability to earn course credit.

High school students who participated in after school cumulatively earned 163 course credits on average. Notably, high school youth<sup>47</sup> who participated in after school programs 100 days or more earned more credits than those who attended less, earning 180 compared to 160 cumulative credits. This difference is statistically significant.

## California Standards Test

When participants' performance on the California Standards Test English Language Arts (CST ELA) is considered, participation appears to contribute to student success. Namely, each additional day in after school is associated with a .001% increased likelihood of scoring at Proficient or Advanced.<sup>48</sup> In practical terms, youth who attended for 100 days were about 10% more likely to score at Proficient or Advanced than those who attended just one day, a decrease from 2011-12, where there was a .004% increased likelihood.

At the elementary school level, 39% of program participants performed at Proficient or higher on the 2012-13 CST English Language Arts. In fact, of elementary school youth who had two years' worth of CST ELA data,<sup>49</sup> 8% of these youth increased from below proficiency in 2011-12 to Proficient in 2012-13.

In middle school, 33% of program participants performed at the Proficient level or higher on the 2012-13 CST English Language Arts. In fact, of middle school youth who had two years' worth of CST ELA data,<sup>50</sup> 5% of these of increased from below proficiency in 2011-12 to Proficient in 2012-13.

Students' English Language Fluency is by far the largest factor affecting their CST scores. Across various model specifications, the odds-ratio for English Language fluency is several times larger than all other factors.

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<sup>47</sup> High school youth include those in Grades 10-12, due to how credits are stored for ninth graders.

<sup>48</sup> Logistic regression analysis, with outcome variable as "scored Proficient or Advanced on ELA CST" odds ratio for ASP days attended = 1.001. Cox & Snell R-squared = .405.

<sup>49</sup> Total youth with 2 years' of CST ELA data= 3,115 elementary youth.

<sup>50</sup> Total youth with 2 years' of CST ELA data= 4,223 middle school youth.



## California High School Exit Exam

Students are required to pass the California High School Exit Exam (CAHSEE) in both Math and English Language Arts (ELA) in order to be eligible for graduation, and first take the test in 10<sup>th</sup> grade. About 606 (58%) 10<sup>th</sup> graders who attended high school after school had passed the English Language Arts component of the CAHSEE by the end of 2012-13 and 628 (60%) 10<sup>th</sup> grade participants did so on CAHSEE Math.

There is a statistically significant correlation between CAHSEE passage rates and after school program attendance: 10<sup>th</sup> graders who attended after school less often were slightly more likely to pass the test than those who attended more often.<sup>51</sup> This suggests that the after school program is serving the population most in need of CAHSEE preparation, an activity commonly offered in the high school after school program.

## Graduation

Eighty-nine percent (89%) of twelfth graders<sup>52</sup> who participated in an after school program graduated in OUSD in 2012-13, which is consistent with the eighty-nine percent (89%) of twelfth grade participants who graduated in OUSD in 2011-12.

Of the total twelfth grade population, 64% of seniors who graduated in 2012-13 were of African American (33%) and Latino (31%) descent. Table 34 lists the ethnic and gender breakdown of the 2012-13 graduation rates for all after school participants in 12<sup>th</sup> grade.

**TABLE 34: 12<sup>TH</sup> GRADE PARTICIPANTS' GRADUATION RATES, BY ETHNICITY AND GENDER**

	Male		Female		Overall	
	N	%	N	%	N	% of Overall
African American	138	16%	144	17%	282	33%
Asian / Pacific Islander	76	9%	93	11%	169	19%
Latino	128	14%	160	18%	288	31%
White	14	2%	18	2%	32	4%
Unknown	4	1%	12	2%	17	2%
<b>Overall</b>	<b>317</b>	<b>40%</b>	<b>427</b>	<b>49%</b>	<b>788</b>	<b>89%</b>

Source: Research Assessment and Data, 2013. n = 788 12<sup>th</sup> graders.

<sup>51</sup> Correlation between after school program days attended in 2012-13 and CAHSEE pass status, correlation coefficient for ELA = .065, Math = .037 p < .000 for both.

<sup>52</sup> Of the 788 12<sup>th</sup> graders who had graduation information available; 509 12<sup>th</sup> graders did not.

## Youth are Engaged in School

According to the Theory of Action, a high quality program that provides a safe and supportive environment, positive interaction and engaging opportunities, and builds academic skills, motivate young people's connection to school. Participants' school day attendance rates are common ways to measure young people's connection with school.

After school program participants demonstrated an increase in their overall school day attendance rates from 95.29% in 2011-12 and 95.97% in 2012-13<sup>53</sup>. Similar to 2011-12, seventy-four percent (74%) of participants meet the District's school day attendance goal (95% or better).

Youth in elementary school after school programs demonstrated a slight increase in school day attendance rates, while middle and high school participants' slightly decreased. Female program participants had slightly lower attendance rate changes than their male peers, though these differences were not statistically significant. That is, changes in girls' attendance rates was not statistically significantly different from boys'.

Though the year-to-year changes in attendance rate were modest, participants came to school an additional 3,883 days in 2012-13. This additional in-school time translates into more learning time for students, and higher revenue for OUSD. While per-day student revenue varies based on student characteristics, these additional school days attended are valued at between \$90,862 and \$108,724.<sup>54</sup>

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<sup>53</sup> Bunche Academy, Dewey Academy, and Rudsdale Academy do not track attendance data the same way other schools do and are not included in our attendance analysis

<sup>54</sup> To calculate the total change in days attended, evaluators summed the days attended in 2011-12 and 2012-13, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

TABLE 35: PARTICIPANTS' SCHOOL DAY ATTENDANCE RATE IN 2011-12 AND 2012-13

	Elementary			Middle			High <sup>55</sup>		
	Male (n=2,184)	Female (n=2,146)	All (n=4,330)	Male (n=1,841)	Female (n=1,682)	All (n=3,523)	Male (1,210)	Female (n=1,238)	All (n=2,448)
2011-12 School Day Attendance Rate	95.53%	95.38%	95.46%	95.71%	95.78%	95.75%	95.43%	95.36%	95.39%
2012-13 School Day Attendance Rate	95.76%	95.57%	95.67%	95.57%	95.78%	95.67%	95.68%	94.77%	95.22%
Average Difference	0.23%**	0.19%**	0.21%**	-0.14%	--	-0.08%	0.25%	-0.59%**	-0.17%
Change in School Days Attended <sup>56</sup>			9,374			-4,059			-1,432

\*\* Statistically significant change at  $p < .05$  between years.

