

CITY OF OAKLAND

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OAKLAND

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AGENDA REPORT

TO: Sabrina B. Landreth
City Administrator

FROM: Sara Bedford
Director, Human Services

SUBJECT: OFCY 2014-2015 Evaluation Reports

DATE: Jan. 13, 2015

City Administrator Approval

Date:

1/14/16

RECOMMENDATION

Staff Recommends That The City Council Adopt A Resolution Adopting The Oakland Fund For Children And Youth (OFCY) Final Evaluation Reports For Fiscal Year 2014-2015.

EXECUTIVE SUMMARY

A resolution has been prepared for the adoption of the Oakland Fund for Children and Youth (OFCY) final evaluation reports for Fiscal Year FY 2014-2015 as submitted by the OFCY Planning and Oversight Committee (POC). The reports provide findings on the quality of programs and outcomes achieved of 128 programs supported by OFCY grants during the 2014-2015 funding year and were approved by the POC on November 4, 2015.

OFCY contracts with the firms Social Policy Research Associates (SPR) and Public Profit Inc., both Oakland-based independent evaluation firms, to conduct the third-party evaluation of OFCY's 66 community based and 62 school based programs. Attached are the two evaluation reports prepared by SPR and Public Profit to evaluate OFCY-funded programs in 2014-2015:

- The OFCY Final Report for FY 2014-2015 (**Attachment A**) prepared by SPR provides evaluation information on 66 OFCY funded children and youth programs.
- The Oakland School-Based After School Programs Evaluation 2014-2015 Findings Report (**Attachment B**) prepared by Public Profit with joint funding from Oakland Unified School District (OUSD) provides an evaluation of the 62 OFCY funded afterschool programs operating at public and charter schools and 18 programs funded by solely by OUSD.

Program evaluation findings reported are considered in the selection or renewal of individual grant programs the following year.

Item: _____
Life Enrichment Committee
January 26, 2016

BACKGROUND/LEGISLATIVE HISTORY

OFCY was established in 1996, when Oakland voters passed the Kids First! Initiative as an amendment to the City Charter to set aside 2.5% of the City’s unrestricted General Fund for programs and services benefiting children and youth under 21 years of age. Measure D reauthorized the funding for the Oakland Children’s Fund for an additional 12 years (2010-2021) and increased the annual set aside (to 3 percent) for grants to non-profits and public agencies through OFCY.

Oakland City Charter Section 1305.4 establishes the Oakland Children’s Fund and requires an annual independent evaluation of OFCY programs. A total of 128 grant programs were supported by OFCY in fiscal year 2014-2015 and evaluated. SPR and Public Profit were selected through a competitive review process in 2013 to evaluate OFCY in 2014-2015 and 2015-2016. The City and OUSD combine funding for a joint evaluation of school based after school programs by Public Profit.

ANALYSIS AND POLICY ALTERNATIVES

In fiscal year 2014-2015, 125 OFCY-funded programs completed their second year of programming of the three-year OFCY grant cycle (2013-2016). Three programs selected to serve Lesbian, Gay Bisexual, Transgender and Queer (LGBTQ) youth completed their first year of programming. These 128 programs collectively served 27,379 children and youth through programming in four OFCY Strategy Areas: Healthy Development of Young Children, Student Success in School, Youth Leadership and Community Safety, and Transitions to Adulthood.

Social Policy Research Associates evaluated 66 programs across 11 funding strategies within the OFCY four goal areas. Public Profit evaluated 62 elementary and middle school after school programs funded by OFCY, and 18 additional programs funded solely by OUSD.

OFCY Funding Strategy	# of Programs	OFCY Funding FY14-15
EC Mental Health & Developmental Consultations	3	\$687,700
EC Parent & Child Engagement in Early Learning	8	\$898,588
Summer Pre-K Camp	1	\$80,000
School-Based After School Programs	62	\$4,355,000
Transitions Programs into Middle & High School	4	\$476,100
Youth Leadership in Community Schools	3	\$461,670
Community Based Programs	11	\$868,701
Summer Programs	10	\$770,450
Youth Leadership and Community Safety	6	\$529,990
Youth Career & Workforce Development	11	\$1,076,412
Academic Support for Older Youth	4	\$485,595
LGBTQ Youth Services Strategy	5	\$533,875
TOTAL	128	\$11,224,081

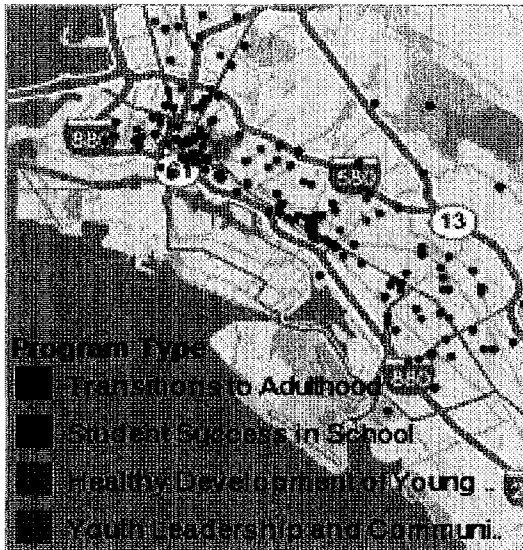
OFCY programs reported \$19,089,524.22 in matching funds during FY 2014-2015, not including volunteer hours and in-kind donations. The amount of \$11,224,081 in OFCY funding was matched by \$19,089,524.22 in other funds, including private funds, public funds, in-kind funds, and individual funds. This equates to 170% leverage of public (OFCY) funds.

Social Policy Research Associates – FY 2014-2015 Evaluation Report findings

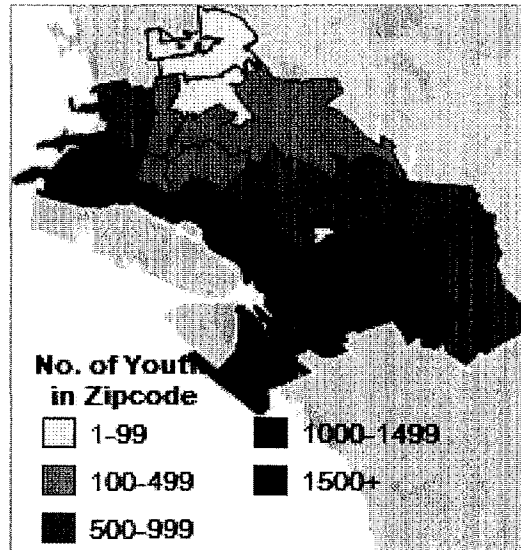
The 66 programs evaluated by SPR in 2014-2015 ranged from early childhood programs serving children 0-5 and their primary caregivers to older youth programs helping youth to transition to adulthood through workforce experience and academic support.

During FY 2014-2015, OFCY programs served 17,217 youth and 2,197 adults across all neighborhoods in Oakland, with over 20% of participants coming from zip code 94601 Oakland Council District number five, around Fruitvale and along International Boulevard, and 40% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. The Student Success in School (36%) strategy served the most participants, followed by Youth Leadership and Community Safety (29%), and Healthy Development of Young Children (20%).

Program Site Location



Participants' Home Zipcode



The vast majority of OFCY youth participants were children and youth of color, with African American (36%) and Hispanic (36%) children and youth making up most of the participants, followed by Asian/Pacific Islander (14%), multiracial (3%), and Caucasian/White (3%) children and youth.

Program Performance

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Programs made good progress toward enrollment and units of service projections. Ninety-two percent (92%) met the enrollment threshold, and 89% met the threshold for units of service. Only one program fell short in both areas. SPR also piloted two additional measures, including a percentage of participants who

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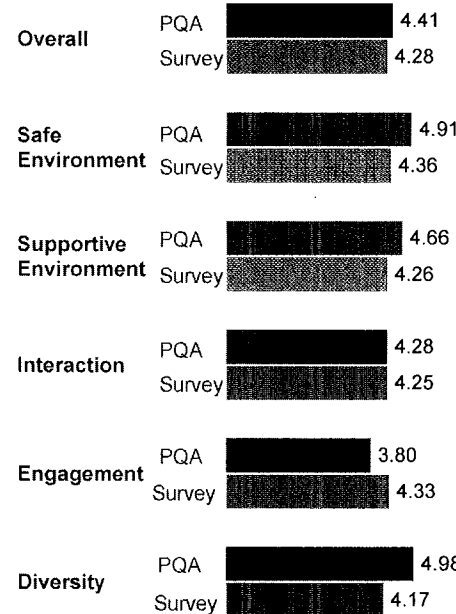
receive 40 or more hours of service (69% met this threshold) and a percentage of participants who complete a participant survey (43% of all participants). About three-quarters of programs provided an average of at least 40 hours of service to youth participants.

Program Quality

OFCY draws on multiple data sources to assess program quality, including structured observations using the Program Quality Assessment (PQA) and the annual participant surveys. The survey and PQA tool capture quality along five dimensions on a five-point scale. SPR added diversity to these dimensions and, responding to grantee feedback, added partnerships, relevance, and responsiveness for Healthy Development of Young Children programs.

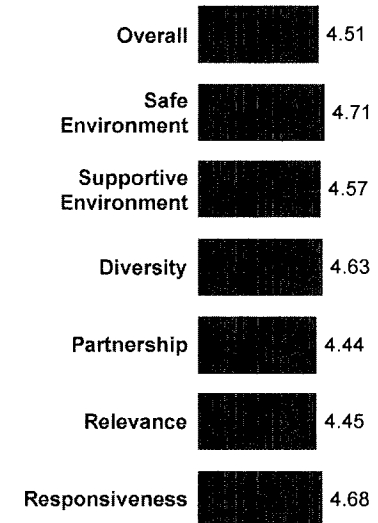
Program Quality Scores

Youth Programs



Healthy Development of Young Children Programs

(caregiver & educator surveys only)



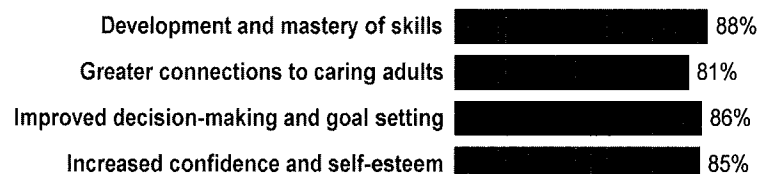
Data consistently points to the generally high quality of OFCY programs. Although there are differences in how site visitors and youth rank different dimensions of program quality, the PQA and survey ratings are consistently high. Youth gave higher ratings to programs that, on average, provided more hours of service to participants. In addition, program quality was related to small program size. On average, youth gave higher ratings in all areas to programs that served less than 100 youth over the program year.

Program Outcomes

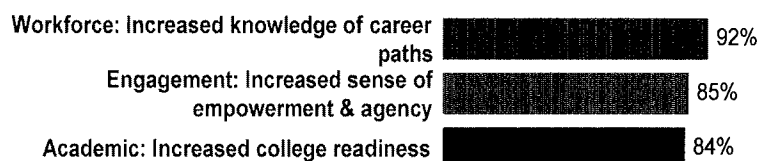
SPR surveyed youth, parents and early childhood educators, with results indicating that OFCY programs are making strong progress towards achieving strategy and general youth development outcomes. Four out of five youth across all programs report positive general youth outcomes through their participation in an OFCY program.

Percent of Participants Achieving Outcomes

General Youth Development Outcomes

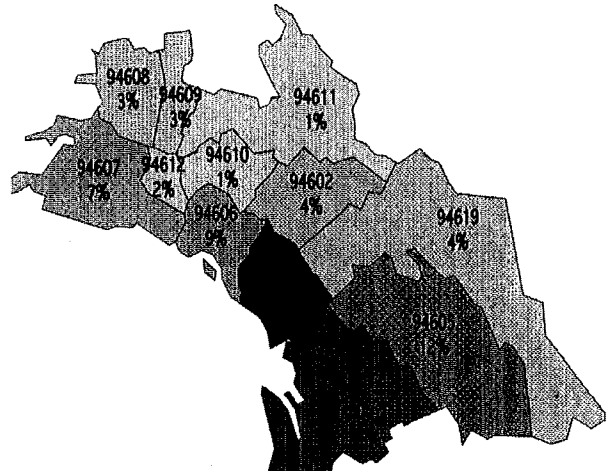


Select Framework-Specific Outcomes



In Early Childhood, surveys to educators receiving services from programs in the Mental Health and Developmental Consultations in Early Care and Education strategy indicate that programs were strongest in the area of increased access to resources and support (85%). Results indicate that educators viewed the mental health consultants themselves as strong resources, with 90% of respondents reporting that their mental health consultant works closely with parents to find resources to meet their children’s needs, and describing their mental health consultant as a partner in meeting children’s mental health needs. Moreover, 93% of respondents reported having a good relationship with the mental health consultant, which is the highest scoring measure across all domains. Overall, results from parent and caregiver surveys are extremely positive across all outcome domains, with agreement ratings for all measures being above 90%. Nine out of 10 parents agreed that their program connected them with other programs and resources that can help them to be a better parent (91%) while 97% agreed with the statement that ‘My child and I have made new friends as a result of this program’. This indicates that programs are meeting their key goals of fostering community relationships and reducing parents’ sense of isolation.

Participants in Youth Career and Workforce Development programs made the most progress in the areas of increased professionalism (96%), increased knowledge of careers and career paths (92%), and increased awareness of educational requirements for specific careers (91%). Youth in academic-focused programs showed the most progress in the areas of increased college readiness and increased ability to develop academic goals, followed by increased confidence in accessing educational opportunities. Across all academic outcomes questions, youth were most likely to agree with the statement “I learned how to do things in this program that help with my school work” (87%).



School Based After School Programming

School Based After School programs, funded in the Student Success in School strategy area, were evaluated by Public Profit, with findings presented in the *Oakland School-Based After School Programs Evaluation 2014-15 Findings Report*. The 62 OFCY-funded programs in the School-Based After School Strategy served 10,162 children and youth in 2014-2015. About half of all participants live in the zip codes 94601 (21%), 94621 (16%) and 94603 (15%).

Over 95% of participants in OFCY-funded after school programs in FY2014-2015 were students of color, with nearly half (49%) identifying as Hispanic or Latino, 34% as Black or African American, and 12% as Asian. OFCY-funded after school programs served slightly more male (50.9%) than female students (49.1%) during the 2014-2015 school year.

School Based After School Participants Race / Ethnicity 2014-2015	
Hispanic or Latino	49.2%
Black or African American	34.4%
Asian	11.9%
White	2.7%
Unknown	0.6%
American Indian and Alaska Native	0.4%
Some Other Race	0.4%
Two or More Races	0.4%
Middle East/North Africa	> 0.1%
Native Hawaiian and Other Pacific Islander	> 0.1%

School Based After School Program Performance

Overall, OFCY-funded school based after school programs were successful in meeting OFCY performance measures for enrollment and projected units of service. All 62 programs meet enrollment thresholds, while 57 out of 62 programs (92%) met the threshold for units of service. School based after school programs served over 10,000 students last school year, with youth participating for a total of 3,459,528 hours.

Summary of School Based After School Program Quality

The evaluator provides a quality assessment for every OFCY school based after school grant program using the research validated tool Youth Program Quality Assessment (YPQA) or School Age Program Quality Assessment (SAPQA). Using these assessments, programs are observed and scored on a five-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 the 62 OFCY-funded programs provide high quality service. Based on a five point scale, 41 after school programs (66%) have program quality average scoring of between 3 and 4.5 ("Performing") across all four domains, and 21 programs (34%) have average quality scoring of 4.5 to 5 ("Thriving"), indicating exceptional program quality. This is a gain over the previous 2013-2014 program year, when 53 programs received a "Performing" rating and eight received a "Thriving" status.

School Based After School Program Outcomes

Students in After School Developed Good Academic Behaviors - Over 80% of elementary and high school youth and nearly three-quarters (74%) of middle school youth developed positive academic behaviors. In addition, nearly three-quarters (74%) of middle school youth and over 80% of elementary and high school youth gained study skills.

Students in After School Developed Social / Emotional Skills - More than 8 in 10 youth across all grade levels report through surveys that they get along better with others through their participation in after school. Eighty-nine percent (89%) of high school and over 80% of elementary and middle school youth report getting along better with their peers.

Students in After School Report Improved School Connectedness – After school programs help youth to feel like a part of their school, improving their perceptions of school and feelings of safety and security. Through after school programs, eighty-four percent (84%) of elementary and 78% of middle school youth reported feeling like a part of their school. Sixty-two percent (62%) of elementary and 57% of middle school youth reported feeling more connected with their schools through participating in after school programs.

There are no policy alternatives for consideration.

FISCAL IMPACT

OFCY's evaluation costs for FY 2014-2015 include \$150,000 for SPR's services and \$54,250 for Public Profit. The amounts were allocated in the OFCY administrative budget in Kids First! Fund (1780) Youth Services Organization (78251) FY 2015-2016 OFCY-EVAL Project (P485120).

There is no impact on the General Fund.

PUBLIC OUTREACH/INTEREST

The OFCY Planning and Oversight Committee met on November 4, 2015 in a public meeting to review and accept the fiscal year 2014-2015 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 annual evaluation report submission. This report and legislation have been reviewed by the Office of the City Attorney and the Controller's Bureau.

PAST PERFORMANCE, EVALUATION AND FOLLOW-UP

The OFCY evaluation supports a continuous improvement process with annual evaluation and follow-up through quality improvement planning. Past performance as cited in the third-party evaluation reports is used in part in the determination of grant awards and funding renewals. An RFP for evaluation services for fiscal and program years 2016-2018 will be released in the spring of 2016.

SUSTAINABLE OPPORTUNITIES

Economic: SRP and Public Profit are both Oakland-based organizations that employ Oakland residents.

Environmental: Improves overall quality of life in community, including public safety, to have Oakland youth better served.

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.

ACTION REQUESTED OF THE CITY COUNCIL

Staff recommends that the City Council adopt a resolution adopting the Oakland Fund for Children and Youth (OFCY) Final Evaluation Reports for 2014-2015.

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

Respectfully submitted,



SARA BEDFORD, Director
Human Services Department

CHILDREN & YOUTH SERVICES DIVISION
Reviewed by: Sandy Taylor, Manager
Prepared by: Mike Wetzal, HHS Planner

ATTACHMENTS:

- A: OFCY Final Report FY2014-2015
- B: Oakland School-Based After School Programs Evaluation 2014-15 Findings Report

ATTACHMENT

A

OFCY Final

Report

2014-2015



Final Report
FY2014-2015

Prepared by:

Heather Lewis-Charp
Castle Sinicrope
Rachel Estrella
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Social Policy Research
Associates (SPR)

ACKNOWLEDGEMENTS

SPR would like to thank the Oakland Fund for Children & Youth staff members who have worked with us on this evaluation project, including Sandra Taylor, Mike Wetzel, Scott Kim, Debra Chester, and Terry Hill.

Thanks also to the OFCY Planning and Oversight Committee for their ongoing feedback and support.

Finally, we would like to give a special thanks to the staff, participants, and volunteers of the OFCY programs for completing surveys, hosting observation visits, and generously sharing insights about their programs.



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Oakland Fund for Children and Youth

Final Evaluation Summary - October 2015

FY2014-2015

Background

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

This Final Evaluation Report focuses on the performance, quality, and outcomes of 66 OFCY community-based programs. Data was drawn from Cityspan data, OFCY's youth survey, surveys of parents and instructors engaged in early childhood programs, interviews with 29 program staff, observations of 41 programs using the Program Quality Assessment (PQA), and information gathered during site visits to 5 programs. Due to limitations in the data, the evaluation findings are not generalizable to all OFCY participants but instead reflect trends.

"We wouldn't be able to do this program, never would have started this program, without OFCY funding and they've been a really fantastic partner."

–Executive Director, Center for Media Change's Hack the Hood Summer program

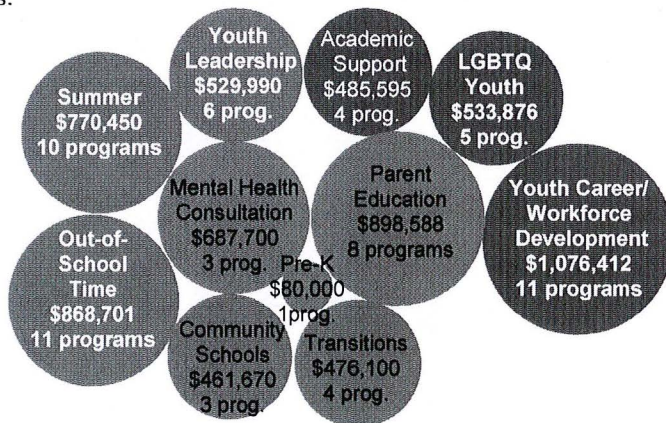
"I think OFCY staff gets it....They seem to really get what is meaningful about what our youth are accomplishing."

Policy Director, Safe Passages' Get Active Urban Arts program

Overview of Programs

OFCY funds a wide variety of programs in order to meet the diverse needs of youth and families. While they share a common focus on empowering Oakland residents, programs vary considerably along many dimensions, including their size, target populations, and approaches to youth development. The 66 programs summarized in this report include programs with a focus on early childhood, student success in school, youth leadership and community safety and the transition to adulthood, including youth workforce development.

OFCY programs provide direct services to support children and youth from birth to 20 years. OFCY funding strategies have a more focused target population including children from birth to 5 and their parents, middle school students transitioning to high school, and LGBTQ youth and families.



Key findings on programs:

- During FY2014-2015, OFCY committed \$6,869,081 to programs, excluding school-based after school programs. On average, OFCY programs received \$104,077 in funding.
- OFCY funding made up, on average, 49% of programs' projected budgets, reflecting the pivotal role OFCY plays in supporting early childhood and youth programming in Oakland.
- While projected annual budgets averaged just under \$250,000, the budgets ranged from \$40,000 to over \$800,000.
- Over half of program leaders who were interviewed indicated that they were "stretched" in terms of staffing and resources. Administrative support, social media expertise, and translation services are areas where programs could particularly use additional support.

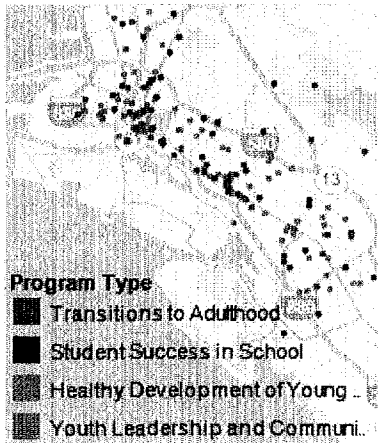
Overview of Participants

During FY2014-2015, OFCY programs served 17,217 youth and 2,197 adults across all neighborhoods in Oakland, with over 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and 40% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. The *Student Success in School* (36%) strategy served the most participants, followed by *Youth Leadership and Community Safety* (29%), and *Healthy Development of Young Children* (20%).

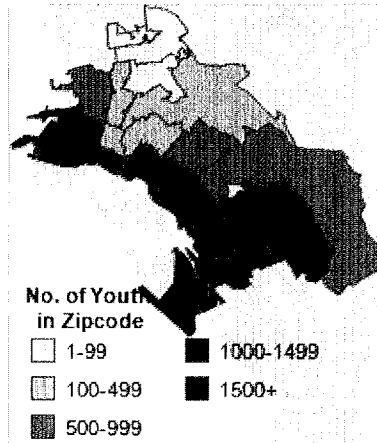
Key findings on participants:

- The vast majority of OFCY youth participants were children and youth of color, with African American (36%) and Hispanic (36%) children and youth making up most of the participants, followed by Asian/Pacific Islander (14%), multiracial (3%), and Caucasian/White (3%) children and youth.
- Just over 40% of youth receiving services from OFCY-funded programs received "light touch" services (fewer than 10 hours), while 25% received "intensive" services (120 hours or more).
- Average hours of service peaked for children aged 5-8 (130 hours) and youth aged 9-10 (119 hours) with a considerable dip for youth aged 13-14 (47 hours). This dip may be due to high participation in *Transitions* programs, which are light-touch services.

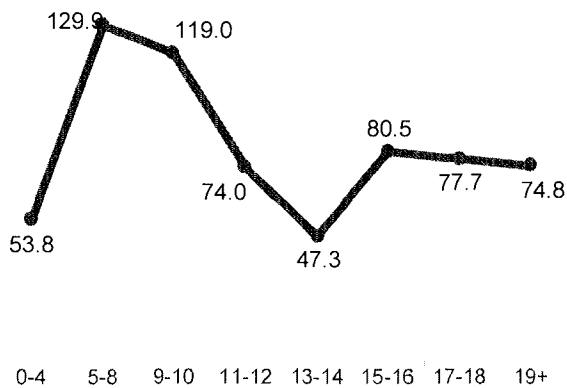
Program Site Location



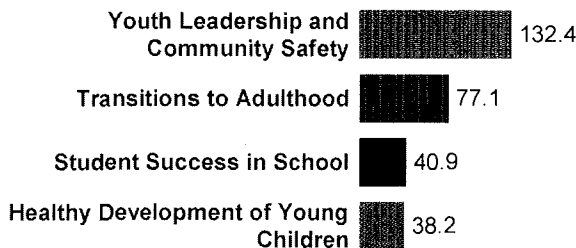
Participants' Home Zipcode



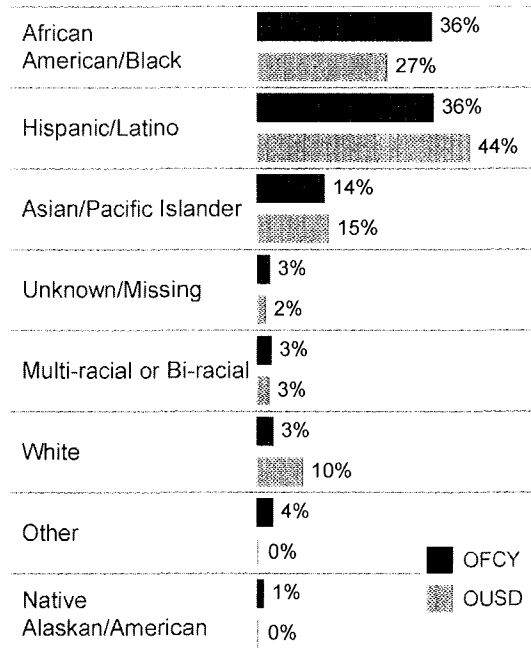
Avg. Hours of Service by Age



Avg. Hours of Service By Funding Area



Ethnicity



Note: This graphic includes ethnicity information for youth enrolled in OUSD for FY14-15.

Performance

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Results are highlighted below. SPR also piloted two additional measures, including percentage of participants who receive 40 or more hours of service (69% met this threshold) and percentage of participants who complete a participant survey (43% of all participants).

Percent of Programs Meeting OFCY Performance Threshold



Key findings for program performance:

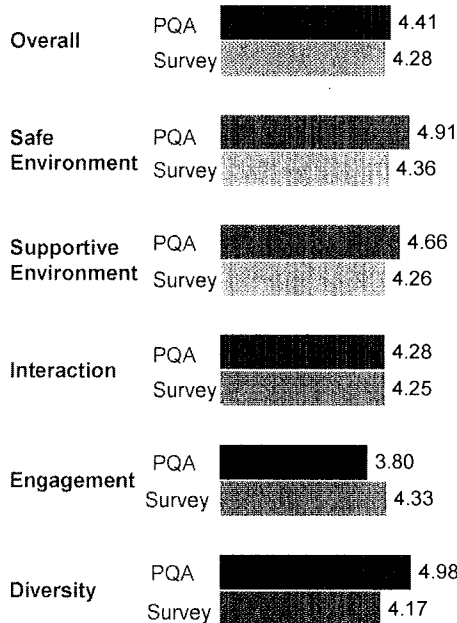
- Programs made good progress toward enrollment and units of service projections. 92% met the enrollment threshold, and 89% met the threshold for units of service. Only one program fell short in both areas.
- About three-quarters of programs provided an average of at least 40 hours of service to youth participants.

Quality

OFCY draws on multiple data sources to assess program quality, including structured observations using the Program Quality Assessment (PQA) and the annual participant surveys. The survey and PQA tool capture quality along five dimensions on a 5-point scale. SPR added *diversity* to these dimensions and, responding to grantee feedback, we also added *partnerships, relevance, and responsiveness for Healthy Development of Young Children* programs.

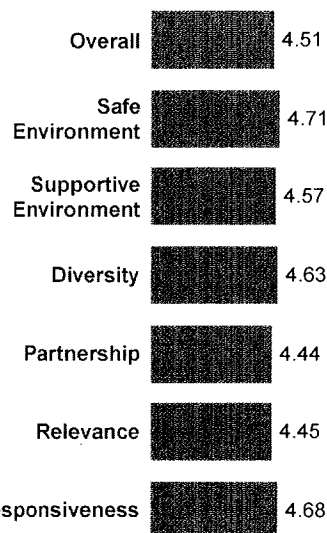
Program Quality Scores

Youth Programs



Healthy Development of Young Children Programs

(caregiver & educator surveys only)



Key findings for program quality:

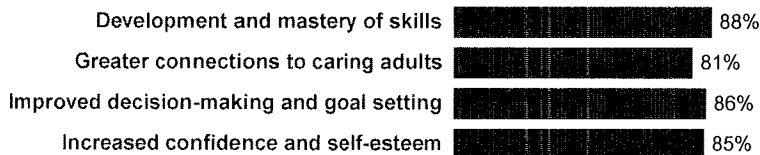
- Data consistently points to the generally high quality of OFCY programs. Although there are differences in how site visitors and youth rank different dimensions of program quality, the PQA and survey ratings are consistently high.
- Youth gave higher ratings to programs that, on average, provided more hours of service to participants.
- Program quality was related to small program size. On average, youth gave higher ratings in all areas to programs that served less than 100 youth over the program year.
- Although high across the board, youth perception of program quality differed slightly by ethnicity. With the exception of safety, Hispanic youth and Asian/Pacific Islander gave the highest scores and African American and Caucasian youth gave the lowest scores.

Outcomes

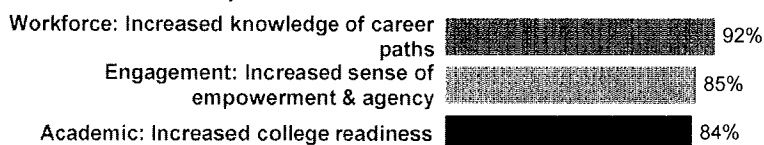
OFCY's goal is to put young people on the "right track" so that they can thrive and become healthy and happy members of Oakland's community. Results from participant surveys indicate that programs are making strong progress towards this goal:

Percent of Participants Achieving Outcomes

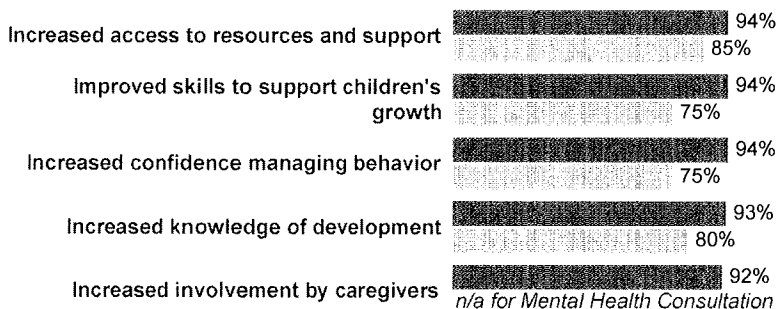
General Youth Development Outcomes



Select Framework-Specific Outcomes



Early Childhood Outcomes



■ Parent & Child Engagement ■ Mental Health Consultation

Key findings for youth outcomes:

- Although youth outcomes were very positive overall, outcomes varied by program and participant characteristics.
- Youth in programs with smaller enrollment reported more progress towards youth development outcomes.
- Youth in programs that provided an average of 40 hours or more of services exhibited greater progress towards all youth development outcomes.
- High-school age youth showed the most progress towards general youth outcomes while middle school-age youth exhibited the least.
- Youth in workforce development programs showed the greatest progress towards youth development outcomes.

Youth Quotes from Focus Groups

"Juma has helped me to see myself differently because before Juma... I was just going down the wrong path and stuff wasn't really going good in my life, but then...[at Juma] we get a lot of motivation and inspiration, and then opportunities.... It turned my life upside down, basically, and put me on the right track." —Juma Ventures' Pathways to Advancement program

"[The program] is making me more focused, more aware, helping me to improve in school, and giving me life skills." — Alta Bates Summit Foundation's Youth Bridge program

"AYPAL teaches you how to educate yourself first and use your voice in a positive way. We talked about acts of social injustice and how we can be better leaders in our community." —East Bay Asian Youth Center's API Youth Promoting Advocacy and Leadership Program (AYPAL)

Key findings for caregivers and instructors participating in early childhood programs:

- Overall, results from parent and caregiver surveys are extremely positive across all outcome domains, with agreement ratings for all measures being above 90%.
- Survey results indicate that parents and caregivers increased understanding of child development (94%), their ability to identify what their child needs (95%), and their understanding of behavior that is typical at their child's age (94%).
- Surveys to educators receiving services from programs in the Mental Health and Developmental Consultations indicate that programs were strongest in the area of increased access to resources and support (85%).

INTRODUCTION

We're really about choice and voice for the young people that we work with....we really want to invite them to dream and to expand their view of what is possible, and then support them to really live that dream.

—Executive Director, Beyond Emancipation: Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program

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

In 2014, OFCY engaged Social Policy Research Associates (SPR) to evaluate 66 early childhood and youth programs that represent 52% of the programs funded by OFCY during FY2014-2015. Taken together, these 66 community-based programs operate throughout the city of Oakland and reach young people of all ages, from infancy through young adulthood. The early childhood programs also serve adults that interact with and support young children, particularly parents, caregivers, and educators. (Program descriptions are included as Appendix A.) This Final Report includes a description of the children, youth, and adults served by these programs during FY2014-2015, as well as an assessment of the services provided, program quality and performance, and outcomes.

Data Sources

The Final Report draws on quantitative and qualitative data sources, summarized in Exhibit 1. These data are used to describe OFCY programs and their participants, measure program quality, assess programs' ability to meet service projections for FY2014-2015, and explore progress towards outcomes.

Exhibit 1: Data Sources

Data Source	Description
Cityspan	OFCY's client management system, Cityspan, is used to track youth and adult characteristics and hours and types of services received. Youth and adults enrolled in at least one program activity were included in the Final Report. During FY2014-2015, data were available for 17,217 children and youth and 2,197 adults that received program services.
Youth Surveys	Participant surveys gathered participants' perspectives on program quality and program outcomes. A total of 2,893 youth surveys were completed by youth in grade 3 or higher. In the summer of 2014, 1,434 youth surveys were administered at 14 programs using the 2013-2014 survey tool. The survey tools were updated with feedback from grantees in the fall of 2014, and the updated tools were administered to 1,459 youth across 46 programs in spring 2015 near the end of program completion. <i>All programs that administered surveys received their results, but due to incomparability, only the revised 2014-2015 surveys are used for the quality and outcomes analysis in this report.</i>

Parent and Educator Surveys	Parents and caregivers in parent and child engagement programs and educators who received services from mental health consultation programs also completed surveys. In all, 123 educators and 257 caregivers submitted surveys.
Program Quality Assessment (PQA) Observations	During fall 2014, certified site visitors conducted structured observations at 41 community-based programs (62%) using the Weikart Program Quality Assessment (PQA) tool. Program quality at the remaining programs (all Early Childhood strategies, Career and Youth Workforce Development, and Youth Leadership and Community Safety) were assessed through interviews and in-depth site visits in spring 2015.
Program Director Interviews	During spring 2015, program directors at all Early Childhood strategies (12 programs), Career and Youth Workforce Development (11 programs), and Youth Leadership and Community Safety programs (6 programs) were interviewed. These interviews gathered information on (1) agency program and background, (2) program structure, (3) recruitment and youth characteristics, (4) program approaches, (5) diversity and inclusion, (6) evaluation processes, and (7) program strengths and challenges.
In-depth Site Visits	During spring 2015, half-day site visits were conducted to 3 Career and Youth Workforce Development programs and 2 Youth Leadership and Community Safety programs. Each visit consisted of an interview with the program director (see above), focus groups with youth participants, an interview with a program partner (when applicable), and an observation of program activities. The purpose of these site visits was to gain an in-depth understanding of these types of programs, as well as to surface promising practices and lessons learned.

Overview of the Report

The report begins with an overview of OFCY community-based programs, including information about program size, location, and capacity. It then describes the characteristics of OFCY program participants (e.g. age ranges, race and ethnicity, gender, neighborhoods where participants live) and the types and intensity of services they received. The report draws on all of our data sources to lift up findings on program performance and quality and highlight key youth development outcomes. We conclude with a high-level summary of findings and considerations for OFCY and for grantees as they continue their efforts to strengthen programs to ensure positive outcomes for Oakland children and youth.

PROGRAMS

A program like [Youth Bridge Career and Workforce Development Program at Alta Bates] can have a great impact on someone's life. Keeping the kids out of the streets is extremely important. I feel that if they have guidance, someone who can motivate them, someone they can look up to, it can make a great impact on their lives and their future.

—Internship Mentor, Administrative Support Coordinator for the Emergency Department, Alta Bates Summit Foundation

For FY2014-2015, OFCY committed to investing \$11.2 million to support programs located throughout Oakland.¹ OFCY funds a wide variety of programs in order to meet the diverse needs of

¹ Of the \$11.2 million invested by OFCY, \$6.9 million supported the 66 youth programs covered in this report and \$4.3 million supported the 62 school-based after school programs not included in this report.

youth and families. While they share a common focus on empowering Oakland residents, programs vary considerably along many dimensions, including their size, target populations, and approaches to youth development. The 66 programs summarized in this report fall into four main areas, each composed of multiple funding strategies:

- **Healthy Development of Young Children** programs include early interventions and supports for families and young children to set the stage for healthy development and outcomes. Specific funding strategies in this area include: *Mental Health and Developmental Consultations in Early Childhood Care* (3 programs), *Parent and Child Engagement in Early Learning and Development* (8 programs), and *Pre-Kindergarten Summer Camp* (1 program).
- **Student Success in School** programs support the transformative goals of the community schools movement in Oakland and contribute to positive outcomes for children and youth. Specific funding strategies in this area include: *Transition Programs for Youth into Middle and High School* (4 programs) and *Youth Leadership in Community Schools* (3 programs).²
- **Youth Leadership and Community Safety** programs are designed to provide safe and supportive environments and enriching, high quality programming for youth while also nurturing youth and community leadership. Specific funding strategies in this area include: *Community-Based Out-of-School Time* (11 programs), *Summer Programs* (10 programs) and *Youth Leadership and Community Safety* (6 programs).
- **Transition to Adulthood** programs address two critical needs facing youth as they grow into self-sufficient adults: 1) understanding of and connections to the workforce; and 2) the skills and qualifications to be able to achieve their career goals. Specific funding strategies in this area include: *Youth Career and Workforce Development* (11 programs), *Academic Support for Older Youth* (4 programs), and *Safe Community Spaces for LGBTQ Youth* (5 programs).

During FY2014-2015, the *Community-Based Out-of-School Time* and *Youth Career and Workforce Development* funding strategies made up the largest percentage of the grantees (17% each), followed by *Summer Programs* (15%). The smallest funding strategies were *Pre-Kindergarten Summer Camp* (2%; 1 program), *Mental Health and Developmental Consultations in Early Care and Education* (5%; 3 programs), and *Youth Leadership in Community Schools* (5%; 3 programs).

Exhibit 2 illustrates key characteristics of OFCY programs, including the location of their sites, OFCY funding, program budget, and OFCY grant as a percentage of program budget.

Location

We have Fruitvale pride. Even people that don't necessarily live in this area, but they go to school here have that. It's really united.

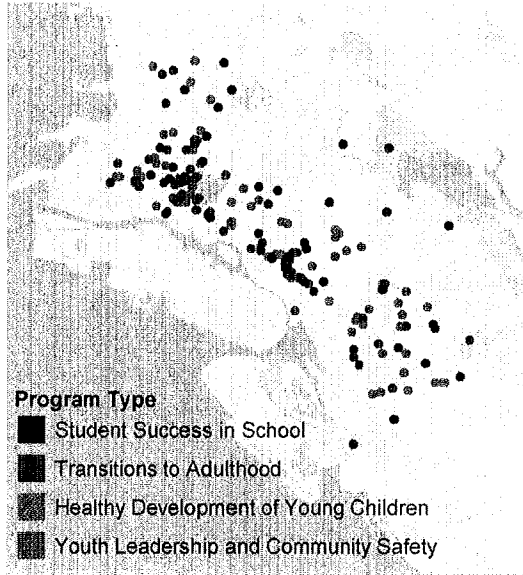
—Program Coordinator, The Unity Council: Oakland Youth Engaged (OYE)

OFCY programs were located throughout Oakland, from North Oakland and Temescal to West Oakland and Downtown, to East Oakland and Fruitvale. During FY2014-2015, the greatest

Exhibit 2: Overview of OFCY Programs in FY2014-2015

² This area also includes programs under the *School-Based After School Programming for Elementary and Middle School Children* funding strategy (62 programs), which are not included in this report.