Source: School day attendance for program participants, 2011-12 and 2012-13.

<sup>55</sup> Bunche Academy, Dewey Academy, and Rudsdale Academy do not track attendance data the same way other schools do and are not included in our attendance analysis

<sup>56</sup> Days attended for the 2009-10 school year were pro-rated to account for 8 additional days in the 2009-10 school year.

Chronic absence, defined as missing 10% or more of the school year, is another indicator of youths' connectedness with the school day. Tracking all program participants since 2011-12, they demonstrate a slight decrease in their chronic absence rate, falling from 10.7% in 2011-12 to 10.4% in 2012-13.

Program participants demonstrated decreased rates of chronic absenteeism among elementary after school participants between years. Middle and high school participants demonstrated slight increases in their chronic absence rates since 2011-12, as middle school boys and high school girls' chronic absenteeism increased with a statistically significant difference.

When looking at chronic absenteeism of after school participants compared to non-participants, chronic absenteeism is markedly lower for after school participants. At the elementary school level, 12.8% of non-participants are chronically absent, 12.2% are at the middle school level, and 14.4% of high school youth that are not participating in after school programs. This difference between after school participants and non-after school participants is statistically significant.

TABLE 36: PARTICIPANTS' CHRONIC ABSENCE RATE IN 2011-12 AND 2012-13

	Elementary			Middle			High		
	Male (n=2,184)	Female (n=2,146)	All (n=4,330)	Male (n=1,811)	Female (n=1,682)	All (n=3,523)	Male (1,210)	Female (n=1,238)	All (n=2,448)
Participants Chronically Absent 2011- 12	9.9%	9.2%	9.6%	9.3%	10.2%	9.7%	11.9%	12.3%	12.1%
Participants Chronically Absent 2012- 13	9.3%	9.5%	9.4%	11.2%	10.3%	10.8%	12%	14.6%	13.3%
Average Difference	-0.6%	0.3%	-0.2%	1.9%**	-1%	1.1%	0.1%	2.3%**	1.2%

\*\* Statistically significant change at  $p < .05$  between years.

Source: School day attendance for program participants, 2011-12 and 2012-13.

TABLE 37: POINT OF SERVICE QUALITY RATINGS BY SITE

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain										
		Year-End Status 2011-12	Year-End Status 2012-13	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Survey Composite <sup>57</sup>	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite

**ELEMENTARY SCHOOLS**

Acorn Woodland*	Aspiranet	Performing	Performing	4.32	4.92	88%	4.34	93%	4.47	87%	3.54	78%	4.47	95%
Allendale	Higher Ground	Performing	Performing	4.49	4.92	100%	4.54	100%	4.40	100%	4.08	100%	3.97	100%
ASCEND (K-5)	Oakland Leaf	Thriving	Performing	4.40	5.00	97%	4.69	100%	3.69	97%	4.21	94%	3.14	97%
Bella Vista	EBAYC	Performing	Performing	4.41	4.70	98%	4.65	97%	4.16	94%	4.13	72%	3.97	89%
Bridges Academy	BACR	Thriving	Performing	4.44	4.96	95%	4.52	87%	4.27	74%	4.00	57%	4.36	73%
Brookfield	Higher Ground	Performing	Thriving	4.79	4.92	94%	4.86	100%	4.69	100%	4.67	100%	4.64	100%
Burckhalter	Ujima Foundation	Performing	Performing	4.23	4.84	89%	4.33	89%	4.52	66%	3.25	49%	4.36	87%
Carl Munck	Aspiranet	Performing	Performing	4.02	4.81	100%	3.90	100%	3.72	98%	3.67	100%	3.28	100%
Cleveland	OASES	Thriving	Thriving	4.96	4.92	100%	5.00	94%	5.00	91%	4.92	87%	5.00	100%
Community United*	Aspiranet	Performing	Performing	4.17	4.52	87%	4.36	98%	4.56	94%	3.25	78%	5.00	92%
East Oakland Pride	Aspiranet	Performing	Performing	4.11	4.83	95%	4.23	95%	4.00	90%	3.38	83%	3.78	93%

<sup>57</sup> Survey composite refers to 3-4 survey items that relate to that specific Program Quality Domain. See Appendix C for specific survey items.

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain											
		Year-End Status 2011-12	Year-End Status 2012-13	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate		
					Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	
Emerson	BACR	Performing	Performing	4.45	4.92	100%	4.51	98%	4.53	100%	3.83	86%	3.64	95%	
EnCompass Academy*	Aspiranet	Performing	Performing	4.25	4.88	92%	4.05	92%	4.38	90%	3.71	86%	4.08	90%	
Esperanza Academy*	BACR	Performing	Performing	3.11	4.19	82%	2.82	96%	3.15	78%	2.29	75%	2.28	91%	
Franklin	EBAYC	Thriving	Thriving	4.54	4.95	95%	4.57	99%	4.47	93%	4.17	88%	4.28	94%	
Fred T. Korematsu*	BACR	Performing	Performing	3.49	4.44	74%	3.5	84%	3.54	70%	2.46	76%	2.72	86%	
Fruitvale	Learning for Life	Performing	Performing	4.22	4.63	91%	3.95	95%	4.42	94%	3.88	76%	3.53	86%	
Futures Elementary*	Aspiranet	Thriving	Thriving	4.59	4.86	88%	4.72	92%	4.60	83%	4.17	76%	4.64	92%	
Garfield	EBAYC	Thriving	Thriving	4.58	5.00	97%	4.64	99%	4.47	100%	4.21	97%	4.92	100%	
Glenview**	BACR	Performing	Performing	4.18	4.8	100%	4.29	98%	4.29	98%	3.33	90%	3.67	92%	
Global Family*	BACR	Performing	Performing	4.05	4.92	100%	4.09	100%	4.08	100%	3.13	98%	4.14	100%	
Grass Valley**	BACR	Performing	Performing	4.40	4.68	93%	4.52	90%	4.83	90%	3.58	71%	5.00	90%	
Greenleaf	BACR	Performing	Thriving	4.64	4.92	79%	4.85	96%	4.44	88%	4.33	83%	4.06	94%	
Hoover	BACR	Thriving	Performing	3.68	4.5	95%	3.76	96%	3.58	83%	2.88	74%	2.72	93%	
Horace Mann	Learning for Life	Performing	Performing	3.99	4.86	92%	4.06	94%	3.94	90%	3.08	78%	4.19	86%	
Howard	Aspiranet	Performing	Performing	4.21	4.8	88%	4.31	96%	4.33	92%	3.42	86%	5.00	96%	

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain										
		Year-End Status 2011-12	Year-End Status 2012-13	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite
International Community School*	Oakland Leaf	Performing	Performing	4.34	5.00	92%	4.40	97%	4.08	97%	3.88	86%	3.90	92%
La Escuelita	EBAYC	Performing	Performing	4.36	4.73	90%	4.54	94%	4.20	76%	3.96	82%	3.97	87%
Lafayette	BACR	Performing	Thriving	4.68	4.96	99%	4.7	100%	4.81	100%	4.25	99%	3.83	100%
Laurel	Learning for Life	Thriving	Performing	4.33	5.00	93%	4.05	93%	4.31	72%	3.96	79%	4.08	79%
Learning Without Limits*	Reading Partners	Performing	Performing	4.30	5.00	95%	4.19	95%	4.42	88%	3.58	73%	3.83	89%
Lincoln	OASES	Thriving	Thriving	4.81	4.92	97%	4.66	97%	4.75	94%	4.92	77%	4.44	90%
M. L. King, Jr.	BACR	Performing	Performing	3.69	4.85	82%	3.43	93%	3.53	87%	2.96	73%	3.69	95%
Manzanita Community	EBAYC	Thriving	Performing	4.48	4.85	87%	4.53	94%	4.21	94%	4.33	85%	4.33	98%
Manzanita Seed*	EBAYC	Performing	Performing	4.38	4.92	93%	4.41	94%	4.44	89%	3.75	83%	3.50	91%
Markham	BACR	Performing	Performing	4.27	4.92	95%	4.15	98%	4.47	95%	3.54	90%	3.53	98%
New Highland Academy*	Higher Ground	Thriving	Thriving	4.75	4.81	91%	4.69	86%	4.92	89%	4.58	74%	4.61	88%
Parker	BACR	Performing	Performing	4.21	4.87	86%	4.29	98%	4.08	90%	3.58	84%	4.08	97%
Peralta**	Aspiranet	Performing	Performing	3.82	4.44	96%	4.43	85%	3.44	81%	2.96	66%	2.75	62%
Piedmont Avenue	Aspiranet	Performing	Performing	3.53	4.57	89%	3.56	93%	2.75	80%	3.25	73%	4.06	91%



Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain										
		Year-End Status 2011-12	Year-End Status 2012-13	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Survey Composite <sup>57</sup>	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite
Place @ Prescott	BACR	Performing	Performing	3.88	4.56	97%	4.12	98%	3.92	89%	2.92	92%	3.81	98%
Reach Academy**	BACR	Performing	Performing	3.65	4.64	81%	3.55	98%	3.97	77%	2.46	86%	3.94	76%
Rise Community School*	Aspiranet	Performing	Performing	4.03	4.92	78%	4.03	96%	4.01	88%	3.17	71%	2.69	92%
Sankofa (K-5)	BACR	Performing	Performing	3.60	4.52	78%	3.32	89%	3.80	91%	2.75	65%	3.25	83%
Sequoia	EBAC	Thriving	Thriving	4.75	4.95	90%	4.92	96%	4.77	88%	4.38	81%	4.92	86%
Sobrante Park	Higher Ground	Performing	Thriving	4.68	4.92	100%	4.79	100%	4.92	100%	4.08	100%	4.39	100%
Think College Now*	Oakland Leaf	Performing	Performing	4.40	5.00	94%	4.55	96%	4.50	91%	3.54	80%	4.28	85%
Elementary Average:				4.25	4.81	92%	4.28	95%	4.23	90%	3.67	82%	3.97	91%

### MIDDLE SCHOOLS

Alliance Academy*	BACR	Performing	Performing	3.26	4.36	84%	3.58	95%	2.75	89%	2.33	91%	2.89	83%
ASCEND (6-8)	Oakland Leaf	Thriving	Performing	4.40	5.00	94%	4.69	97%	3.69	91%	4.21	67%	3.14	76%
Barack Obama Academy	BACR**	<sup>58</sup>	<sup>59</sup>	--	--	100%	--	100%	--	100%	--	50%	--	100%
Bret Harte	BACR	Performing	Performing	4.03	4.87	86%	4.29	89%	3.85	81%	3.08	76%	3.42	73%

<sup>58</sup> Barack Obama Academy did not respond to evaluation visit requests.

<sup>59</sup> Barack Obama Academy did not respond to evaluation visit requests.



Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain										
		Year-End Status 2011-12	Year-End Status 2012-13	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite
Claremont	BACR	Performing	Performing	3.29	4.53	78%	3.60	87%	2.19	70%	2.83	78%	2.56	75%
Coliseum College Prep Academy*	Safe Passages	Performing	Thriving	4.72	5.00	86%	5.00	92%	4.38	87%	4.50	78%	4.56	83%
Edna Brewer	Safe Passages	Performing	Performing	3.80	4.76	83%	4.45	88%	2.98	82%	3.00	71%	4.11	73%
Elmhurst Community Prep*	BACR	Performing	Performing	3.94	4.60	79%	4.01	80%	3.90	68%	3.25	56%	4.61	72%
Frick	Safe Passages	Performing	Performing	4.01	4.86	87%	4.42	91%	3.60	89%	3.17	80%	4.33	89%
Madison	BACR	Performing	Performing	4.38	4.92	93%	4.60	81%	3.83	84%	4.17	71%	4.56	79%
Melrose Leadership	Aspiranet	Performing	Performing	3.99	4.77	71%	4.51	82%	3.35	68%	3.33	55%	4.25	60%
Roosevelt	EBAYC	Performing	Performing	4.12	4.96	98%	4.41	98%	3.96	95%	3.17	89%	3.64	94%
Roots*	Aspiranet	Performing	Performing	3.49	4.57	67%	3.74	84%	2.75	83%	2.92	45%	3.03	63%
Sankofa (6-8)	BACR	Performing	Performing	3.60	4.52	56%	3.32	100%	3.80	94%	2.75	88%	3.25	100%
United For Success	Safe Passages	Performing	Performing	3.08	4.57	93%	3.83	90%	2.25	80%	1.67	71%	4.61	81%
Urban Promise Academy	Oakland Leaf	Performing	Performing	4.21	5.00	96%	4.56	97%	3.77	94%	3.50	95%	4.39	92%
West Oakland Middle	YMCA	Performing	Performing	3.83	4.42	95%	3.75	100%	3.23	98%	3.92	87%	3.64	93%
Westlake	Eagle Village	Performing	Performing	4.06	4.71	88%	4.52	93%	3.77	89%	3.25	80%	3.89	90%

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain										
		Year-End Status 2011-12	Year-End Status 2012-13	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Survey Composite <sup>57</sup>	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite	Domain Score	Survey Composite
Middle School Average:				4.73	4.73	87%	4.22	89%	3.37	84%	3.21	74%	3.90	80%

### HIGH SCHOOLS

Bunche**	BACR	Performing	Thriving	4.55	5	100%	4.58	100%	4.21	100%	4.42	100%	4.58	100%
Castlemont**	Youth Uprising	Performing	Performing	3.86	4.77	100%	4.39	100%	3.27	85%	3.00	100%	4.36	92%
Coliseum College Prep Academy**	Safe Passages	Performing	Thriving	4.71	4.92	97%	4.73	100%	4.50	100%	4.67	98%	5.00	100%
Dewey**	EBAYC	Thriving	Thriving	4.88	5.00	100%	5.00	100%	4.67	100%	4.83	98%	4.56	91%
Fremont	Alternatives in Action	Performing	Thriving	4.74	4.92	95%	4.87	98%	4.50	99%	4.67	99%	4.67	94%
Life Academy*	Alternatives in Action	Thriving	Thriving	4.85	5.00	97%	5.00	97%	4.67	96%	4.75	96%	4.69	92%
McClymonds	Alternatives in Action	Performing	Thriving	4.73	5.00	87%	4.71	98%	4.54	94%	4.67	84%	4.39	95%
Met West**	Safe Passages	Performing	Thriving	4.57	5.00	--	4.65	--	4.29	--	4.33	--	3.78	--
Oakland High**	EBAYC	Thriving	Thriving	4.79	5.00	96%	5.00	97%	4.58	94%	4.58	88%	4.61	93%
Oakland Technical**	BACR	Performing	Thriving	4.54	4.97	93%	4.72	78%	4.38	81%	4.08	69%	4.28	79%
Rudsdale Continuation**	BACR	Performing	Performing	4.06	5.00	100%	4.15	100%	3.75	94%	3.33	97%	3.89	94%
Skyline**	Youth Together	Thriving	Thriving	4.74	5.00	97%	4.87	98%	4.42	93%	4.67	90%	4.11	84%

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain										
		Year-End Status 2011-12	Year-End Status 2012-13	Overall (Excluding Academic Climate)	Safe		Supportive		Interaction		Engagement		Academic Climate	
					Domain Score	Survey Composite %	Domain Score	Survey Composite %	Domain Score	Survey Composite %	Domain Score	Survey Composite %	Domain Score	Survey Composite %
Street Academy**	BACR	Performing	Performing	4.35	4.92	96%	4.56	100%	3.92	100%	4.00	100%	4.39	100%
		High School Average:		4.96	4.96	96%	4.71	97%	4.28	95%	4.31	92%	4.41	92%

\* After school program takes place on a shared campus with another school/after school program.

\*\* Programs are *not* funded by OFCY.

# APPENDICES

## Appendix A. Data Sources by Report Section

Report Section	Data Sources
Program Attendance	<p><b>Program enrollment and attendance data from CitySpan</b></p> <p>Program targets based on OUSD service goals determined by CDE.</p>
Program Quality and Youth Outcomes	<p><b>Point of Service Quality Assessments (Site Observations)</b></p> <p>Point of service quality assessments were completed by the OUSD After School Program Office and by Public Profit using the Program Quality Assessment Tool, a research-based structured observation tool which assess program quality in the following domains: Safe, supportive, engagement, interaction, and academic support.</p> <p>Elementary school programs were evaluated using the School-Aged version of the Program Quality Assessment Tool (SA-PQA)</p> <p>Middle and high school programs were evaluated using the Youth version of the Program Quality Assessment Tool (Y-PQA)</p> <p><b>Youth Survey</b></p> <p>Youth who participated in OUSD after school programs were given a post-test survey in May of 2013 to investigate their opinions regarding program quality and a variety of outcomes related to their involvement in the after school program (i.e. social skill development, academic attitudes, etc.)</p> <p><b>Parent Survey</b></p> <p>Parents of participating youth were surveyed to investigate their opinion on program quality, their personal involvement in the after school program, and their perspectives on the skills their children were developing in the after school program</p> <p><b>Teacher/Principal Survey</b></p> <p>Teachers and school principals at after school program host schools were surveyed to investigate the quality of relationships between after school programs and school-day staff and their opinions on the strengths and weaknesses of the after school programs.</p> <p><b>Program Practices Survey</b></p> <p>Grantees (after school program Site Coordinators and Directors) were surveyed to examine their self-reported policies and practices.</p> <p><b>Program enrollment and attendance data from CitySpan</b></p> <p>Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes</p> <p><b>OUSD District Academic Data</b></p> <p>Student test scores and Fall/Spring grades were analyzed to evaluate youth participants' academic outcomes</p>

## Appendix B: Site Visit Methodology

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

After school programs supported by the Oakland Unified School District were visited twice – once by the evaluation team and once by the OUSD After School Programs Office.