Location



Zipcodes and Neighborhoods Where OFCY Community-Based Programs are Located

94601: Fruitvale, East Oakland	20%
94612: Downtown	14%
94607: West Oakland and Chinatown	11%
94606: Highland Park, San Antonio, East Lake	11%
94621: East Oakland: Webster Tract, East of Coliseum	10%
94605: Eastmont, Seminary, Havenscourt, Millmont	8%
94603: Sobrante Park, Elmhurst, E. 14th Street	7%
94609: Temescal, Pill Hill, Bushrod Park	6%
94619: Maxwell Park, Leona Heights, Redwood Heights	4%
94608: San Pablo and Market Street Corridor	2%
94602: Glenview, Lincoln, Oakmore	2%
94610: Adams Point, Lakeshore, Crocker Highlands	2%
94618: Lower Broadway Terrace and Rockridge	2%
94611: Piedmont Avenue and Montclair	1%

Zip codes with fewer than 1% of program sites: 94703, 94620, 94615, and 94506

Budget

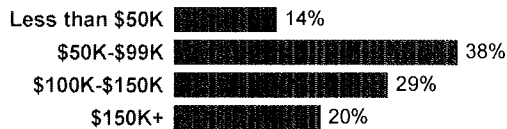
Average Projected Program Budget

\$247,081



Average Grant

\$104,077



Avg. Grant as Percentage of Program Budget (How much of the budget comes from OFCY?)

49%



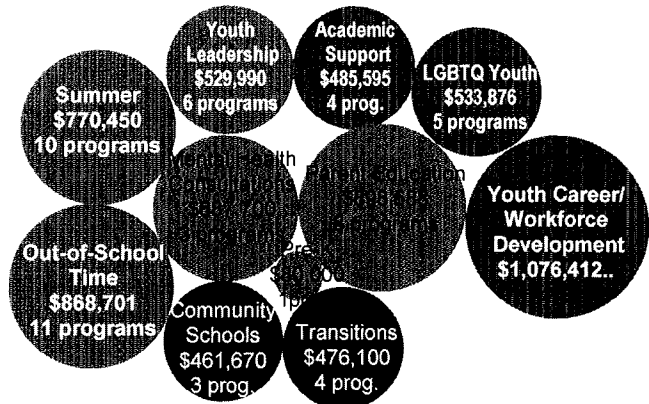
Funding

Total Funding

\$6,869,081

By Funding Area

Youth Leadership & Community Safety	\$2,169,141
Transitions to Adulthood	\$2,095,882
Healthy Development of Young Children	\$1,666,288
Student Success in School	\$937,770



Healthy Development of Young Children
 Transitions to Adulthood
 Youth Leadership & Community Safety
 Student Success in School

concentration of program sites was in 94601 (20%), clustered along International Boulevard and in Fruitvale. The second largest concentration was in 94612 (14%), with clusters of programs in Uptown and Downtown Oakland, including a number of programs along the Broadway corridor from Ogawa Plaza to Pill Hill. Programs with the widest distribution across Oakland were under *Healthy Development of Young Children*, which has a strong presence in Downtown and Fruitvale and is also scattered across neighborhoods in the Southeast edges of Oakland, including Eastmont and Elmhurst.

Several program staff indicated that location is a challenge for their programs, due to safety issues and lack of direct access to public transportation. Safety was identified as a problem particularly for younger youth, in that parents were uncomfortable with either where the programs were located or the types of public transit that youth would need to take in order to get to the programs.

Despite location challenges, it is clear that staff and youth from these same programs see their neighborhoods as assets and are actively engaged in transforming their community. Safe Passages: Get Active Urban Arts program, for instance, works with business owners along International Blvd. in East Oakland to transform graffiti-covered store-fronts into murals that celebrate community. Staff described it as “powerful” and “validating” for youth to engage positively with local business owners.

Program Capacity

As with most nonprofits, [the biggest challenge] is always funding. I would say the second [biggest challenge] is competing with technology and social media.

—Program Director, Project Re-Connect, Inc.

OFCY programs vary significantly in annual budget size and in staffing level. While projected annual budgets averaged just under \$250,000, programs supported by OFCY funding ranged from smaller summer programs like Prescott Circus Theatre Summer Program (\$40,000) to large programs like College Track-Oakland (\$874,233). During FY2014-2015, OFCY funding made up, on average, 49% of programs’ projected budgets, reflecting the pivotal role OFCY plays in supporting early childhood and youth programming in Oakland.

In our interviews with OFCY project directors, over half indicated that they were “stretched” in terms of staffing and resources. Administrative support, social media expertise, and translation services are areas where programs could particularly use additional support. Limitations in staffing made it challenging for programs to coordinate with teachers or parents or to provide the kinds of individualized support to youth that they would like. Instead of providing one-on-one support, for example, some programs needed to meet with youth in small groups to provide individualized support. Youth workforce programs found it challenging to place youth in unsubsidized employment because they did not have the staffing to conduct job development.

There were several ways that programs sought to address these limitations. Programs often engage youth as interns, apprentices, or “team leaders” within the program and also rely on volunteers. Another way that programs sought to expand their capacity is through strategic partnerships. East Bay Asian Youth Center (EBAYC): API Youth Promoting Advocacy and Leadership: program (AYPAL), for instance, refers youth to The Spot, a neighboring partner organization, to provide youth with academic support or assistance with college and

During FY2014-2015, OFCY committed \$6,869,081 to programs, excluding school-based after school programs. On average, OFCY programs received \$104,077 in funding.

financial aid applications. The two organizations share a common goal of serving Asian Pacific Islander youth, and they are able to provide complementary services. AYPAL also partners with counselors to address young people's mental health needs.

Similarly, the program director for Our Family Coalition: Building Strong Families in LGBTQ Communities program emphasized that strategic partnerships are critical to the success of their work because they are "population-based and not neighborhood-based, [and they] try to cover a lot of geography so having a stable long-term relationship with well-respected local venues is really important." To that end, they cited numerous partner organizations, including Bananas (the local Child Care Resource and Referral Agency), and Lotus Bloom, which they described as a "stalwart partner."

PARTICIPANTS

At our program, we don't dismiss a student because they get bad grades. Similarly we don't fire students because of bad performance at the ballpark.... As long as a student is engaged, as long as they're willing to work, we work with them.

—Program Manager, JUMA Ventures: Pathways to Advancement Program

During FY2014-2015, 17,217 youth and 2,197 adults participated in the OFCY programs summarized in this Final Report. Including children, youth, and adult participants, programs under the area of *Student Success in School* served the most participants (36%), followed by *Youth Leadership and Community Safety* (29%) and *Healthy Development of Young Children* (20%). Enrollment also varied significantly across individual programs: while three programs served less than twenty-five youth participants, one program (Pass 2 Peer Mentoring Program, Oakland Kids First) served over 2000. While children and youth participants were spread across all programs and funding strategies, over 67% of adult participants received services through *Parent and Child Engagement in Early Learning and Development* programs.

This section describes the characteristics of participants in OFCY programs and the hours of services they received. Due to limited available data on adult participants, the discussion of participant characteristics focuses on youth served by OFCY programs, summarized in Exhibit 4.³

Recruitment

Recruitment efforts varied based on the target populations for the programs. The child and parent engagement programs typically publicized programs broadly, sometimes putting out flyers and going door to door. Typically, these programs also work closely with partners that host programming, such as Unity Council, Through the Looking Glass, Brighter Beginnings, Lotus Bloom, Oakland Pride, Bananas, West Oakland Health Center, and Mosswood Recreation Center. Early Childhood programs also held

Traditionally it's been really difficult to get families to participate in programming in West Oakland, so we are really trying to maximize our outreach and provide a lot of leisure programming there for families that is free of charge. We've also tried to provide childcare when needed and other incentives.

—Program Manager, Safe Passages Baby Learning Communities, Safe Passages

³ Demographic information on adult participants was limited because there are no required demographic fields for adult participants in Cityspan. In 2015-2016, OFCY will require basic demographic information on adult participants served.

workshops and put on community events that helped to engage families and get the word out about their programs.

Programs for school-age youth often worked in partnership with Oakland Unified School District (OUSD) to recruit youth. EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL), for instance, conducts outreach and recruitment primarily during lunchtime at schools. Similarly, the Alameda Health System's Model Neighborhood Program relies on "champions" at schools like Life Academy to recruit youth into their program. Some parent and child engagement programs also operate at school sites. Safe Passages, for instance, operates play groups from family resource centers at some full service community schools so that they can "catch families early on" and "start familiarizing them with the school and the resources at the family resource centers."

Although many programs work collaboratively with the schools to recruit and work with youth, respondents frequently said that they wish their partnerships with OUSD were more centralized so that they could better coordinate the timing of services. For instance, one challenge for programs serving school age youth is that it is often difficult working around individual school schedules. Respondents said that "time is always a problem" and that the programs are responsible for working around the schedules of individual schools, which in turn limits the number of schools that they can work with. For instance, the Director of Peace Development Fund's Bay Peace Better Alternatives for Youth program said, "It would be great if all the schools would agree when the internship [should occur] because that way we could more easily serve other schools." Similarly, programs like the OUSD College & Career Readiness Office: Exploring College & Career Options in Oakland (ECCO!) that work closely with teachers to deliver career and college exploration experiences say that it is a lot of additional work for the teachers and "they do it valiantly, some better than others, but it is a whole other half of their already difficult job." Respondents felt that more support from the school district for creating time for these types of rich work-based experiences is needed.

Programs for older or at risk youth work with schools but also reached out to the broader community. Beyond Emancipation: Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program, for instance, does outreach to probation officers, social workers, housing providers, and other community-based organizations. Programs also needed to negotiate with these partners, as the program schedule can sometimes conflict with the "requirements of other systems or organizations that they're involved in," such as the foster care system.

In many ways, workforce programs find it somewhat easier to recruit youth participants because "kids want jobs" and they can incentivize participation, but recent shifts in the minimum wage have been challenging for those programs that pay students hourly wages rather than stipends. The Executive Director for Youth Employment Partnership: Career Try-Out described:

When I implement \$12.25, I have 30% less teens...So it is a hard dynamic for us. It's hard to say no to young people you know would be a good fit for the program when there are so few other funded opportunities for them.... We are very pro-increase in minimum wage, but it is the only minimum wage ordinance in the entire nation that never carved out any exemptions for teens in job training. Unfortunately, it really migrates opportunities away from high-risk 14 year olds.

Finally, program staff said that they try to over-recruit for programs because, given the target population for their programs, they expected and planned for a certain amount of "dropoff" in participation over time. They reported that participation drops off because school or work schedules change, participants are faced with having to contribute more to their families, their housing becomes unstable, or they experience some type of trauma or family challenge that interferes with their participation.

Participant Characteristics

OFCY programs provide direct services to children and youth from birth to 20 years and their parents. Within this broad age group, specific OFCY funding strategies have a more focused target population including children from birth to 5 and their parents, middle school students transitioning to high school, and LGBTQ youth and families. During FY2014-2015, OFCY programs served participants from all neighborhoods in Oakland, with over 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and 40% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. Although nearly 15% of program sites are located in the Downtown and Uptown neighborhoods in 94612, only 3% of participants lived in this zip code.

Following are trends in participant characteristics, illustrated in Exhibit 3:

- OFCY programs reached a very diverse population. The vast majority of OFCY youth participants were children and youth of color, with African American (36%) and Hispanic (36%) children and youth making up most of the participants, followed by Asian/Pacific Islander (14%), and multiracial children and youth (3%). Caucasian/White children and youth made up only 3%. Compared to the Oakland Unified School District (OUSD), OFCY programs served a higher percentage of African American youth and lower percentages of Hispanic and Caucasian/White youth. Approximately 9% of programs targeted specific racial/ethnic group for services. These programs included programs sponsored by ethnic-specific agencies, such as Youth Law Academy at Centro Legal de La Raza and EBAYC: API Youth Promoting Advocacy and Leadership. Diversity of populations served went beyond race and ethnicity. For example, early childhood programs targeted special populations that were not captured in Cityspan data, including migrant populations, new immigrants, children with disabilities or developmental delays, and LGBTQ families.
- The ethnicity of participants varied by the type of program. For example, though OFCY programs served a higher percentage of African American youth overall, close to half of participants among Healthy Development of Young Children programs were Hispanic and less than one quarter were African American. Only 18% of child participants in the Parent and Child Engagement strategy were African American and 52% were Hispanic. In comparison, 42% of participants from Transitions programs were African American and 33% were Hispanic.
- Ages of participating children and youth varied greatly, depending on program and funding strategy. Across all programs, the age ranges most frequently served were 13-14 year olds (23%), 15-16 year olds (15%), 11-12 year olds (14%), and 3-4 year olds (13%). As to be expected, the vast majority of children under the age of 5 were served through programs funded through *Healthy Development of Young Children*; the average age of these participants was 4. On the other end of the spectrum, the majority of youth aged 19 and above were served through programs under *Transitions to Adulthood*. The average age for participants in these programs was 16. Across all programs, less than 1% of youth participants were older than 20 years old, the upper range of OFCY's target age range.

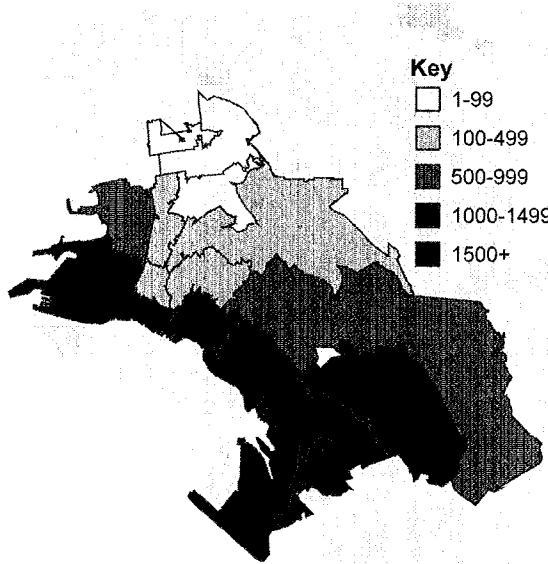
The children are from high risk families and so they're overcoming issues of trauma. There is so much trauma in the community we serve.... There are lockdowns all the time, drive-by shootings in front of schools and in front of kids' homes. Kids come to school hungry.

—Director of Clinical Services,
Jewish Family & Children's
Services of the East Bay:
Integrated Early Childhood
Consultation Program

Exhibit 3: Overview of Participants

Home Neighborhoods and Zip Code of Participants

Darker areas correspond to more participants

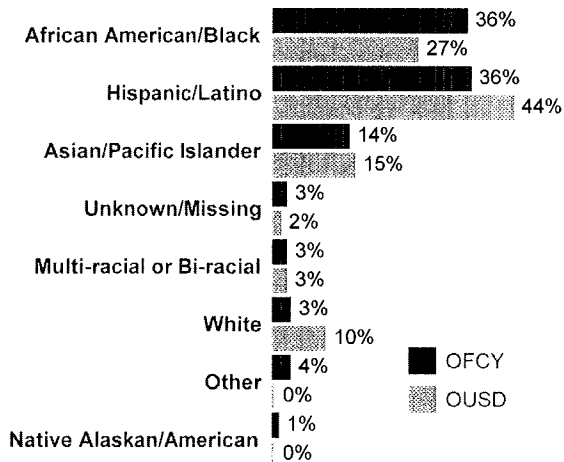


94601: Fruitvale and East Oakland	21%
94621: Webster Tract and East of Coliseum	13%
94606: Highland Park, San Antonio, East Lake	12%
94603: Sobrante Park, Elmhurst, E. 14th Street	10%
94605: Eastmont, Seminary, Havenscourt, Millsmont	10%
94607: West Oakland and Chinatown	7%
94619: Maxwell Park, Leona Heights, Redwood Hgts.	5%
94602: Glenview, Lincoln, Oakmore	5%
Outside Oakland	4%
94608: San Pablo and Market Street Corridor	3%
94612: Downtown	2%
94610: Adams Point, Lakeshore, Crocker Highlands	2%
94609: Temescal, Pill Hill, Bushrod Park	2%
94611: Piedmont Avenue and Montclair	1%
94618: Rockridge and Hiller Highlands	1%

Notes: Neighborhoods with fewer than 1% of participants include 94704, 94705, 94613, 94623, and 94624. 2% of participants were missing zip code information.

Youth Characteristics (17,217)

Ethnicity: OFCY Participants Compared to OUSD

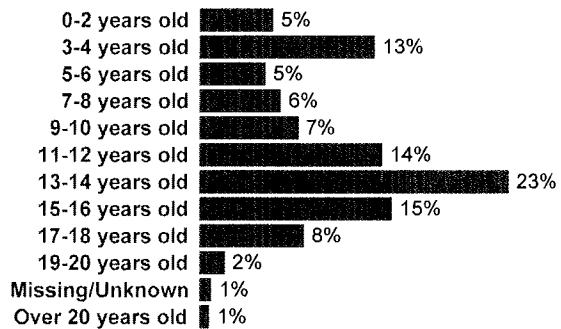


Gender



Note: Fewer than 1% of youth either identified as transgender or were missing gender information.

Age



Beyond demographic characteristics, respondents often spoke of how inspiring and resilient the youth and families are that they work with, while also acknowledging the ongoing challenges of working with and in communities that have experienced high levels of trauma. Staff spoke of the violence that participants face within their communities and families, housing instability, the requirements of paying financial restitution for themselves or family members, and a generally high level of financial stress. In addition, because some programs focus on particular at risk populations—whether they be LGBTQ, foster care youth, families with disabilities, immigrant or refugee populations—they must take into account the unique barriers and consideration of these particular groups as well.

Services Received

OFCY programs provide a broad range of services that vary in intensity depending on the particular program and the target population. As illustrated in Exhibit 4, the three largest service areas for youth participants in OFCY programs were academics, youth leadership and civic engagement, and health and recreation. In comparison, adult participants received the most hours in family engagement, followed by supportive services.

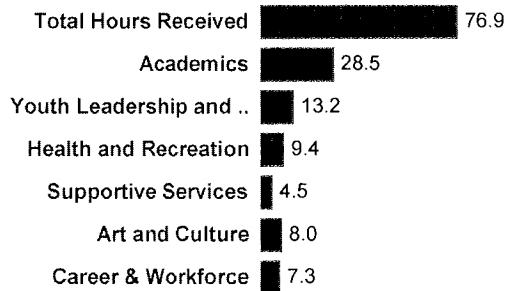
Key findings about services received include the following:⁴

- Over 40% of youth receiving services from OFCY-funded programs received “light touch” services (fewer than 10 hours), while 25% received “intensive” services (120 hours or more). There are likely several reasons that participants tend to fall into either “light touch” or more “intensive” services. First, some services provided by OFCY programs, such as workshops or transition services, are designed to be light touch but with a broad reach. Second, programs experience higher rates of attrition at the start of their programs, as individuals may “try out” a number of programs and activities before committing for a longer period. As a result, participants appear to have received lighter touch services.
- Average hours of service was highest for children aged 5-8. Average hours of service peaked for children aged 5-8 (130 hours) and youth aged 9-10 (119 hours) with a considerable dip for youth aged 13-14 (47 hours). The marked decline in hours of service for youth aged 13-14 could be explained by the participation of a high number of 13-14 year olds in *Transitions programs*, most of which delivered relatively light-touch services in the spring, possibly in the form of workshops or transition support for moving into high school the following fall.
- Average hours of service varied widely across funding strategies and programs. At the end of FY2014-2015, programs under the *Safe Community Spaces for LGBTQ Youth* funding strategy had the fewest average hours of service (14) per youth participant while Summer Programs had the most (156). Other funding strategies that, on average, provided a high-level of service to children and youth were *Youth Leadership and Community Safety* (117), *Youth Career and Workforce Development* (117), and *Community-based Out-of-School Time Programs* (113). Summer programs provide more hours of service because youth are able to attend the programs for full days over the summer. Variations in hours of service for year-round programs likely are due to program design, in that some programs have a more light touch service model.

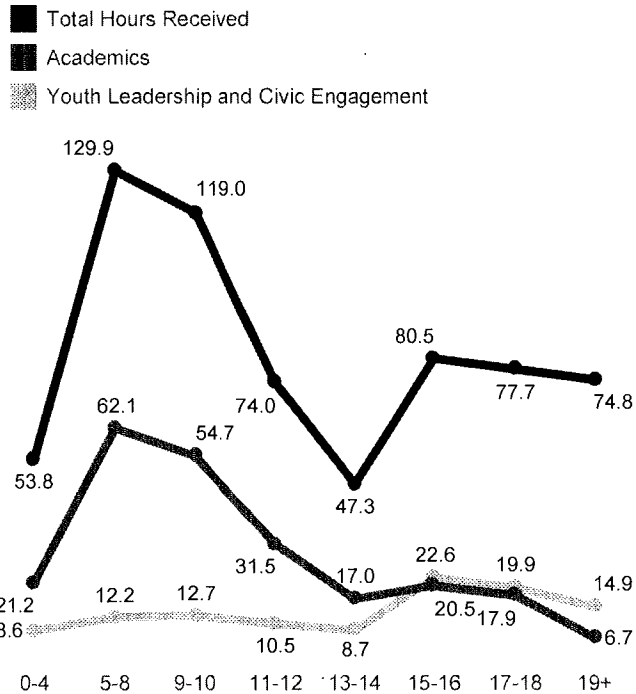
⁴ The findings related to average hours of service do not include programs in the Mental Health and Developmental Consultation in Early Care and Education strategy.

Exhibit 4: Total and Average Hours of Service Received for Children and Youth

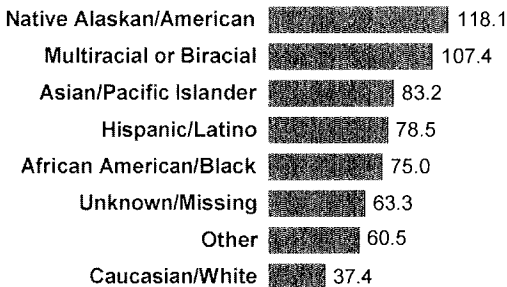
Overall and by Category



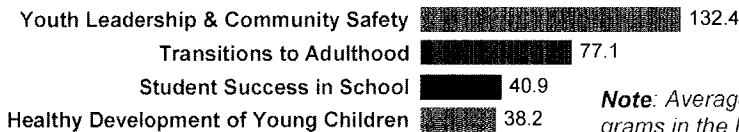
By Age



By Ethnicity



By Funding Area



Note: Average hours of service does not include programs in the Mental Health Consultation strategy.

- Although Native American/Alaskan youth made up only 1% of participants, on average, they received the highest average hours of service (118). The high rates of services within this group likely is due to the fact that the majority attended Native American Health Center: Indigenous Youth Voices and Culture Keepers, two culturally-specific programs that provided a high number of service hours. Multiracial and Asian/Pacific Islander youth also received more than the overall average (107 and 83 hours).
- Younger youth were more likely to receive academic services, whereas older youth were more likely to participate in youth leadership and civic engagement. In terms of types of services, youth aged 11 and younger received high levels of academic services, recreation, art, and family engagement. Older youth received more hours in youth leadership, life skills training, and vocational training. This is in keeping with national trends, in that older youth are more likely to participate in programs that encourage autonomy, leadership, and/or that build skills useful for the transition to adulthood.
- Children and youth in programs with lower enrollment received significantly more hours of service than children and youth in larger programs. Youth in programs that had enrolled fewer than 150 participants had received, on average, 111 hours, compared to 70 hours for youth in programs with 150 or more participants. These differences were most pronounced

for services in the areas of youth leadership, vocational training, and arts and culture. These findings confirm that smaller programs that serve fewer youth were generally more successful in providing more intensive services.

In-Depth Look at Youth and Career Workforce Programs

In Spring of 2015, SPR interviewed staff from each of OFCY's 11 Youth Workforce programs, including in-depth site visits to three programs (JUMA, Youth Bridge, and Youth Radio). The following is a description of core services provided by these programs:

Work readiness skills/soft skills. Programs focus on time management, punctuality, professional appearance, communication, conflict mediation, working with a supervisor, making eye contact, and shaking hands. Some programs, like Center for Media Change: Hack the Hood, offer specific workshops on these topics while others integrate the content into "squad meetings" or discussions.

Career exploration. Several programs, such as Youth Employment Partnership: Career Try-Out and Youth Radio: Pathways to Digital, do formal career assessments. Some programs, like The Unity Council: Oakland Youth Engaged (OYE) have youth do independent research on careers. JUMA takes youth on career tours to locations such as Google, UCSF, and Hotel Nikko. Likewise, Alta Bates Summit Foundation: Youth Bridge and Alameda Health System: Model Neighborhood Program bring in guest speakers or have youth interview people with different careers.

I find speakers who are engaging and who work in the more popular departments that a lot of these students want to be a part of. I always have to go find somebody from the NICU to talk about the babies. I get someone from the emergency room and physical therapy... I make sure I have speakers who can give [students] the day-to-day, real life experiences in regards to what they do, the educational path they've taken, and that can answer any questions students might have.

—Program Director, Alta Bates Summit Foundation: Youth Bridge Career and Workforce Development Program

Financial Literacy. While financial literacy is a central component of most programs, it was also highlighted as a particular need. Youth Radio: Pathways to Digital uses the "Hands on Banking Curriculum," which is a five-week series to build financial literacy, whereas other programs like Exploring College & Career Options in Oakland (ECCO!) focus more on one-time workshops.

Financial literacy, it's just a constant need...We discovered when we hand kids their stipend check at the end of the summer, a lot of them turned to us and said, "where do I cash this?"...So, now, we have a bank partner coming to help with a workshop for all the kids at the internship readiness fair at the end of the month.

—Program Leader, OUSD College & Career Readiness Office: Exploring College & Career Options in Oakland (ECCO!)

Job skills training. This varies based on the particular vocational area. Youth Radio, for instance, focuses on preparing youth for careers in digital media. In addition to coming to the program, youth attend a Multi-Media Arts course at Berkeley Community College so that they earn college credit. In programs where youth work in hospitals, such as Youth Bridge and Model Neighborhood Program, youth go through extensive training before starting so that they

know how to negotiate those settings.

They go through a training that prepares them to be professional overall, but particularly in a healthcare work environment... They learn things like the hospital emergency codes. They have a code card and if their code is called they know what protocol to cover... They also learn what the organization expects of employees.

—Development Coordinator, Alameda Health System: Model Neighborhood Program

Internships/Subsidized Employment. Programs vary significantly in the length of the pre-internship training and in how much time is spent on the job. GAIN, a culinary training program, places youth for six days total over the last four weeks of their program. They partner with a restaurant to provide these opportunities and to act as mentors to the youth. They also do two days at either a farm harvesting or at a farmers market. Youth receive a \$100 a week stipend. JUMA uses a different approach. JUMA engages youth as ballpark employees. They begin working in April of their sophomore year and continue until they graduate high school, working as many hours as they want as long as they work a minimum of 9 hours a month. They receive minimum wage, bonus commissions, and tips.

Job Placement. Although programs encourage and support youth in their efforts to find jobs, most do not have the staffing to do post-program job placement. Program leaders described that “although this is the end goal,” it is “very, very challenging.” The youth face a lot of challenges that get in the way of them taking on permanent positions. The exception is Youth Radio, which helps youth find full-time employment. Similarly, at the time of SPR’s site visit, Center for Media Change: Hack the Hood had just been awarded the resources to hire a job developer to assist with job placement.

PERFORMANCE AND QUALITY

I don't want to be locked into a definition [of quality]...I know what it feels like... We really want kids to feel like they know how to communicate with adults better, how to hold themselves together professionally, and to be confident to take on another internship opportunity if it comes along. .

—Youth Coordinator, Alameda Health System: Model Neighborhood Program

There are many ways to define program quality, performance, and outcomes, and given the large variety of programs funded by OFCY, it is not possible that the full breadth of their work could be captured by a common set of evaluation measures. During interviews with OFCY project directors, they talked about the need to assess young people’s growth in an individualized way, which takes into account where they start and where they end. Other common themes include measuring whether youth are staying on track (in school, out of jail, etc.), assessing hard skills learned in the program (job training, college readiness, art skills), and gauging young people’s level of engagement in trainings and activities. Early childhood program directors also expressed challenges with aggregated methods of measuring quality. They noted that quality can be difficult to measure in their work because quality is so deeply rooted in the nature of their relationships with their clients.

The OFCY performance measures and program quality data are a feedback mechanism for OFCY staff, OFCY-funded programs, and key stakeholders across the city. Because they can’t capture the nuances of what quality means at each OFCY program, they focus on the most universal of program

elements, many of which were also highlighted by program leaders: Is the program enrolling youth or participants? Is the program safe? Are participants engaged? Are participants staying with the program long enough to get a significant level of service? Do participants have opportunities to provide input on the program and how it provides services?

Over the past few years, OFCY has measured program quality through structured program observations using Weikart Program Quality Assessment (PQA) tool and participant surveys. In addition to summarizing progress towards OFCY's performance standards and program quality as traditionally measured, this section also explores progress towards potential additional performance measures by program and participant characteristics. It also surfaces qualitative themes on program quality, lifting up the voices of program staff and participants.

OFCY Performance Measures

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

- **OFCY Thresholds for Enrollment by the end of the Year:** By the end of Quarter 4, all programs have enrolled at least 80% of projected unduplicated youth⁵ for the fiscal year.
- **OFCY Thresholds Units of Service by the end of the Year:** By the end of Quarter 4, all programs have achieved at least 80% of their projected Units of Service for the fiscal year.

In addition to these official performance measures, this Final Report explores two additional performance measures for OFCY programs. In contrast to the performance thresholds above, which are used to inform re-granting decisions, the intent of the proposed performance measures is to provide targets for OFCY programs in the areas of levels of service and survey data collection.

- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that the amount of hours of services youth receive is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the amount of service provided to youth participants, and to encourage programs to aim for higher levels of service.
- **Percentage of participants who complete an OFCY participant survey.** A benchmark for response rates for the participant survey is important because the survey serves as a critical data source for understanding participant experiences in the OFCY-funded programs as well as progress towards outcomes.

Findings related to progress towards projections, summarized in Exhibit 5, include:⁶

- **Programs made good progress toward enrollment and units of service projections.** Across all programs, 92% met the threshold for enrollment, and 89% met the threshold for units of service. Only one program fell short in both areas.
- **There was some variation in progress by both overall funding area and specific funding strategy.** Programs under *Youth Leadership and Community Safety* made the most consistent progress towards both enrollment and units of service, with 96% of programs

⁵ OFCY asks programs project the number of unduplicated youth and adult participants. The term *youth* is used for participants ranging from birth to 20, including children served by programs under *Healthy Development of Children*.

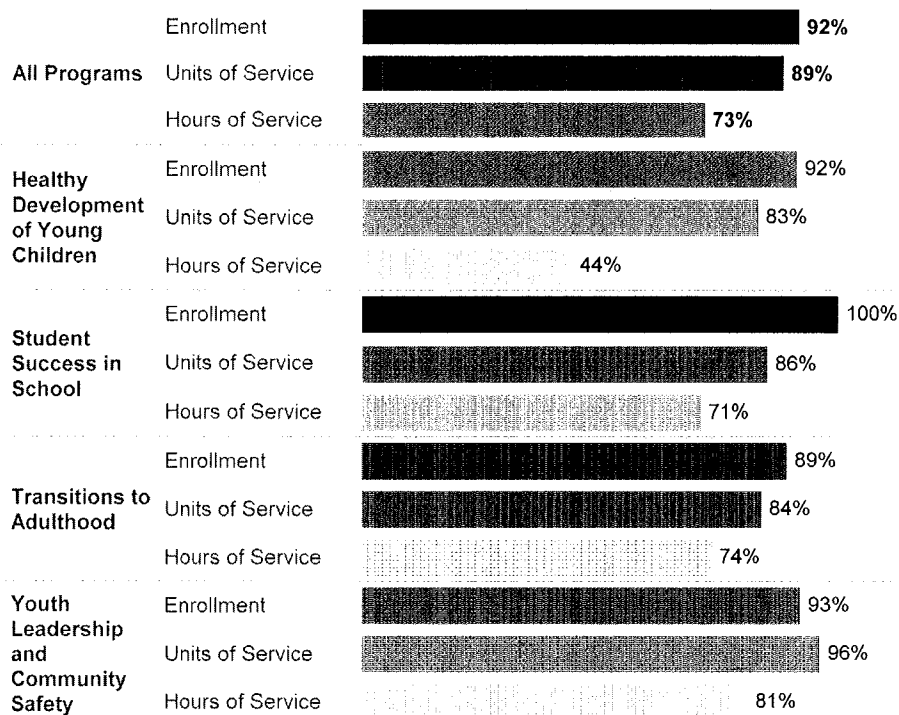
⁶ For progress toward enrollment and units of service goals by individual program, see Appendix A.

meeting its units of service target and 93% meeting its enrollment target. Programs under *Healthy Development of Children* and *Transitions to Adulthood* were the least likely to meet their performance targets in both areas.

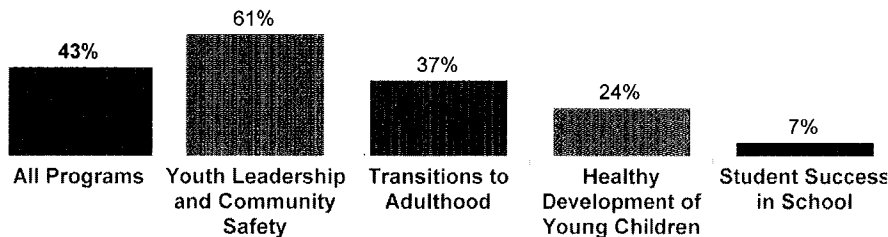
- Overall, 43% of OFCY participants completed a participant survey.⁷ The response rate was highest in the Youth Leadership and Community Safety programs and lowest in the Student Success in School programs. Programs that served less than 100 youth had a higher response rate than programs that served more youth (66% versus 31%).
- Close to three-quarters of programs provided an average of at least 40 hours of service to youth participants. Youth Leadership and Community Safety programs were the most likely to meet this target.

Exhibit 5: Performance by Funding Strategy

Percent of Programs Meeting Performance Thresholds



Rate of Participant Survey Completion



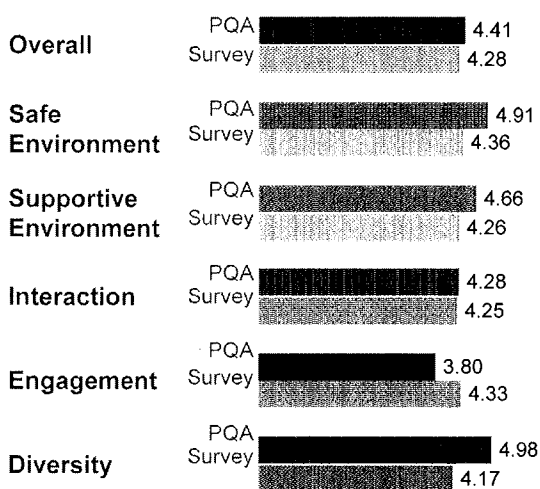
⁷ Survey respondents include youth eight years and older, caregivers in the *Parent and Child Engagement in Early Learning and Development* programs, and educators in the *Mental Health and Developmental Consultations* programs.

Quality

OFCY draws on multiple data sources to assess program quality, including structured observations using the Program Quality Assessment (PQA) and the annual participant surveys. Both the structured observation tool and the youth surveys are aligned to five dimensions of program quality that research has identified as important for ensuring high quality youth programs: 1) *safety*; 2) *supportive environment*; 3) *interaction*; 4) *engagement*, and 5) *diversity*.⁸ In this section, we highlight findings on each of these core dimensions of program quality by drawing on PQA, youth survey data, and qualitative interview data.

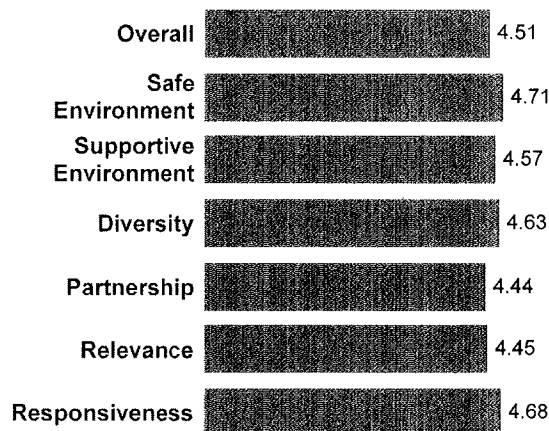
Exhibit 6: Average Program Quality Scores

Youth Programs



Healthy Development of Young Children Programs

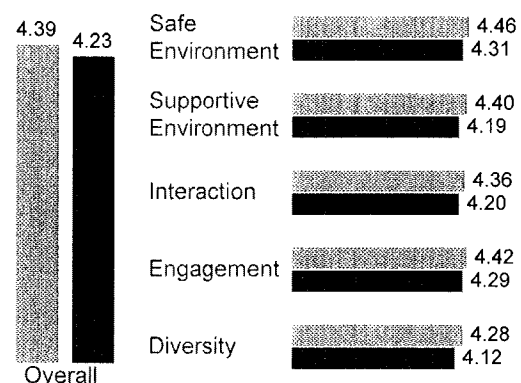
(caregiver and educator survey results only)



By Total Enrollment

(youth survey results only)

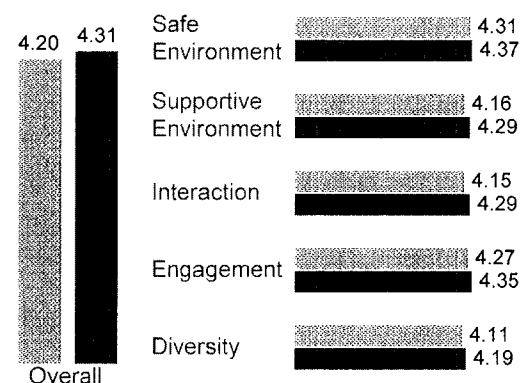
▨ <100 youth ■ 100+ youth



By Average Hours of Service

(youth survey results only)

▨ <40 hours ■ 40+ hours



⁸ SPR added the dimension of diversity to the PQA observation tool and surveys in fall 2014. All of the programs visited in Summer and Fall 2014 received overall scores of either *Performing* or *Thriving*, the two highest categories of performance. Programs that received overall scores of 4.5 or higher (on a 5 point scale) across all four dimensions were categorized as *Thriving*. Programs that received average scores between from 3.0 up to 4.5 were categorized *Performing*.

Safe Environment

No matter how many people come and go, you have that feeling that you're home. You have a family that can provide you with emotional support.

—Youth, La Clinica De La Raza: Youth Brigade

The PQA tools define program safety as “physical and emotional safety” along with assessments of whether the physical environment is “adequate” and “sanitary” and the food is “nutritious.” Survey results and site visit scores were highest in the safety domain, indicating that programs excel in providing a safe environment for children and youth. Although consistently high across all respondent groups, there were small differences in youth perceptions of safety by ethnicity: On average, Caucasian youth reported slightly higher levels of safety (4.37) than did African American youth reported lower levels (4.29).

When talking about the level of safety they feel in their programs, youth who participated in focus groups underscored the importance of emotional safety and the strong role that staff play in bringing about that feeling of safety. They shared that the staff check in with them often and can sense when something is wrong. Youth in three of the five programs we visited likened these staff to “second family.” For instance, a youth at Youth Radio described her program leader as an “older sister that's really helpful, who knows what you need to do, who's gone through everything already.” While the nurturing, family feeling is important to feeling “safe” in their programs, the youth also emphasized the importance of truth telling in creating a safe space, even if those truths are hard. They appreciated the fact that program staff did not try to “candy coat everything,” which ultimately helped to build a greater sense of trust between students and staff. As a youth from the Youth Bridge and Career program described, “it is really refreshing how he just tells you how it is.”

Programs use different strategies to create that sense of safety, including establishing ground rules, doing “check-ins,” having youth create reflection journals, and making sure that youth have opportunities to participate through a mix of small-group, individual, and large-group activities. For youth workforce programs, safety means making sure youth know how they are supposed to behave on the worksite and interact properly with workforce supervisors and also that they know their rights. Programs teach this through job safety and sexual harassment workshops.

Supportive Environment

We can actually go to [staff member] for personal problems. She isn't like a person you would go to just for school, because your personal life and your school life can easily affect one another. Stuff that goes on at home always puts me in a bad mood ... so I like going to [her] for personal stuff more than school stuff just because she helps out a lot.

—Youth, Juma Ventures: Pathways to Advancement

The PQA tool defines a supportive environment as one that allows “adults to support youth in learning and growing and by providing opportunities for active learning, skill building, and the development of healthy relationships.” This dimension, therefore, reflects the ability of youth to form positive relationships with adults within the organization in a way that supports their own autonomy and growth.

In general, site visitors ranked programs relatively high on the dimension of supportive environment (4.7 on a 5 point scale)⁹. Program staff went out of their way, for instance, to welcome students by name as they came into the program and to clearly explain activities. Only a few programs received lower scores on this dimension, primarily because the observed activities did not actively engage youth in skill-building.

Youth surveys, however, rated this dimension less positively than other dimensions of quality. In particular, the lowest rating on the survey was in response to the prompt, “at least one adult here understands what my life is like outside of the program.”

In focus groups, youth emphasized that staff members provide emotional support primarily through regular “check-ins” and “one-on-one” conversations, which a few youth identified as their favorite part of the program. In several of the focus groups, youth said that staff members make it clear that they care about them as individuals and work to provide them with resources when they are needed. In some cases, youth said that staff members show support by communicating high expectations.

Having a strong relationship with an adult is really a motivator, the key to unlock people's desire to try things that might be hard or challenging.

—Executive Director, Center for Media Change: Hack the Hood Summer Bootcamp

Program directors indicated that staffing is a key variable that plays into their ability to connect one on one with participants. For those programs that have the staffing capacity, staff members are often required to do regular one-on-one check-ins. In more intensive programs, staff members may be required to check-in weekly, whereas others may require that staff check-in every several weeks. Staff also reiterated the value of listening to youth without judgement with a focus on taking them “where they are at” and focusing on “harm reduction.”