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

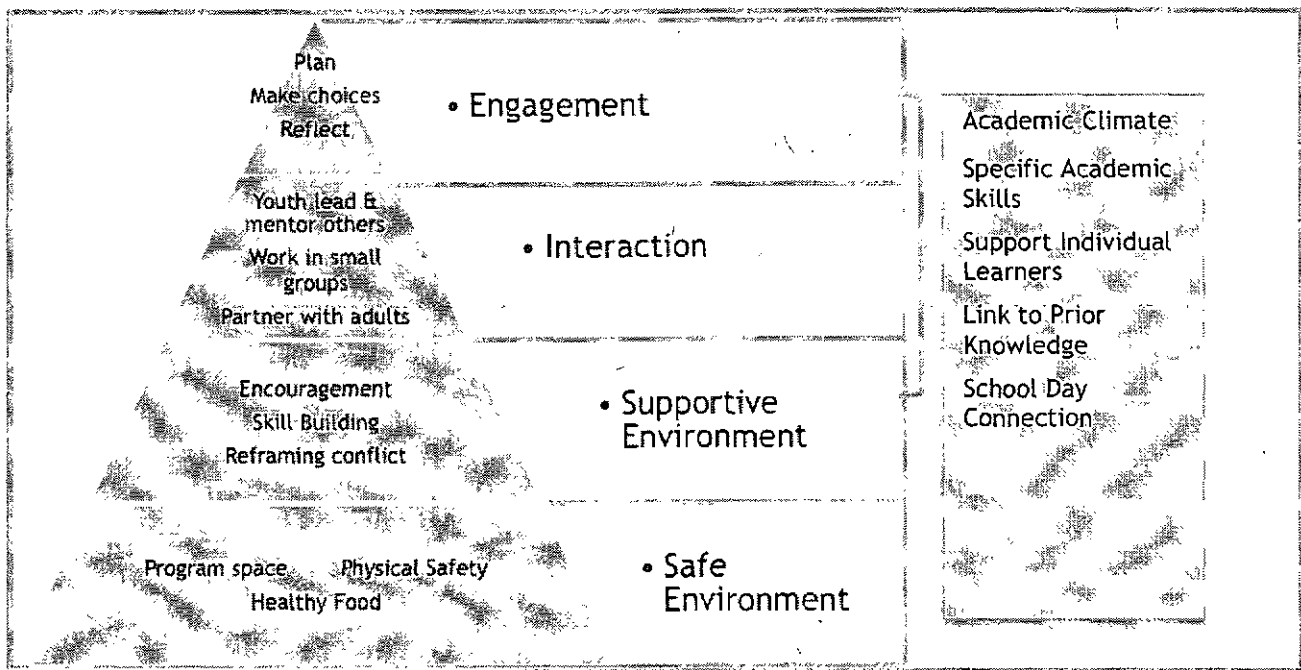
The YPQA includes five domains:

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

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

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

## PROGRAM QUALITY ASSESSMENT DOMAINS



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

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

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



## Appendix C. Point of Service Quality Composite Survey Items

Quality Domain Composite	Elementary	Secondary
Safe	Other kids hit or push me in this after school program when they are not just playing around.	How many times in the after school program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?
	When I am in this after school program, other kids in the program spread mean rumors or lies about me.	How many times in the after school program have you had mean rumors or lies spread about you?
	I feel safe in this program.	
Supportive	In this program, there is an adult who wants me to do my best.	The staff in this program expects me to try hard to do my best.
	The adults here tell me when I do a good job.	The staff here tells me when I do a good job.
Interaction	In this program, I try new things.	
	I feel like I belong at this program.	
	In this program, I get to help other people.	
Engagement	This program helps me to make friends.	Since coming to this program, I am better at making friends.
	I am interested in what we do.	I am interested in what we do in this program.
	In this program, I get to decide things like activities and group agreements.	
	The adults in this program listen to what I have to say.	The staff members here listen to what I have to say
Academic Climate	I am challenged in a good way.	In this program, I am challenged in a good way.
	This program helps me to know why it's important to do well in school.	
	I learn how to do things in this program that help with my school work.	In this program, I practice skills that help understand what is being taught in school.
	This program helps me enjoy learning.	

## Appendix D: Youth Survey Responses By Gender

### POINT OF SERVICE QUALITY: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY, BY PROGRAM TYPE

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
Safe	91%	93%	87%	88%	96%	97%
Supportive	94%	96%	89%	91%	96%	97%
Interaction	87%	91%	83%	85%	94%	95%
Engagement	80%	83%	74%	75%	91%	94%
Academic Climate	91%	91%	82%	79%	91%	93%

### PARTICIPANTS' SELF-REPORTED PHYSICAL SAFETY IN AFTER SCHOOL, BY PROGRAM TYPE

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
I feel safe in this program.	90%	94%	87%	88%	96%	98%
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around no more than 1 time.	11%	8%	21%	15%	6%	7%
Other kids in this program have spread mean rumors or lies about me no more than 1 time.	18%	15%	16%	20%	6%	9%

### PARTICIPANTS' SELF-REPORTED HEALTHY ACTIVITIES, BY PROGRAM TYPE

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
Like to exercise more.	86%	82%	78%	61%	77%	60%
Learn about healthy foods to eat.	79%	80%	67%	64%	71%	74%
Make good choices about my health.	84%	84%	73%	68%	79%	75%

### PARTICIPANTS' SELF-REPORTED CONNECTION TO CARING ADULTS IN AFTER SCHOOL, BY PROGRAM TYPE

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
I could go to a staff member at this program for advice if I have a serious problem.]	91%	93%	76%	81%	89%	91%
There is an adult at this program who really cares about me.	92%	96%	82%	85%	94%	95%



**PARTICIPANTS' SELF-REPORTED INTERACTION OPPORTUNITIES IN AFTER SCHOOL, BY PROGRAM TYPE**

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
I feel like I belong at this program.	90%	91%	87%	88%	96%	95%
In this program, I get to help other people.	83%	88%	76%	79%	89%	90%
This program helps me to make friends.	80%	86%	78%	77%	86%	87%