Interaction

When we come in here, it's like we're working as a team, not so much like a family, but [we have] a sense of community because we all respect one another and we are all trying to get to the same goal and have the same mindset... I feel like we all encourage one another and kind of persuade each other to do better.

—Youth, Juma Ventures: Pathways to Advancement

The PQA tool defines interaction as the promotion of “a positive peer culture where youth support each other, experience a sense of belonging, participate in small groups as members and as leaders, and have opportunities to partner with adults.” This dimension, therefore, focuses on opportunities for participants to positively interact with one another and includes aspects of youth leadership.

Although this dimension was high overall (4.3 on a 5 point scale), it ranked on the lower end of the core quality dimensions. Programs received lower scores on dimensions such as “youth actively participate in all activities” and youth get opportunities to “lead a group” or “mentor other youth.” In

⁹ The tool uses a scale of 1, 3, and 5 with descriptions of the ratings at each level for each of the questions. In general, rating of 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 3 indicates that the practice is implemented relatively consistently across staff and activities, and a rating of 5 indicates that the practice was implemented consistently and well across staff and activities.

the case of these latter dimensions, it is unclear whether this was due to a lack of such opportunities in the program or just in the particular activities observed by the site visitor.

On average, in surveys youth indicated that they experienced a strong sense of belonging and the programs have helped them to get along with other young people. They were less positive about whether programs have supported their ability to work in teams.

In the youth focus group, participants stressed that their programs provide opportunities to interact with young people from other schools and areas of the city that they might not usually have the opportunity to interact with. Youth also spoke about how staff members helped to create a sense of community in the program by encouraging them to get to know each other.

Program staff often emphasized the role of their curriculum in helping to encourage quality interaction between participants. The director for Bay- Peace Better Alternatives for Youth, for instance, said that the central focus of their program is to form “a really tight family-like community” and to challenge youth to take on new levels of leadership. They encourage youth to take turns leading a “warm-up” for the group, and do a presentation on themselves as part of a program “spotlight,” where they share a “passion in their life” that their peers might not know about.

The entire curriculum is based on recognizing the leadership capacity of kids...There's a lot of peer mentorship. Youth who have been in the program a quarter longer will co-teach the younger or newer youth.

—Policy Director, Get Active Urban Arts Program, Safe Passages

Engagement

AYPAL helped me speak up a lot and use my voice in an effective way. Through this program, I was able to gain knowledge of what is happening in my community and bring it to my school.

—Student, EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL)

The PQA tool defines engagement as the promotion of youth agency and leadership, particularly the opportunity for young people to “plan, make choices, reflect, and learn from their experiences.” This dimension overlaps with “interaction” in key respects, particularly when it comes to opportunities for youth to lead their peers, but is focused more narrowly on opportunities for youth to provide feedback, make plans, and have choices about what they do in the program.

Site visitors gave programs the lowest ratings for engagement. One reason for the relatively lower PQA scores in engagement is that some dimensions are difficult to assess during a one-time observation. Programs, for instance, received lower scores in dimensions related to youth having the “opportunity to make plans” and to exercise choice over program activities. Programs performed more positively on PQA measures associated with youth’s ability to “exercise independence” and provide feedback.

In contrast, youth survey results show engagement to be one of the highest rated dimensions of quality. On average, a high percentage of youth said that the programs provide them with opportunities to try new things, that they are interested in program activities, and that they talk about what they are learning in the program.

Youth focus groups highlighted several key themes related to engagement, discussed further in the outcomes section. Youth participating in leadership focused programs, such as API Youth Promoting Advocacy and Leadership (AYPAL) and La Clinica de La Raza, described how the program had increased their awareness of issues facing their communities and their ability to make a difference. Youth in workforce programs talked about how participation had increased their confidence, public speaking skills, and helped to clarify their goals for the future.

Staff in youth leadership programs talked about the incremental process of developing and supporting leadership. To keep older youth engaged over time, they needed to move beyond skill building, and provide them opportunities to make decisions and lead activities. One way that they make this process transparent to youth is to create a formal leadership pathway, where youth can move into positions that receive a stipend or a wage as they take on higher levels of leadership.

Diversity

We really, really pushed for having therapists who spoke the family's language, because it's extremely difficult to have such an extensive program that's a personal program when you're working through a third-party translator. So things like that we have advocated for deeply and often. Also the inclusion of families with disabilities and ensuring that they have a place where they feel understood has also been a really big focus of the program and the partnership with Through the Looking Glass.

—Program Director, Safe Passages: Safe Passages Baby Learning Communities

Oakland's rich diversity is one of the city's greatest strengths. In order to explore the ways in which programs understand, support, and embrace the diversity of children and youth served by OFCY programs, SPR added diversity-focused measures to all data collections tools (i.e. the PQA as well as all surveys and interview protocols.) These questions aim to provide greater understanding of (1) program staff's ability to understand and work well with participants from diverse backgrounds, (2) the extent to which attending to diversity is a priority for the program, (3) specific activities programs engage in to address diversity, and (4) the extent to which programs support youth in feeling comfortable in diverse settings.

Questions around diversity yielded a wide range of results. Site visitors rated most programs fairly high on diversity, indicating that most programs reflected the diversity of their participants in their program spaces (where possible), that staff engaged in tolerant and inclusive attitudes and behaviors, and that youth expressions of diversity were celebrated and encouraged. Parent surveys from early childhood programs rated program staff high in their ability to work well with families from different backgrounds (4.74 average). However, average youth survey ratings on the level of program staff's understanding of their families' cultures were relatively low (3.98). At the same time, students gave fairly positive ratings when asked whether, because of their program participation, they feel more comfortable being around people who were different from them (4.21 average).

Program directors in general acknowledged the importance of attending to issues of diversity. While it is not always possible to have staff that directly mirror the participant population, program directors recognized the importance of cultural competency in their staff. At least two program directors emphasized the importance of intentionality in staff recruitment processes to ensure greater staff cultural competency. While one program director noted the importance of recruiting multiracial staff members to better reflect the diversity of their students, another emphasized the importance of not only racial/ethnic and language alignment, but also ensuring that recruitment processes pull from the actual communities served.

Additional Early Childcare Quality Dimensions

SPR developed a framework for assessing early childcare programs, in collaboration with OFCY grantees, that had three quality domains in common with other youth focused programs (safety, supportive environment, and diversity) and the three additional domains. Because EC programs operate very differently than other OFCY youth programs, they did not receive PQA site visits to assess quality. Instead, SPR used surveys of parents, caregivers, and educators, coupled with interview data, to assess quality. On average, EC survey results on issues of safety, supportive environment, and diversity were slightly higher than received by youth programs. A more detailed assessment of the other three domains is included below.

- **Partnerships.** Programs score higher on this domain if they strategically build and leverage partnerships to improve service delivery. EC programs described leveraging partnerships to meet translation needs, support activities to ensure mental and behavioral health, and to connect participants with community support networks. Survey results were strong in this area, with educators' average agreement ratings at 4.24 and parent average agreement ratings at 4.47.
- **Relevance.** This dimension assesses the program's ability to promote access to relevant, high quality content and curriculum. In this area, average parent agreement ratings were favorable (4.5), with the highest ratings in this domain being in response to the prompt *the staff seem knowledgeable about children's needs* (4.75). Educator scores were somewhat lower in this domain (4.15), however 90% of respondents agreed that the mental health consultants worked closely with parents to find resources to meet the needs of their children.
- **Responsiveness.** Program are "responsive" if they have a clear process for assessing and responding effectively to participant needs. This quality area was applied to the Mental Health and Developmental Consultations strategy, and data indicate that, despite some capacity issues for both teachers and consultants, programs were doing well in this area, with average agreement ratings from educator surveys that were again fairly positive (4.39). Moreover 90% of respondents agreed that their mental health consultant served as a partner in meeting children's needs and 93% felt they had a "good relationship" with their mental health consultant.

Overall Findings Related to Program Quality

- Data consistently points to the generally high quality of OFCY programs. Although there are differences in how site visitors and youth rank different dimensions of program quality, the PQA and survey ratings are consistently high. When looking across both the PQA and the youth survey results, engagement (3.8 on the PQA) is the only area where programs averaged less than a 4 (on a 5 point scale).
- Youth gave higher ratings to programs that provided more hours of service to participants. Average hours of service was associated with higher ratings. Although this association was only statistically significant for *interaction*, the association approached statistical significance for *diversity*, *support*, and overall composite scores.
- Program quality was related to small program size. On average, youth gave higher ratings in all areas to programs that served less than 100 youth over the program year. The correlation was statistically significant for all areas except for *safety*, which approached significance.

- Youth perception of program quality differed by ethnicity. The differences were statistically significant in all areas except for *interaction*. With the exception of *safety*, Hispanic youth and Asian/Pacific Islander gave the highest scores and African American and Caucasian youth gave the lowest scores.

OUTCOMES

Juma has helped me to see myself differently because before Juma... I was just going down the wrong path and stuff wasn't really going good in my life, but then...[at Juma] we get a lot of motivation and inspiration, and then opportunities.... It turned my life upside down, basically, and put me on the right track.

—Youth, Juma Ventures: Pathways to Advancement

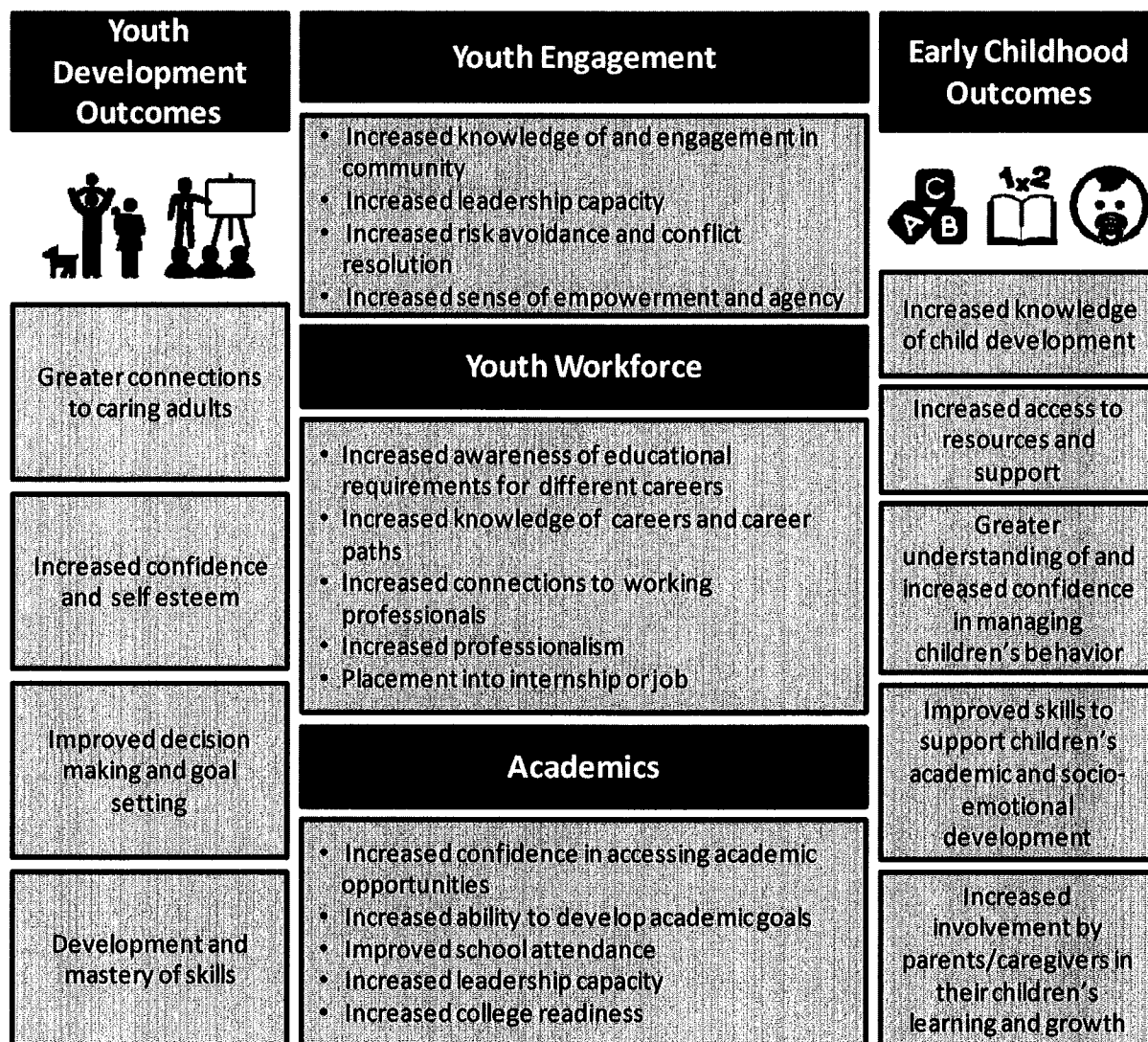
The overarching goal of OFCY programs is to put young people on the “right track” so that they can thrive and become healthy and happy members of Oakland’s community. Yet programs differ in their approach to achieving this overarching goal and therefore have a unique set of programmatic features and desired outcomes.

In order to understand these differences, we developed four evaluation frameworks: youth engagement, youth workforce, academics, and early childhood development.¹⁰ These frameworks, which were developed with feedback from OFCY grantees, articulate how the key characteristics of programs and measures of program quality contribute to key outcomes in each of these areas. In addition to the four framework areas, programs for youth grade 3 and higher all capture a set of general youth development outcomes, which allows for broader comparisons across types of programs as well as types of youth served.

Progress towards outcomes is measured with the OFCY participant surveys and complemented by information gathered during in-depth interviews. Exhibit 7 illustrates the specific outcomes that the evaluation is tracking in each of these areas. As illustrated, youth surveys include questions mapped to the general youth development outcomes and one of the three framework areas (engagement, workforce, or academics). Meanwhile, the parent, caregiving and educator surveys capture their own set of outcomes for early childhood programs.

¹⁰ For the evaluation frameworks and a mapping of programs to the frameworks, see Appendix B. For the most part, these frameworks align with OFCY’s funding strategies for the 2013-2016 funding cycle, although some adjustments were made in mapping specific programs to frameworks, based on input from programs.

Exhibit 7: OFCY Evaluation Frameworks and Outcomes



Youth Development Outcomes

With the exception of early childhood programs, we examined progress towards the following youth development outcomes for all programs: (1) *connections to caring adults*, (2) *increased confidence and self-esteem*, (3) *improved decision-making and goal setting*, and (4) *development and mastery of skills*. These outcomes represent core youth development principles that are central to effective youth programming.

As illustrated in Exhibit 8, youth generally reported very positive outcomes. Youth showed the most progress in the area of *developing and mastering skills*, followed by *improved decision making and goal setting*. Youth showed the most room for growth in developing *greater connections to caring adults*. Across all of the questions mapped to youth development outcomes, youth were least likely to agree or strongly agree with the statement “at least one adult here understands what my life is like outside the program” (71%) and most likely to agree with the statement “in this program, I try new things” (93%).

Exhibit 8: Progress Towards Youth Development Outcomes
 (Percent of respondents who agree or strongly agree)
 (n = 1,458 youth in 35 programs)

Outcome 1: Greater connections to caring adults	81%
The adults in this program tell me what I am doing well.	89%
There is an adult at this program who cares about me.	86%
There is an adult in this program who notices when I am upset about something.	79%
At least one adult here understands what my life is like outside of the program.	71%
Outcome 2: Increased confidence and self-esteem	85%
I feel like I belong at this program.	87%
This program helps me to get along with other people my age.	87%
Because of this program, I am better able to handle problems and challenges when they arise.	82%
Outcome 3: Improved decision-making and goal setting	86%
This program helps me to think about the future.	89%
At this program, I make choices about what I will do when I am here.	83%
Outcome 4: Development and mastery of skills	88%
In this program, I try new things.	93%
In this program, I learned new information about a topic that interests me.	90%
Since coming to this program, I am better at something that I used to think was hard.	85%
Since coming to this program, I am better at listening to others.	84%

Other findings related to general youth development outcomes:

- Youth in programs with smaller enrollment reported more progress towards outcomes. Youth in programs that enrolled fewer than 150 youth for FY2014-2015 were 3-8% more likely to report positive youth development outcomes than youth in larger programs. For example, on average, 86% of youth in smaller programs agreed or strongly agreed with the questions mapped to *greater connections to caring adults* compared to 79% of youth in larger programs. These findings suggest that programs that enroll more than 150 youth could benefit from additional support to promote general youth development outcomes, perhaps drawing on some of the best practices from the smaller programs.
- Youth in programs that provided an average of 40 hours or more of services exhibited greater progress towards all four youth development outcomes. These differences were particularly strong for the first outcome, *connections to caring adults*. On average, youth

in programs that provided more average hours of service were 10% more likely to agree or strongly agree with these questions (84% compared to 74%).

- High-school age youth showed the most progress towards general youth outcomes while middle school-age youth exhibited the least. Youth in grades 9-12 reported the greatest progress towards general outcomes. For example, 90% of high-school age youth agreed or strongly agreed with the questions mapped to development and mastery of skills compared to 86% of the elementary-age youth and 83% of the middle-school age youth.
- Youth in workforce development programs showed the greatest progress towards outcomes. Youth enrolled in programs that fell within the youth workforce development framework exhibited the strongest general youth development outcomes. For example, 88% of youth in workforce programs reported that they agreed or strongly agreed with questions related to forming *caring connections to adults* compared to 82% at youth engagement programs and 75% at academic programs.

Youth Perspectives on Youth Development Outcomes

Connections to Caring Adults

My favorite part [of the program] is how [the instructor] pushes you, because I feel like you don't get that push anywhere else, unless from your parents, and you don't want to listen to them. So, having somebody else push you to do your best, it is really refreshing. — Alta Bates Summit Foundation: Youth Bridge Career and Workforce Development Program

Increased Confidence and Self Esteem

I now feel more confident to tell someone who is bullying another student to stop. Before, that is something I wouldn't do. — La Clinica de La Raza: Youth Brigade

Before, I was stuck inside my shell. Because of AYPAL, I have begun to come out of my shell. I have stayed in AYPAL because of the community I have been able to build. It is an empowering space for me to be in. —EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL)

[I've learned] a lot of public speaking skills. If you weren't comfortable speaking, I'm pretty sure that by the end of this program you would be. So that was good, giving us confidence to speak in front of other people. — Alta Bates Summit Foundation: Youth Bridge Career and Workforce Development Program

Improved Decision-Making and Goal Setting

[The youth development coordinator] taught me time management skills because before that I couldn't manage my schedule at all...Ever since I started Juma, I've been more on track with my things with a checklist and planners and all that... I just feel more on top of things. — Juma Ventures: Pathways to Advancement

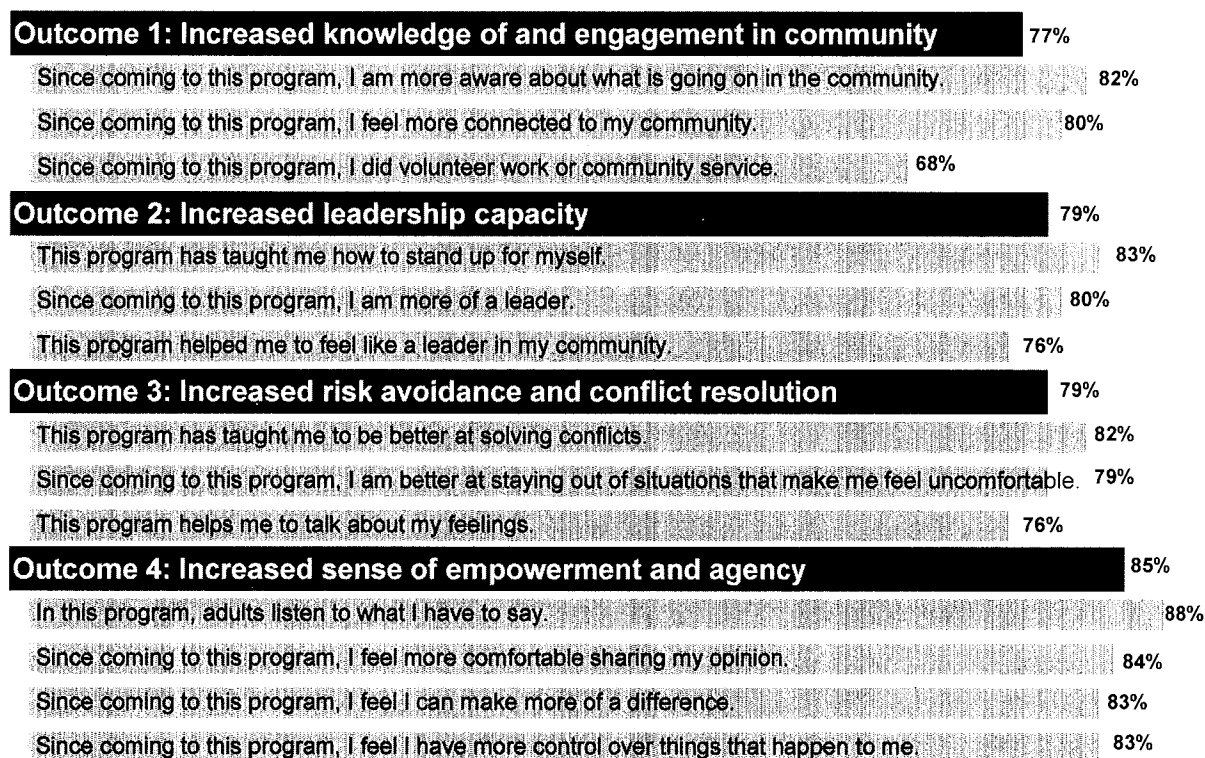
Development and Mastery of Skills

[The program] is making me more focused, more aware, helping me to improve in school, and giving me life skills. — Alta Bates Summit Foundation: Youth Bridge Career and Workforce Development Program

Youth Engagement Outcomes

Youth engagement is the first of the four focal framework areas. The majority of OFCY programs fall into the category of youth engagement, including transition programs, community-based afterschool programs, and youth leadership and community safety. As illustrated in Exhibit 9, youth enrolled in programs mapped to the youth engagement evaluation framework completed questions, designed to capture progress towards the following youth engagement-specific outcomes: (1) *knowledge of and engagement in community*, (2) *increased leadership capacity*, (3) *increased risk avoidance and conflict resolution*, and (4) *increased sense of empowerment and agency*.

Exhibit 9: Progress Towards Youth Engagement Outcomes
(Percent of respondents who agree or strongly agree)
(n = 868 youth in 21 programs)



Youth showed the most progress in the areas of *increased sense of empowerment and agency* (85%) and similar progress in areas of *increased risk avoidance* (79%) and *increased leadership capacity* (79%). Youth in the youth engagement programs showed the most room for growth in developing an *increased knowledge of and engagement in community* (77%), likely because not all programs focused equally on community engagement. Looking across all of the questions mapped to youth engagement outcomes, youth were least likely to agree or strongly agree with the statement “Since coming to this program, I did volunteer work or community service” (67%) and most likely to agree with the statement, “In this program, adults listen to what I have to say” (88%).

In keeping with the youth development findings, youth at programs that enrolled fewer than 150 youth reported greater outcomes, particularly in the areas of *knowledge of and engagement in*

community (80% versus 74%) and sense of empowerment and agency (87% versus 82%). Similarly, youth in more high intensity programs—those where youth received an average of 40 hours or more of services—also showed greater progress.

Youth Perspectives from Two Community Leadership Programs

Knowledge of and Engagement in Community

I love this program. We focus on everything that is going on in Oakland. There are so many obstacles that my community faces. AYPAL has helped me become aware of my surroundings.
—API Youth Promoting Advocacy and Leadership (AYPAL)

Most of the program participants are Mexican American so we created a banner to show that we are in solidarity with what is going on with the Ferguson case and the missing students in Mexico. We also were able to see how these events tie back to the Oscar Grant case, which happened in Oakland. —La Clinica de La Raza: Youth Brigade

Increased Risk Avoidance and Conflict Resolution

We know how to create healthy outlets for protesting in a peaceful manner and express ourselves in a healthy way. — La Clinica de La Raza: Youth Brigade

Increased Sense of Empowerment and Agency

[This program] has strengthened my identity as a Chicana and as an activist in the community. I am more confident about speaking up about issues that matter to me. — La Clinica de La Raza: Youth Brigade

AYPAL teaches you how to educate yourself first and use your voice in a positive way. We talked about acts of social injustice and how we can be better leaders in our community. —EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL)

Youth Workforce Development Outcomes

Youth workforce development is the second of the four focal framework areas. As illustrated in Exhibit 10, youth enrolled in the eleven year-round youth workforce programs completed additional questions, designed to capture progress towards the following youth workforce development-specific outcomes: (1) *increased awareness of educational requirements for specific careers*, (2) *knowledge of careers and career paths*, (3) *connections to working professionals*, (4) *increased professionalism*, and (5) *placement into internships or jobs*.

Youth in these programs made the most progress in the areas of *increased professionalism* (96%), *increased knowledge of careers and career paths* (92%), and *increased awareness of educational requirements for specific careers* (91%). Youth showed less progress in the other two outcome areas: *increased connections to working professionals* (81%) and *placement into internship or job* (80%). Lower outcomes in this area no doubt reflect the challenges of connecting youth to working professionals and placing youth into jobs and internships.

Exhibit 10: Progress Towards Youth Workforce Development Outcomes
 (Percent of respondents who agree or strongly agree)
 (n = 216 youth in eight programs)

Outcome 1: Increased awareness of educational requirements for specific careers	91%
As a result of this program, I understand the importance of an education for getting the job I want	97%
As a result of this program, I understand the steps I need to take to get into college	90%
Because of this program, I am more interested in my education	87%
Outcome 2: Increased knowledge of careers and career paths	92%
In this program, I learned about jobs I can have in the future	95%
Because of this program, I have learned new skills that will help me to get a job	94%
In this program, I learned about an industry that I am interested in	90%
This program helps me to understand how to get the kind of job I want	89%
Outcome 3: Increased connection to working professionals	
This program helps me to connect with potential employers	84%
At this program, I met people who have the types of jobs that I want	78%
Outcome 4: Increased professionalism	96%
At this program, I learned what is expected in a work setting	97%
This program taught me how to get along with others in a work setting	95%
Outcome 5: Placement into internship or job	80%
Because of this program, I have an internship or volunteer position now or lined up	73%
Because of this program, I have a paying job now or lined up for the future	63%

*Note: Outcome 5 identifies the percentage of youth who were placed into an internship or a job. Therefore, the percentage of youth met Outcome 5 is greater than the average of the those who met the sub-outcomes under Outcome 5.

Across all of the questions mapped to workforce development-focused programs, youth were least likely to agree or strongly agree with the statement “Because of this program, I have a paying job now or lined up for the future” (67%). Given that placing youth into paying jobs remains a challenge for youth workforce development programs, it seems that 67% is a relatively high percentage. Youth were most likely to agree or strongly agree with the statements: “At this program, I learned what is expected in a work setting” (97%) and “As a result of this program, I understand the importance of an education for getting the job I want” (97%).

Youth Perspectives from Two Youth Workforce Programs

Increased Professionalism

[I've learned] work ethic, definitely, because there is no room to be lazy in this program. If you are lazy, you are not going to make it, so it definitely prepares you for a strong work ethic in a professional environment. — Alta Bates Summit Foundation: Youth Bridge

I remember my first day working, I was very nervous, and there was this customer that was so rude, and he was screaming and yelling and cussing. You had to take a step back, and it's like, "Oh." How I normally react, I wanted to physically react to it, but then I had to take a step back and be like, "Okay, I need to be professional because the customer is always right, I guess." So I had to take a step back. — Juma Ventures: Pathways to Advancement

You actually need to be professional and be there on time and you have other duties around there so it helps you mature a lot. — Juma Ventures: Pathways to Advancement

Placement into an Internship or Job

This is a rare opportunity, even for college students, to get an internship working side-by-side with a physician or a nurse, so spots were limited... students need to be very on point with their time, their assignments, patient care, and patient policies. — Alta Bates Summit Foundation: Youth Bridge

They helped to build up our resumes and beef it up so it looks nicer...I want to work with kids, so she helped me apply for [a job with kids], and I got the job, so I'm an aide there and help work with special education kids... so, yeah, looking for jobs and applying for jobs, they've helped us a lot.—Juma Ventures: Pathways to Advancement

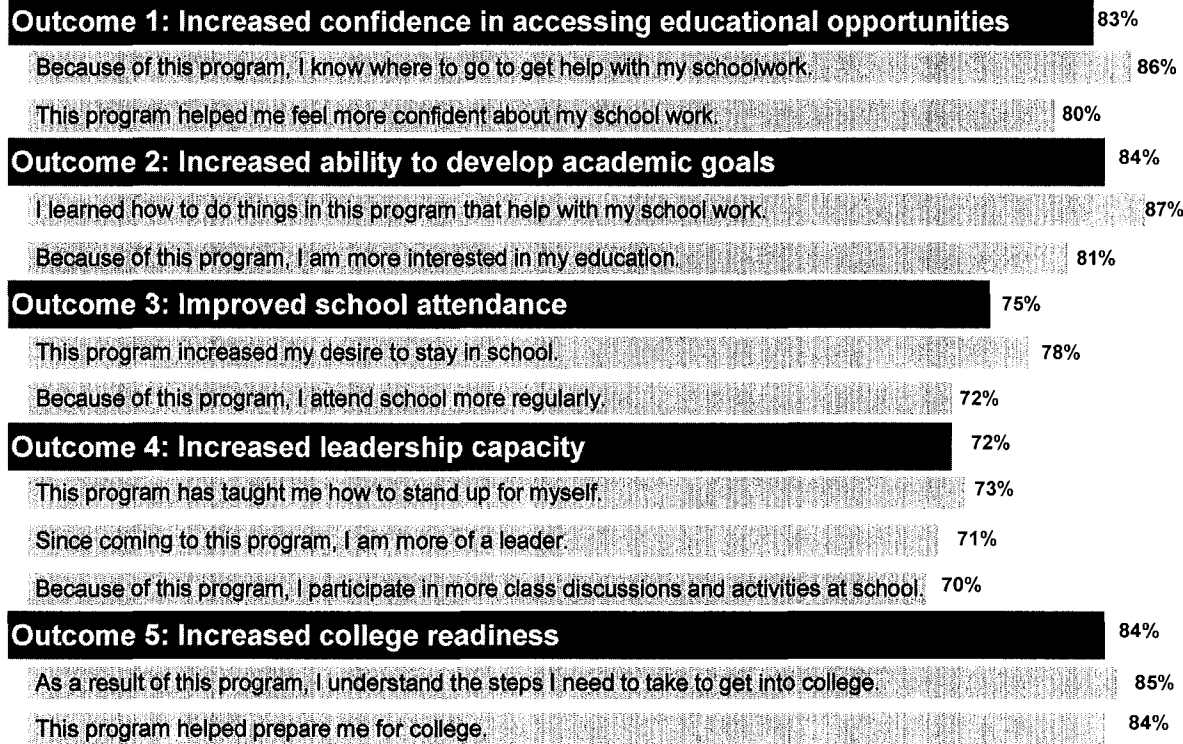
Academic Outcomes

Academic focused programs mapped to the third of the framework areas. As illustrated in Exhibit 11, youth enrolled in programs mapped to the academic evaluation framework completed additional questions, designed to capture progress towards the following academic-specific outcomes: (1) *confidence in accessing educational opportunities*, (2) *ability to develop academic goals*, (3) *improved school attendance*, (4) *increased leadership capacity*, and (5) *college readiness*.

Youth in academic-focused programs showed the most progress in the areas of *increased college readiness* and *increased ability to develop academic goals*, followed by *increased confidence in accessing educational opportunities*. Across all academic outcomes questions, youth were least likely to agree or strongly agree with the statement "Because of this program, I participate in more class discussions and activities at school" (70%) and most likely to agree with the statement "I learned how to do things in this program that help with my school work" (87%).

As was true of the general youth development findings, programs that enroll fewer youth and that provided 40 hours or more of services exhibited considerably more progress towards academic outcomes. These programs were able to provide more intensive services, which likely helped to support stronger outcomes. Because we did not interview any youth from academic focused programs, we do not have qualitative perspectives on these programs.

Exhibit 11: Progress Towards Academic Outcomes
 (Percent of respondents who agree or strongly agree)
 (n = 365 youth in six programs¹¹)



Early Childhood Outcomes

The last of the focal frameworks is focused on capturing early childhood outcomes. Programs focused on early childhood differ significantly from youth-focused programs, as this strategy concentrates on improving outcomes for children ages 0-5, an age group that requires a completely different set of supports and that therefore warrants a different set of expected outcomes. Key outcomes for this funding strategy are (1) *increased knowledge of child development*, (2) *increased access to resources and support*, (3) *greater understanding of and increased confidence in managing children's behavior*, (4) *improved skills to support children's academic and socio-emotional development*, (5) *increased involvement by parents/caregivers in their children's learning and growth*.

Another key difference to note for programs focused in early childhood is that while it is focused on improving outcomes for our youngest children, it does so largely by focusing its support efforts on the *adult population* charged with caring for these children (i.e. parents, caregivers, and educators.) This is therefore the only funding category in the evaluation wherein the participants surveyed were *adults*--namely, parents and caregivers participating in community playgroups, and educators

¹¹ Of the 375 surveys completed by youth enrolled in academic-focused programs, 10 surveys did not have completed academic-specific questions, the second page of the survey.

receiving support from mental health consultants. These adult participant surveys and interview data with directors of all early childhood programs make up our key data sources for measuring progress on outcomes in this area.

Parent Outcomes

Overall, results from parent and caregiver surveys are extremely positive across all outcome domains, with agreement ratings for all measures being above 90%. The statement with the lowest agreement rating --*This program connected me with other programs and resources that can help me be a better parent*--still received an impressive average agreement rating of 91%. The statement that received the highest average agreement rating (97%) was *My child and I have made new friends as a result of this program*. This indicates that programs are meeting their key goals of fostering community relationships and reducing parents' sense of isolation. One program director described the importance of this goal:

Reduction in isolation [as an outcome] would be huge. Evidence of their reduction, their sense of reduced isolation would be that they continue their relationships outside of the playgroup. That's one of our happiest results when we see people making playdates at the end of a playgroup which happens a lot. And we basically are just doing the touchdown dance inside whenever we see that.

—Program Director, Our Family Coalition:Building Strong Children in LGBTQ Families

Exhibit 12: Progress Towards Early Childhood Outcomes-Parent and Child Engagement Programs
(Percent of respondents who agree or strongly agree)
(n = 257 caregivers in eight programs)

Outcome 1: Increased knowledge of child development	93%
Because of this program, I know more about how to keep my child safe and healthy.	92%
Because of this program, I have a better understanding of how my child is growing and developing.	94%
Outcome 2: Increased access to resources and support	94%
This program connected me with other programs and resources that can help me be a better parent.	91%
My child and I have made new friends as a result of this program.	97%
This program connected me with other programs and resources that can help my child learn.	93%
Outcome 3: Increased confidence in managing children's behavior	94%
This program taught me how to identify what my child needs.	95%
This program helped me to understand how to respond effectively when my child is upset.	92%
Outcome 4: Improved skills to support children's academic & socio-emotional growth	94%
This program taught me how to help my child be ready for school.	93%
Because of this program, I have a better understanding of what behavior is typical at my child's age.	94%
Outcome 5: Increased college readiness	92%
Because of this program, I sing or tells stories to my child more often.	92%
Because of this program, I play more with my child.	92%

Having a strong understanding of child development at different ages and stages, and being able to apply that understanding, provides a strong foundation for parents and caregivers to effectively nurture and support their children. Survey results indicate that parents and caregivers made tremendous progress on this front, particularly in their increased understanding of child development (94%), their ability to identify child needs (95%), and in their greater understanding of what kinds of behavior is typical at their child's age (94%).

Educator Outcomes

Surveys to educators receiving services from programs in the Mental Health and Developmental Consultations in Early Care and Education strategy indicate that programs were strongest in the area of *increased access to resources and support* (85%). Results indicate that educators viewed the mental health consultants themselves as strong resources, with 90% of respondents reporting that their mental health consultant works closely with parents to find resources to meet their children's needs, and describing their mental health consultant as a partner in meeting children's mental health needs. Moreover, 93% of respondents reported having a *good relationship with the mental health consultant*, which is the highest scoring measure across all domains.

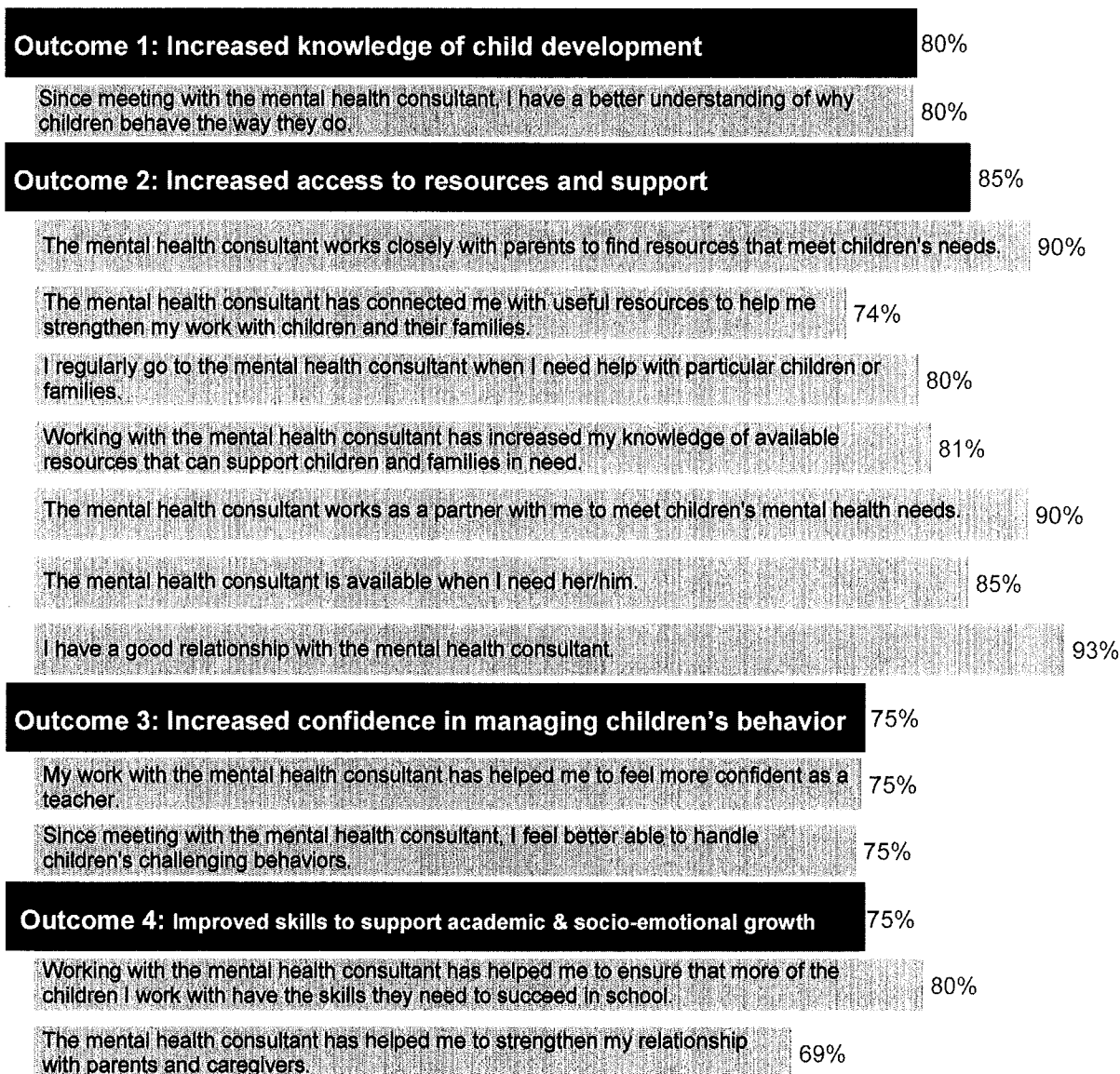
The outcome area that received the lowest average scores, signaling an area for growth, is around educators' *confidence in managing children's behavior* (75%). For program directors in this strategy, building teacher confidence is an area of critical importance to their work. One program director described her goal as supporting teachers to "feel more empowered," while another described their goals as supporting teachers to feel confident in their knowledge and skills and "to feel good about the work they are doing....because that really impacts the kids." Two program directors connected confidence with having a sense of "self-efficacy," because both stem from an acknowledgement of their own strengths as well as access to knowledge and resources to confidently "deal with what they have to deal with in their jobs."

Providing support for strengthening educator relationships with families emerged as an area for improvement. The lowest scores overall were in response to the following prompts: *The mental health consultant has helped me to strengthen my relationship with parents and caregivers* (69%) and *The mental health consultant has connected me with useful resources to help me strengthen my work with children and their families* (74%). Program directors recognize how important it is for educators to build strong relationships with parents and caregivers. One program director noted that supporting better communications with teachers and parents is important in general because "this is relationship-based work." She also noted that building strong relationships helps in reducing the "blame game" that sometimes occurs when sensitive issues arise. Another director affirmed that in this work, strong relationship building across multiple groups is key to supporting healthy growth of young children:

Relationships are a key, both the relationships they have with each other, the relationships they can have with kids, and that they have with families, is a key to helping kids be able to grow and do well.

—Clinical Supervisor, Family Paths: The Early Childhood Mental Health Collaborative

Exhibit 13: Progress Towards Early Childhood Outcomes-Mental Health Consultation Programs
 (Percent of respondents who agree or strongly agree)
 (n = 123 educators in three programs)



CONCLUSION

I think OFCY staff gets it. In my experience, and I've done this work a long time, when you work with highly marginalized youth, there's some tension between translating the reality of those kids [into] the grant deliverables. [OFCY Staff], they get it... They seem to really get what is meaningful about what our youth are accomplishing.

—Policy Director, Safe Passages: Get Active Urban Arts

We wouldn't be able to do this program, never would have started this program, without OFCY funding and they've been a really fantastic partner.

—Executive Director, Center for Media Change:Hack the Hood Summer Bootcamp

As these quotes demonstrate, OFCY support is critical for youth programs in Oakland and also provides vital guidance on processes related to continuous improvement and program quality. Nine out of ten programs are reaching performance targets. Programs are also reaching a high standard of quality, as evidenced by PQA scores and more intensive site visit and interview data.

Program leaders also highlighted a number of areas where they could use additional support. These include professional development opportunities for staff, administrative capacity, job developers and placement staff, supportive and mental health services, translation services, guidance on evaluation and ability to capture program outcomes, and opportunities to network with and partner effectively with other community-based organizations. Furthermore, in some programs, youth recruitment and retention appear to be a challenge. The following are recommendations to consider as OFCY works to deepen the influence of its programs in the 2015-2016 funding cycle.

- Provide grantees with more capacity building and networking opportunities. Several respondents discussed the comparative lack of professional development and networking opportunities for staff from Oakland, compared to their experiences in San Francisco. For instance, one respondent said, “San Francisco is very community-based organization rich, and there’s a way that they do it there where they really partner and talk to each other. I don’t see that much here in Oakland.” These staff suggested that OFCY may be able to play a larger role in building the capacity of organizations and also helping to connect like-minded organizations so that they can partner and leverage each other’s strengths.
- Promote efforts to increase retention of youth. We know from the research that continuity of participation is key to programs’ success. As presented in the report, 40% of participants receive fewer than 10 hours of service. Although some of the individuals participated in one-time workshops or short-term interventions, a good proportion likely simply stopped attending the program. Thus, it may be useful for OFCY to direct some thought and resources to the issues of retention, including sharing promising practices associated with retention.
- Provide continued support to grantees around evaluation. Many of the program leaders we spoke with are eager to capture the unique aspects of their programs that are not fully captured by the overall OFCY evaluation. OFCY provides continuous improvement tools for programs, but there might also be opportunities to support evaluation capacity building through workshops or the sharing of tools.
- Consider setting targets for the pilot performance measures and/or additional performance measures. For this round of grantees, SPR piloted two additional performance measures. One performance measure was associated with the percent of youth that received an average of 40 or more hours of service. The second measure was the percent of participants that completed surveys. Each of these performance measures point programs in the direction of good practice. It would be good, however, if OFCY set specific targets for these measures to help grantees better OFCY’s expectations. Furthermore, OFCY might consider additional performance measures based on its goals and priorities.

Program leaders and community members look to OFCY to support continued innovation in youth programming and to expand the collective capacity of youth programs throughout the city. As illustrated throughout this report, OFCY programs are making a difference in the lives of children and families throughout the city.

APPENDIX A: PROGRAM-LEVEL INFORMATION

The following table provides program-level information at the mid-point of FY2014-2015, including the number of unduplicated youth who participated in program activities and progress towards projected enrollment for the fiscal year, actual units of service and progress towards projected units of service for the fiscal year, average hours of service per youth participant, and overall PQA score, if applicable. Please note that 1) programs that operate in the summer do not have Overall Survey Scores because they utilized a different survey tool and 2) not all programs received a Program Quality Assessment site visit and therefore do not have a PQA score.

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Save Our LGBTI-Youth (SOL)	AIDS Project East Bay	Safe Community Spaces for LGBTQ Youth	243	97%	6,173	33%	25	4.23	4.57
Aim High / Oakland - 3 Sites	Aim High for High School	Summer Program	319	98%	53,750	98%	169	3.85	
Model Neighborhood Program	Alameda Health System	Youth Career and Workforce Development	219	100%	16,870	150%	77		4.3
Youth Bridge Career and Workforce Development Program	Alta Bates Summit Foundation	Youth Career and Workforce Development	219	243%	25,773	125%	118		4.27
Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	Alternatives in Action	Transition programs for youth into middle and high school	813	370%	35,148	70%	43	4.81	

¹² For programs in the Parent and Child Engagement in Early Learning and Development strategy, Units of Service includes service provided to both children and parents, while Average Hours only includes hours of service provided to child participants.

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Life Academy	Alternatives in Action	Youth Leadership in Community Schools	823	127%	95,411	114%	115	4.82	
Culture Keepers	American Indian Child Resource Center	Community-based Out-of-School Time Programs	35	117%	5,609	94%	159	3.49	3.92
Sports & Recreation for Youth with Physical Disabilities	Bay Area Outreach & Recreation Program	Community-based Out-of-School Time Programs	56	124%	4,947	116%	74	4.44	4.55
Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	Beyond Emancipation	Youth Career and Workforce Development	32	133%	6,315	111%	197		4.43
Hack the Hood Summer Bootcamp	Center for Media Change	Youth Career and Workforce Development	19	106%	2,423	115%	128	4.62	
Youth Law Academy	Centro Legal de la Raza	Academic Support for Older Youth	66	86%	3,025	108%	46	4.37	4.34
Integrated Developmental Playgroups Program	Children's Hospital & Research Center Oakland	Parent and Child Engagement in Early Learning and Development	178	274%	9,755	87%	29		4.43

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Oakland Discovery Centers	City of Oakland - Office of Parks and Recreation	Community-based Out-of-School Time Programs	461	102%	36,107	119%	78	4.38	4.14
Sandboxes to Community Empowerment	City of Oakland - Office of Parks and Recreation	Parent and Child Engagement in Early Learning and Development	144	144%	20,005	145%	74		4.56
Summer Camp Explosion	City of Oakland - Office of Parks and Recreation	Summer Program	408	136%	106,420	147%	261	3.95	
College Track Oakland	College Track	Academic Support for Older Youth	268	105%	28,774	126%	107	4.49	4.26
College Track Summer Program	College Track	Summer Program	120	167%	10,696	127%	89	4.65	
Media After School (MAS)	Community Initiatives	Community-based Out-of-School Time Programs	91	91%	11,672	181%	128	4.94	4.25
Camp Destiny	Destiny Arts Center	Summer Program	165	87%	6,264	64%	38	4.64	
Moving in the Movement	Destiny Arts Center	Safe Community Spaces for LGBTQ Youth	25	28%	4,322	76%	173	4.48	4.85
Rites of Passage	Dimensions Dance Theater, Inc.	Community-based Out-of-School Time Programs	108	90%	21,922	152%	203	4.94	4.21

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Parent Child Education Support Program	East Bay Agency for Children	Parent and Child Engagement in Early Learning and Development	118	164%	10,992	261%	51		4.63
Lion's Pride Afterschool and Summer Youth Program	East Bay Asian Local Development Corporation	Community-based Out-of-School Time Programs	112	140%	29,638	90%	264	4.33	4.03
API Youth Promoting Advocacy and Leadership (AYPAL)	East Bay Asian Youth Center (EBAYC)	Youth Leadership and Community Safety	139	46%	24,462	116%	176		4.46
Break The Cycle	East Bay Asian Youth Center (EBAYC)	Transition programs for youth into middle and high school	316	158%	16,197	147%	51	4.51	4.25
Summer Matters	East Bay Asian Youth Center (EBAYC)	Summer Program	683	195%	83,754	140%	123	4.49	
SmartMoves Education and Enrichment Program	East Oakland Boxing Association	Community-based Out-of-School Time Programs	556	79%	103,015	157%	185	4.6	4.45
Summer Cultural Enrichment Program	East Oakland Youth Development Center	Summer Program	205	103%	33,965	101%	165	4.11	

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
ArtWorks at ESAA	East Side Arts Alliance	Youth Career and Workforce Development	76	51%	22,965	94%	302		4.53
The Early Childhood Mental Health Collaborative	Family Paths	Mental Health and Developmental Consultations in Early Care and Education	929	81%	3,628	96%	n/a		4.09
Kinship Summer Youth Program	Family Support Services of the Bay Area	Summer Program	53	96%	8,559	102%	161	4.75	
Concordia Park Summer Program	Girls Incorporated of Alameda County	Summer Program	83	112%	14,152	125%	171	4.47	
Girls in Oakland Achieve and Lead	Girls Incorporated of Alameda County	Community-based Out-of-School Time Programs	205	146%	7,783	108%	38	4.45	4.12
Health Initiatives for Youth's LGBTQIQ Youth Safe Space Initiative	Health Initiatives for Youth (HIFY)	Safe Community Spaces for LGBTQ Youth	221	260%	1,507	209%	7	3.7	
Friday Night in the Park Program Support	Human Services Department	Youth Leadership and Community Safety	40	167%	1,670	109%	42	4.8	

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Integrated Early Childhood Consultation Program	Jewish Family & Children's Services of the East Bay	Mental Health and Developmental Consultations in Early Care and Education	859	118%	4,602	174%	n/a		4.24
Pathways to Advancement	Juma Ventures	Youth Career and Workforce Development	127	192%	6,398	95%	50		4.3
Juntos	La Clinica de La Raza	Safe Community Spaces for LGBTQ Youth	102	128%	315	21%	2	4.34	3.91
Youth Brigade	La Clinica de La Raza	Youth Leadership and Community Safety	32	107%	4,265	92%	132		4.31
Early Childhood Mental Health Consultation	Lincoln Child Center	Mental Health and Developmental Consultations in Early Care and Education	406	116%	2,352	103%	n/a		4.64
Oakland Freedom School	Lincoln Child Center	Summer Program	133	133%	22,097	127%	166	4.22	
Multicultural Playgroups	Lotus Bloom Child & Family Center	Parent and Child Engagement in Early Learning and Development	242	202%	33,732	113%	72		4.51
Indigenous Youth Voices	Native American Health Center	Community-based Out-of-School Time Programs	334	209%	35,538	120%	100	4.27	4.26

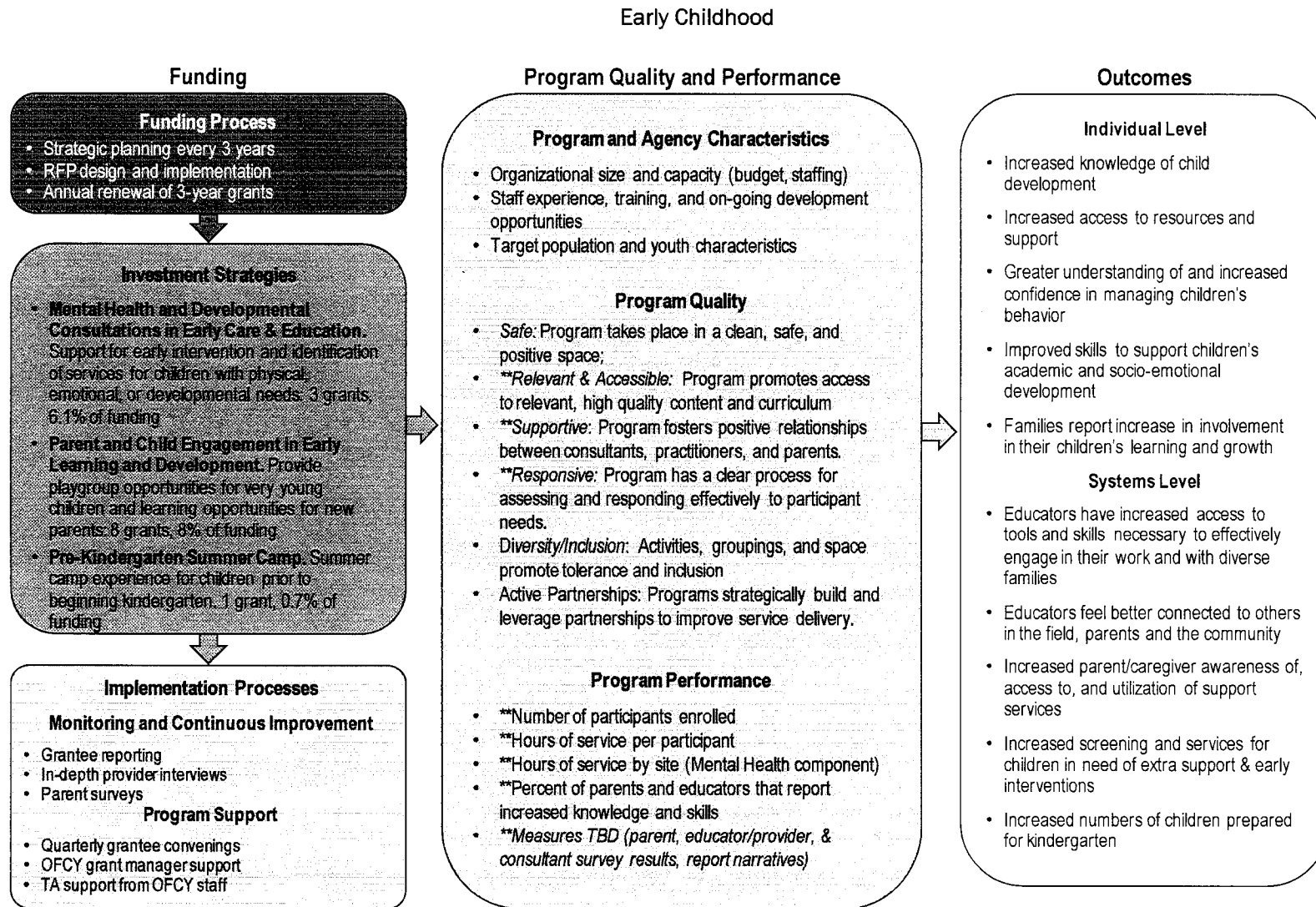
Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
PASS-2 Peer Mentoring Program	Oakland Kids First	Transition programs for youth into middle and high school	2070	115%	19,747	86%	10	4.74	3.79
Listening to Children Parent Cafes	Oakland Parents Together	Parent and Child Engagement in Early Learning and Development	96	120%	3,536	77%	16		4.59
OUSD Peer Restorative Justice Program	Oakland Unified School District	Youth Leadership in Community Schools	1496	109%	6,559	152%	4	4.54	4.03
OUSD Summer Pre-K	Oakland Unified School District	Pre-Kindergarten Summer Camp	60	200%	2,318	69%	39		
Building Strong Children in LGBTQ Families	Our Family Coalition	Parent and Child Engagement in Early Learning and Development	176	160%	3,334	114%	8		4.81
Exploring College & Career Options in Oakland (ECCO!)	OUSD College & Career Readiness Office	Youth Career and Workforce Development	87	100%	12,738	128%	146	4.31	
BAY-Peace: Better Alternatives for Youth	Peace Development Fund	Youth Leadership and Community Safety	83	104%	9,091	130%	110		4.35

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Prescott Circus Theatre Summer Program	Prescott Circus Theatre	Summer Program	38	127%	4,353	116%	115	4.88	
Project Re-Connect	Project Re-Connect	Youth Leadership and Community Safety	105	263%	2,743	124%	19		4.57
Newcomer Community Engagement Program	Refugee Transitions	Community-based Out-of-School Time Programs	284	227%	13,698	92%	26	3.78	4.32
Get Active Urban Arts Program	Safe Passages	Youth Leadership and Community Safety	89	120%	15,927	135%	179		4.48
Safe Passages Baby Learning Communities	Safe Passages	Parent and Child Engagement in Early Learning and Development	277	79%	7,699	102%	17		4.93
Safe Passages Transitions Program	Safe Passages	Transition programs for youth into middle and high school	529	106%	62,354	193%	118	4.78	
Brothers, UNITE!	San Francisco Study Center (Brothers on the Rise)	Community-based Out-of-School Time Programs	121	242%	10,118	105%	84	4.52	4.18

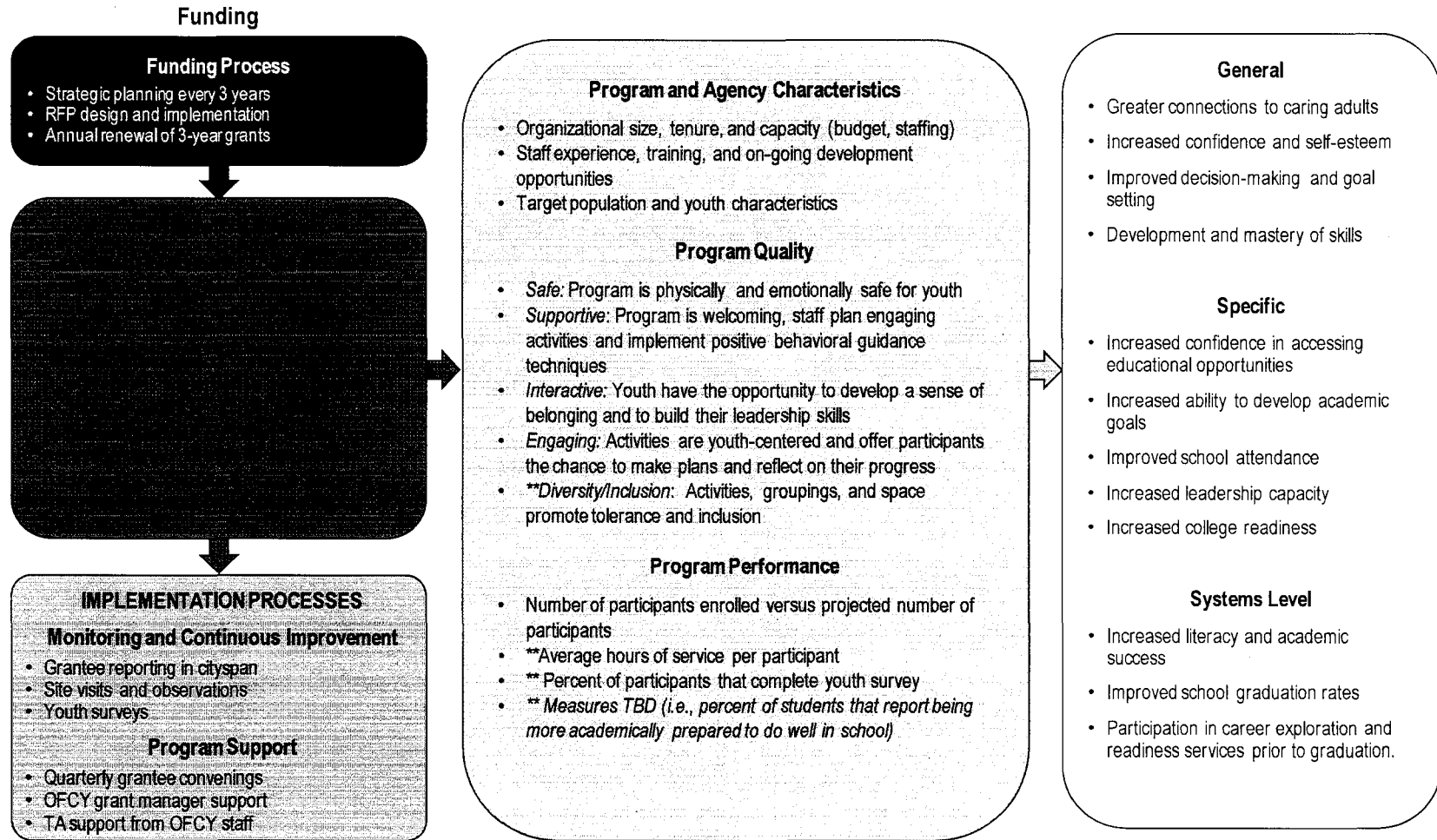
Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	Youth Leadership in Community Schools	217	189%	21,880	115%	100	3.88	3.91
Oakland Youth Engaged (OYE)	The Unity Council	Youth Career and Workforce Development	82	155%	13,677	91%	163		4.6
Chatterbox	Through the Looking Glass	Parent and Child Engagement in Early Learning and Development	17	94%	1,462	92%	41		4.16
Career Try-Out	Youth Employment Partnership	Youth Career and Workforce Development	167	232%	15,865	112%	95	3.89	
Pathways to Digital	Youth Radio	Youth Career and Workforce Development	186	266%	20,014	114%	108		4.43
Pathways to Higher Education and Careers	Youth Radio	Academic Support for Older Youth	237	296%	4,518	96%	19	4.77	4.31
Youth Together's Academic Support For Older Youth	Youth Together, Inc.	Academic Support for Older Youth	193	95%	4,872	38%	25	4.33	
YU Excel	Youth UpRising	Youth Career and Workforce Development	9	113%	698	89%	78		4.05

Program	Agency	Strategy	Enrollment		Units of Service ¹²		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
YU's Queer & Allies Initiative	Youth UpRising	Safe Community Spaces for LGBTQ Youth	148	125%	801	85%	5	4.26	4.18

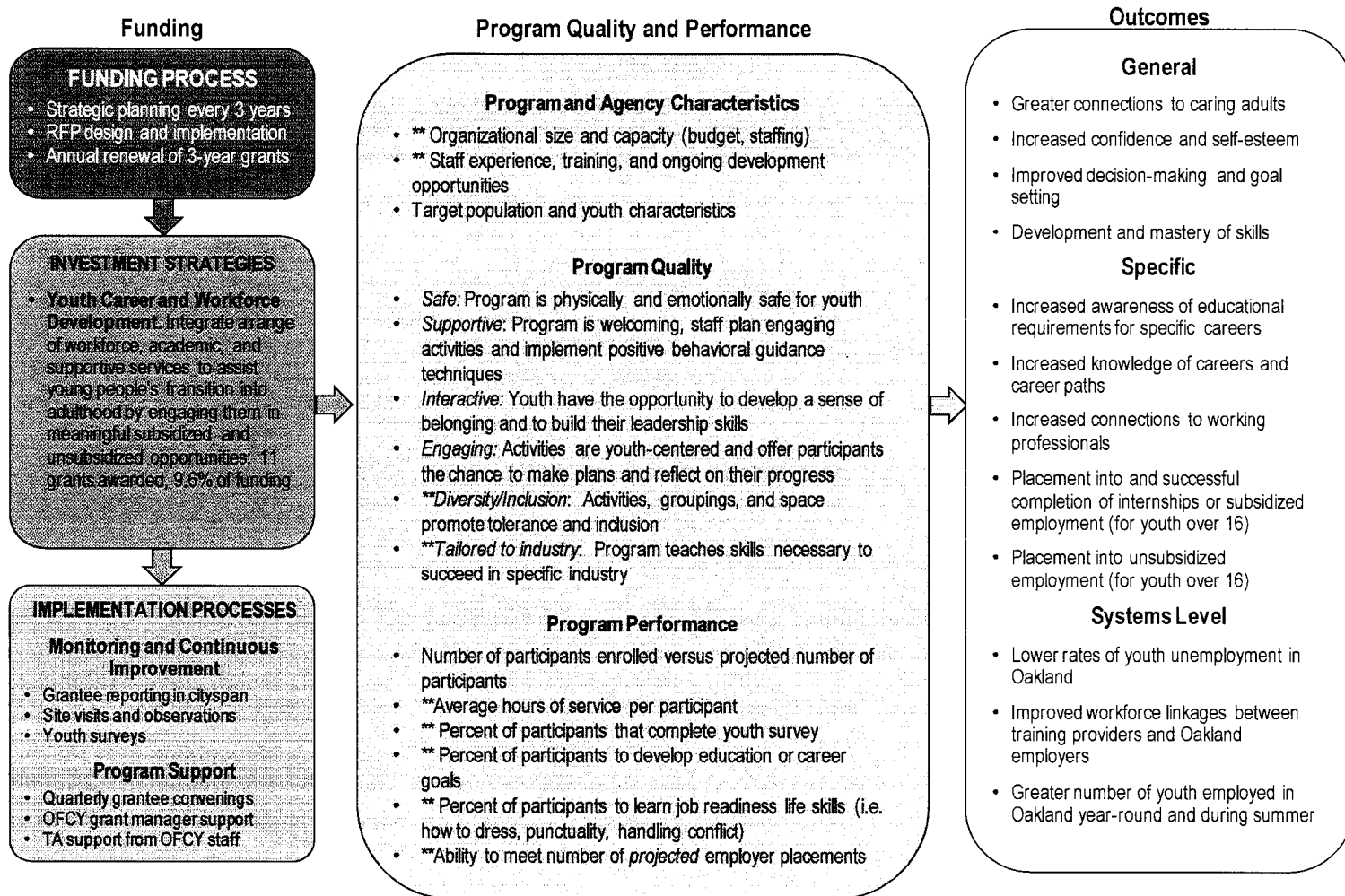
APPENDIX B: EVALUATION FRAMEWORKS



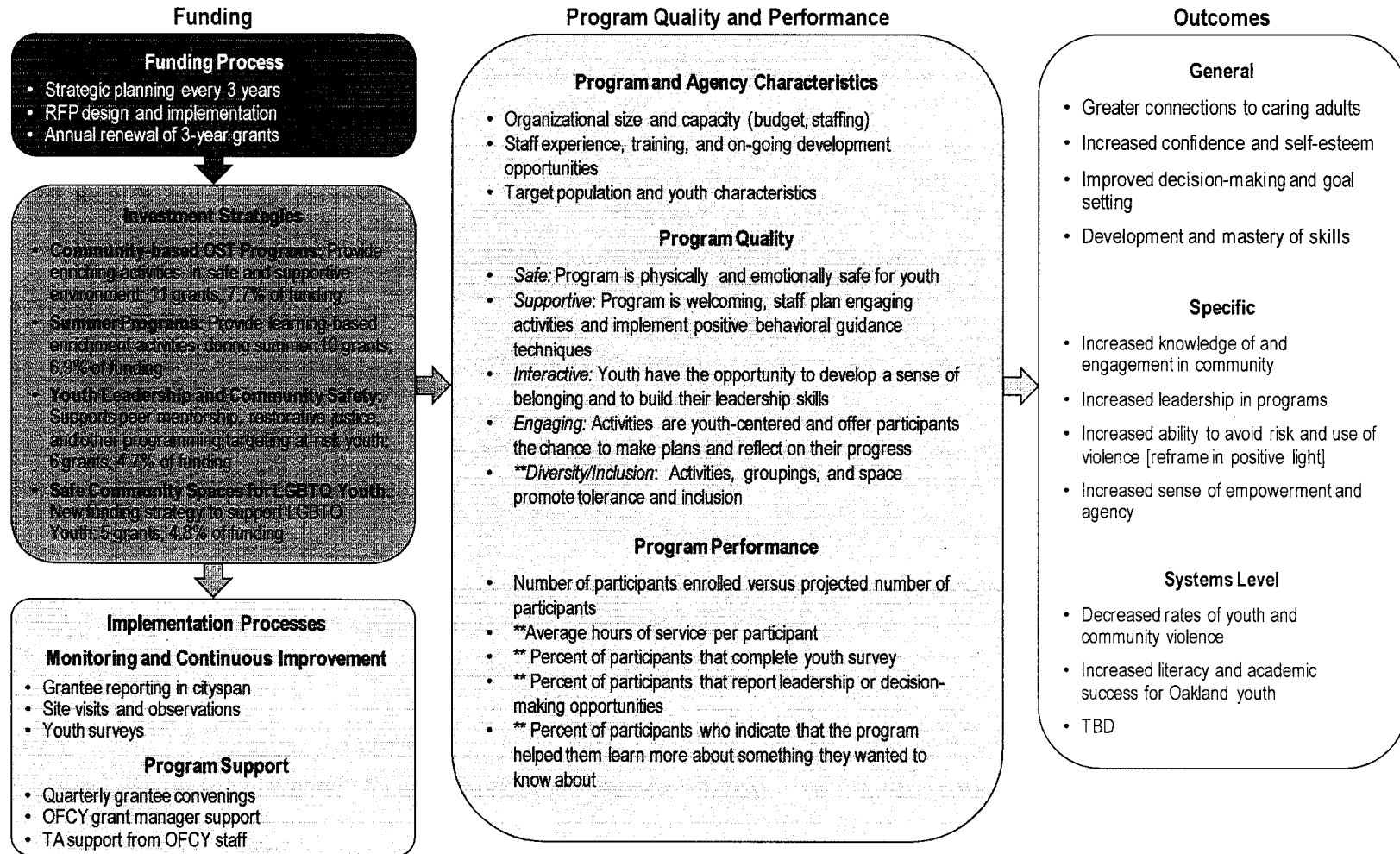
Academic Support



Youth Workforce Development



Youth Engagement



Appendix C: Mapping of Programs to Frameworks by Funding Strategy

Program	Agency	Framework	Funding Strategy
Early Childhood Mental Health Consultation	Lincoln Child Center	ECE	Mental Health and Developmental Consultations in Early Care and Education
Integrated Early Childhood Consultation Program	Jewish Family & Children's Services of the East Bay	ECE	Mental Health and Developmental Consultations in Early Care and Education
The Early Childhood Mental Health Collaborative	Family Paths	ECE	Mental Health and Developmental Consultations in Early Care and Education
Building Strong Children in LGBTQ Families	Our Family Coalition	ECE	Parent and Child Engagement in Early Learning and Development
Chatterbox	Through the Looking Glass	ECE	Parent and Child Engagement in Early Learning and Development
Integrated Developmental Playgroups Program	Children's Hospital & Research Center Oakland	ECE	Parent and Child Engagement in Early Learning and Development
Listening to Children Parent Cafes	Oakland Parents Together	ECE	Parent and Child Engagement in Early Learning and Development
Multicultural Playgroups	Lotus Bloom Child & Family Center	ECE	Parent and Child Engagement in Early Learning and Development
Parent Child Education Support Program	East Bay Agency for Children	ECE	Parent and Child Engagement in Early Learning and Development
Safe Passages Baby Learning Communities	Safe Passages	ECE	Parent and Child Engagement in Early Learning and Development
Sandboxes to Community Empowerment	City of Oakland - Office of Parks and Recreation	ECE	Parent and Child Engagement in Early Learning and Development
OUSD Summer Pre-K	Oakland Unified School District	ECE	Pre-Kindergarten Summer Camp
Break The Cycle	East Bay Asian Youth Center (EBAYC)	Academic	Transition programs for youth into middle and high school
Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	Alternatives in Action	Academic	Transition programs for youth into middle and high school
PASS-2 Peer Mentoring Program	Oakland Kids First	Academic	Transition programs for youth into middle and high school
Safe Passages Transitions Program	Safe Passages	Academic	Transition programs for youth into middle and high school
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	Academic	Youth Leadership in Community Schools
Life Academy/ McClymonds	Alternatives in Action	Academic	Youth Leadership in Community Schools
Aim High / Oakland - 3 Sites	Aim High for High School	Academic	Summer Program
College Track Summer Program	College Track	Academic	Summer Program
College Track Oakland	College Track	Academic	Academic Support for Older Youth
Pathways to Higher Education and Careers	Youth Radio	Academic	Academic Support for Older Youth
Youth Law Academy	Centro Legal de la Raza	Academic	Academic Support for Older Youth
Youth Together's Academic Support For Older Youth	Youth Together, Inc.	Academic	Academic Support for Older Youth
OUSD Peer Restorative Justice Program	Oakland Unified School District	Youth Engagement	Youth Leadership in Community Schools

Program	Agency	Framework	Funding Strategy
Brothers, UNITE!	San Francisco Study Center (Brothers on the Rise)	Youth Engagement	Community-based Out-of-School Time Programs
Culture Keepers	American Indian Child Resource Center	Youth Engagement	Community-based Out-of-School Time Programs
Girls in Oakland Achieve and Lead	Girls Incorporated of Alameda County	Youth Engagement	Community-based Out-of-School Time Programs
Indigenous Youth Voices	Native American Health Center	Youth Engagement	Community-based Out-of-School Time Programs
Lion's Pride Afterschool and Summer Youth Program	East Bay Asian Local Development Corporation	Youth Engagement	Community-based Out-of-School Time Programs
Media After School (MAS)	Community Initiatives	Youth Engagement	Community-based Out-of-School Time Programs
Newcomer Community Engagement Program	Refugee Transitions	Youth Engagement	Community-based Out-of-School Time Programs
Oakland Discovery Centers	City of Oakland - Office of Parks and Recreation	Youth Engagement	Community-based Out-of-School Time Programs
Rites of Passage	Dimensions Dance Theater, Inc.	Youth Engagement	Community-based Out-of-School Time Programs
SmartMoves Education and Enrichment Program	East Oakland Boxing Association	Youth Engagement	Community-based Out-of-School Time Programs
Sports & Recreation for Youth with Physical Disabilities	Bay Area Outreach & Recreation Program	Youth Engagement	Community-based Out-of-School Time Programs
Camp Destiny	Destiny Arts Center	Youth Engagement	Summer Program
Concordia Park Summer Program	Girls Incorporated of Alameda County	Youth Engagement	Summer Program
Kinship Summer Youth Program	Family Support Services of the Bay Area	Youth Engagement	Summer Program
Oakland Freedom School	Lincoln Child Center	Youth Engagement	Summer Program
Prescott Circus Theatre Summer Program	Prescott Circus Theatre	Youth Engagement	Summer Program
Summer Camp Explosion	City of Oakland - Office of Parks and Recreation	Youth Engagement	Summer Program
Summer Cultural Enrichment Program	East Oakland Youth Development Center	Youth Engagement	Summer Program
Summer Matters	East Bay Asian Youth Center (EBAYC)	Youth Engagement	Summer Program
API Youth Promoting Advocacy and Leadership (AYPAL)	East Bay Asian Youth Center (EBAYC)	Youth Engagement	Youth Leadership and Community Safety
BAY-Peace: Better Alternatives for Youth	Peace Development Fund	Youth Engagement	Youth Leadership and Community Safety
Friday Night in the Park Program Support	Human Services Department	Youth Engagement	Youth Leadership and Community Safety
Get Active Urban Arts Program	Safe Passages	Youth Engagement	Youth Leadership and Community Safety
Project Re-Connect	Project Re-Connect	Youth Engagement	Youth Leadership and Community Safety
Youth Brigade	La Clinica de La Raza	Youth Engagement	Youth Leadership and Community Safety
Health Initiatives for Youth's LGBTQIQ Youth Safe Space Initiative	Health Initiatives for Youth (HIFY)	Youth Engagement	Safe Community Spaces for LGBTQ Youth
Juntos	La Clinica de La Raza	Youth Engagement	Safe Community Spaces for LGBTQ Youth

Program	Agency	Framework	Funding Strategy
Moving in the Movement	Destiny Arts Center	Youth Engagement	Safe Community Spaces for LGBTQ Youth
Save Our LGBTI-Youth (SOL)	AIDS Project East Bay	Youth Engagement	Safe Community Spaces for LGBTQ Youth
YU's Queer & Allies Initiative	Youth UpRising	Youth Engagement	Safe Community Spaces for LGBTQ Youth
ArtWorks at ESAA	East Side Arts Alliance	Youth Workforce	Youth Career and Workforce Development
Career Try-Out	Youth Employment Partnership	Youth Workforce	Youth Career and Workforce Development
Exploring College & Career Options in Oakland (ECCO!)	OUSD College & Career Readiness Office	Youth Workforce	Youth Career and Workforce Development
Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	Beyond Emancipation	Youth Workforce	Youth Career and Workforce Development
Hack the Hood Summer Bootcamp	Center for Media Change	Youth Workforce	Youth Career and Workforce Development
Model Neighborhood Program	Alameda Health System	Youth Workforce	Youth Career and Workforce Development
Oakland Youth Engaged (OYE)	The Unity Council	Youth Workforce	Youth Career and Workforce Development
Pathways to Advancement	Juma Ventures	Youth Workforce	Youth Career and Workforce Development
Pathways to Digital	Youth Radio	Youth Workforce	Youth Career and Workforce Development
Youth Bridge Career and Workforce Development Program	Alta Bates Summit Foundation	Youth Workforce	Youth Career and Workforce Development

ATTACHMENT

B

Oakland School-Based After
School Programs Evaluation
2014-2015 Finding Report



OAKLAND SCHOOL-BASED AFTER
SCHOOL PROGRAMS EVALUATION

2014-15 FINDINGS REPORT



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students.

Prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and the Oakland Unified School District, After School Programs Office.



ACKNOWLEDGEMENTS

We would like to thank all the individuals and agencies that contributed to this evaluation report.

The City of Oakland Human Services Department and the Oakland Unified School District's After School Programs Office greatly contributed to the design and structure of the report. We thank Oakland Fund for Children & Youth Director Sandra Taylor, OFCY Program Planner Mike Wetzel, and Julia Fong-Ma, the OUSD Coordinator of After School Programs, for their support.

All Oakland school-based after school programs participated in the evaluation, including distributing and collecting surveys and hosting our team for site visits. 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 below. We appreciate the Evaluation Subcommittee for their guidance, leadership, and commitment to independent evaluation, with special thanks to Chair Julie Waters.

Finally we 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.

2014-15 OAKLAND PLANNING AND OVERSIGHT COMMITTEE (POC) MEMBERS*

District	POC Member - Adult	POC Member - Youth
Mayor	Marcus Montague	
At Large	Julie Waters	Vacant
District 1	Richard Raya	Bolor-Erdene Erdenebat
District 2	Kathy Teng Dwyer	Kevin Wong
District 3	Sheilagh Polk	Yuliza Rios-Oregon
District 4	Steven Wirt	Ajani Torres-Cedillo
District 5	Isaac Ruelas	Kenna Castillo
District 6	Derrick Muhammad	Brandon Aninipot
District 7	Kisha Jackson	Briana Dunn

*As of April 2015.

IMAGES

Images courtesy of Lead Agency partners
Cover Images - *Top row from left to right:* East Bay Agency for Children at East Oakland Pride, Bay Area Community Resources at Bridges Academy, East Bay Asian Youth Center at Cleveland, Bay Area Community Youth Center at Markham; *Bottom row from left to right:* Bay Area Community Resources at Howard, SFBAC Learning for Life at Manzanita SEED, Oakland Leaf at ASCEND, YMCA of the East bay at West Oakland MS.
Evaluation Highlights - *Page 6 from left to right:* East Bay Agency for Youth at East Oakland Pride, Lighthouse Community Charter.
About Oakland School-Based After School Programs - *Page 8:* Oakland Leaf Foundation at Learning Without Limits (Jefferson)
Promising Practices - *Page 39:* Girls Incorporated of Alameda County at Acorn Woodland; *Page 43:* Bay Area Community Resources at Esperanza Academy; *Page 53:* Oakland Leaf at Bret Harte.

EVALUATION TEAM



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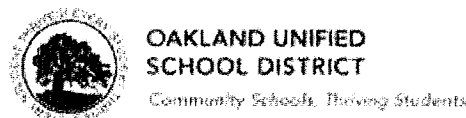


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INTRODUCTION

In 2014-15 the Oakland School–Based After School Partnership funded 82 programs serving over 16,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District’s After School Programs Office (ASPO) that supports comprehensive school-based after-school programs. Together, the School-Based Partners dedicate over \$18 million to programs, which includes over \$2 million garnered from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies. With this investment, the Partnership aims to provide equitable access to high quality after school programs that help children to be:

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

An annual evaluation assesses the ways in which school-based after-school programs promote these desired outcomes in youth. The 2014-15 evaluation is guided by the Theory of Action shown on page 5 that states, *“Young people who attend high quality after school programs regularly experience direct outcomes and over time are supported to be physically and emotionally well, engaged and succeeding in school, and ready for college and career”*.

In accordance with the Theory of Action, this report presents how often youth attend school-based after school programs, the quality of the programs, and the direct outcomes, or most immediate benefits to participating children and youth. Academic outcomes, such as school day attendance, are also discussed. Prior to presenting evaluation findings, background information on school-based programs such as the characteristics of youth served, the types of program activities, and funding is reviewed. In addition, the **Oakland After School Evaluation Highlights**, starting on page 5, provide an overview of the 16,000 youth served by school-based programs and include a list of the programs and partner agencies operating school-based programs across Oakland.

The evaluation findings that are tightly tied to the Theory of Action are depicted on page 5. Other key evaluation findings show that:

- All (100%) school-based after school programs met or exceeded local program quality standards as measured by a nationally recognized, research-based quality assessment. On a 5-point scale, the average score for elementary, middle and high school programs are 4.33, 4.11, and 4.06, respectively.
- Ninety-two percent (92%) of elementary school youth report that their programs help them to do their homework.
- Eighty-three percent (83%) of middle school youth report learning ways to organize their time to finish their school work.
- Ninety-two percent (92%) of high school youth report feeling more confident in their skills. The same amount of high school youth also report feeling good about themselves when they are in their after school program.

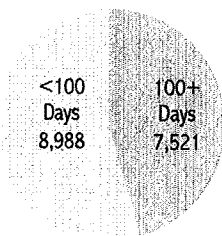
2014-15 OAKLAND AFTER SCHOOL EVALUATION HIGHLIGHTS

EVALUATION FINDINGS ALIGNED WITH THE THEORY OF ACTION

“Young people who attend high quality after school programs regularly experience direct outcomes and over time are supported to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.”



REGULAR PARTICIPATION



Nearly half (46%) of youth attended their program 100+ Days

Research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year.

Average Days Attended by Grade

Elementary 127 days

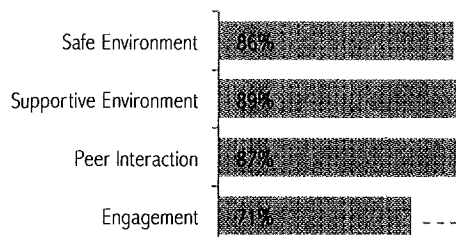
Middle 88 days

High 34 days



IN HIGH QUALITY PROGRAMS

Positive Youth Responses about Program Quality



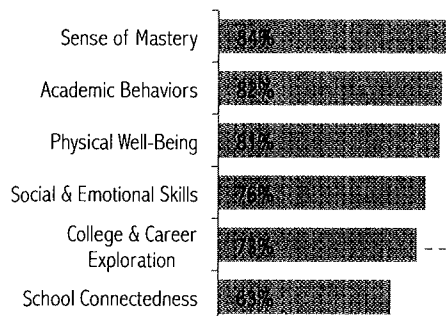
Program Quality Differences based on Days Attended
Middle and elementary-aged youth who attended 100 or more days reported that they participate in challenging activities in their after school program at a higher rate than those who participated less than 100 days.