**PARTICIPANTS' SELF-REPORTED SOCIAL SKILLS, BY PROGRAM TYPE**

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
Since coming to this program, I get along better with other people my age.	86%	87%	81%	80%	90%	88%
Since coming to this program, I am better at listening to people.	84%	88%	77%	77%	88%	91%
Since coming to this program, I am better at taking care of problems without violence or fighting.	86%	87%	74%	71%	85%	88%

**PARTICIPANTS' SELF-REPORTED CONNECTIONS TO SCHOOL, BY PROGRAM TYPE**

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
This program has helped me care more about my school.	87%	89%	78%	77%	86%	90%
This program has helped me to feel like a part of my school.	85%	88%	80%	80%	89%	92%
Since coming to this program, I talk with my family about school more often.	--	--	63%	63%	74%	73%

### PARTICIPANTS' SELF-REPORTED ENGAGEMENT IN AFTER SCHOOL, BY PROGRAM TYPE

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
I am interested in what we do.	84%	87%	83%	81%	92%	93%
In this program, I get to decide things like activities and group agreements.	71%	74%	70%	68%	83%	87%
The adults here listen to what I have to say.	88%	88%	81%	85%	96%	95%
I am challenged in a good way.	85%	86%	78%	82%	91%	94%

### PARTICIPANTS' SELF-REPORTED SENSE OF SELF-EFFICACY, BY PROGRAM TYPE

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
When I'm in this program, I feel good about myself.	87%	88%	83%	84%	93%	94%
Since coming to this program, I am better at setting goals for myself.	--	--	78%	77%	92%	93%
This program helps me think about the future.	73%	71%	--	--	--	--
This program helped me work hard toward my goals.	86%	90%	81%	80%	90%	93%
I am better at something that I used to think was hard.	83%	84%	79%	80%	89%	91%
Since coming to this program, I am more of a leader.	72%	78%	69%	73%	86%	84%

### YOUTH REPORTED CAREER EXPLORATION, BY PROGRAM TYPE

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
I learn more about the kinds of jobs I'd like to have in the future.	72%	73%	74%	66%	81%	84%
This program has helped me understand how to get the kind of job I want.	--	--	73%	66%	80%	79%

**PARTICIPANTS' SELF-REPORTED ACADEMIC SKILLS IN AFTER SCHOOL, BY PROGRAM TYPE**

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
This program helps me to know why it's important to do well in school.	90%	91%	83%	83%	93%	95%
In this program, I practice skills that help understand what is being taught in school.	88%	88%	79%	78%	85%	90%
This program helps me enjoy learning.	83%	85%	73%	69%	85%	90%

**YOUTH SELF-REPORTED PREPAREDNESS FOR HIGH SCHOOL AND HIGH SCHOOL GRADUATION, BY PROGRAM TYPE**

	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
This program helps me feel more prepared for high school.	--	--	81%	75%	--	--
This program has helped me feel more confident about graduating from high school.	--	--	--	--	93%	89%
This program has helped me feel more confident about going to college.	61%	60%	82%	80%	91%	91%

## Appendix E: Youth Survey Responses By Race/Ethnicity

### POINT OF SERVICE QUALITY: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY, BY PROGRAM TYPE

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
Safe	91%	93%	93%	84%	94%	88%	95%	98%	98%
Supportive	94%	97%	95%	91%	95%	88%	96%	93%	98%
Interaction	88%	93%	90%	85%	92%	82%	93%	97%	97%
Engagement	80%	84%	83%	77%	84%	71%	92%	90%	96%
Academic Climate	92%	93%	91%	84%	85%	77%	92%	89%	95%

### PARTICIPANTS' SELF-REPORTED PHYSICAL SAFETY IN AFTER SCHOOL, BY PROGRAM TYPE

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
I feel safe in this program.	92%	94%	91%	86%	91%	88%	96%	100%	97%
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around no more than 1 time.	11%	8%	9%	21%	12%	18%	10%	4%	3%
Other kids in this program have spread mean rumors or lies about me no more than 1 time.	20%	13%	15%	21%	9%	18%	9%	6%	5%

### PARTICIPANTS' SELF-REPORTED HEALTHY ACTIVITIES BY PROGRAM TYPE, BY PROGRAM TYPE

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
Like to exercise more.	83%	86%	85%	67%	75%	70%	69%	63%	75%
Learn about healthy foods to eat.	77%	84%	81%	66%	77%	62%	75%	61%	77%
Make good choices about my health.	83%	85%	86%	71%	76%	69%	79%	71%	81%

**PARTICIPANTS' SELF-REPORTED CONNECTION TO CARING ADULTS IN AFTER SCHOOL, BY PROGRAM TYPE**

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
I could go to a staff member at this program for advice if I have a serious problem.	92%	90%	92%	81%	82%	76%	89%	86%	92%
There is an adult at this program who really cares about me.	95%	94%	93%	88%	90%	80%	94%	93%	96%

**PARTICIPANTS' SELF-REPORTED INTERACTION OPPORTUNITIES IN AFTER SCHOOL, BY PROGRAM TYPE**

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
I feel like I belong at this program.	90%	93%	90%	87%	94%	86%	95%	97%	96%
In this program, I get to help other people.	82%	90%	87%	77%	90%	75%	87%	93%	91%
This program helps me to make friends.	80%	86%	85%	77%	82%	77%	83%	86%	92%

**PARTICIPANTS' SELF-REPORTED SOCIAL SKILLS, BY PROGRAM TYPE**

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
Since coming to this program, I get along better with other people my age.	85%	89%	88%	82%	86%	79%	86%	86%	95%
Since coming to this program, I am better at listening to people.	85%	87%	88%	76%	85%	77%	87%	91%	93%
Since coming to this program, I am better at taking care of problems without violence or fighting.	85%	90%	88%	73%	79%	70%	86%	87%	86%

**PARTICIPANTS' SELF-REPORTED CONNECTIONS TO SCHOOL, BY PROGRAM TYPE**

	Elementary			AfAmer	Middle			AfAmer	High	
	AfAmer	API	Latino/a		API	Latino/a	API		Latino/a	
This program has helped me care more about my school.	87%	91%	89%	76%	86%	77%	87%	90%	89%	
This program has helped me to feel like a part of my school.	85%	90%	88%	80%	86%	79%	89%	90%	93%	
Since coming to this program, I talk with my family about school more often.	--	--	--	66%	66%	61%	72%	73%	78%	