	100+ Days	<100 Days
Elementary	51%	44%
Middle	55%	46%



DIRECT YOUTH OUTCOMES

Positive Youth Responses by Outcomes



Youth Outcome Differences based on Days Attended
Elementary-aged youth who attended 100 or more days reported higher rates of college and career readiness.

	100+ Days	<100 Days
Learned about career	73%	64%
Confidence going to college	57%	47%

Sources: Youth attendance records from Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015; Youth participant surveys administered in Spring 2015. Group differences discussed for results where there was a statistically significant difference between group responses at the $p < .05$ level using a Pearson Chi-Square test.

ABOUT YOUTH PARTICIPANTS



NUMBER OF PARTICIPANTS

In 2014-15, 16,505 youth attended Oakland school-based after school programs.



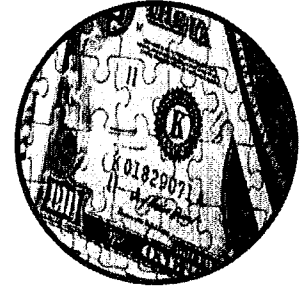
ENGLISH LEARNERS

More than 1 in 4 after school youth (28%) is an English Learner.



EQUITABLE ACCESS

Roughly half (46%) of students at host schools attend the after school program at their school.



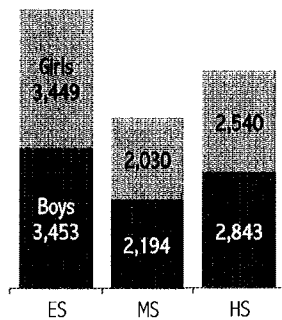
LOW-INCOME STUDENTS

8 in 10 (82%) youth at after school host schools are eligible for free/reduced priced lunches.

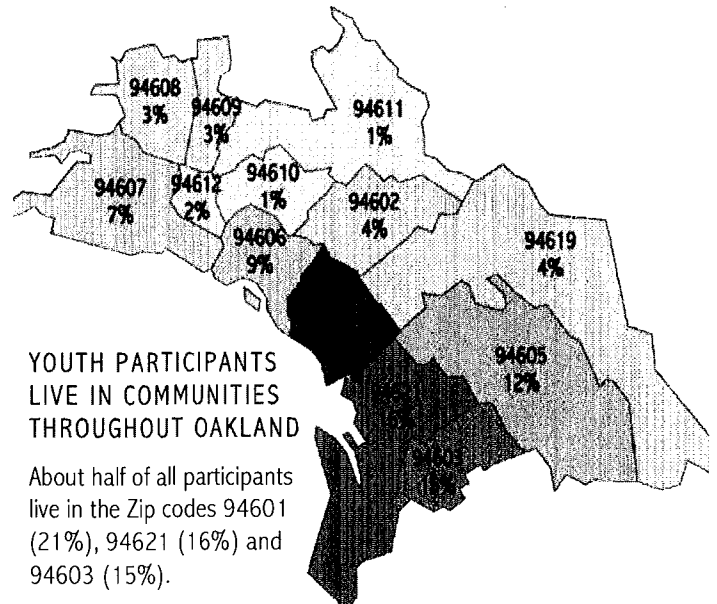
YOUTH PARTICIPANTS' GENDER BY RACE/ETHNICITY

	Boys	Girls
Latino/a	3,799	3,580
African American	2,970	2,897
Asian/ Pacific Islander	1,071	939
White	284	259
American Indian/ Alaskan	127	120
Other/ Multiple or Bi-Racial	17	22
Unknown/Not Reported	222	202

Girls make up 49% of all after school youth. Among Latino/a youth, boys comprise a modestly larger proportion (53%) of youth.

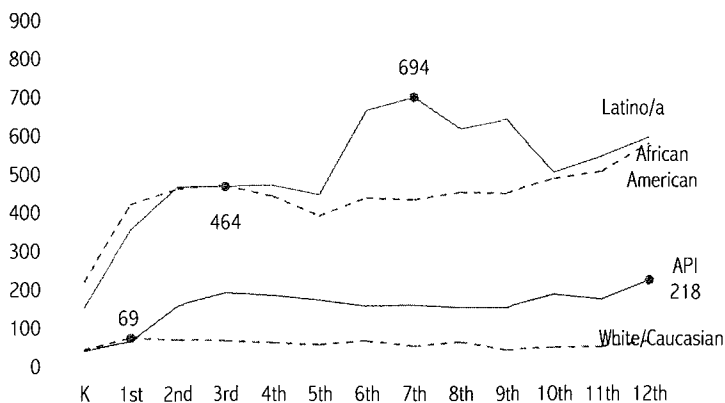


See detailed counts by grade level in Data companion



YOUTH PARTICIPANTS LIVE IN COMMUNITIES THROUGHOUT OAKLAND

About half of all participants live in the Zip codes 94601 (21%), 94621 (16%) and 94603 (15%).



YOUTHS' GRADE LEVEL BY RACE/ETHNICITY

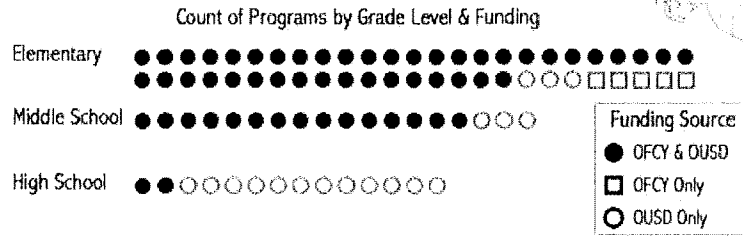
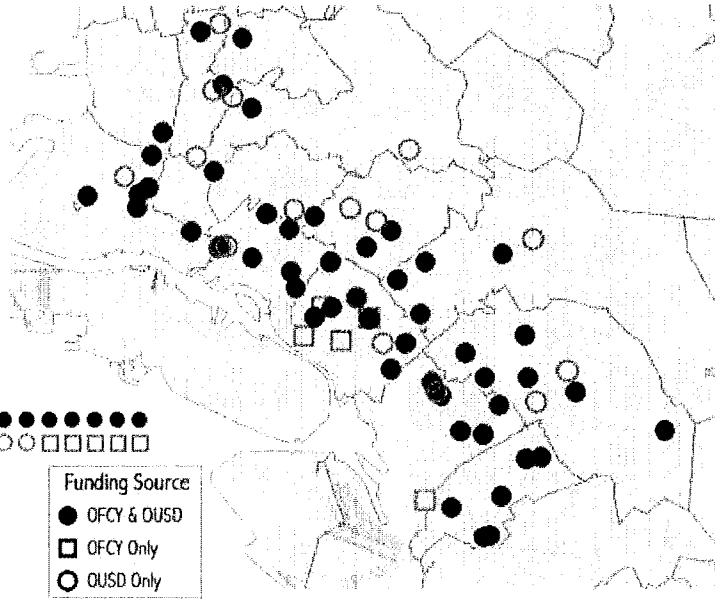
After school youth come from diverse racial/ethnic backgrounds. Latino/a youth make up 43% of after school youth, followed by smaller proportions of African American (37%), API (13%) and to White (5%) youth overall. Among middle school youth, Latino/a youth make up closer to half (48%) of all youth.

The proportion of American Indian/Alaskan Native, Other, Multi-racial make up less than 5% of the total and excluded from this figure. See detailed counts in the Data Companion.

Sources: Participants' EL status and grade level from Oakland Unified School District, QAA; Zip code data from Cityspan Attendance System for 16,287 participants with valid Zip codes; Participants' race/ethnicity from Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015 and DataQuest for host school enrollment and Free or Reduced Price Meals figures.

AFTER SCHOOL PROGRAM LOCATIONS & PARTNERS

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities. In the 2014 -15 program year, the School-Based Partnership, a joint funding venture between the City of Oakland and the Oakland Unified School District, supported 18 community-based organizations operating 82 K-12 programs across Oakland.



PROGRAMS OPERATED BY 18 COMMUNITY-BASED ORGANIZATIONS

- Number of Programs in Parenthesis
- Alternatives in Action (4)
 - Bay Area Community Resources (28)
 - Citizen Schools (1)
 - Eagle Village Community Center Youth & Family Services, Inc. (3)
 - East Bay Agency for Children (4)
 - East Bay Asian Youth Center (11)
 - East Oakland Youth Development Cntr. (2)
 - Girls Incorporated of Alameda County (1)
 - Higher Ground (5)
 - Lighthouse Community Charter (1)
 - Oakland Leaf (6)
 - Safe Passages (6)
 - SFBAC, Learning for Life (4)
 - Spanish Speaking Citizens' Foundation (1)
 - Ujima Foundation (1)
 - YMCA of the East Bay (2)
 - Youth Together (1)
 - Youth Uprising (1)

AFTER SCHOOL PROGRAM LOCATIONS

ELEMENTARY

- Achieve Academy
- Acorn Woodland
- Allendale
- ASCEND
- Bella Vista
- Bridges Academy
- Brookfield
- Burckhalter
- Carl Munck
- Cleveland
- Community United
- East Oakland Pride
- Emerson
- Encompass Academy
- Esperanza Academy
- Franklin
- Fred T. Korematsu
- Fruitvale
- Futures Elementary
- Garfield
- Glenview
- Global Family School
- Grass Valley
- Greenleaf
- Hoover
- Horace Mann
- Howard
- International Community School
- La Escuelita
- Lafayette
- Laurel
- Lazear
- Learning Without Limits
- Lighthouse
- Lincoln
- M.L. King, Jr.
- Manzanita Community School
- Manzanita Seed
- Markham
- New Highland Academy
- Parker
- Peralta
- Piedmont Avenue

- Place @ Prescott
- Reach Academy
- Rise
- Sankofa
- Sequoia
- Sobrante Park
- Think College Now

MIDDLE SCHOOLS

- Alliance Academy
- Bret Harte
- Claremont
- Coliseum College Prep Academy MS
- Edna Brewer
- Eimhurst Community Prep
- Frick
- Greenleaf MS
- Life Academy MS
- Madison
- Melrose Leadership
- Montera
- Roosevelt
- Roots
- United For Success

- Urban Promise Academy
- West Oakland Middle
- Westlake

HIGH SCHOOL

- Bunche
- Castlemont High
- Coliseum College Prep Academy
- Dewey
- Fremont Federation High School
- Life Academy
- McClymonds
- Met West
- Oakland High
- Oakland International High
- Oakland Technical
- Rudsdale Continuation
- Skyline
- Street Academy

AFTER SCHOOL PROGRAM ACTIVITIES

Publicly-funded after school programs in Oakland provide a mix of academic support, 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.

- Academic Support
- Physical Activity
- Enrichment
- College & Career
- Leadership Development



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Sources: 2014-15 Oakland School-Based Programs roster provided by OUSD and OFCY.

ABOUT OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

The Oakland School-Based After School Partnership funded 82 programs located across Oakland, which served 16,505 children and youth in the 2014-15 program year.



SNAPSHOT OF AFTER SCHOOL PROGRAMS

Oakland after school programs offer a critical support to schools, youth, and their families. Research indicates that after school programs are more than just a safe haven for youth. High quality after school programs can support youth academically and socially.¹ Some studies show that minorities and youth in low-income communities benefit even more from after school programs than their more affluent peers, suggesting that after school programs are especially important for these young people.²

In the 2014-15 program year, the School-Based After School Partnership funded 82 after school programs that operated at OUSD or public charter schools. Specifically, there are 50 elementary, 18 middle, and 14 high school programs. Throughout this report evaluation findings are reported by grade level acknowledging that youth at various developmental stages have different needs. Eighteen partner agencies, listed on page 5, manage day-to-day operations, staffing, and program delivery. During program hours youth receive a mix of academic support, recreational/physical, and enrichment activities (see example categories on page 5). The 82 school-based after school programs serve youth from across Oakland and participants' home zip code data indicates that about half of all youth (51%) reside in the Coliseum, Fruitvale, and East Oakland areas.³

¹ 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(3-4), 294-309.

² Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 379-397). New York, NY: Routledge.

³ Percentages by Zip codes references in these areas are: 94601 (21%), 94621 (16%) and 94603 (15%)

ABOUT AFTER SCHOOL PARTICIPANTS

In the 2014-15 program year, school-based programs served 16,505 youth across Oakland. After school participants are a diverse group comprised of mostly ethnic/racial minorities. As shown in Table 1, more than 4 in 10 after school youth are Latino/a (45%), making up the highest proportion of participants. About one-third is African-American (36%), followed by smaller proportions of Asian/Pacific Islander (12%) and White (3%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs

TABLE 1: ASP PARTICIPANTS' RACE/ETHNICITY

Racial/Ethnic Category	ES	MS	HS	Total
Latino/a	43%	50%	42%	45%
African American	37%	30%	38%	36%
Asian/Pacific Islander	12%	11%	14%	12%
White	5%	<1%	3%	3%
Unknown/Not Reported	2%	4%	2%	3%
American Indian/Alaskan Native	1%	4%	1%	1%
Other/Multi-Racial	<1%	<1%	<1%	<1%

Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

After school programs are open to all students⁴ at the program's host school at low or no cost.⁵ Just over 1 in 4 (28%) of ASP youth are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

ABOUT THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP

The School-Based After School Partnership funds comprehensive school-based after school programs for Oakland's children and youth. The Oakland Unified School District's After School Programs Office (ASPO) and the Oakland Fund for Children and Youth (OFCY) formed the Oakland School-Based After School Partnership in 2004. More about each of these organizations can be found in the funder summaries at the end of this section starting on page 11

The goals of the Partnership are to provide equitable access to high quality after school programs that help children to be:

⁴ Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.

⁵ Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.

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

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

FUNDING

The school-based after school programs are jointly funded through a planned and committed investment of local funds from the School-Based Partners. These funds blend local, state, and federal dollars provided to programs to ensure quality services that are free or low-cost. This report includes information collected at 82 school-based after school programs. Fifty-nine (59) of the 82 programs are mutually supported by the School-Based After School Partnership, 5 programs are supported exclusively by OFCY grant funds, and 18 programs are supported exclusively by OUSD. Table 2 presents the 2014-15 funding levels from these sources.

Taking a look at the funding level of the School-Based Partners individually demonstrates the significant financial investment in Oakland’s youth (See Table 2). OFCY supports 64 elementary, middle, and high school afterschool programs and OUSD funds 77 programs⁶ through the After School Education and Safety (ASES), 21st Century Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

⁶ OUSD supports after school programs operating at 45 elementary schools, 18 middle schools, and 14 high schools. OFCY supports 47 elementary school programs, 15 middle school programs, and 2 high school programs.

TABLE 2: FUNDING BY ASES, 21ST CCLC, ASSETS, & OFCY GRANTS⁷

Program Type	ES (n=50)	MS (n=18)	HS (=14)	Total (n=82)
ASES + 21st CCLC /ASSETS	\$5,479,312	\$3,001,307	\$2,841,539	\$11,322,158
OFCY Funds	\$2,894,000	\$1,461,000	\$162,000	\$4,517,000
Matched Funding ⁸	\$1,475,226	\$574,407	\$322,137	\$2,371,769
Total	\$10,079,538	\$4,805,714	\$3,325,676	\$18,210,927
Per Student Investment*	\$2,246	\$2,088	\$2,801	\$2,283

Source: OUSD grant records, OFCY Matched Source report accessed via Cityspan Attendance tracking system.

*Based on Average Daily Attendance.

In addition, OFCY programs report over **\$2 million** in leveraged funding from sources such as in-kind donations, philanthropic grants, and contracts/service agreements with other local agencies. OUSD sites leverage more than \$200,000 in funds to support their programs. Most recent calculations reveal that high school programs have the highest per student investment per average daily attendance (ADA), followed by elementary and middle school programs.

Funding is used by Oakland’s after school programs to operate with the following goals for each grant, which share a focus on supporting children’s development of physical, academic skills, and social and emotional 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 CCLC and ASSETS grant goals – These 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’s goals for school-based after school are:

- Youth have increased connectivity with the school, peers and adults.

⁷ Data provided in this table is drawn from multiple sources; due to missing data noted in the table, we advise interpreting data with caution.

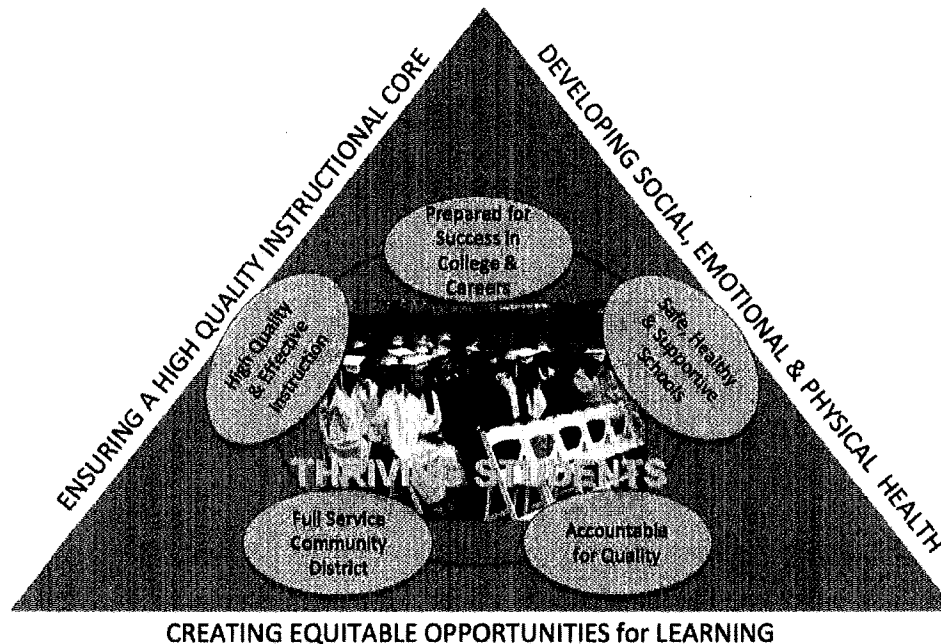
⁸ Matched funds that programs receive through donations, in-kind support, and service agreements are not reported for 8 OUSD only funded programs.

- Youth have increased sense of mastery and accomplishment of new skills.
- Youth have increased self-esteem.
- Youth have improved communication and social skills.
- Increased family engagement in school and after school activities.

OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland After School Programs Office (ASPO) is committed to supporting the Oakland Unified School District's (OUSD) vision of developing "Community Schools, Thriving Students."

FIGURE 1: OUSD'S COMMUNITY SCHOOLS MODEL FOR CHANGE AND ACTION



HOW AFTER SCHOOL SUPPORTS THE COMMUNITY SCHOOLS MODEL

The Oakland Unified After School Programs Office keeps the OUSD's Community Schools Model at the forefront of their planning and program decisions. OUSD's larger goal is to develop each school into a Full Service Community School (FSCS), which will make OUSD one of the first Full Service Community Districts in the country. The above figure is used to illustrate the primary supports needed to develop schools into FSCS. These supports are shown as circles in the figure above and include:

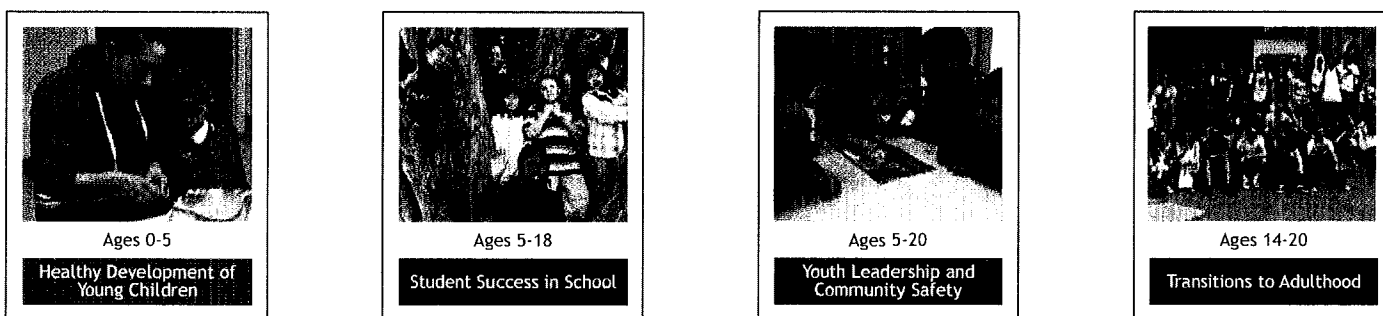
- High quality and effective instruction.
- Preparing youth for success in college and careers.
- Safe, healthy and supportive schools.
- Accountability for quality.
- A full service community district.

The Oakland after school programs contribute to the community schools model by providing youth multiple, aligned supports. The 2014-15 after school programs evaluation describes the supports provided to young people in the 77 OUSD-funded after school programs – serving 15,687 youth - and assesses the resulting youth and program level outcomes.

OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children and Youth (OFCY) funds 127 youth service programs for children and youth in a variety of community- and school-based settings. OFCY programs guide and support children and youth throughout the formative periods of their lives, from birth through age 20.

FIGURE 2: OFCY FUNDS FOUR GRANT STRATEGIES THAT SUPPORT CHILDREN AND YOUTH FROM BIRTH TO ADULTHOOD



ABOUT OFCY

The 127 programs funded by the Oakland Fund for Children and Youth (OFCY) play an important role for students, families, the Oakland Unified School District, and the community as a whole. OFCY funds programs to advance four primary goals:

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

OFCY's funding for school-based after school programs represents Oakland's investment and primary strategy to make progress toward the Kids First legislated goal to "Help Children and Youth Succeed in School and Graduate High School." OFCY funded programs help promote social and economic equity, child and youth development, and community collaboration under four leading youth outcome areas (shown above).

OFCY grantees served 27,712 youth in the 2014-15 program year. The 62 programs in the *School-Based After School Strategy* served nearly 37% of youth (10,162).⁹

⁹ Enrollment totals for the Youth Development Leadership Program at McClymonds & Life Academy Community Schools, which served an additional 823 youth in the 2014-15 program year, is funded through OFCY's Youth Leadership in Community Schools funding and are not included in this figure.

EVALUATION OVERVIEW

This evaluation assesses Oakland's Theory of Action, that widespread access to high quality youth development programs helps young people who attend programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.

FIGURE 3: THEORY OF ACTION FOR OAKLAND AFTER SCHOOL PROGRAMS

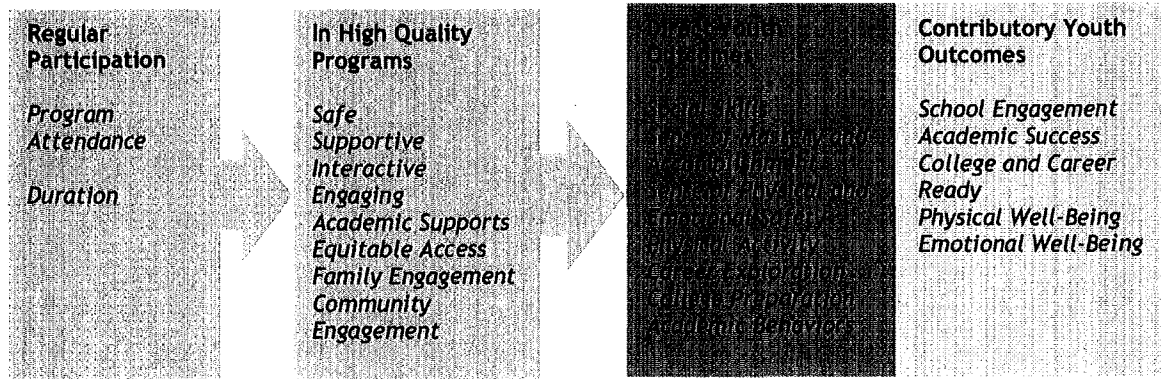


TABLE 3: EVALUATION QUESTIONS & OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP GOALS

SCHOOL-BASED PARTNERSHIP GOAL	EVALUATION QUESTION
Youth have widespread access to after school programming	What progress have Oakland after school programs made toward target enrollment and daily attendance rates?
Youth experience high quality after school programs	In what ways are Oakland after school programs providing high quality services?
Youth are: Engaged and succeeding in school College and career ready and; Physically and emotionally well	Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success b) college and career readiness; and c) physical and emotional well-being?

The Theory of Action above informs the 2014-15 Oakland school-based after school programs evaluation. It is expected that access to high quality after school programs helps young people who attend programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career. Evidence that youth are making progress toward these intermediate - or direct - outcomes include improvement in social skills, a sense of emotional and physical safety, an increase in physical activity, college and career exploration and consistent practice of academic behaviors and other skills. The Theory of Action is the basis for the Oakland School-Based After School Partnership's goals for programs.

The evaluation questions presented above assess progress made on each of the three components of the Theory of Action; access, program quality, and youth outcomes. Multiple data sources demonstrate progress, including surveys taken by youth, program observations, youth attendance, and academic achievement measures. The relevant data sources are described in each section. A Data Companion accompanies this report that describes site visit and survey methodology, and presents the results from supplemental data analysis.

ACCESS & ATTENDANCE IN OAKLAND AFTER SCHOOL PROGRAMS

Oakland after school programs provide widespread access to children and youth. The majority of school-based after school programs met or exceeded their enrollment and attendance targets.

FIGURE 4: 2014-15 PROGRESS TOWARDS OFCY ENROLLMENT TARGET

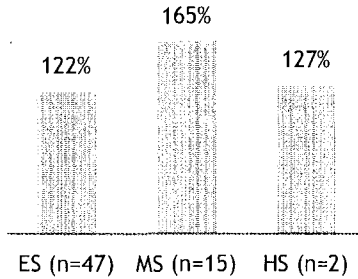


FIGURE 5: 2014-15 PROGRESS TOWARDS CDE ATTENDANCE TARGET

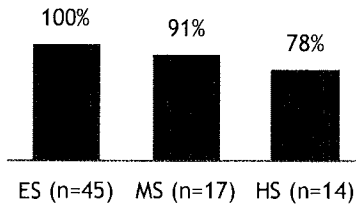
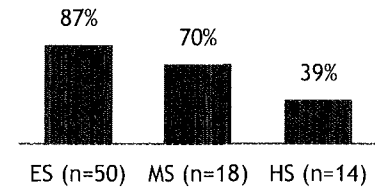


FIGURE 6: 2014-15 PARTICIPANT ATTENDANCE RATE

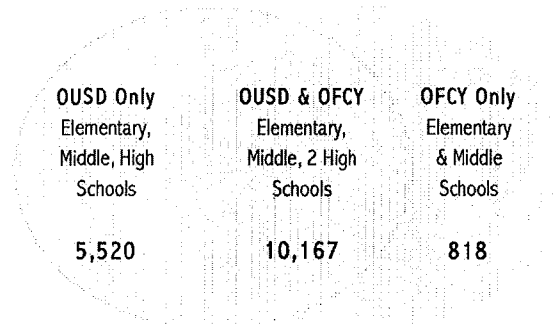


Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

ATTENDANCE & RETENTION

The School-Based After School Partnership seeks to provide widespread access to Oakland’s after school programs. Regular attendance is also needed for young people to experience the benefits of after school programs. Three measures of attendance – attendance, retention, and average days per youth – are used in this evaluation to better understand the extent to which Oakland’s youth are participating regularly in after school programs.

FIGURE 7: NUMBER OF YOUTH SERVED



OFCY grantees are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level.

Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

Figure 4 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals.

Attendance is the number of visits to a program. After school programs funded by ASES and 21st CCLC must meet an 85% attendance target established by the California Department of Education to sustain funding. Figure 5 highlights the average progress toward attendance targets for elementary, middle, and high school programs. On average, elementary programs meet their attendance targets. Middle, and to a lesser extent, high school programs are approaching their attendance targets.

Participant attendance rates measure youths’ ongoing participation in the program while enrolled. It is calculated as the number of days attended divided by the number of days enrolled in the after school program. Participants' attendance rates are calculated for those activities that require ongoing participation; therefore, drop-in activities are not included in the calculation. Figure 6 shows the average participant attendance rate for elementary, middle, and high school programs. Elementary school students are required to attend programs five days a week, for middle school students the requirement is three days a week, and high school students do not have an attendance requirement.

ACCESS & ATTENDANCE

Oakland school-based after school programs make an effort to serve as many youth in their host schools as their program capacity will allow.

Available evidence indicates that school-based programs serve just under half of the students in their host schools. The proportion of youth served varies by type of program, as shown in Table 4.

TABLE 4: PERCENT OF HOST SCHOOL STUDENTS ATTENDING SCHOOL-BASED AFTER SCHOOL PROGRAMS¹⁰

Program Type ¹¹	% of Host School
Elementary School Programs (n=49)	35%
Middle School Programs (n=15)	54%
High School Programs (n=14)	62%
Overall Average (n=78)	46%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015 and DataQuest for host school enrollment figures.

Research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year.¹² While this is not a hard and fast rule, exploring the extent to which participants attend for roughly 100 days can demonstrate whether programs tend to retain youth long enough to have a positive influence. Table 5 shows the percent of elementary, middle, and high school programs in which the average days per youth exceed 100. This proportion varies by type of program ranging from 7% for high school programs to 96% for elementary programs. Based on the attendance of individual youth, 46% or 7,521 youth attended their programs more than 100 days. These youth are likely to benefit the most from their experiences at after school programs.

TABLE 5: PERCENT OF PROGRAMS WITH AN AVERAGE NUMBER OF DAYS ATTENDED EXCEEDING 100 DAY BENCHMARK

Program Type	% of Programs
Elementary School Programs (n=50)	96%
Middle School Programs (n=18)	44%
High School Programs (n=14)	7%
Overall Average (n=82)	70%

Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

¹⁰ Percentage of host school figures are based on total enrollment figures.

¹¹ Enrollment figures not available for Lazear Charter Academy, Life Academy Middle School, Greenleaf Middle School, and Coliseum College Prep Academy.

¹² Raley, Rebecca, Jean Grossman and Karen E. Walker. November 2005. *Getting It Right: Strategies for After School Success*. Public/Private Ventures.

Table 6 provides detailed information regarding each school-based after school program's enrollment, attendance, and participation rates in 2014-15. Programs enter data presented in Table 6 into Cityspan, a citywide enrollment and attendance database.

The performance measures reported are:

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

Units of Service - The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding. The benchmark for this service goal is set at 80% by OFCY.

Progress Towards Attendance Goals - Per California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. Progress towards that goal is measured by the number of times any youth attends the program.

Average Days Attended - The average number of days participants attended this program. There is no program level goal for this measure, instead it is used to describe how often the average young person attends a school-based after school program during the academic year. In the 2014-15 year, OUSD based programs were open for approximately 180 school days.¹³

Participation Rate - This measures youths' ongoing involvement with the program. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation. There is no program level goal for this measure; however, it helps programs think about the extent to which they are retaining youth.

¹³ Some programs were open during school breaks: the figure reported reflects days where school was in session only.

TABLE 6: ENROLLMENT, ATTENDANCE & RETENTION BY PROGRAM

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
ELEMENTARY SCHOOL PROGRAMS									
<i>Bay Area Community Resources</i>									
Bridges Academy	115	127	110%	27,501	35,424	129%	89%	109	85%
Emerson	115	107	93%	58,235	57,765	99%	101%	147	89%
Esperanza Academy	120	127	106%	50,674	57,286	113%	110%	131	93%
Fred T. Korematsu	116	113	97%	53,177	46,605	88%	97%	132	85%
Glenview	NA	129	NA	NA	NA	NA	128%	154	88%
Global Family Learning Without Limits	110	139	126%	53,551	50,380	94%	98%	113	92%
Grass Valley Elementary	116	117	101%	54,141	60,163	111%	112%	149	90%
Greenleaf	95	124	131%	40,293	46,279	115%	82%	115	92%
Hoover	115	143	124%	59,269	61,181	103%	75%	136	93%
Horace Mann	112	131	117%	61,867	62,794	101%	110%	130	82%
Howard	100	145	145%	56,106	61,548	110%	111%	120	96%
Lafayette	120	212	177%	66,745	116,912	175%	90%	133	96%
Markham	105	120	114%	35,786	34,835	97%	92%	120	80%
Martin Luther King, Jr.	157	194	124%	62,640	81,572	130%	77%	117	85%
PLACE @ Prescott Elementary	125	166	133%	57,022	45,977	81%	80%	113	85%
Reach Academy	133	178	134%	78,066	73,894	95%	119%	102	84%
Sankofa Academy	210	234	111%	65,581	92,818	142%	83%	126	82%
<i>Eagle Village Community Center Youth and Family Services, Inc.</i>									
Parker	100	144	144%	63,456	64,173	101%	115%	124	81%
<i>East Bay Agency for Children</i>									
Achieve Academy	100	120	120%	46,286	57,499	124%	NA	121	90%
East Oakland Pride	115	175	152%	63,059	61,031	97%	114%	86	84%
Peralta	NA	213	NA	NA	NA	NA	141%	99	59%
Sequoia	NA	100	NA	NA	NA	NA	90%	138	90%

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation		
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)	
East Bay Asian Youth Center										
Bella Vista	75	106	141%	44,775	47,840	107%	93%	130	96%	
Cleveland	75	92	123%	43,350	45,456	105%	89%	150	91%	
Franklin	100	126	126%	57,800	61,109	106%	87%	148	93%	
Garfield	140	223	159%	80,920	95,971	119%	92%	122	85%	
La Escuelita	75	89	119%	44,063	46,877	106%	92%	161	97%	
Lincoln	120	154	128%	70,427	88,532	126%	92%	168	98%	
Manzanita Community School	75	102	136%	43,350	43,677	101%	88%	124	96%	
East Oakland Youth Development Center										
Futures Elementary	120	127	106%	56,768	52,391	92%	101%	114	87%	
Girls Incorporated of Alameda County										
Acorn Woodland	115	126	110%	46,981	46,004	98%	93%	115	89%	
Higher Ground Neighborhood Development Corp.										
Allendale	100	112	112%	51,599	56,672	110%	93%	129	88%	
Brookfield	100	102	102%	47,550	49,978	105%	93%	145	93%	
New Highland Academy	100	103	103%	51,526	53,256	103%	98%	149	93%	
Rise Community School	100	110	110%	51,380	52,176	102%	95%	135	92%	
Sobrante Park	100	117	117%	47,300	52,157	110%	93%	129	91%	
Lighthouse Community Charter School										
Lighthouse Community Charter	200	232	116%	81,677	86,760	106%	NA	129	88%	
Oakland Leaf Foundation										
ASCEND	131	157	120%	41,471	44,470	107%	NA	117	88%	
Encompass Academy	85	124	146%	57,964	44,581	77%	91%	113	91%	
International Community School	85	101	119%	21,710	29,578	136%	86%	131	87%	
Learning Without Limits	85	120	141%	44,312	47,242	107%	NA	113	91%	
Think College Now	120	97	81%	31,867	42,526	133%	96%	131	88%	
Safe Passages										

Lead Agency / Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Community United	120	143	119%	58,301	59,707	102%	115%	121	92%
SFBAC, Learning for Life									
Carl B. Munck	130	119	92%	58,948	49,896	85%	110%	144	90%
Fruitvale	100	162	162%	56,067	58,244	104%	116%	112	85%
Laurel	84	90	107%	57,534	49,451	86%	86%	149	95%
Manzanita Seed	120	167	139%	80,466	84,420	105%	153%	143	88%
Spanish Speaking Citizens' Foundation									
Lazear Charter Academy	160	189	118%	58,850	58,336	99%	NA	103	75%
Ujima Foundation									
Burckhalter	100	135	135%	68,202	65,939	97%	119%	135	85%
YMCA of the East Bay									
Piedmont	105	104	99%	53,411	47,507	89%	100%	148	91%
Elementary School Overall/Average	5,299	6,887	122%	2,562,019	2,728,885	107%	100%	127	87%

MIDDLE SCHOOL PROGRAMS

Alternatives in Action

Life Academy	NA	239†	NA	NA	NA	NA	69%	125	78%
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Bay Area Community Resources

Alliance Academy	110	432	393%	69,829	64,102	92%	274%	102	74%
Claremont	95	208	219%	53,128	31,463	59%	87%	65	63%
Elmhurst Community Prep	220	180	82%	53,183	53,041	100%	72%	87	68%
Madison	320	452	141%	61,146	46,777	77%	93%	72	56%
Melrose Community Bridges Program	120	159	133%	54,074	42,254	78%	69%	94	75%
Urban Promise Academy	140	325	232%	47,629	41,462	87%	98%	59	46%

Citizen Schools

Greenleaf	NA	NA	NA	NA	NA	NA	82%	115	92%
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Eagle Village Community Center Youth and Family Services, Inc.

Montera	NA	275	NA	NA	NA	NA	71%	53	68%
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Lead Agency / Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Westlake	120	171	143%	40,989	49,455	121%	88%	105	78%
East Bay Asian Youth Center									
Roosevelt	160	349	218%	95,520	154,032	161%	86%	130	91%
East Oakland Youth Development Center									
Roots International Academy	140	277	198%	53,170	42,415	80%	95%	67	60%
Oakland Leaf Foundation									
Bret Harte	112	265	237%	26,272	40,246	153%	72%	78	71%
Safe Passages									
Coliseum College Prep Academy	179	182	102%	23,380	28,862	123%	116%	112	69%
Edna Brewer	171	178	104%	29,794	36,986	124%	68%	126	92%
Frick	95	139	146%	16,837	20,583	122%	78%	110	89%
United For Success	120	250	208%	37,521	47,322	126%	57%	89	74%
YMCA of the East Bay									
West Oakland Middle School	144	150	104%	35,198	31,639	90%	53%	64	55%
Middle School Overall/Average	2,246	3,992	165%	697,669	730,636	105%	91%	88	70%

HIGH SCHOOL PROGRAMS

Alternatives in Action

Fremont Federation High School	NA	826	NA	NA	NA	NA	75%	11	33%
Life Academy***	650	823	127%	83,730	95,411	114%	96%	54	58%
McClymonds***							81%	36	33%

Bay Area Community Resources

Bunche	NA	142	NA	NA	NA	NA	26%	22	49%
Met West	NA	168	NA	NA	NA	NA	113%	124	74%
Oakland Technical	NA	336	NA	NA	NA	NA	70%	31	63%
Rudsdale Continuation	NA	250	NA	NA	NA	NA	78%	49	58%

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Street Academy	NA	156	NA	NA	NA	NA	57%	47	45%
East Bay Asian Youth Center									
Dewey	NA	405	NA	NA	NA	NA	74%	46	47%
Oakland High	NA	759	NA	NA	NA	NA	92%	23	38%
Oakland International High	NA	387	NA	NA	NA	NA	88%	37	21%
Safe Passages									
Coliseum College Prep Academy	NA	255	NA	NA	NA	NA	103%	62	54%
Youth Together									
Skyline	NA	553	NA	NA	NA	NA	70%	21	41%
Youth Uprising									
Castlemont High	NA	566	NA	NA	NA	NA	70%	31	19%
High School Overall/Average	650	5,626	127%	83,730	95,411	114%	78%	34	39%

Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding. Grade level totals for % Progress Towards Enrollment goal exclude programs that do not receive OFCY funding.

** Progress towards attendance goals are not available for charter-based programs.

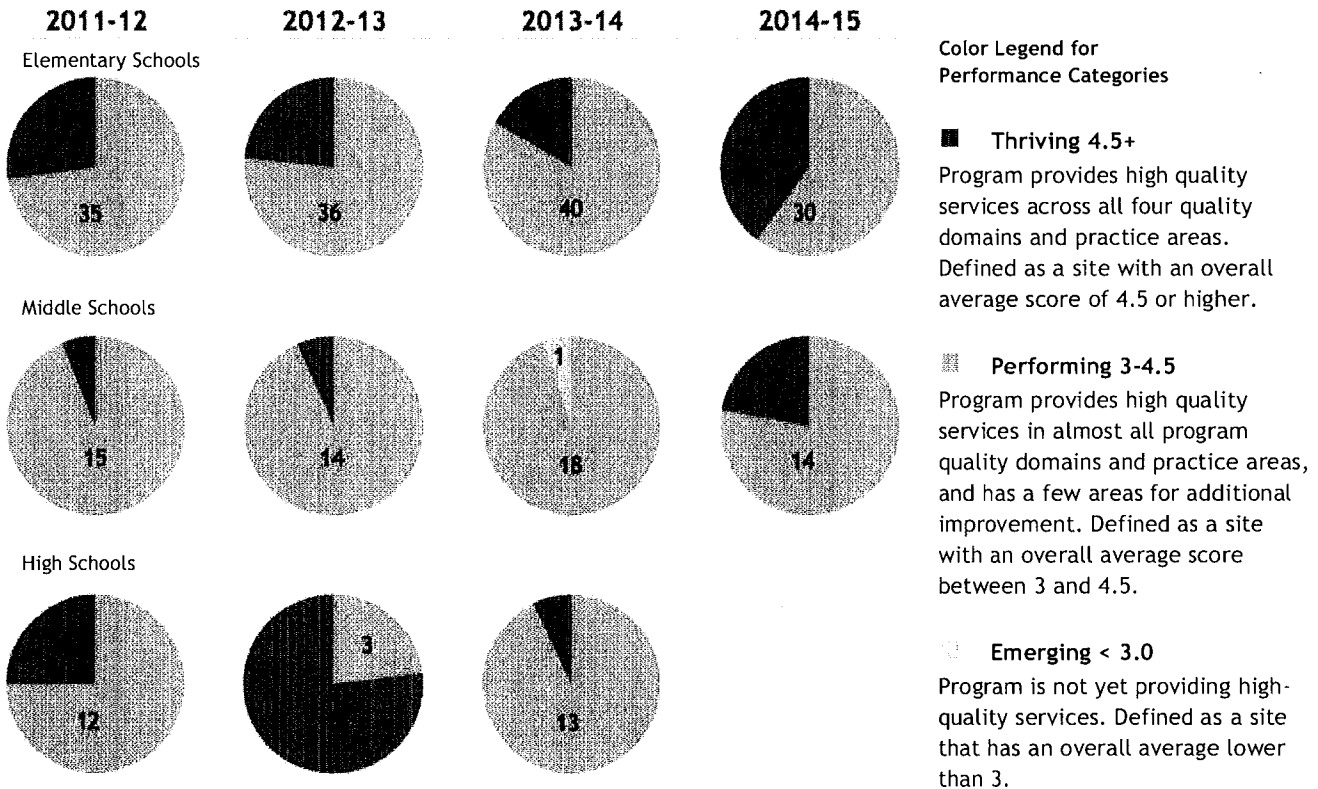
***Enrollment and Units of Service Goals and Actuals for the Youth Development Leadership Program at McClymonds & Life Academy Community Schools are shared between sites. The program is funded by OFCY through the Youth Leadership in Community Schools funding strategy.

†This figure represents the number of unique middle school students attending Life Academy Middle School program.

PROGRAM QUALITY

Point-of-service quality captures youths' experience in activities, and for youth to achieve positive outcomes in after school programs, they need to regularly participate in high quality programs. Site visit results indicate that all 2014-15 programs are considered either Performing or Thriving. Performing programs provide high quality services in almost all practice domains. Thriving programs provide high quality service in all practice domains. Youth perspectives were well aligned with site visit ratings of program quality.

FIGURE 8: MORE OAKLAND AFTER SCHOOL PROGRAMS ARE THRIVING IN 2014-15 THAN IN ANY OTHER YEAR



Sources: Site evaluation visits conducted by Public Profit during the 2011-12 through 2014-15 program years. Numbers listed in the figure above are a total count of programs for each category. High school level data not shown for the 2014-15 program year due to insufficient sample size.

HIGHLIGHTS

Point-of-service quality (POS) captures youths' experience in activities, and was measured by one observation using the Youth or School-Age Program Quality Assessment (PQA) at 76 programs. Youth surveys (N = 5,814) complement program observations.

Year-over-year data reveals programs are steadily improving program quality (Figure 8) and that after school programs in Oakland consistently meet or exceed local standards. In the 2014-15 program year, 24 of 68 (35%) programs were designated as "Thriving" or exceeding local standards, and no programs were categorized as "Emerging". The performance categories make it easy to identify trends in program quality, which can signal either supports or celebrations.

OAKLAND'S QUALITY IMPROVEMENT CYCLE

In 2009, the Oakland School-Based Partnership adopted the Program Quality Assessment (PQA) tools as part of its ongoing commitment to supporting program quality. At that time, The Partnership also adopted the performance categories (Emerging, Performing, and Thriving). Taken together, site visit data and the performance categories provide a snapshot of program quality for all school-based after school programs. To support programs, the School-Based Partners began to align professional development with the domains of the PQA. Beginning in 2011-12, the School-Based Partners required each grantee to prepare a quality action plan that documented programs' quality and youth outcome related goals.

In 2013, Oakland shifted to thinking beyond a snapshot of program quality to empowering programs to engage in a continuous quality improvement process: Assess, Plan, and Improve. During this process, programs conduct a self-assessment using the PQA, review external site visit scores, submit a program improvement plan, and carry out the steps identified in their plan. The School-Based Partners created an intensive system of support for programs which includes:

- Monthly trainings to build Site Coordinators' and Lead Agencies' capacity to lead the quality improvement process.
- A series of trainings linked to practices in the PQA tools.
- Ten professional learning communities for program staff.
- On-site coaching and technical assistance.

Using data to inform continuous quality improvement is a key component of the system. All programs have year-round access to their self-assessments, external assessments, and program improvement plans via an online support system. School-Based Partners and professional development providers also have access to PQA scores and improvement plans so that supports can be provided as needed.

Table 10 (page 28) shows that 87% of programs conducted a self-assessment in 2014-15 and 72 out of 82 programs submitted a quality action plan. By and large, the data demonstrates that programs are actively engaged in the continuous quality improvement cycle.

PROGRAM QUALITY FINDINGS

Public Profit conducted one site visit at each jointly-funded program using the PQA, a research-based observation tool used by out of school time programs nationally.¹⁴ The PQA has two versions - the School-Aged

¹⁴ A certified assessor from OUSD After School Programs Office visited programs that only received funds from OUSD. Public Profit visited all other programs.

Program Quality Assessment (SAPQA) for grades K-5 and the Youth Program Quality Assessment (YPQA) for grades 6-12. The PQA includes five quality domains¹⁵: Safe Environment, Supportive Environment, Peer Interaction, Youth Engagement, and Academic Climate.¹⁶ Scores on the PQA range from 1 – 5, with higher numbers indicating stronger quality.

Table 7 describes the average scores for elementary, middle, and high school programs. Detailed site level scores on the PQA and the performance category for all of the Oakland after school programs are included in Table 10, starting on page 29.

TABLE 7: PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN

Quality Domain	Elementary (n=50)	Middle (n=18)	High* (n=8)
Overall Rating**	4.33	4.11	4.06
Safe	4.84	4.68	4.99
Supportive	4.40	4.45	4.36
Interaction	4.18	3.71	3.77
Engagement	3.89	3.60	3.12
Academic Climate	3.76	3.77	***

Source: Site visits representing 76 out of 82 programs, October 2014 through April 2015.

*Site visit ratings are not available for 6 out of 14 high school programs.

**Overall Rating excludes the Academic Climate domain average.

***High school sites did not receive Academic Climate scores.

PQA ratings demonstrate that elementary, middle, and high school programs provided youth physically and emotionally safe programs and offered supportive environments including opportunities for learning and developing relationships. Elementary programs scored highest overall in each of the domains except for safety and support. The eight high schools that received a site visit scored nearly a 5 in the safety domain.

The Safe and Supportive domains lay the foundation for the more advanced staff practices assessed in Interaction and Engagement. Staff in elementary school programs consistently exhibited practices that promoted peer interaction. Middle and high school programs rated lower on Interaction and Engagement than elementary school programs, though these programs were still in acceptable performance ranges. All programs could benefit from an intentional focus on fostering youth engagement defined as opportunities for choice, reflection, and planning.

¹⁵ Please refer the Data Companion for a detailed description of each of the quality domains.

¹⁶ The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

YOUTH REPORTS OF QUALITY

A sample of youth participants answered a series of questions on program quality (N=5,814), specifically about features of the after school program that may not be apparent during site visits.¹⁷ Table 8 presents the percent of youth who felt positively about the different components of program quality. Overall, the majority of youth rated program quality high. Elementary, middle, and high school youth found their programs to be supportive and to promote positive interaction among youth and staff. All programs may need additional support in promoting engagement based on youth survey responses, which echo the PQA ratings. The responses to individual survey items related to Quality Domains are listed in the Data Companion.

TABLE 8: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY

Quality Domain	Elementary (n=2,902)	Middle (n=1,788)	High (n=1,124)
Safe	87%	79%	94%
Supportive	92%	83%	92%
Interaction	90%	81%	90%
Engagement	71%	64%	82%
Academic Climate	87%	74%	82%

Source: Youth participant surveys administered in Spring 2015.

There were modest differences¹⁸ between male and female participants' perspectives of program quality. Most notably, middle school aged boys reported higher levels of program engagement. For example, 66% of middle school-aged boys reported having opportunities in their ASP to "choose what I do and how I do it," compared to 59% of girls. Similarly, 78% of middle school-aged boys agreed with the statement, "I am interested in what we do at this program," compared to 71% of girls.

There were also some differences between youth of different race/ethnic groups in their views about program quality. Among high school-aged youth, Latino/a participants were less likely to report opportunities for choice in their program. Seventy-seven percent (77%) of Latino/a high school participants agreed with the statement, "in this program, I get to choose what I do and how I do it," compared to 85% of their peers. Forty-four percent (44%) of elementary-aged Latino/a youth reported feeling challenged by activities at their ASP compared to 53% of their peers.

¹⁷ The sample represents 35% of the total youth served (16,505) in 2014-15. A summary of the survey methodology is described in the Data Companion.

¹⁸ Chi-square test for association at p<.05 level. Only notable statistically significant differences are discussed here. Additional detail is available in the Data Companion.

The gender and race differences point to specific aspects of engagement to which programs can direct their attention; providing youth with choices and challenging activities, particularly for middle school girls and Latino/a youth. As noted previously, Latino/a youth comprise the majority of after school participants; therefore, increasing engagement for these youth will significantly impact the overall engagement level in Oakland’s after school programs.

A couple noteworthy differences in youth perceptions of program quality were found among youth who attended the programs 100 days or more.¹⁹ Due to their participation level, these youth are more likely to experience positive outcomes and they also have a more holistic view of their programs. Middle and elementary-aged youth who attended 100 or more days were more likely to report feeling engaged with their program compared to youth who attended less than 100 days. For example, 51% of elementary-aged youth who attended 100 or more days agreed that they participate in challenging activities, compared to 43% of their peers. Similarly, 55% of middle school-aged youth who attended 100 or more days reported that they are challenged by their after school activities compared to 46% of their peers.

Youth perceptions of safety in their after school program are measured by their experience of bullying in after school. As shown in Table 9, roughly 80% of middle school youth and 95% of high school youth report no physical or verbal bullying during after school. The majority (85%) of all youth agreed that “an adult steps in to help” when bullying occurs.

TABLE 9: MIDDLE AND HIGH SCHOOL YOUTH SURVEY RESPONSES REGARDING BULLYING

Survey Question ²⁰	Middle (n=1,788)	High (n=1,124)
Youth reporting they have not been pushed, shoved, slapped, hit or kicked by someone in their after school program.	80%	95%
Youth reporting that they have not had mean rumors or lies spread about them in after school.	81%	94%

Source: Youth participant surveys administered in Spring 2015.

¹⁹ Gender and racial differences are discussed in program quality and outcomes are discussed in Differences in Youth Outcomes section. Additional information about other statistically significant differences are shown in the Data Companion.

²⁰ Survey questions are modified for clarity. Youth were asked to report how frequently they experienced physical or verbal bullying in after school. Results reported here indicate the proportion of respondents who indicated 1 or fewer incidents in after school.

POINT OF SERVICE QUALITY RATINGS BY PROGRAM

TABLE 10: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS PQA SCORES BY GRANTEE

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
ELEMENTARY SCHOOLS										
<i>Bay Area Community Resources</i>										
Bridges Academy	Performing	Performing	3.96	4.84	4.08	3.83	3.08	2.89	Yes	Yes
Emerson	Thriving	Thriving	4.59	4.72	4.80	4.17	4.67	5.00	Yes	No
Esperanza Academy	Performing	Performing	4.49	4.90	4.40	4.67	4.00	3.94	Yes	Yes
Fred T. Korematsu	Performing	Performing	4.47	4.90	4.44	4.61	3.92	3.89	Yes	Yes
Glenview	Thriving	Performing	4.82	5.00	4.90	4.88	4.50	5.00	No	No
Global Family Learning Without Limits	Thriving	Performing	4.65	5.00	4.64	4.39	4.58	3.78	Yes	Yes
Grass Valley Elementary	Thriving	Performing	4.67	5.00	4.59	4.61	4.50	4.61	Yes	Yes
Greenleaf	Thriving	Performing	4.62	5.00	4.92	4.39	4.17	3.72	Yes	Yes
Hoover	Thriving	Performing	4.79	5.00	5.00	5.00	4.17	4.33	Yes	Yes
Horace Mann	Performing	Performing	4.18	4.51	3.93	4.11	4.17	2.72	No	No
Howard	Thriving	Performing	4.67	5.00	4.80	4.44	4.42	4.78	Yes	Yes
Lafayette	Thriving	Performing	4.71	4.84	4.73	4.83	4.42	3.56	Yes	Yes
Markham	Performing	Performing	3.45	4.80	4.57	2.50	1.92	5.00	Yes	Yes
Martin Luther King, Jr.	Performing	Performing	4.30	4.60	3.97	4.44	4.17	2.50	Yes	Yes
PLACE @ Prescott Elementary	Performing	Performing	3.83	4.43	4.44	3.71	2.75	2.94	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Reach Academy	Performing	Performing	3.44	4.80	2.73	3.22	3.00	1.56	Yes	Yes
Sankofa Academy	Performing	Performing	3.34	4.87	2.76	3.22	2.50	3.11	Yes	No
Eagle Village Community Center Youth and Family Services, Inc.										
Parker	Performing	Performing	4.45	4.79	4.90	4.38	3.75	4.11	Yes	Yes
East Bay Agency for Children										
Achieve Academy	Performing	Performing	3.85	4.84	3.73	3.67	3.17	2.83	Yes	Yes
East Oakland Pride	Thriving	Performing	4.77	4.84	4.57	4.83	4.83	3.89	Yes	Yes
Peralta	Performing	Performing	4.25	4.93	4.46	4.38	3.25	3.72	Yes	Yes
Sequoia	Thriving	Performing	4.91	5.00	4.81	5.00	4.83	5.00	Yes	Yes
Easy Bay Asian Youth Center										
Bella Vista	Performing	Thriving	4.08	4.80	4.40	3.54	3.58	4.56	Yes	Yes
Cleveland	Performing	Thriving	3.97	5.00	3.84	3.88	3.17	2.61	Yes	Yes
Franklin	Thriving	Performing	4.91	5.00	4.87	4.78	5.00	5.00	Yes	Yes
Garfield	Thriving	Performing	4.79	5.00	4.51	4.83	4.83	4.22	Yes	Yes
La Escuelita	Performing	Performing	4.11	5.00	3.79	4.33	3.33	4.61	Yes	Yes
Lincoln	Thriving	Thriving	4.71	5.00	4.87	4.39	4.58	3.89	Yes	Yes
Manzanita Community School	Thriving	Thriving	4.69	4.80	4.51	4.61	4.83	4.17	Yes	Yes
East Oakland Youth Development Center										
Futures Elementary	Performing	Performing	4.04	4.80	4.15	3.44	3.75	2.94	Yes	Yes
Girls Incorporated of Alameda County										

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Acorn Woodland	Performing	Performing	4.39	4.84	4.73	3.89	4.08	3.56	Yes	Yes
Higher Ground Neighborhood Development Corp.										
Allendale	Performing	Performing	4.18	4.80	4.21	3.63	4.08	2.61	Yes	Yes
Brookfield	Thriving	Performing	4.87	5.00	4.87	4.63	5.00	4.11	Yes	Yes
New Highland Academy	Thriving	Performing	4.83	5.00	4.59	5.00	4.75	3.50	Yes	Yes
Rise Community School	Thriving	Performing	4.66	4.80	5.00	4.00	4.83	4.22	Yes	Yes
Sobrante Park	Thriving	Thriving	4.83	5.00	4.83	5.00	4.50	3.78	Yes	Yes
Lighthouse Community Charter School										
Lighthouse Community Charter	Performing	Performing	3.70	4.79	3.27	3.33	3.42	1.72	Yes	Yes
Oakland Leaf Foundation										
ASCEND	Performing	Performing	4.23	4.77	4.31	4.44	3.42	3.39	Yes	Yes
Encompass Academy	Thriving	Performing	4.75	5.00	5.00	4.67	4.33	4.83	Yes	Yes
International Community School	Performing	Performing	4.37	4.90	5.00	4.17	3.42	3.94	Yes	Yes
Learning Without Limits	Performing	Performing	3.88	4.84	3.93	3.92	2.83	3.39	Yes	Yes
Think College Now	Performing	Performing	4.34	5.00	4.51	4.00	3.83	3.78	Yes	Yes
Safe Passages										
Community United	Performing	Performing	4.01	4.76	4.52	3.78	3.00	4.56	Yes	No
SFBAC, Learning for Life										
Carl B. Munck	Performing	Thriving	4.47	4.80	4.57	4.17	4.33	3.94	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Fruitvale	Performing	Performing	3.97	4.37	4.17	4.00	3.33	4.17	Yes	Yes
Laurel	Thriving	Performing	4.62	5.00	4.76	4.29	4.42	4.17	Yes	Yes
Manzanita Seed	Performing	Thriving	4.43	4.54	4.47	4.88	3.83	4.22	No	No
Spanish Speaking Citizens' Foundation										
Lazear Charter Academy	Performing	Performing	3.19	4.64	3.55	2.72	1.83	1.33	Yes	Yes
Ujimaa Foundation										
Burckhalter	Performing	Performing	3.80	4.80	3.85	3.04	3.50	3.06	No	Yes
YMCA of the East Bay										
Piedmont	Performing	Performing	4.46	4.58	5.00	4.28	4.00	4.78	Yes	Yes
Elementary School Overall/Average			4.33	4.84	4.40	4.18	3.89	3.76		

MIDDLE SCHOOL PROGRAMS

Alternatives in Action

Life Academy	Thriving	Thriving	4.83	5.00	5.00	4.83	4.50	5.00	Yes	Yes
Bay Area Community Resources										
Alliance Academy	Performing	Performing	3.75	4.41	4.29	3.13	3.17	3.11	Yes	Yes
Claremont	Performing	Emerging	4.34	5.00	4.85	4.00	3.50	3.83	Yes	No
Elmhurst Community Prep	Performing	Performing	3.15	4.48	3.61	2.33	2.17	2.83	Yes	Yes
Madison	Performing	Performing	3.55	4.87	4.13	2.71	2.50	3.22	No	Yes
Melrose Community Bridges Program	Performing	Performing	3.15	4.56	4.11	2.25	1.67	1.50	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Urban Promise Academy	Performing	Performing	4.48	5.00	4.69	3.58	4.67	3.83	Yes	Yes
<i>Citizen Schools</i>										
Greenleaf	Performing	Performing	4.02	4.70	4.36	3.67	3.33	4.17	Yes	Yes
<i>Eagle Village Community Center Youth and Family Services, Inc.</i>										
Montera	Performing	Performing	4.06	4.77	4.42	3.71	3.33	4.56	Yes	Yes
Westlake	Thriving	Performing	4.62	4.28	4.68	4.67	4.83	4.61	Yes	Yes
<i>East Bay Asian Youth Center</i>										
Roosevelt	Thriving	Performing	4.71	4.84	5.00	4.50	4.50	4.39	Yes	Yes
<i>East Oakland Youth Development Center</i>										
Roots International Academy	Performing	Performing	4.27	4.46	4.71	3.92	4.00	4.56	Yes	Yes
<i>Oakland Leaf Foundation</i>										
Bret Harte	Thriving	Performing	4.59	4.92	4.33	4.29	4.83	4.61	Yes	Yes
<i>Safe Passages</i>										
Coliseum College Prep Academy	Performing	Performing	3.99	4.80	4.55	3.29	3.33	3.39	No	No
Edna Brewer	Performing	Performing	4.48	4.76	4.80	4.21	4.17	3.33	Yes	Yes
Frick	Performing	Performing	3.67	4.03	3.88	3.75	3.00	3.17	Yes	Yes
United For Success	Performing	Performing	3.99	4.72	4.16	3.92	3.17	3.50	No	Yes
<i>YMCA of the East Bay</i>										
West Oakland Middle School	Performing	Performing	4.34	4.62	4.47	4.08	4.17	4.33	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Middle School Overall/Average			4.11	4.68	4.45	3.71	3.60	3.77		

HIGH SCHOOL PROGRAMS

Alternatives in Action

Life Academy*	Thriving	Thriving	4.83	4.92	4.71	4.67	5.00	--	No	Yes
McClymonds*	Thriving	Performing							No	Yes

Bay Area Community Resources

Bunche	Performing	Performing	3.88	5.00	4.22	3.63	2.67	--	Yes	No
Oakland Technical	Performing	Performing	4.13	5.00	4.39	3.96	3.17	--	Yes	Yes
Rudsdale Continuation	Performing	Performing	3.28	5.00	3.80	2.00	2.33	--	Yes	Yes

East Bay Asian Youth Center

Dewey	Performing	Performing	4.33	5.00	4.73	4.08	3.50	--	Yes	Yes
Oakland International High	Performing	Performing	3.81	5.00	4.29	3.79	2.17	--	Yes	Yes

Youth Together

Skyline	Performing	Performing	4.17	5.00	4.37	4.29	3.00	--	Yes	Yes
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High School Overall/Average

4.06	4.99	4.36	3.77	3.12	--
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Source: Site visits representing 76 out of 82 programs, October 2014 through April 2015.

Site visit ratings are not available for 6 out of 14 high school programs. High school sites that did not receive site visits include Fremont Federation High School, Met West, Street Academy, Oakland High, Coliseum College Prep Academy (High School), Castlemont High.

High school sites did not receive Academic Climate scores.

*Only one site visit to Life Academy to represent both Life Academy and McClymonds. Based on their OFCY grant, these sites are considered to be a single program with multiple sites, and therefore received one visit. In 2015 - 16 the two sites will be visited separately.

SCHOOL-BASED AFTER SCHOOL OUTCOME DOMAINS

OUTCOME DOMAINS INTRODUCTION



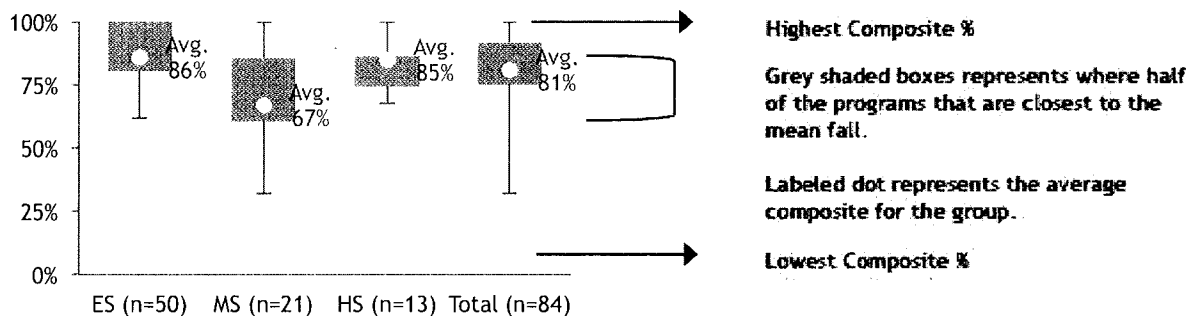
This report features seven outcome domains prioritized by the School-Based After School Partnership. Differences in outcomes by gender, grade level, race, and English Language proficiency are discussed when they are statistically significant.

Youth surveys (N=5,814) are used to assess the extent to which participating young people experience positive benefits. The Data Companion explains the survey methodology.

The youth survey findings are discussed at two levels:

Youth Survey Composites – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least 2 of the 3 related survey questions. Survey composites are reported separately for elementary (ES), middle (MS), and high school (HS) youth.

Grade Level – Each section includes a description of the percent of youth in elementary, middle, and high school programs that had positive responses to the outcome composites. Grade level composites are presented using a box and whisker plot located on the second page of every outcome section. To the right of the example plot below there are instructions on how to read the diagram.

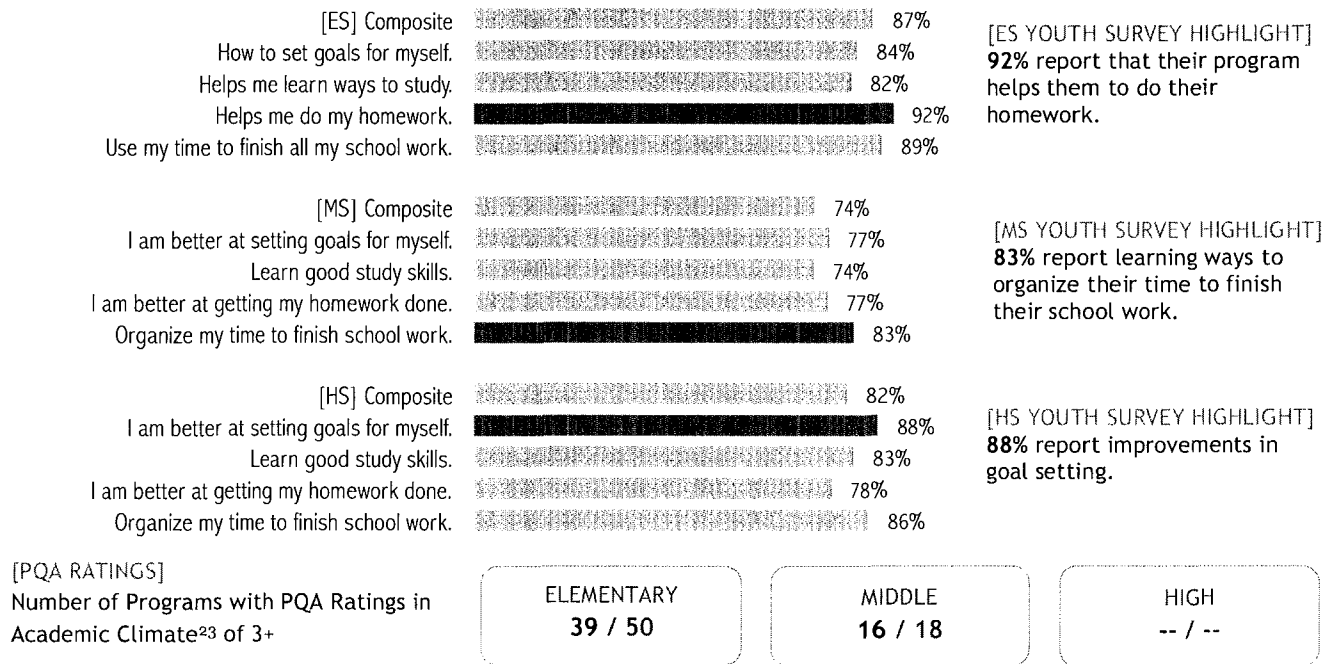


PQA Scores demonstrates the program quality domain that is most related to each outcome and is used to help explain youth outcome results.

ACADEMIC BEHAVIORS

Academic behaviors are the habits that show youth are making an effort to learn,²¹ such as studying and finishing homework. When youth consistently engage in academic behaviors, they are more likely to improve their academic performance.²²

FIGURE 9: ACADEMIC BEHAVIORS AT-A-GLANCE



Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

HIGHLIGHTS

- **About 8 out of 10 youth are developing academic behaviors** – Over 80% of elementary and high school youth and nearly three-quarters (74%) of middle school youth developed academic behaviors.
- **Youth learned to set goals in their after school programs** – Over 75% of elementary, middle and high school youth reported being better at setting goals.
- **After school participants improved their study skills** – Roughly three-quarters (74%) of middle school youth and over 80% of elementary and high school youth gained study skills.
- **Youth learned better homework habits** – Ninety-two percent (92%) of elementary, 77% of middle and 78% of high school youth reported improvements in homework completion. Over eighty percent of elementary, middle, and high school youth practiced organizing their time to finish their school work.

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

²² Ibid.

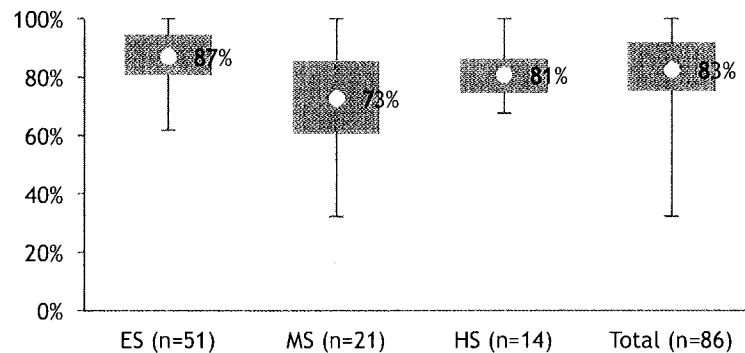
²³ High school programs did not receive ratings in the Academic Climate domain.

ACADEMIC BEHAVIORS FINDINGS

PQA Academic Climate ratings indicate that roughly 55 out of 68 programs score 3.0 or higher, indicating that Oakland after school programs provide academically enriching environments. The quality learning environment likely contributes to 8 out of 10 youth reporting that they developed academic behaviors. However, youth in middle school programs could use more support practicing academic behaviors, especially study skills.

The chart below presents the average percent of youth in a program that responded positively to the academic behavior survey composite by grade level. This provides an estimate of how many youth in a program are developing academic behaviors. On average, 83% of youth in a single program reported improving their academic behaviors.

FIGURE 10: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT IMPROVED ACADEMIC BEHAVIORS BY GRADE LEVEL



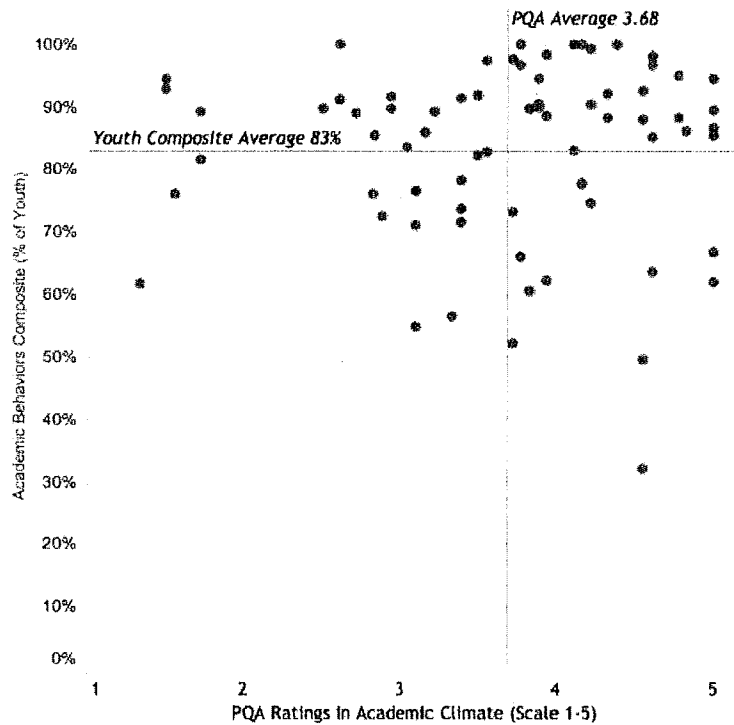
Source: Youth participant surveys administered in Spring 2015.

Among elementary programs, an average of 87% of participants report improving their academic behaviors. The level of agreement for half of elementary programs ranges from 80% - 94%, as shown by the grey box. Among middle school programs, an average of 73% of youth report improved academic behaviors. The level of agreement for half of the middle school programs ranges from 60% - 86%. In high schools, an average of 81% of participants report improving their academic behaviors with a level of agreement that is 74% - 86% for half of the programs. The findings indicate that, on average, elementary, middle, and high school programs promote academic behaviors at a similar rate. A wide range of participants report improved academic behaviors in middle school programs.

The Theory of Action guiding this evaluation posits that higher program quality will result in positive outcomes for youth. Figure 11 presents youth survey results and program quality data together to explore this assertion. The vertical axis represents the average percent of youth in a program who responded positively to the academic behavior composite. The horizontal axis represents programs' PQA ratings of Academic Climate. Each dot represents a program and the spread of the dots in the figure indicate how varied PQA and youth survey results are among programs.

On average, programs are “Performing” when it comes to Academic climate and 83% of all youth report developing academic behaviors. Yet, there is substantial variation in surveys and PQA scores that is not apparent in overall averages. The 29 programs (40%) in which youth report improved academic behaviors, concurrent with above average academic climate ratings, are displayed in the upper right quadrant in Figure 11. Programs in the other three quadrants were below the Oakland average in either youth composites or PQA ratings or in both areas.

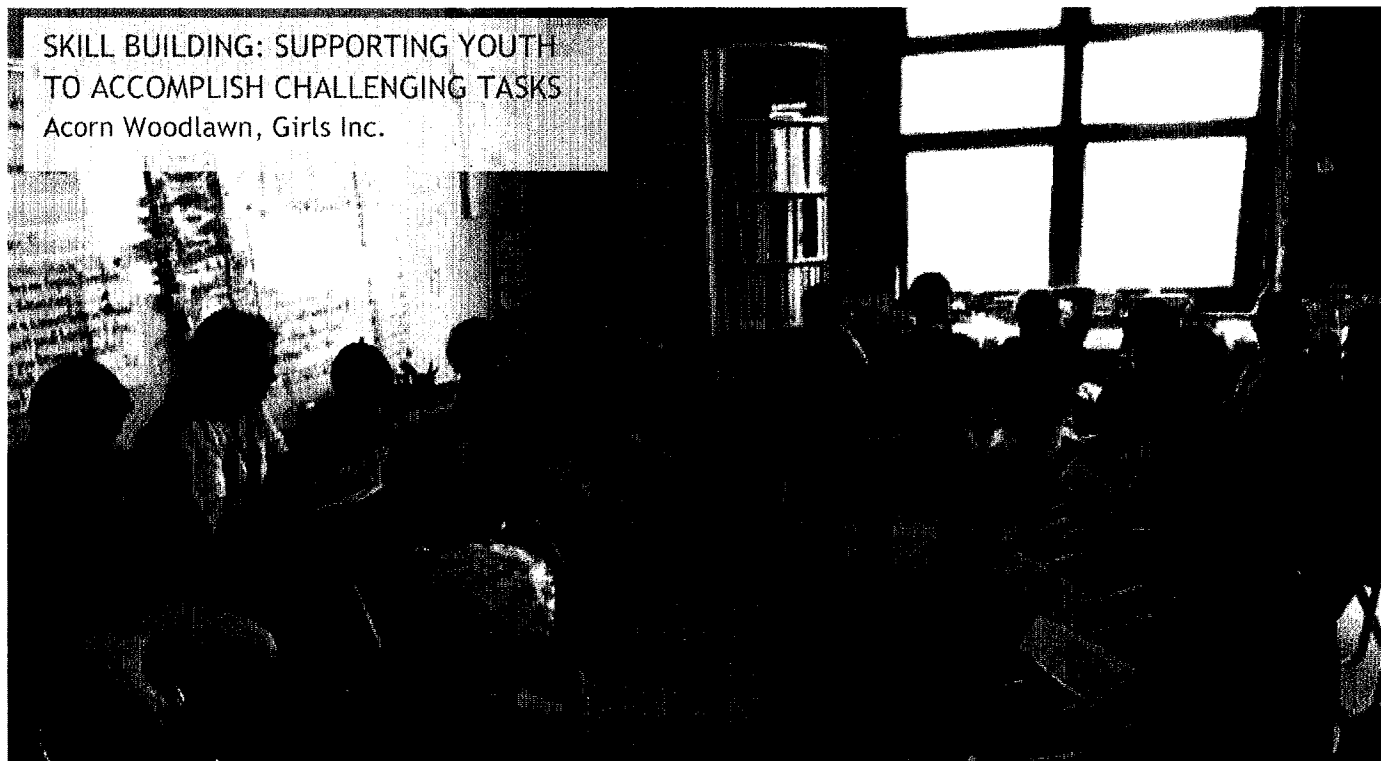
FIGURE 11: AVERAGE PERCENT OF YOUTH WHO REPORT IMPROVED ACADEMIC BEHAVIORS BY PQA RATINGS IN THE ACADEMIC CLIMATE DOMAIN²⁴



Sources: Youth participant surveys administered in Spring 2015, n=4,626, site evaluation visits conducted by Public Profit, October 2014 through April 2015. n=68.

²⁴ Figure includes programs that submitted youth surveys and received PQA ratings in the referenced PQA domain only; high school programs did not receive ratings in the Academic Climate domain and are not included in this figure.

PROMISING PRACTICE



In the after school program at Acorn Woodland, children have opportunities to try out a variety of new skills, as well as develop those they have already begun to learn. The Girls, Inc. program at Acorn Woodland has a strong literacy focus, and aims to align closely with school day learning to increase instructional time, to increase reading and talking time, build phonics skills, and provide opportunities for independent reading. Program participants are able to choose from a variety of enrichment activities that are designed with these goals in mind.

During the site visit to Acorn Woodland, staff encouraged children to try new skills. For more complex tasks, instructors provided step-by-step instructions for youth and provided additional supported for those youth who struggled to complete tasks. These program practices create an environment where children have opportunities, and are encouraged, to grow and improve.

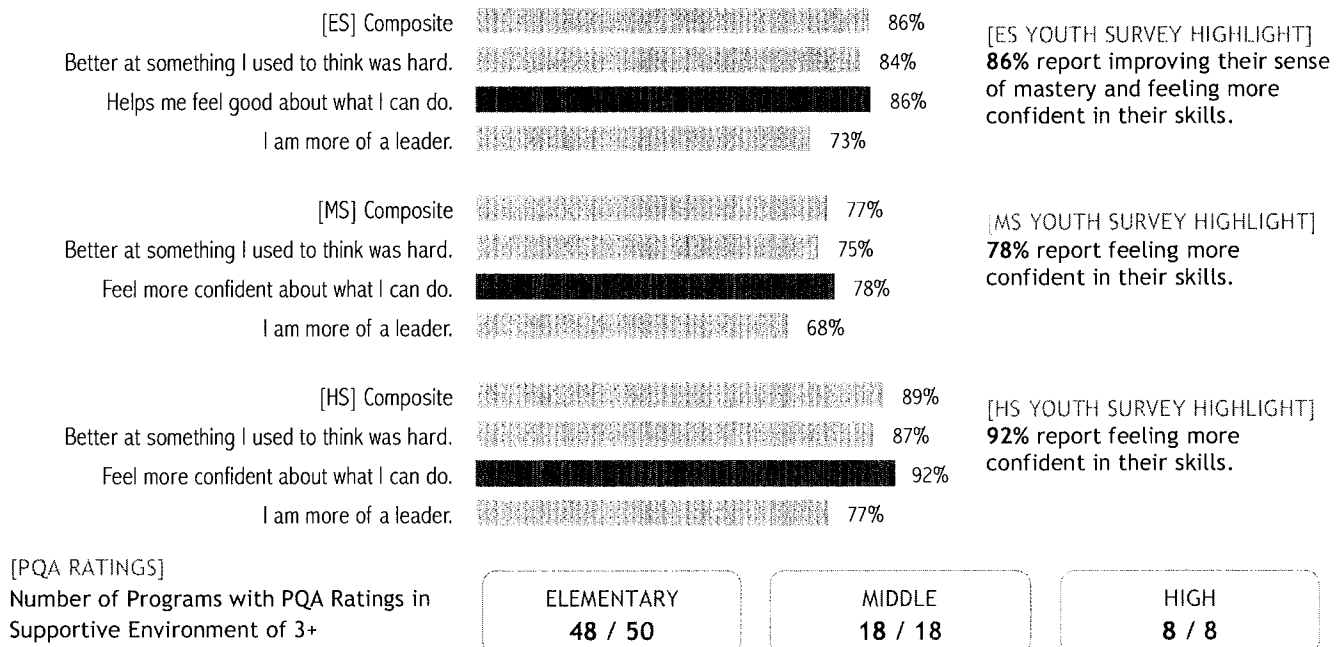
During the “book club” activity, children took turns reading a book aloud. After each passage, the staff member facilitated a short discussion of the text, encouraging students to explain their opinions by asking follow-up questions such as “why do you think that?” or “do you agree or disagree with [his/her] opinion?” Asking youth to express their opinions can help them to better understand what they have just read. In a leadership activity, youth practiced for an upcoming presentation at the school assembly. Staff routinely encouraged students to improve their section of the presentation and gave suggestions on how to do so. The staff also asked for suggestions from the youth on how to perfect the performance as a whole. Public speaking is a difficult task at any age and with thoughtful suggestions from peers and staff, children at Acorn Woodlawn practiced this skill.

By encouraging students to practice skills, like public speaking, reading aloud, and assessing their performance, staff promoted children’s learning and skill building. The children participating in these activities attempted new and/or challenging tasks in a supportive setting.

SENSE OF MASTERY

A sense of mastery is feeling that one has learned a skill to a desired level. When youth have a sense of mastery, they feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders.

FIGURE 12: SENSE OF MASTERY AT-A-GLANCE



Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

HIGHLIGHTS

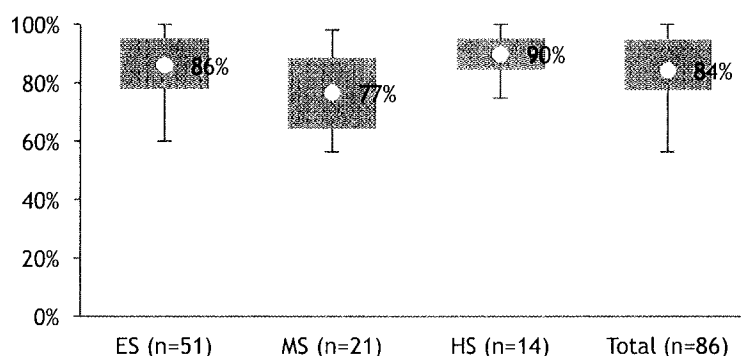
- **About 8 out of 10 youth are developing a sense of mastery** – Over 85% of elementary and high school youth and about three-quarters (77%) of middle school youth report developing a sense of mastery.
- **Youth reported becoming more competent at a difficult skill** – Nearly 9 out of 10 high school (87%) youth reported being better at something they used to think was hard. Over 75% of elementary, middle and high school youth reported similar growth in their skill-building.
- **After school participants feel more confident about their skills** – Roughly three-quarters (78%) of middle school youth and over 85% of elementary and high school youth feel more confident about what they can do.
- **More than 7 in 10 youth see themselves as leaders** – Nearly three-quarters of elementary and high school youth and 68% of middle school youth report being more of a leader.