**PARTICIPANTS' SELF-REPORTED ENGAGEMENT IN AFTER SCHOOL, BY PROGRAM TYPE**

	Elementary			AfAmer	Middle			AfAmer	High	
	AfAmer	API	Latino/a		API	Latino/a	API		Latino/a	
I am interested in what we do.	86%	84%	86%	85%	87%	79%	92%	94%	94%	
In this program, I get to decide things like activities and group agreements.	71%	74%	73%	71%	77%	66%	83%	84%	89%	
The adults here listen to what I have to say.	86%	89%	88%	82%	92%	82%	94%	93%	98%	
I am challenged in a good way.	86%	87%	86%	81%	86%	79%	93%	90%	95%	

**PARTICIPANTS' SELF-REPORTED SENSE OF SELF-EFFICACY, BY PROGRAM TYPE**

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
When I'm in this program, I feel good about myself.	87%	90%	87%	86%	86%	82%	93%	96%	94%
Since coming to this program, I am better at setting goals for myself.	--	--	--	79%	84%	75%	93%	90%	95%
This program helps me think about the future.	71%	75%	74%	--	--	--	--	--	--
This program helped me work hard toward my goals.	88%	89%	89%	83%	86%	78%	91%	91%	93%
I am better at something that I used to think was hard.	84%	86%	84%	81%	88%	77%	90%	92%	88%
Since coming to this program, I am more of a leader.	78%	69%	76%	78%	72%	65%	89%	70%	88%

**YOUTH REPORTED CAREER EXPLORATION, BY PROGRAM TYPE**

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
I learn more about the kinds of jobs I'd like to have in the future.	72%	73%	75%	73%	76%	68%	85%	71%	86%
This program has helped me understand how to get the kind of job I want.	--	--	--	70%	77%	69%	80%	69%	84%

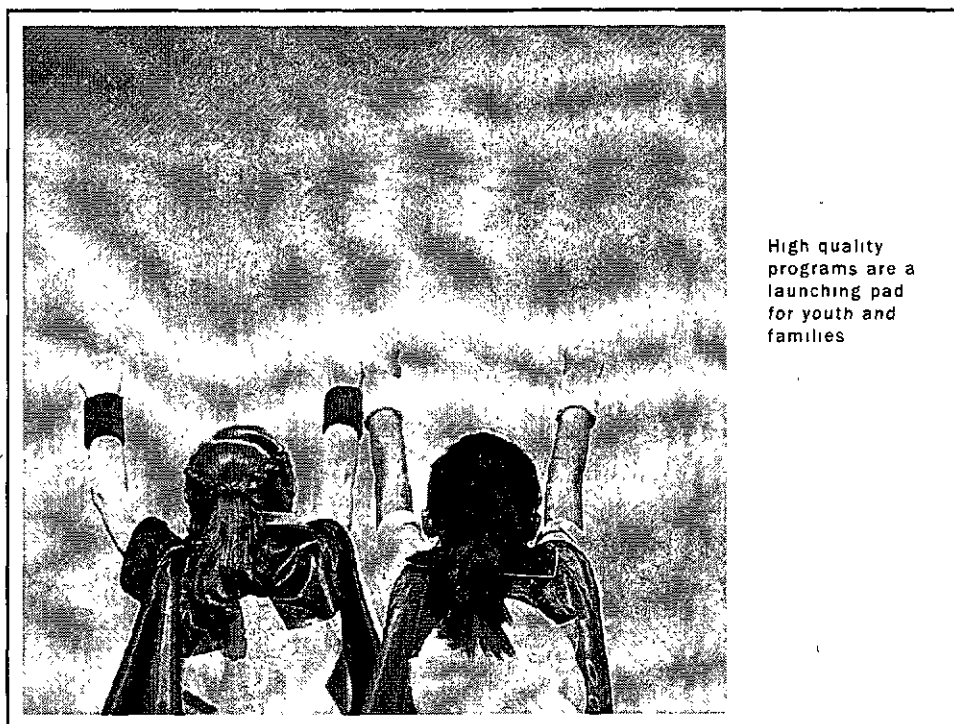
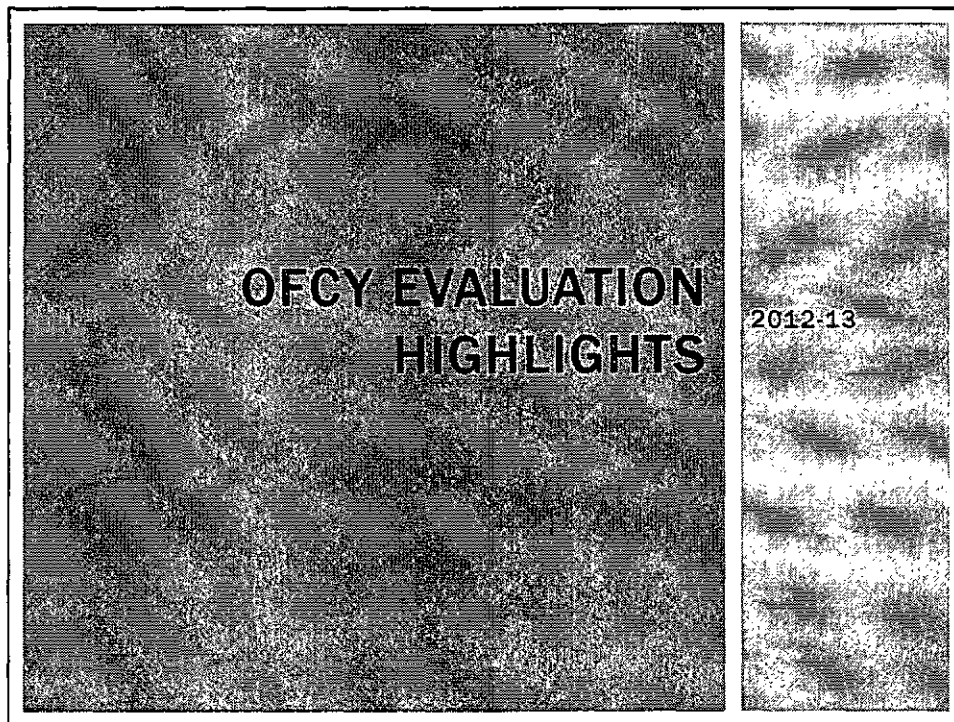
**PARTICIPANTS' SELF-REPORTED ACADEMIC SKILLS IN AFTER SCHOOL, BY PROGRAM TYPE**