SENSE OF MASTERY FINDINGS

Seventy-four (74) out of 76 programs received a PQA rating of 3.0 or more for Supportive Environment, the domain that measures the skill-building practices of staff. This suggests that program staff encourage and support youth to learn new skills. More than 8 in 10 (84%) youth report growth in this area. In particular, elementary (86%) and high school (90%) youth report benefitting from these supports.

The chart below presents the percent of youth in elementary, middle, and high school programs that responded positively to the supportive environment composite. This provides an estimate of how many programs are successfully supporting youth to learn new skills and become more confident about what they can accomplish. On average, 84% of youth in a single program reported developing a sense of mastery.

FIGURE 13: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT AN IMPROVED SENSE OF MASTERY BY GRADE LEVEL

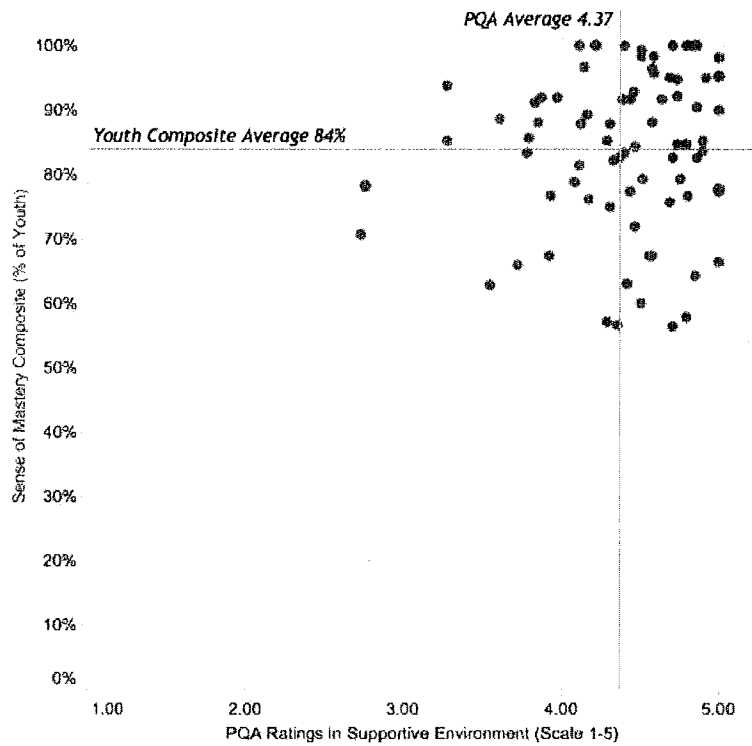


Source: Youth participant surveys administered in Spring 2015.

Among elementary programs, an average of 86% of participants report a sense of mastery. The level of agreement for half of elementary programs ranges from 78% - 95%. Among middle school programs, an average of 77% of participants report support for skill-building with a level of agreement for half of the programs ranging from 64% - 89%. An average of 90% of youth in high school programs report support for skill-building. The level of agreement for half of the high programs ranged from 84% - 95%. The findings show that elementary and high school youth consistently report high rates of skill-building, particularly compared to middle school youth. Middle school programs may consider expanding leadership activities as a way to improve in this area.

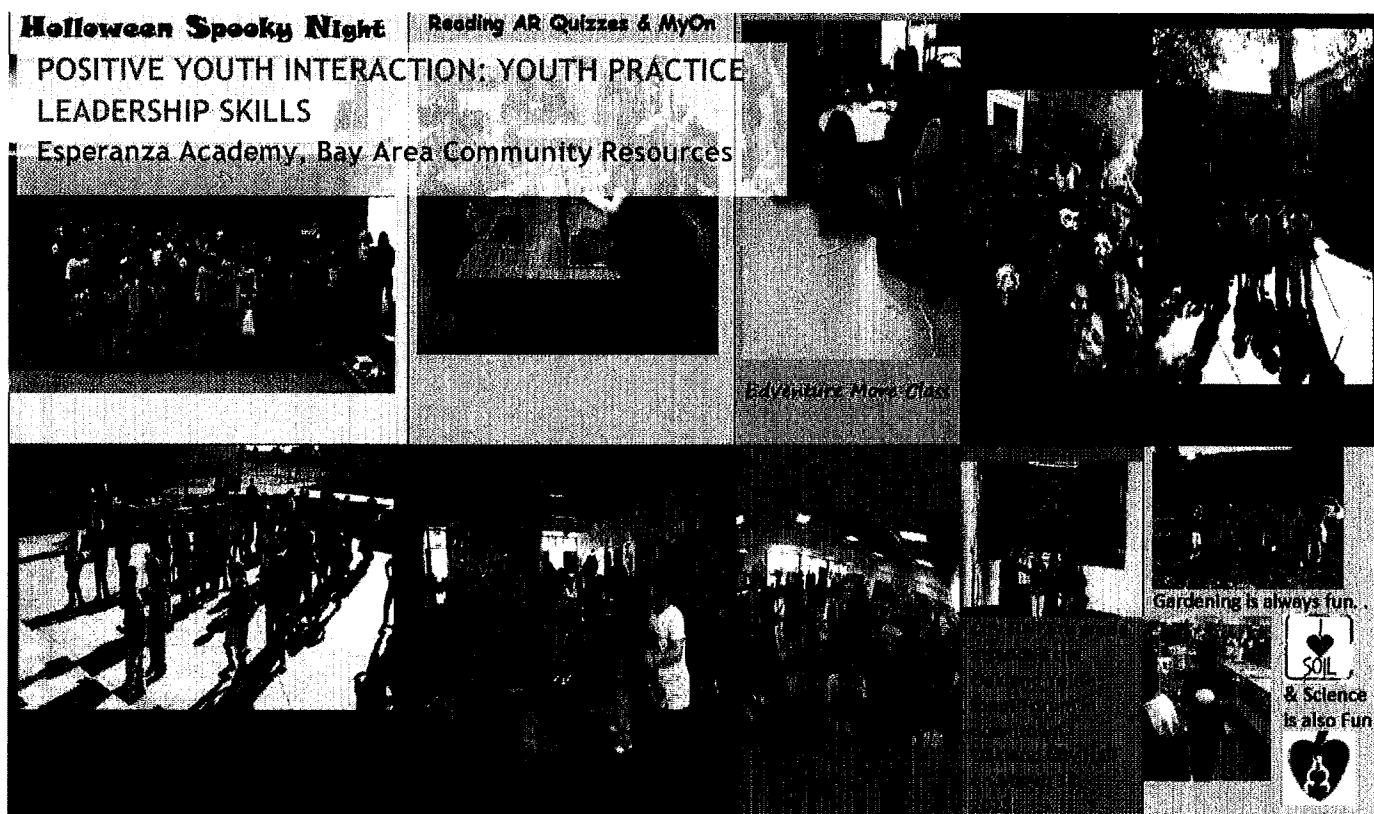
Oakland after school programs excel at providing a supportive environment for youth and fostering new skills in youth. A high PQA average in the Supportive Environment (4.37) domain and a youth composite average of 84% (See Figure 14) demonstrate the proposed trend in the Theory of Action; high quality is accompanied by positive youth outcomes. The tightly clustered dots around the average lines for PQA ratings in Supportive Environment and youth reports of skill building indicates strong practices across all programs.

FIGURE 14: AVERAGE PERCENT OF YOUTH WHO REPORT SKILL-BUILDING BY PQA RATINGS IN THE SUPPORTIVE ENVIRONMENT DOMAIN



Sources: Youth participant surveys administered in Spring 2015, n=5,234, site evaluation visits conducted by Public Profit, October 2014 through April 2015, n=76.

PROMISING PRACTICE



The after school program at Esperanza Elementary offers diverse programming such as Zumba, Mocha Art, and gardening while also emphasizing the importance of academic success. The staff at Esperanza incorporates youth leadership into their weekly program structure. At the end of each week, youth and staff gather for a program-wide presentation in which each grade shares the results of their projects. The youth select who among their peers will present their work.

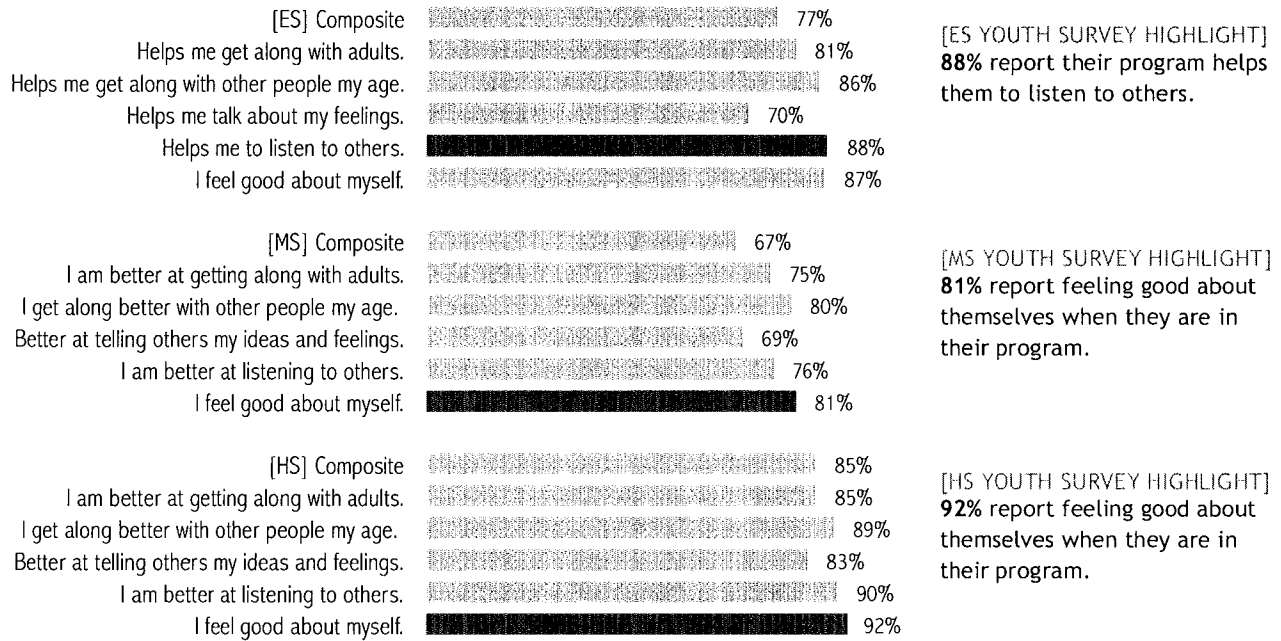
Fall was the theme for the presentations in late October. An older youth served as the Master of Ceremonies and introduced the diverse presentations that his peers had prepared. Reading from note cards and using ribbon to illustrate their points, a group of fourth grade youth showed how to properly measure a pumpkin's height, diameter, circumference, and radius. The first and second grade youth danced to an upbeat tune rotating midway through so that each youth was able to be front and center. The third grade presentation was about jack-o-lanterns and demonstrated that youth discovered different shapes, such as pentagons and diamonds, and used these shapes to craft unique versions of the classic jack-o-lantern. The young presenters in fifth grade took on the role of "Pumpkin Investigators" and shared their findings from dissecting a pumpkin.

These ongoing presentations represent an innovative approach that empowers youth to choose topics of interest to explore during program activities and provides an opportunity for youth to practice their leadership skills and public speaking.

SOCIAL & EMOTIONAL SKILLS

Social and emotional skills are used to initiate and maintain positive relationships with peers and adults, manage and communicate one's emotions and understand one's capabilities. These skills are gaining attention for the ways in which they help young people be successful in school and in life.²⁵

FIGURE 15: SOCIAL & EMOTIONAL SKILLS AT-A-GLANCE



[PQA RATINGS]

Number of Programs with PQA Ratings in Peer Interaction of 3+

ELEMENTARY
48 / 50

MIDDLE
15 / 18

HIGH
7 / 8

Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

HIGHLIGHTS

- **High school youth are consistently building social and emotional skills** – About 85% of high school and more than two-thirds of elementary (77%) and middle (67%) school youth report building social and emotional skills in their program.
- **More than 8 in 10 youth across all grade levels get along better with others** – Eighty-nine percent (89%) of high school and over 80% of elementary and middle school youth report getting along better with their peers.
- **After school participants feel good about themselves when they are in their programs** – Roughly 9 out of 10 elementary and high school youth and 81% of middle school youth report feeling good about themselves in their program.
- **High school youth are better at communicating their ideas and feelings** – Eighty-three percent (83%) of high school and more than two-thirds of elementary (70%) and middle (69%) school youth are better at talking about their feelings.

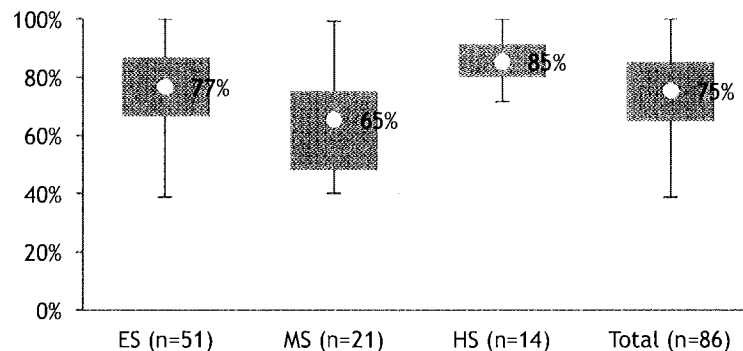
²⁵ Gootman, L., & Schoon, I. (2013) The impact of non-cognitive skills on outcomes for young people: Literature review. London: Institute of Education and Social Research, University of London

SOCIAL & EMOTIONAL SKILLS FINDINGS

PQA ratings of Peer Interaction, the domain that measures supports for pro-social interactions, indicate that almost all elementary school programs (96%) have a rating of 3.0 or higher. Similarly, 7 out of 8 high school programs that received a PQA visit have ratings of 3.0 or higher. A modestly smaller proportion of middle school programs (83%) have ratings of 3.0 or higher in the Peer Interaction domain. This suggests that Oakland after school programs provide youth a quality environment in which youth can gain social and emotional skills. However, youth reports of social emotional skill development are slightly inconsistent with the PQA findings, particularly when looking across grade levels. Middle and elementary school youth report comparably lower rates of agreement than high school youth in the social and emotional skill composite and in expressing their feelings.

The chart plot below presents the percent of youth in elementary, middle, and high school programs who responded positively to the Peer Interaction composite. This provides an estimate of how many programs are successfully fostering social and emotional skill development in youth. On average, 75% of youth in a single program reported stronger social and emotional skills.

FIGURE 16: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SOCIAL AND EMOTIONAL SKILLS BY GRADE LEVEL

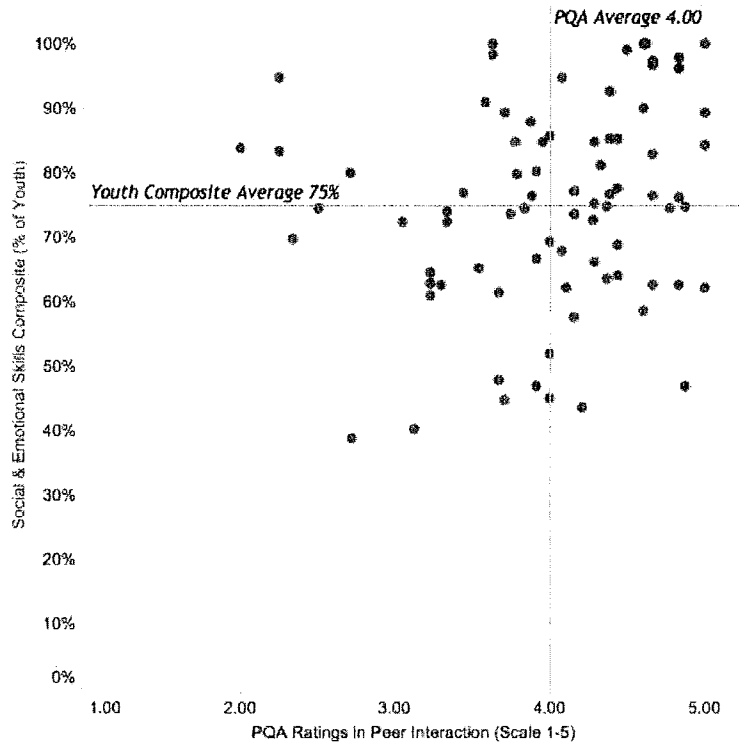


Source: Youth participant surveys administered in Spring 2015.

On average, 77% of youth in elementary programs report stronger social and emotional skills. The level of agreement for half of the elementary programs is 66% - 87%. Among middle school programs, 65% of youth report improved social and emotional skills. The level of agreement for half of the middle school programs ranges from 48% - 75%. Among high school programs, an average of 85% of participants agree that they are supported in developing their social and emotional skills and half of the high school programs have a level of agreement between 80% - 91%. High school programs stand out as exemplars for developing social and emotional skills.

Supporting youth to cultivate social and emotional skills is a complex endeavor as the data depicted in Figure 17 suggests. The PQA average of 4.0 in the Peer Interaction domain and the survey composite average of 75% indicate programs are strong in this area, yet the program level composite averages are varied.

FIGURE 17: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SOCIAL AND EMOTIONAL SKILLS BY PQA RATINGS IN THE PEER INTERACTION DOMAIN

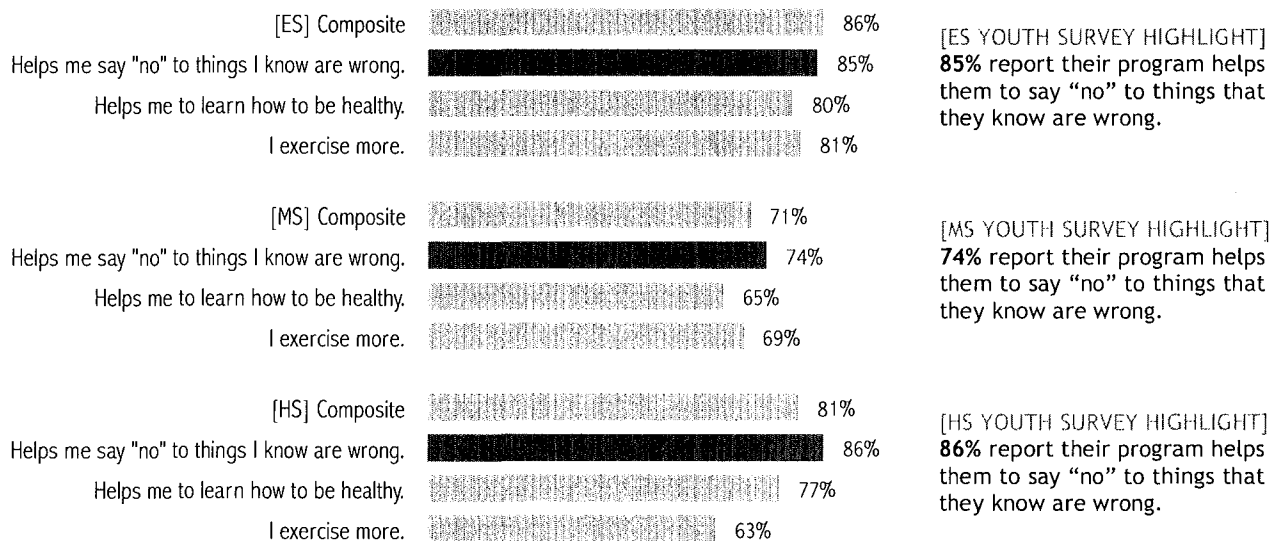


Sources: Youth participant surveys administered in Spring 2015, n=5,234, site evaluation visits conducted by Public Profit, October 2014 through April 2015, n=76.

PHYSICAL WELL-BEING

Activities that promote physical well-being engage youth in physical activity, such as exercising, and help youth learn about healthy habits, such as eating a balanced diet.

FIGURE 18: PHYSICAL WELL-BEING HIGHLIGHTS AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

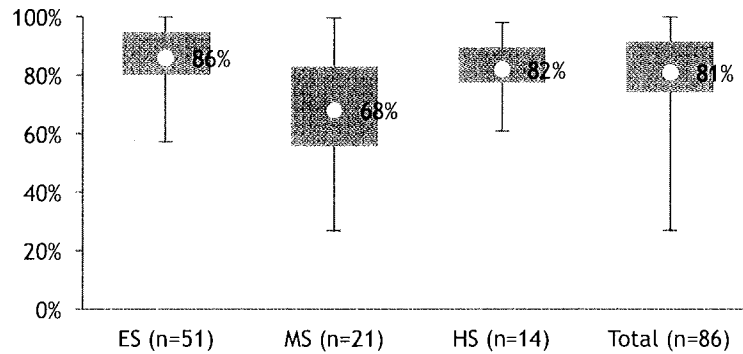
HIGHLIGHTS

- ***Eight out of 10 youth report learning about how to promote their physical well-being*** – More than 80% of elementary and high school youth and roughly two-thirds of middle school (71%) youth report learning ways to promote their physical well-being.
- ***After school participants make positive choices related to their well-being*** – More than 85% of elementary and high school and roughly three-quarters of middle school (74%) youth report their after school program helps them to say “no” to things they know are wrong.
- ***Youth learn healthy habits*** – Over 75% of elementary and high school youth and 65% of middle school youth report learning how to be healthy at their after school programs.
- ***Nearly three-quarters of youth exercise more*** – Over 60% of middle and high school youth and 81% of elementary school youth exercise more.

PHYSICAL WELL-BEING FINDINGS²⁶

Elementary and high school youth report the strongest growth in learning about wellness behaviors overall. The chart below presents the percent of youth in elementary, middle, and high school programs who responded positively to the Physical Well-Being composite. This provides an estimate of how many programs are successfully promoting increased physical activity and healthy eating skills in youth. On average, 81% of youth in a single program report improved wellness behaviors.

FIGURE 19: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER WELL-BEING BEHAVIORS BY GRADE LEVEL



Source: Youth participant surveys administered in Spring 2015.

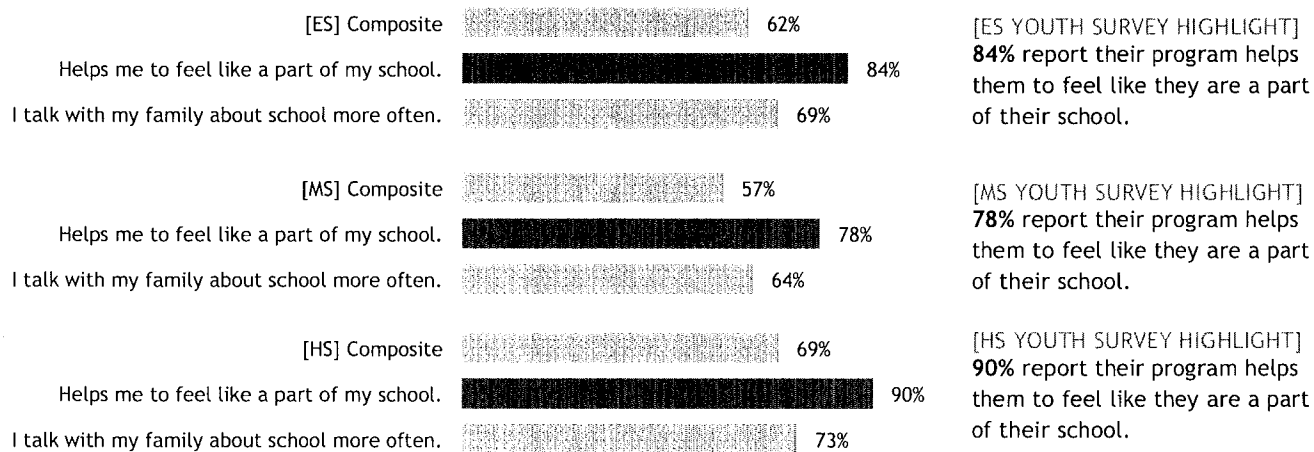
An average of 86% of youth in elementary programs report stronger well-being behaviors. The level of agreement for half of the elementary programs ranges from 80% - 95%. In middle school programs, an average of 68% of youth report improved well-being with a level of agreement for half of these programs ranging from 56% - 83%. Among high school programs, an average of 82% of participants report improved well-being. Half of the high school programs have a level of agreement that is 77% - 89%. To address these findings, middle school can increase the amount of physical activity offered in their program and expand activity content to include wellness behaviors.

²⁶ This outcome section is not mapped to a specific quality domain because scores for an associated quality domain are unavailable. Therefore, there is no scatterplot displaying quality alongside youth reports of wellness behaviors.

SCHOOL CONNECTEDNESS

Youth are connected to their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families.

FIGURE 20: SCHOOL CONNECTEDNESS AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

HIGHLIGHTS

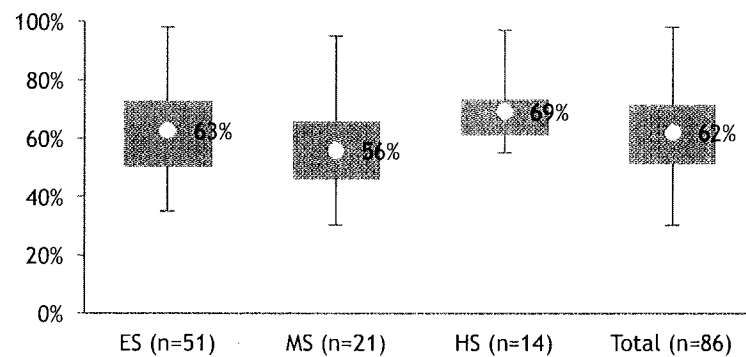
- **Nearly two-thirds of after school youth feel more connected to their school** – About 7 in 10 (69%) of high school youth reported feeling more connected with their schools. Sixty-two percent (62%) of elementary and 57% of middle school youth reported the same.
- **Youth feel like a part of their school** – Nine in 10 (90%) high school youth reported feeling like a part of their school. Eighty-four percent (84%) of elementary and 78% of middle school youth reported the same.
- **Youth talk with their families about school** – More than 60% of elementary, middle, and high school youth increased how often they talked with their families about school.

SCHOOL CONNECTEDNESS FINDINGS²⁷

On a whole, about 6 in 10 youth (62%) report stronger school connectedness. Due to the limited number of questions in this composite, youth were required to answer 'yes' to each question to be considered as responding positively to the school connectedness composite. This is a slightly more strict agreement requirement than other outcome areas. Of the two questions included in the composite, youth consistently reported lower rates of talking with their families about school.

The chart plot below presents the percent of youth in elementary, middle, and high school programs who responded positively to the School Connectedness composite. This provides an estimate of how many programs are successfully helping youth to develop stronger connections to their school. On average, 62% of youth in a single program reported stronger school connectedness.

FIGURE 21: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SCHOOL CONNECTEDNESS BY GRADE LEVEL



Source: Youth participant surveys administered in Spring 2015.

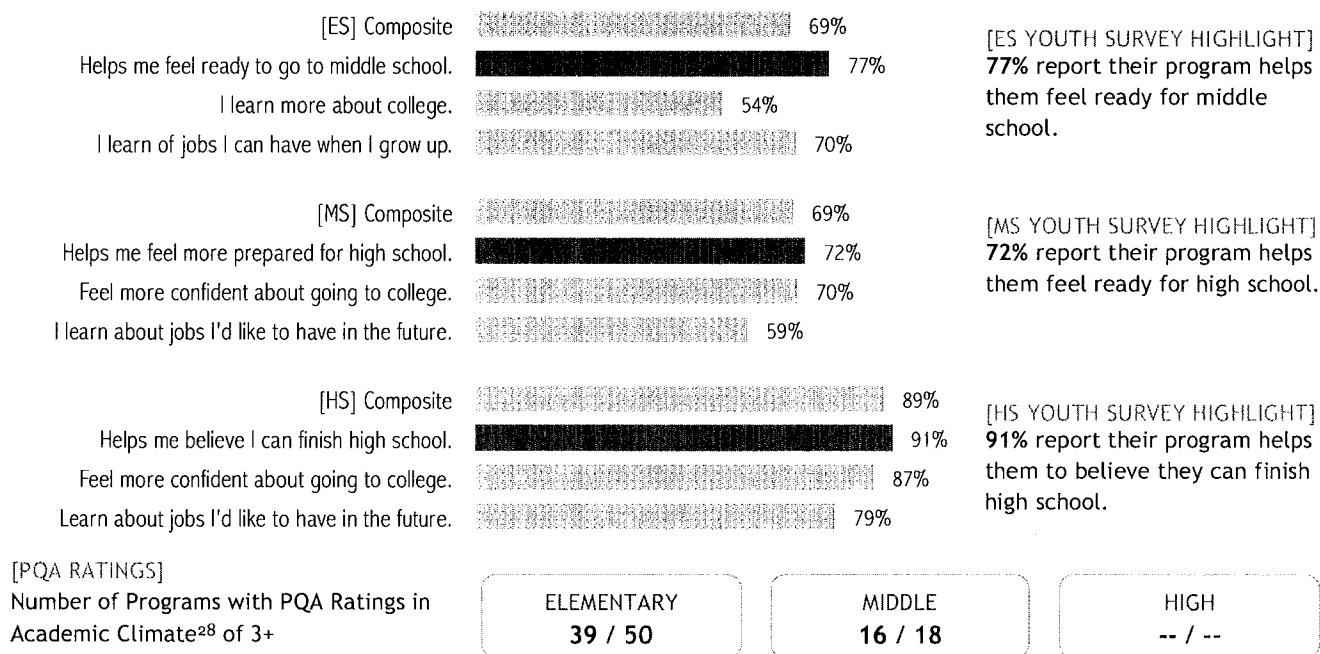
Among elementary programs, an average of 63% of youth report feeling connected to their school. The level of agreement for half of elementary programs ranges from 50% - 73%. Among middle school programs, an average of 56% of participants report feeling like they are connected to their school. The level of agreement for half of the middle school programs ranges from 46% - 66%. On average, 69% of youth in high school programs report that the program helped them to feel more connected to their schools with the level of agreement for half of the high school programs ranging from 61% - 73%.

²⁷ This outcome section is not mapped to a specific quality domain because scores for an associated quality domain are unavailable. Therefore, there is no scatterplot displaying quality alongside youth reports of school connectedness.

COLLEGE & CAREER EXPLORATION

College and career exploration activities are opportunities that support youth in looking towards the future, by helping them identify skills that relate to careers of interest as well as the degree programs needed to pursue those careers.

FIGURE 22: COLLEGE & CAREER EXPLORATION AT-A-GLANCE



Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

HIGHLIGHTS

- **High school youth report exploring college and career opportunities** – About 9 in 10 (89%) high school youth report opportunities in their after school program for college and career exploration. Sixty-nine percent (69%) of elementary and middle school youth reported the same opportunities.
- **Youth reported feeling ready for their next academic step** – About 9 out of 10 high school youth (89%) report feeling more confident about finishing high school. Seventy-seven percent (77%) of elementary youth feel ready for middle school and 72% of middle school youth feel ready for high school.
- **Middle and high school youth learn more about college** – Nearly 9 out of 10 high school youth (87%) and 70% of middle school youth reported learning more about college options. More than half of elementary (54%) youth reported doing so.
- **Learning about career options are a part of high school programs** – About 8 in 10 (79%) of high school youth report learning about future occupations. Seventy percent (70%) of elementary and 59% of middle school youth learned more about jobs they'd like to have in the future.

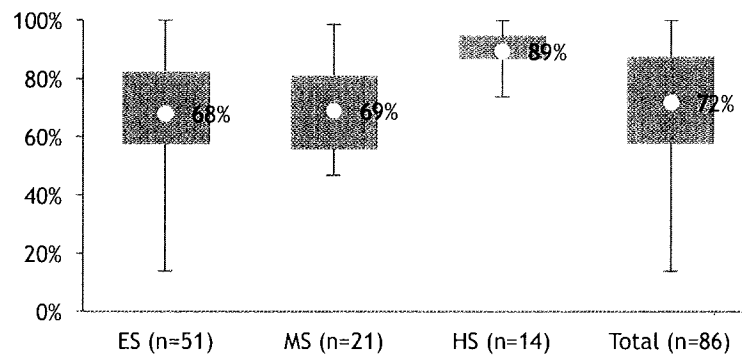
²⁸ High school programs did not receive ratings in the Academic Climate domain.

COLLEGE & CAREER EXPLORATION FINDINGS

Available PQA ratings of Academic Climate indicates that 89% middle school and 78% of elementary school programs are offering youth quality academic enrichment activities. Nine in 10 high school youth report exploring college and career opportunities in their after school program. Elementary and middle school survey results were mixed. Sixty-nine percent (69%) of middle school youth report becoming familiar with college and career options. Middle school programs may improve in this area by greater focus on college and career choices as a way to address these findings. At the elementary school level, roughly half (54%) of youth report learning more about college suggesting the need for more college - focused activities in programs.

The chart below presents the percent of youth in elementary, middle, and high school programs who positively responded to the college and career exploration composite. This provides an estimate of how many programs are successfully promoting youth to explore future college and career options. On average, 72% of youth in a single program report learning about college and career options.

FIGURE 23: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY GRADE LEVEL

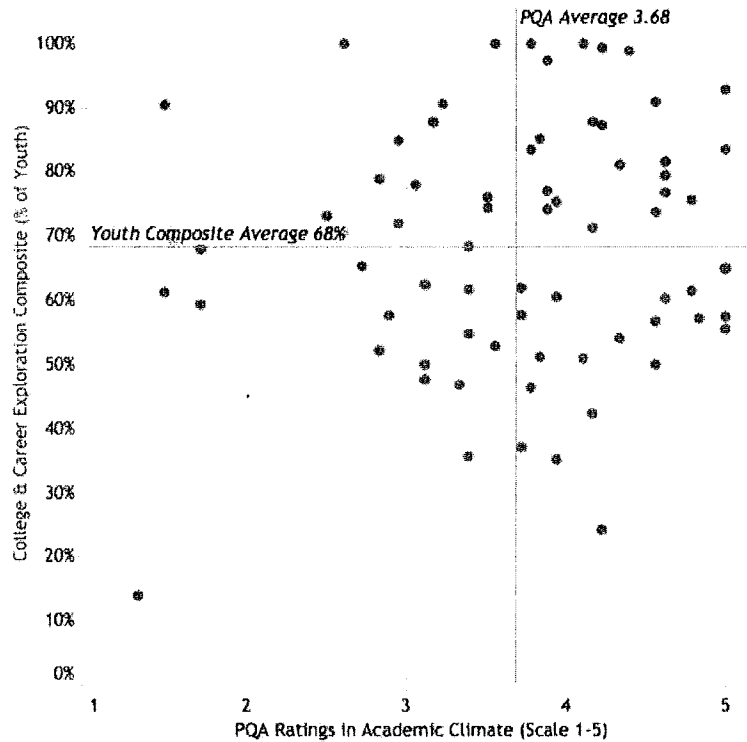


Source: Youth participant surveys administered in Spring 2015.

An average of 68% of youth in elementary programs report feeling more prepared for the future. The level of agreement for half of the elementary programs ranges from 57% - 82%. Among middle school programs, an average of 69% of participants report learning about future college and career options. The level of agreement for half of the middle school programs ranges from 55% - 81%. An average of 89% of high school participants report feeling prepared for their future college and career choices. The level of agreement for half of the high school programs ranges from 87% - 100%. This is an area of strength for high school programs. Middle and elementary school programs have more varied rates of youth agreement; yet, there are some high performing sites at each grade level.

Figure 24 reveals that while “Performing” in Academic Climate, roughly two-thirds (68%) of elementary and middle school youth report exploring their college and career options. Elementary and middle school programs vary widely in this outcome domain (See Figure 24).

FIGURE 24: AVERAGE PERCENT OF YOUTH WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY PQA RATINGS IN THE ACADEMIC CLIMATE DOMAIN²⁹

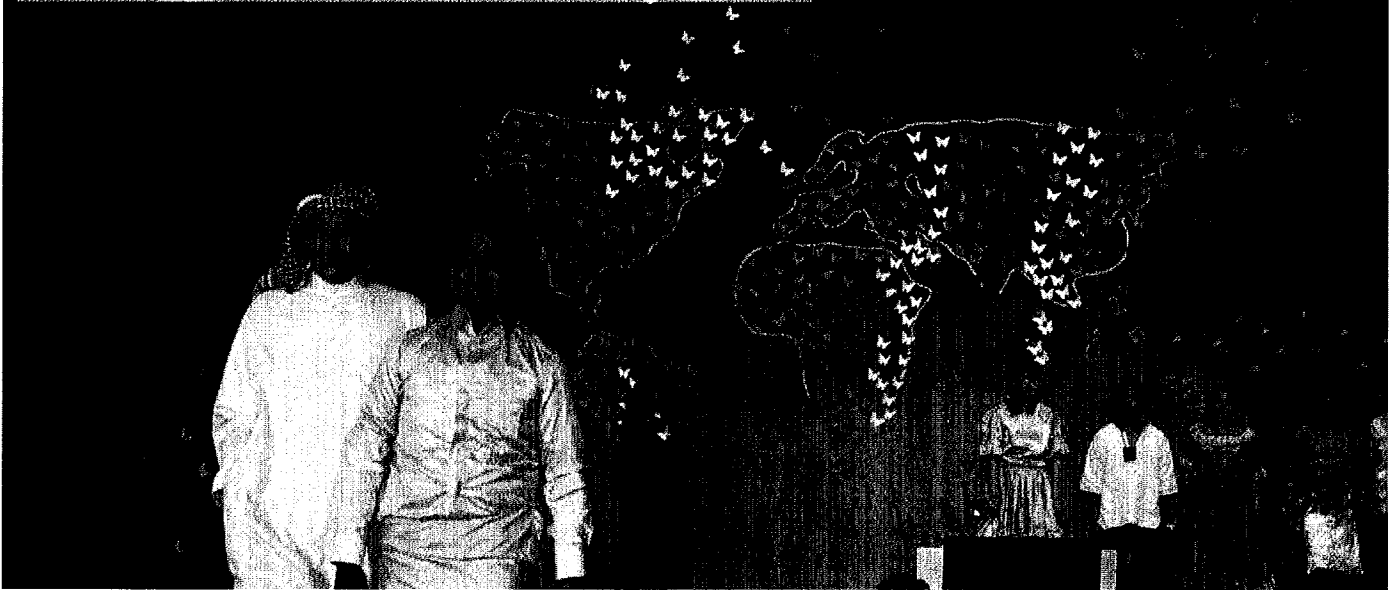


Sources: Youth participant surveys administered in Spring 2015, n=4,626, site evaluation visits conducted by Public Profit, October 2014 through April 2015, n=68.

²⁹ Figure includes programs that submitted youth surveys and received PQA ratings in the referenced PQA domain only; high school programs did not receive ratings in the Academic Climate domain and are not included in this figure.

PROMISING PRACTICE

ACTIVE ENGAGEMENT: YOUTH PRACTICE PLANNING AND COLLABORATION Bret Harte Middle School, Oakland Leaf



Oakland Leaf's after school program at Bret Harte middle school provides youth opportunities to be creative through project-based classes. In these activities students get to be innovative, think critically, and collaborate with their peers. The intention of these project-based classes is for youth to develop their creativity and push them towards academic success.

In the observed storytelling enrichment class students wrote stories, planned skits, and presented to their peers. Students' work expressed their personal experiences with racism. To prepare, staff gave youth the opportunity to discuss how racism affects them and their community. Staff formed small groups of youth and asked them to create a short skit about a time when they were stereotyped. Youth made connections with their own experiences and collaborated with their team to present a scene to the entire group. Students planned their skit and the staff member also participated as well. Students were engaged and one student at the end of the class said, "I love this class".

This enrichment class is an example of active engagement. Youth collaborated in small groups to talk about their personal experiences. Students shared their personal experiences with their peers while working on the main objective of refining their storytelling techniques. Students' critique of the scenes stimulated discussions and served to improve the final product.

DIFFERENCES IN YOUTH OUTCOMES

There may be some youth who benefit more from after school programs than others. To explore the extent to which this is the case in Oakland, Public Profit examined youth outcomes by gender, race/ethnicity, and by 100 or more days of attendance. Only notable³⁰ statistically significant differences of 10-percentage points or more are reported here. Smaller differences are noted in the Data Companion (starting at page 58).

Gender comparisons showed that middle school aged boys were more likely, than girls of the same age, to report strengthening their physical wellbeing and improving their college and career readiness.

TABLE 11: MIDDLE SCHOOL GENDER DIFFERENCES IN YOUTH OUTCOMES

	Boys	Girls
Physical Well Being		
Since coming to this program, I exercise more.	78%	62%
This program helps me to learn how to be healthy.	71%	59%
College & Career Readiness		
This program helps me feel more confident about going to college.	76%	65%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=1,626.

Table 11 shows that 71% of boys reported learning ways to be healthy in their after school program compared to 59% of girls. Additionally, more middle school boys, than girls, reported that their after school program helped them to feel more confident about going to college. Smaller statistically significant differences between middle school boys and girls exist in academic behaviors, school engagement, mastery and social and emotional skills. These can be found in the Data Companion.

DIFFERENCES BY YOUTHS' RACE/ETHNICITY

All differences between racial groups were less than 10-percentage points and are noted in the Data Companion.