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
This program helps me to know why it's important to do well in school.	89%	92%	93%	84%	87%	81%	95%	94%	94%
In this program, I practice skills that help understand what is being taught in school.	89%	90%	89%	82%	88%	74%	88%	82%	90%
This program helps me enjoy learning.	85%	88%	83%	73%	77%	69%	86%	89%	89%

**YOUTH SELF-REPORTED PREPAREDNESS FOR HIGH SCHOOL AND HIGH SCHOOL GRADUATION, BY PROGRAM TYPE**

	Elementary			Middle			High		
	AfAmer	API	Latino/a	AfAmer	API	Latino/a	AfAmer	API	Latino/a
This program helps me feel more prepared for high school.	--	--	--	81%	84%	75%	--	--	--
This program has helped me feel more confident about graduating from high school.	--	--	--	--	--	--	93%	91%	91%
This program has helped me feel more confident about going to college.	61%	63%	62%	82%	89%	78%	94%	90%	91%





**2012-13 BY THE NUMBERS**

**117** programs for 0-20 year olds

**28,202** children and youth

**1 in 5** participants live in 94601

**125%** match for OFCY dollars

**2012-13 PERFORMANCE & QUALITY**

**95%** met or exceeded units of service

**96%** met or exceeded youth served

**100%** met observational quality standards

## OFCY STRATEGIES 2012-13



Early Childhood



Out of School Time



Wellness & Healthy Transitions



Older Youth

## EARLY CHILDHOOD HIGHLIGHTS

- Parents in playgroups reported:
  - 32% increase in “knowledge of how my child’s brain is developing and growing”
  - 23% increase in “my ability to respond effectively when my child is upset”
  
- Educators who received coaching reported:
  - Decreased concern about children’s challenging behaviors
  - Using more supportive responses and fewer exclusionary responses
  
- Parents who received coaching reported greater access to resources to help their child

## OFCY STRATEGIES 2012-13



Early Childhood



Out of School Time



Wellness & Healthy Transitions



Older Youth

## OUT OF SCHOOL TIME HIGHLIGHTS

- Program quality is high overall, though engagement practices can improve.
- Participants report:
  - A greater sense of mastery
  - Stronger pro-social connections
  - Improved decision making and goal setting
- English Learners in after school were much more likely to be re-designated fluent in English than non-participants.

## OFCY STRATEGIES 2012-13



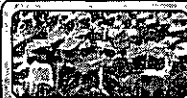
Early Childhood



Out-of-School Time



Wellness & Healthy Transitions



One-on-One

## WELLNESS & HEALTHY TRANSITIONS HIGHLIGHTS

- Extremely positive youth reports of program quality
- About 8 in 10 youth in transitions programs report stronger connections to school
- 9 in 10 youth in Conflict Resolution "are better at taking care of problems without violence or fighting"
- Nearly all (97%) Youth Leadership participants report greater self-confidence and mastery

## OFCY STRATEGIES 2012-13



Academic Success



Career School Time



Wellness & Health Transitions



Older Youth

## OLDER YOUTH HIGHLIGHTS

- Extremely positive youth reports of program quality
- About 9 in 10 Older Youth participants report stronger decision-making and goal setting skills
- 90% of Career Success participants report a greater understanding of career opportunities
- Almost all (98%) Academic Success participants report stronger academic habits and attitudes
- 95% of Comprehensive program participants report a stronger sense of mastery

FILED  
OFFICE OF THE CITY CLERK  
OAKLAND

OAKLAND CITY COUNCIL

2014 FEB 13 PM 1:12 Resolution No \_\_\_\_\_ C M S.

Introduced by Councilmember \_\_\_\_\_

**RESOLUTION ADOPTING THE OAKLAND FUND FOR CHILDREN AND YOUTH FINAL EVALUATION REPORTS FOR FISCAL YEAR 2012-2013**

**WHEREAS**, the Kids First! Oakland Fund for Children and Youth was reauthorized by voter approval of Measure D in July 2009, for programs and services benefiting children and youth to help young people grow to become healthy, productive, and honorable adults; and

**WHEREAS**, the Kids First! Legislation (Article XIII. Oakland City Charter section 1305.4) requires the Planning and Oversight Committee (POC) of the Oakland Fund for Children and Youth annually to present the independent evaluation reports to the Oakland City Council for adoption; and

**WHEREAS**, the City contracted with the firm Public Profit, Inc. to conduct the independent evaluation for fiscal year 2012-2013 and report their findings; and

**WHEREAS**, for fiscal year 2012-2013 OFCY awarded \$9.8 million in grant funds and monitored 117 grant agreements with qualified organizations for direct services to children and youth; and

**WHEREAS**, the firm Public Profit, Inc. conducted the evaluation of the OFCY grant projects for fiscal year 2012-2013 to assess the quality of the programs and outcomes achieved; and

**WHEREAS**, the firm Public Profit, Inc. has presented its findings in the evaluation reports, Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2012-2013 and Oakland School-Based After School Programs Evaluation Findings Report 2012-13, and these reports have been submitted to City Council; now therefore, be it

**RESOLVED:** That the City Council hereby accepts and adopts the Oakland Fund for Children and Youth final evaluation reports as completed by the independent evaluation firm Public Profit, Inc. and submitted by the Oakland Fund for Children and Youth Planning and Oversight Committee, pursuant to Charter section 1305.4.

IN COUNCIL, OAKLAND, CALIFORNIA, \_\_\_\_\_

**PASSED BY THE FOLLOWING VOTE:**

AYES- BROOKS, GALLO, GIBSON MCELHANEY, KALB, KAPLAN, SCHAAF, REID and PRESIDENT KERNIGHAN

NOES-

ABSENT-

ABSTENTION-

3

LIFE ENRICHMENT CMTE.

FEB 25 2014

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