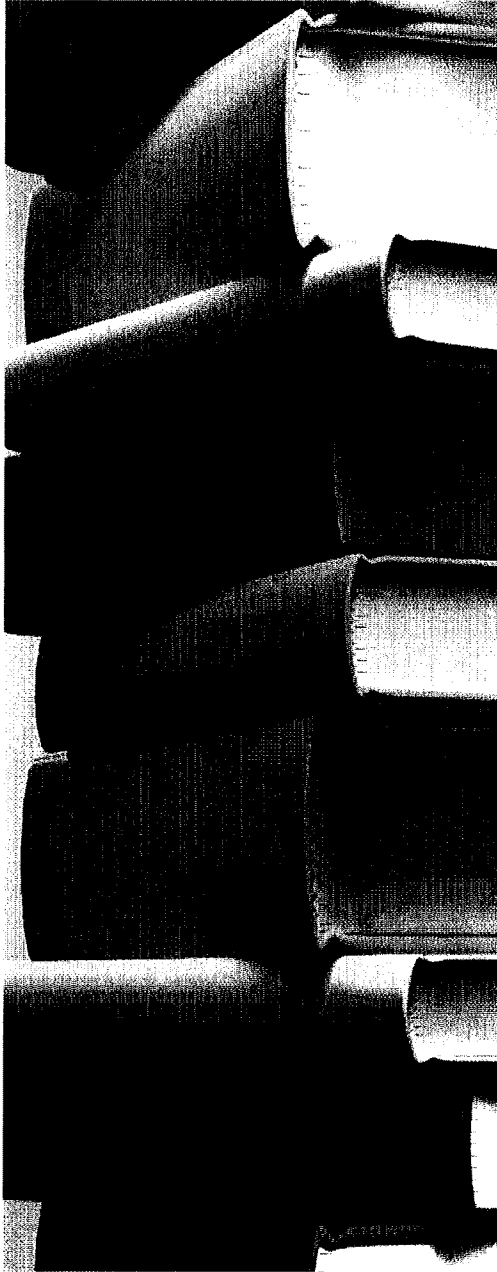
DIFFERENCES BY YOUTHS' ATTENDANCE

Survey results showed mostly small differences in outcomes based on youths' attendance. These differences are noted in the Data Companion in the social emotional and academic behavior outcome domains. One noticeable difference is that 57% of elementary youth who attended their after school program for 100 days or more report learning more about college compared to 47% of youth who attended less than the 100-day benchmark. The results suggest that more attendance may provide greater opportunities for elementary youth to learn about college.

³⁰ Based on the group sizes a 10-percentage point difference represents approximately 250 youth in terms of gender and race, and 120 – 390 in terms of attendance. Chi-squared statistical tests are used to identify statistically significant group differences.

ACADEMIC OUTCOMES

Academic outcomes, such as test scores and school attendance, are indicators of young people's progress in school. Youth who attend programs for multiple years are more likely to improve their academic outcomes.³¹



The academic outcomes examined in the school-based after school evaluation includes school day attendance and scores on the Scholastic Reading Inventory (SRI), an OUSD literacy assessment.

In 2014-15, the rate of school day attendance for after school participants and non-participants was similar. On average, after school participants attended 96% of all school days and non-participants attended 95%. The analysis indicates that after school participation has a small, positive association with school day attendance.³² After school participants experience less than half a percentage point increase in their school day attendance rate. Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. About 11% of after school youth were chronically absent, compared to 14% of non-participants.³³ The analysis shows that the 3- percentage point difference is significant. In practical terms, there are 1,047 fewer after school participants who are chronically absent.

OUSD uses SRI scores to classify students' reading levels as below, at, or above their grade level. By spring of the school year 32% of after school participants read at or above grade level compared to 43% of non-participants.³⁴ The analysis shows that after school participants are less likely to be at or above reading levels compared to non-participants. The recruitment of academically struggling youth into after school programs may help explain the difference between participants and non-participants. At the start of the school year 77% of after school participants had SRI scores below grade level compared to 68% of non-participants.

³¹ Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American Journal of Community Psychology*, 45(3-4), 310-24.

³² Regression analysis is used to examine how after school participation and youths' personal characteristics (gender, race, English Learner status and grade level) are related to academic outcomes. Ordinary least squares regression analysis is used to predict school day attendance. Logistic regression is used to predict SRI reading levels; at, or above grade level. An approach called clustering is used in regressions because the youth are grouped in schools. This approach provides a more accurate estimate of how youth characteristics and program participation are related to youth outcomes.

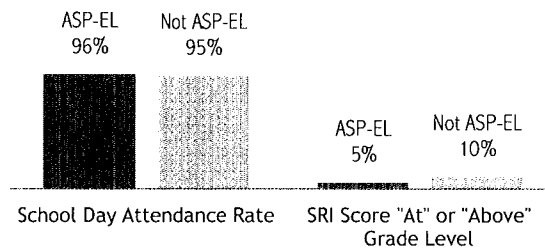
³³ Statistically significant at $p < .05$ level using Chi-squared test for association.

³⁴ Statistically significant at $p < .05$ level using Chi-squared test for association.

ACADEMIC OUTCOMES FOR ENGLISH LEARNERS

Figure 25 compares the school day attendance rate for English Learners (EL) who participate in an after school program to those who do not. EL students who participate in an after school program have a small but statistically significant higher school day attendance rate (96% versus 95%). Compared to EL students who do not participate in after school, there are slightly fewer EL after school participants (5% versus 10%) who have spring SRI scores that indicate reading levels at or above grade level. This difference is statistically significant.

FIGURE 25: SCHOOL DAY ATTENDANCE AND STUDENT READING INVENTORY (SRI) FOR ENGLISH LEARNERS*



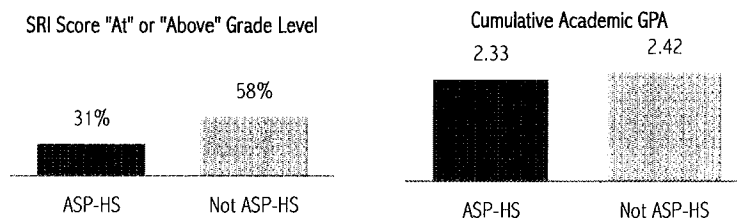
Source: OUSD Research, Assessment and Data, 2014-15, n=9,585 (School Day Attendance), n=6,235 (SRI results for Spring test period).

*T-tests indicate differences in school day attendance and chi-squared tests indicate differences in reading level all findings are significant at the $p < .05$ level.

ACADEMIC OUTCOMES FOR HIGH SCHOOL YOUTH

Figure 26 compares academic GPA for high school students who participated in an after school program to those who do not. High school students who participated in an after school program have a small but statistically significant lower cumulative GPA (2.33 versus 2.44). Compared to non-participating high school students, there are fewer high school after school participants (31% versus 58%) who have SRI scores that indicate reading levels at or above grade level.

FIGURE 26: CUMULATIVE ACADEMIC GPA AND STUDENT READING INVENTORY (SRI) FOR HIGH SCHOOL STUDENTS*



Source: OUSD Research, Assessment and Data, 2014-15, n=6,359 (GPA), n=6,359 (SRI results for Spring test period).

*T-tests indicate differences in GPA and chi-squared tests indicate differences in reading level all findings are significant at the $p < .05$ level.

DATA COMPANION

DATA COMPANION A. DATA SOURCES BY DATA TYPE

The table below describes the data sources for each section in the 2014-15 Oakland School-Based Evaluation Findings Report.

Report Section	Data Sources
Access & Attendance in the Oakland After School Programs	<ul style="list-style-type: none"> • Program enrollment and attendance data from Cityspan. • Program targets based on OFCY performance goals. • Program targets based on OUSD service goals determined by CDE.
Program Quality	<ul style="list-style-type: none"> • Point of Service Quality Assessments (Site Observations): 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. <i>Elementary school programs</i> were evaluated using the School-Aged version of the Program Quality Assessment Tool (SA-PQA). <i>Middle and high school programs</i> were evaluated using the Youth version of the Program Quality Assessment Tool (Y-PQA).
School-Based After School Outcome Domains	<ul style="list-style-type: none"> • Youth Surveys: Youth who participated in after school programs supported by the Oakland School-Based Partnership were given a survey in April and May of 2015 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.). • Program enrollment and attendance data from Cityspan: Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes. • Academic Data from the OUSD Quality, Accountability, and Analytics Department: Students' school attendance and district test results were analyzed to evaluate youth participants' academic outcomes.

DATA COMPANION 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.

Each program received one visit by the evaluation team between October 2014 and February 2015. Visits to programs hosted by elementary schools were conducted using the School-Age Program Quality Assessment (SAPQA) and visits to programs hosted by middle or high school were conducted using the Youth Program Quality Assessment (YPQA). The PQA is a 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.

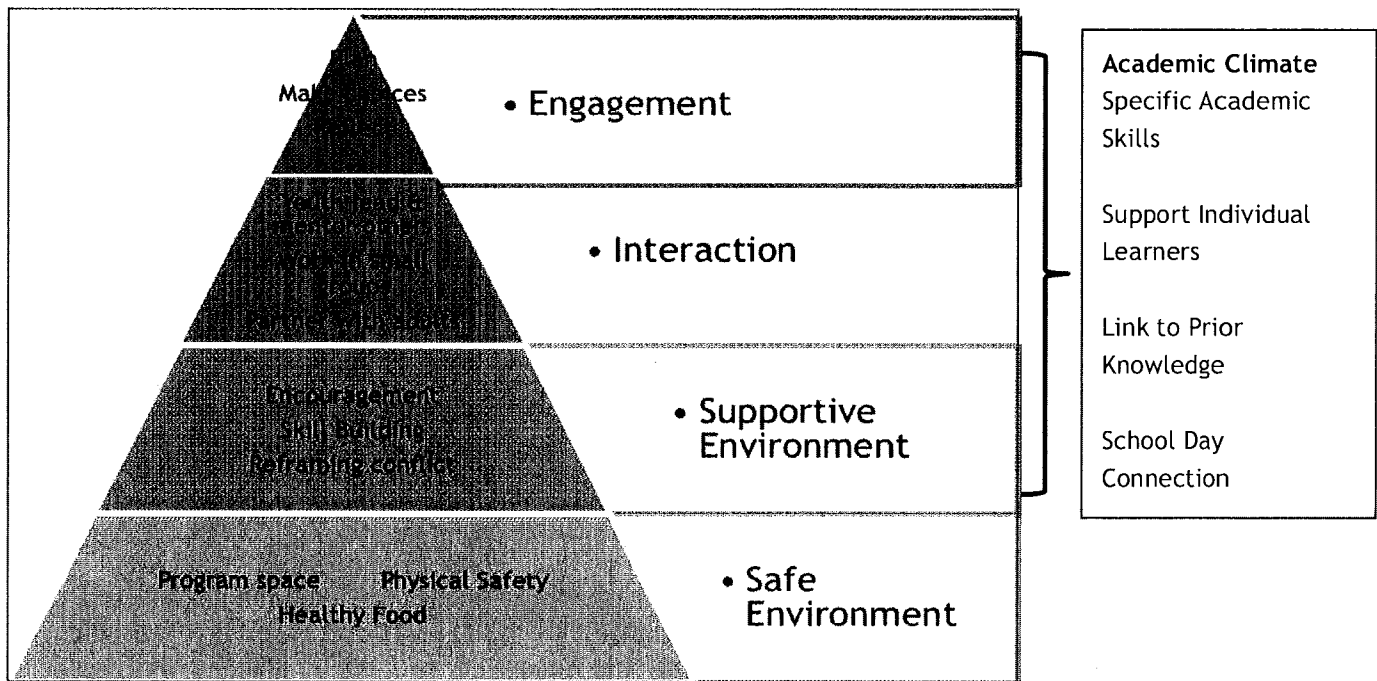
The YPQA includes five domains:

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.

Figure 27 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.

FIGURE 27: PROGRAM QUALITY ASSESSEMENT 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 PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice, the ratings indicate the following levels of performance:

- 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.

DATA COMPANION C. SURVEY METHODOLOGY

Youth survey results are used in this evaluation to understand youths' perception of the quality of the program they attend and to report youths' growth in the outcomes domains described in this report.

Selection of Youth

Program staff are asked to administer the youth survey to as many of their youth as possible. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program. For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=5,814) represents roughly 73% of the 7,977 youth who attend Oakland After School programs on the average day. The survey count (N=5,814) represents 35% of the 16,505 unduplicated total youth served by after school programs during the course of the program year.

Procedure for Administering the Survey

The evaluation team distributed hard copy and online surveys to programs in February 2015 and collected surveys in May 2015. Programs selected the survey format (online or hardcopy) most suitable for their participants. Surveys are available in English, Chinese, Spanish and Vietnamese to meet the language preferences of all youth.

Survey Results

Survey questions are listed on pages 61 - 63. Results for individual questions are listed in the Data Companion, starting on page 72.

Interpreting Results

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution.

Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors. One measure to determine the accuracy of youth responses is the inclusion of the following question on the 2014-15 survey: "Choose 'no' to this question." Sixteen percent (16%) of respondents answered this question incorrectly (by choosing 'yes'). While this alone is not sufficient evidence to exclude cases, it does suggest that the self-report survey is not without limitations.

DATA COMPANION D. YOUTH SURVEY COMPOSITES

Youth Survey Composites – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least 2 of the 3 related survey questions. The table below (Table 12) includes the survey questions that were used for each composite.

TABLE 12: DESCRIPTION OF YOUTH SURVEY COMPOSITES*

Quality Domain / Outcome Composite	Elementary	Middle	High
Program Quality - Safe	I feel safe in this program.		
	If someone bullies my friends or me at this program, an adult steps in to help.		
	In this program, other kids hit or push me when they are not just playing around.	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
Program Quality - Supportive	In this program, there is an adult who wants me to do my best.	The adults in this program expect me to try hard to do my best.	
	The adults here tell me what I am doing well.		
	The adults in this program listen to what I have to say.		
	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
Program Quality - Interaction	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	

Quality Domain / Outcome Composite	Elementary	Middle	High
Program Quality - Engagement	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	In this program, I do things that are too easy for me.		
	I am interested in what we do in this program.		
Academic Behavior	In this program, I learn how to use my time to finish all my school work.	In this program, I learn how to organize my time to finish my school work.	
	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me do my homework.	Because of this program, I am better at getting my homework done.	
	Since coming to this program, I know how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	This program helps me feel ready to go to middle school.	This program helps me feel more prepared for high school.	This program helps me believe I can finish high school.
Community Engagement	<i>No Elementary Version</i>	This program helps me to feel like a part of my community.	
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	Since coming to this program, I am better at something that I used to think was hard.		
	Since coming to this program, I am more of a leader.		

Quality Domain / Outcome Composite	Elementary	Middle	High
School Engagement	This program helps me to feel like a part of my school.		
	Since coming to this program, I talk with my family about school more often.		
Social Emotional Learning	When I'm in this program, I feel good about myself.		
	This program helps me talk about my feelings.	Since coming to this program, I am better at telling others about my ideas and feelings.	
	This program helps me to listen to others.	Since coming to this program, I am better at listening to others.	
	This program helps me get along with adults.	Because of this program, I am better at getting along with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
Physical Well-Being	This program helps me to learn how to be healthy.		
	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying "no" to things I know are wrong.	
	Since coming to this program, I exercise more.		

*The survey question "Choose the answer 'no' to this question" which appeared on the youth surveys is omitted from this table. The question was used to detect positive response bias, and results are not reported in this document.

YOUTH SURVEY COMPOSITES BY PROGRAM

TABLE 13: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS SITE VISIT SCORES AND YOUTH SURVEY RESULTS BY PROGRAM

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
ELEMENTARY SCHOOLS											
<i>Bay Area Community Resources</i>											
Bridges Academy	52	77%	85%	84%	47%	73%	58%	79%	61%	75%	82%
Emerson	49	98%	98%	98%	88%	85%	83%	100%	60%	77%	89%
Esperanza Academy	62	97%	100%	100%	85%	98%	75%	100%	74%	97%	98%
Fred T. Korematsu	54	83%	89%	85%	75%	90%	74%	77%	47%	58%	62%
Glenview	68	91%	93%	87%	85%	87%	93%	85%	60%	75%	90%
Global Family	60	95%	98%	98%	82%	97%	83%	92%	49%	77%	98%
Grass Valley Elementary	60	98%	100%	100%	92%	97%	77%	98%	80%	90%	100%
Greenleaf	40	95%	97%	98%	85%	98%	58%	95%	73%	93%	88%
Hoover	63	97%	94%	95%	81%	92%	54%	95%	83%	84%	95%
Horace Mann	49	85%	79%	80%	57%	89%	65%	77%	57%	62%	73%
Howard	42	83%	88%	90%	74%	95%	76%	85%	71%	78%	80%
Lafayette	81	100%	99%	100%	96%	97%	100%	95%	77%	96%	100%
Markham	58	89%	96%	93%	56%	89%	65%	96%	59%	75%	95%
Martin Luther King, Jr.	52	73%	78%	92%	57%	90%	73%	92%	44%	69%	78%
Melrose Leadership	43	94%	100%	100%	89%	94%	61%	100%	95%	95%	95%
PLACE @ Prescott Elementary	54	84%	98%	96%	63%	90%	85%	92%	59%	89%	91%
Reach Academy	57	52%	75%	76%	62%	76%	69%	71%	41%	63%	65%

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Sankofa Academy*	54	40%	78%	76%	31%	77%	50%	78%	49%	65%	76%
<i>Eagle Village Community Center Youth and Family Services, Inc.</i>											
Parker	56	77%	85%	85%	61%	83%	51%	84%	60%	64%	71%
<i>East Bay Agency for Children</i>											
Achieve Academy	46	71%	88%	84%	46%	76%	52%	66%	51%	61%	80%
East Oakland Pride	61	92%	95%	93%	72%	90%	77%	88%	78%	76%	95%
Peralta	99	96%	98%	99%	83%	73%	37%	93%	55%	75%	84%
Sequoia	49	91%	91%	83%	65%	67%	57%	77%	42%	62%	80%
<i>Easy Bay Asian Youth Center</i>											
Bella Vista	66	95%	76%	79%	68%	88%	91%	83%	55%	65%	89%
Cleveland	34	90%	100%	97%	85%	91%	71%	91%	64%	88%	91%
Franklin	92	85%	93%	83%	75%	94%	65%	83%	65%	74%	85%
Garfield	142	100%	100%	100%	99%	99%	99%	99%	96%	98%	100%
La Escuelita	49	88%	96%	88%	80%	98%	82%	83%	73%	81%	94%
Lincoln	76	92%	97%	99%	80%	95%	97%	91%	68%	85%	95%
Manzanita Community School	57	100%	100%	100%	98%	100%	88%	98%	84%	100%	100%
<i>East Oakland Youth Development Center</i>											
Futures Elementary	60	69%	93%	97%	78%	92%	72%	97%	55%	77%	85%
<i>Girls Incorporated of Alameda County</i>											
Acorn Woodland	52	94%	98%	94%	71%	83%	53%	85%	63%	76%	94%
<i>Higher Ground Neighborhood Development Corp.</i>											

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Allendale	55	95%	100%	100%	98%	100%	100%	100%	98%	98%	100%
Brookfield	47	100%	100%	100%	98%	100%	100%	100%	98%	100%	100%
New Highland Academy	50	95%	94%	94%	58%	92%	76%	96%	65%	89%	92%
Rise Community School	48	85%	90%	94%	67%	90%	87%	95%	76%	86%	95%
Sobrante Park	45	100%	100%	100%	100%	100%	100%	100%	98%	100%	100%
Lighthouse Community Charter School											
Lighthouse Community Charter*	49	69%	86%	84%	70%	89%	59%	85%	60%	72%	72%
Oakland Leaf Foundation											
ASCEND*	37	94%	97%	97%	70%	91%	62%	88%	66%	85%	85%
Encompass Academy	36	100%	94%	92%	47%	86%	57%	78%	56%	83%	89%
International Community School	53	79%	88%	83%	67%	88%	60%	77%	62%	74%	85%
Learning Without Limits	57	79%	93%	75%	36%	78%	36%	67%	45%	67%	80%
Think College Now	56	75%	78%	68%	44%	66%	46%	60%	47%	52%	79%
Safe Passages											
Community United	54	91%	98%	96%	68%	92%	74%	79%	47%	85%	92%
SFBAC, Learning for Life											
Carl B. Munck	55	72%	90%	79%	50%	62%	35%	67%	39%	58%	58%
Fruitvale	68	88%	91%	89%	62%	78%	42%	76%	61%	69%	81%
Laurel	59	88%	85%	80%	64%	78%	71%	79%	47%	66%	88%
Manzanita Seed	80	83%	80%	75%	53%	75%	24%	72%	35%	47%	67%
Spanish Speaking Citizens' Foundation											

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Lazear Charter Academy	37	62%	74%	64%	26%	62%	14%	63%	49%	39%	57%
Ujima Foundation											
Burckhalter	51	87%	78%	82%	63%	83%	78%	88%	61%	72%	76%
YMCA of the East Bay											
Piedmont	52	88%	96%	92%	73%	88%	62%	90%	51%	73%	90%
Elementary Overall	2,902	87%	92%	90%	71%	87%	69%	86%	62%	77%	86%

MIDDLE SCHOOL PROGRAMS

Alternatives in Action											
Life Academy	147	75%	79%	72%	51%	62%	55%	66%	44%	63%	70%
Bay Area Community Resources											
Alliance Academy	151	58%	64%	57%	40%	55%	48%	57%	35%	40%	47%
Claremont	45	66%	67%	66%	40%	60%	51%	64%	45%	45%	44%
Elmhurst Community Prep	91	91%	91%	95%	74%	85%	79%	89%	60%	70%	78%
Madison	76	99%	96%	92%	77%	89%	91%	88%	67%	80%	84%
Melrose Community Bridges Program	43	88%	98%	86%	65%	93%	90%	81%	69%	83%	79%
Sankofa Academy*	48	56%	79%	85%	54%	71%	63%	78%	52%	61%	56%
Urban Promise Academy	81	100%	96%	99%	88%	90%	85%	95%	77%	91%	88%
Citizen Schools											
Greenleaf	24	42%	65%	59%	60%	52%	62%	57%	46%	48%	61%
Eagle Village Community Center Youth and Family Services, Inc.											
Montera	30	69%	69%	75%	61%	32%	50%	63%	50%	45%	27%

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Westlake	68	74%	76%	79%	58%	64%	60%	76%	46%	63%	60%
<i>East Bay Asian Youth Center</i>											
Roosevelt	218	99%	100%	100%	98%	100%	99%	98%	95%	99%	100%
<i>East Oakland Youth Development Center</i>											
Roots International Academy	111	68%	73%	68%	49%	50%	57%	56%	30%	47%	49%
<i>Lighthouse Community Charter School</i>											
Lighthouse Community Charter*	60	86%	92%	92%	76%	82%	68%	94%	74%	74%	77%
<i>Oakland Leaf Foundation</i>											
ASCEND*	44	70%	74%	80%	51%	74%	68%	75%	58%	64%	66%
Bret Harte	106	84%	91%	88%	82%	85%	79%	82%	58%	75%	86%
<i>Safe Passages</i>											
Coliseum College Prep Academy	106	74%	73%	69%	38%	71%	55%	67%	55%	63%	63%
Edna Brewer	143	73%	68%	73%	45%	56%	47%	58%	34%	44%	45%
Frick	49	67%	91%	92%	61%	86%	88%	92%	58%	73%	88%
United For Success	86	80%	89%	87%	71%	82%	74%	89%	66%	80%	83%
<i>YMCA of the East Bay</i>											
West Oakland MS	61	77%	89%	88%	70%	88%	81%	84%	56%	68%	80%
<i>Middle School Overall</i>	1,788	79%	83%	81%	64%	74%	69%	77%	57%	67%	71%
HIGH SCHOOL PROGRAMS											
<i>Alternatives in Action</i>											
Fremont Federation High School	64	95%	93%	97%	82%	76%	97%	95%	69%	91%	81%

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Life Academy	76	82%	89%	87%	78%	73%	78%	83%	62%	76%	85%
McClymonds	185	97%	99%	99%	99%	97%	99%	100%	94%	97%	98%
Bay Area Community Resources											
Bunche	36	100%	100%	100%	97%	100%	100%	100%	97%	100%	97%
Met West	97	99%	99%	97%	82%	81%	94%	96%	68%	92%	91%
Oakland Technical	60	93%	93%	93%	87%	76%	93%	92%	75%	85%	87%
Rudsdale Continuation	49	96%	90%	85%	73%	79%	89%	86%	67%	84%	88%
Street Academy	20	100%	95%	100%	95%	90%	95%	95%	74%	80%	90%
East Bay Asian Youth Center											
Dewey	38	100%	97%	86%	76%	69%	87%	92%	62%	95%	65%
Oakland High	115	98%	92%	93%	83%	82%	92%	94%	59%	85%	76%
Oakland International High	83	97%	94%	87%	89%	77%	91%	85%	72%	80%	81%
Safe Passages											
Coliseum College Prep Academy	181	85%	79%	74%	63%	74%	76%	75%	55%	72%	63%
Youth Together											
Skyline	81	96%	96%	91%	86%	88%	86%	83%	56%	85%	61%
Youth Uprising											
Castlemont High	39	97%	95%	79%	70%	68%	74%	84%	61%	76%	84%
High School Overall	1,124	94%	92%	90%	82%	82%	89%	89%	69%	85%	81%

Source: Youth participant surveys administered in Spring 2015.

*This program submitted both elementary (3rd-5th) and middle school (6th-8th) surveys.

DATA COMPANION E. AFTER SCHOOL PARTICIPANTS' DEMOGRAPHIC INFORMATION

TABLE 14: COUNT OF PARTICIPANTS' GENDER & RACE BY PROGRAM TYPE

	Male	Female	Total
Elementary Schools Overall	3,453	3,449	6,902
Latino/a	1,454	1,513	2,967
African American	1,265	1,282	2,547
Asian/Pacific Islander	441	384	825
White	172	174	346
Unknown/Not Reported	94	73	167
American Indian/Alaskan Native	21	16	37
Other/Multiple or Bi-Racial	6	7	13
Middle Schools Overall	2,194	2,030	4,224
Latino/a	1,121	1,008	2,129
African American	631	644	1,275
Asian/Pacific Islander	263	193	456
Unknown/Not Reported	92	88	180
White	79	93	172
American Indian/Alaskan Native	6	4	10
Other/Multiple or Bi-Racial	2	0	2
High Schools Overall	2,843	2,540	5,383
Latino/a	1,224	1,059	2,283
African American	1,074	971	2,045
Asian/Pacific Islander	367	362	729
White	106	81	187
Unknown/Not Reported	49	36	85
Other/Multiple or Bi-Racial	14	16	30
American Indian/Alaskan Native	9	15	24

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

DATA COMPANION F. YOUTH SURVEY DATA

Youth surveys are used to assess the extent to which participating young people experience positive benefits. For discussion regarding these results, refer to the 2014-15 Oakland School-Based After School Programs Evaluation Findings Report.

We present the results of youth surveys in the four ways described below. Survey questions are presented by outcome sections aligned with the Findings Report.

- **Differences in Youth Survey Responses** – We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender, days attended, and ethnicity.
- **By Gender and Grade Level** – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
- **By Gender and Race/Ethnicity** – We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.
- **By Days Attended** – We describe the percent of youth in elementary, middle and high school programs by the number of days youth attended their afterschool program. Results presented are those who had positive responses to each of survey item.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses when available³⁵, from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to 5 are excluded from detailed tables, but included in aggregate analysis in the Findings report.

YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

TABLE 15: SCHOOL-BASED SURVEY REPSONDENTS' RACE/ETHNICITY

Race/Ethnicity Category	ELEMENTARY		MIDDLE		HIGH	
	N	%	N	%	N	%
Latino/a	1,076	37%	710	40%	418	37%
African American	949	33%	498	28%	387	34%
Asian/Pacific Islander	407	14%	253	14%	114	10%
White	294	10%	272	15%	171	15%
American Indian/Alaskan Native	119	4%	40	2%	30	3%
Other/Multiple or Bi-Racial	37	1%	13	1%	1	0%
Unknown/Not Reported	20	1%	2	0%	3	0%
Total	2,902	100%	1,788	100%	1,124	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015.

³⁵ Demographic information for community-based charter programs is based on youths' self-reports. Of the total 5,814 surveys, 330 are from youth participants at community-based charter programs.

TABLE 16: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

	MALE		FEMALE		MISSING/DECLINE		OVERALL	
	N	%	N	%	N	%	N	%
ELEMENTARY SCHOOLS								
Latino/a	504	47%	571	53%	1	0%	1,076	37%
African American	444	47%	504	53%	1	0%	949	33%
Asian/Pacific Islander	219	54%	188	46%	0	0%	407	14%
Unknown/Not Reported	77	26%	47	16%	170	58%	294	10%
White	58	49%	61	51%	0	0%	119	4%
Other/Multiple or Bi-Racial	18	49%	19	51%	0	0%	37	1%
American Indian/Alaskan Native	10	50%	10	50%	0	0%	20	1%
Total	1,330	46%	1,400	48%	172	6%	2,902	100%
MIDDLE SCHOOLS								
Latino/a	353	50%	357	50%	0	0%	710	40%
African American	227	46%	271	54%	0	0%	498	28%
Asian/Pacific Islander	150	59%	103	41%	0	0%	253	14%
Unknown/Not Reported	58	21%	52	19%	162	60%	272	15%
White	19	48%	21	53%	0	0%	40	2%
Other/Multiple or Bi-Racial	9	69%	4	31%	0	0%	13	1%
American Indian/Alaskan Native	2	100%	0	0%	0	0%	2	0%
Total	818	46%	808	45%	162	9%	1,788	100%
HIGH SCHOOLS								
Latino/a	201	48%	217	52%	0	0%	418	37%
African American	211	55%	176	45%	0	0%	387	34%
Asian/Pacific Islander	59	52%	55	48%	0	0%	114	10%
Unknown/Not Reported	8	5%	3	2%	160	94%	171	15%
White	16	53%	14	47%	0	0%	30	3%
Other/Multiple or Bi-Racial	0	0%	1	100%	0	0%	1	0%
American Indian/Alaskan Native	1	33%	2	67%	0	0%	3	0%
Total	496	44%	468	42%	160	14%	1,124	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015.

DIFFERENCES IN YOUTH SURVEY RESPONSES BY PARTICIPANTS' GENDER, DAYS ATTENDED (100 DAYS), AND RACE/ETHNICITY

The following section contains differences in responses by three youth characteristics³⁶. Notable results are discussed on page 55 in the section, "Differences in Youth Outcomes." The tables in this section are presented at the grade level; detailed results by gender, ethnicity or days attended (100 +) follow this section.

A chi-square test for association was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Days attended (100 days) and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items.

Survey items are presented by outcome theme, and annotated to indicate items for which statistically significant differences ($p < .05$) were found. To see results for individual sub-groups, continue on to the next sections where detailed results are presented by gender and race/ethnicity.

TABLE 17: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

Survey Question	Elementary	Middle	High
How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	89%	80% ❖ ⊙	95%
How many times in this program have you had mean rumors or lies spread about you?	82% ⊙	81% ★ ⊙	94% ★
If someone bullies my friends or me at this program, an adult steps in to help.	87%	80%	91% ⊙
I feel safe in this program.	89%	85%	95% ❖

★ Gender difference is statistically significant ($p < .05$)
 ❖ 100 days difference is statistically significant ($p < .05$)
 ⊙ Ethnicity difference is statistically significant ($p < .05$)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

³⁶ Survey results are presented for youth responses where matched demographic data was available. Survey respondents from Community Charter schools self-reported demographic information used in the results presented in this section.

TABLE 18: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

Survey Question	Elementary	Middle	High
The adults in this program expect me to try hard to do my best.	96% ☉	90%	95%
The adults here tell me what I am doing well.	87%	82%	92%
There is an adult at this program who really cares about me.	93% ★ ❖	84%	91%
The adults in this program listen to what I have to say.	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)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 19: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

Survey Question	Elementary	Middle	High
I feel like I belong at this program.	85%	78%	89%
In this program, I get to help other people.	87%	78%	86%
This program helps me to make friends.	84% ❖ ☉	75%	86%

★ Gender difference is statistically significant (p<.05)

❖ 100 days difference is statistically significant (p<.05)

☉ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 20: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT

Survey Question	Elementary	Middle	High
I am interested in what we do in this program.	86%	74% ★	90% ❖ ☉
In this program, I get to choose what I do and how I do it.	61%	62% ★ ☉	82% ❖ ☉
In this program, I try new things.	92%	83%	88%
In this program, I do things that are too easy for me. (Results reversed to positive)	50% ❖ ☉	53% ❖	54%

★ Gender difference is statistically significant (p<.05)

❖ 100 days difference is statistically significant (p<.05)

☉ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 21: POSITIVE YOUTH SURVEY RESPONSES REGARDING SCHOOL CONNECTEDNESS

Survey Question	Elementary	Middle	High
Since coming to this program, I talk with my family about school more often.	69% ★	64% ★	73% ❖
This program helps me to feel like a part of my school.	84% ★	78% ★	90%
★ Gender difference is statistically significant (p<.05)	❖ 100 days difference is statistically significant (p<.05)	⊙ Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 22: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

Survey Question	Elementary	Middle	High
This program helps me do my homework.	92% ❖ ⊙	77% ★	78% ❖ ⊙
This program helps me learn ways to study (like reading directions).	82% ⊙	74% ★	83%
Since coming to this program, I know how to set goals for myself.	84%	77% ★	88% ★
In this program, I learn how to use my time to finish all my school work.	89%	83% ★	86%
★ Gender difference is statistically significant (p<.05)	❖ 100 days difference is statistically significant (p<.05)	⊙ Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 23: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED SENSE OF MASTERY

Survey Question	Elementary	Middle	High
Since coming to this program, I am more of a leader.	73%	68% ⊙	77% ⊙
This program helps me feel good about what I can do.	86%	78% ★	92%
Since coming to this program, I am better at something that I used to think was hard.	84%	75% ★	87% ⊙
★ Gender difference is statistically significant (p<.05)	❖ 100 days difference is statistically significant (p<.05)	⊙ Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 24: POSITIVE YOUTH SURVEY REPSONSES REGARDING PHYSICAL WELL-BEING

Survey Question	Elementary	Middle	High
Since coming to this program, I exercise more.	81%	69%	63%
This program helps me to learn how to be healthy.	80%	65%	77%
Since coming to this program, I am better at saying “no” to things I know are wrong.	85%	74%	86%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)	Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 25: POSITIVE YOUTH SURVEY REPSONSES REGARDING COLLEGE & CAREER EXPLORATION

Survey Question	Elementary	Middle	High
In this program, I learn of jobs I can have when I grow up.	70%	59%	79%
In this program, I learn more about college.	54%	70%	87%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	77%	72%	91%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)	Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

TABLE 26: POSITIVE YOUTH SURVEY REPSONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS

Survey Question	Elementary	Middle	High
When I'm in this program, I feel good about myself.	87%	81%	92%
This program helps me to listen to others.	88%	76%	90%
This program helps me talk about my feelings.	70%	69%	83%
This program helps me get along with other people my age.	86%	80%	89%
Because of this program, I am better at getting along with adults.	81%	75%	85%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)	Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

YOUTH SURVEY RESPONSES BY GENDER - POINT OF SERVICE QUALITY

TABLE 27: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
How many times in this program have you not been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?*	89%	89%	81%	81%	95%	96%
How many times in this program have you not had mean rumors or lies spread about you?*	81%	83%	85%	79%	96%	93%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	87%	82%	80%	92%	93%
I feel safe in this program.	90%	89%	87%	85%	96%	97%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

*Reponses presented for this question represent youth who reported either "0 or 1 time" (MS/HS) or "no, never/yes, once" (ES).

TABLE 28: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
The adults in this program expect me to try hard to do my best.	96%	96%	91%	91%	96%	97%
The adults here tell me what I am doing well.	88%	86%	83%	81%	92%	92%
There is an adult at this program who really cares about me.	93%	95%	84%	85%	92%	92%
The adults in this program listen to what I have to say.	87%	84%	84%	78%	93%	95%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 29: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
I feel like I belong at this program.	85%	85%	79%	78%	91%	90%
In this program, I get to help other people.	87%	88%	78%	80%	84%	88%
This program helps me to make friends.	84%	84%	78%	74%	86%	89%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 30: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
I am interested in what we do in this program.	86%	87%	78%	71%	90%	92%
In this program, I get to choose what I do and how I do it.	61%	62%	66%	59%	84%	81%
In this program, I try new things.	91%	92%	82%	85%	88%	91%
In this program, I do things that are too easy for me. (Results reversed to positive)	49%	51%	54%	53%	55%	55%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

YOUTH SURVEY RESPONSES BY GENDER - OUTCOME DOMAINS

TABLE 31: POSITIVE YOUTH SURVEY RESPONSES REGARDING SCHOOL CONNECTEDNESS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Since coming to this program, I talk with my family about school more often.	66%	73%	68%	60%	73%	74%
This program helps me to feel like a part of my school.	83%	86%	82%	77%	91%	92%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 32: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
This program helps me do my homework.	92%	92%	81%	75%	81%	77%
This program helps me learn ways to study (like reading directions).	83%	83%	78%	72%	86%	82%
Since coming to this program, I know how to set goals for myself.	83%	85%	81%	75%	88%	92%
In this program, I learn how to use my time to finish all my school work.	89%	90%	87%	81%	89%	85%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 33: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED SENSE OF MASTERY

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Since coming to this program, I am more of a leader.	73%	75%	70%	68%	76%	80%
This program helps me feel good about what I can do.	87%	86%	82%	76%	93%	93%
Since coming to this program, I am better at something that I used to think was hard.	84%	85%	78%	74%	88%	89%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 34: POSITIVE YOUTH SURVEY RESPONSES REGARDING PHYSICAL WELL-BEING

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Since coming to this program, I exercise more.	83%	81%	78%	62%	65%	61%
This program helps me to learn how to be healthy.	80%	81%	71%	59%	79%	77%
Since coming to this program, I am better at saying “no” to things I know are wrong.	84%	87%	76%	74%	87%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 35: POSITIVE YOUTH SURVEY RESPONSES REGARDING COLLEGE & CAREER EXPLORATION

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
In this program, I learn of jobs I can have when I grow up.	70%	71%	64%	55%	82%	78%
In this program, I learn more about college.	55%	53%	76%	65%	89%	88%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	77%	78%	77%	69%	94%	91%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 36: POSITIVE YOUTH SURVEY RESPONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
When I'm in this program, I feel good about myself.	87%	88%	84%	79%	94%	92%
This program helps me to listen to others.	87%	89%	78%	75%	90%	91%
This program helps me talk about my feelings.	67%	73%	72%	67%	84%	85%
This program helps me get along with other people my age.	87%	86%	83%	78%	90%	91%
Because of this program, I am better at getting along with adults.	81%	81%	79%	72%	87%	87%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

YOUTH SURVEY RESPONSES BY RACE/ETHNICITY - POINT OF SERVICE QUALITY

Survey results presented in this section include racial categories that exceed a sample size of 5 for each grade level and for youth respondents who have complete racial/ethnic data in known categories. Results omitted due to sample size is listed as “(*)”

TABLE 37: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
How many times in this program have you <i>not</i> been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	88%	89%	94%	85%	97%	76%	83%	86%	(*)	78%	96%	94%	98%	(*)	96%
How many times in this program have you <i>not</i> had mean rumors or lies spread about you?	76%	85%	89%	80%	89%	76%	85%	89%	(*)	75%	96%	93%	98%	(*)	90%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	88%	89%	85%	87%	80%	82%	85%	(*)	68%	95%	89%	92%	(*)	100%
I feel safe in this program.	87%	91%	95%	90%	94%	83%	86%	91%	(*)	82%	96%	95%	98%	(*)	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

TABLE 38: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
The adults in this program expect me to try hard to do my best.	95%	97%	96%	95%	97%	89%	92%	94%	(*)	79%	96%	96%	96%	(*)	100%
The adults here tell me what I am doing well.	87%	89%	88%	85%	86%	81%	81%	91%	(*)	70%	94%	91%	92%	(*)	93%
There is an adult at this program who really cares about me.	94%	93%	95%	95%	96%	89%	83%	87%	(*)	75%	94%	89%	95%	(*)	100%
The adults in this program listen to what I have to say.	82%	88%	89%	79%	87%	76%	81%	90%	(*)	78%	96%	91%	96%	(*)	97%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

TABLE 39: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
I feel like I belong at this program.	86%	84%	88%	80%	87%	78%	76%	89%	(*)	63%	94%	87%	90%	(*)	93%
In this program, I get to help other people.	85%	87%	91%	85%	90%	79%	77%	86%	(*)	70%	91%	82%	84%	(*)	83%
Since coming to this program, I am better at making friends.	81%	87%	86%	70%	82%	72%	76%	86%	(*)	56%	91%	85%	86%	(*)	93%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

TABLE 40: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
I am interested in what we do in this program.	86%	88%	88%	85%	86%	75%	73%	85%	(*)	60%	93%	87%	96%	(*)	100%
In this program, I get to choose what I do and how I do it.	60%	62%	66%	45%	72%	59%	58%	79%	(*)	68%	87%	77%	85%	(*)	83%
In this program, I try new things.	91%	92%	95%	95%	95%	82%	83%	92%	(*)	75%	91%	86%	91%	(*)	97%
In this program, I do things that are too easy for me. (Results reversed to positive)	53%	44%	60%	70%	45%	49%	51%	69%	(*)	58%	50%	55%	68%	(*)	67%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

YOUTH SURVEY RESPONSES BY RACE/ETHNICITY³⁷ - OUTCOME DOMAINS

Survey results presented in this section include racial categories that exceed a sample size of 5 for each grade level and for youth respondents who have complete racial/ethnic data in known categories. Results omitted due to sample size is listed as “(*)”.

TABLE 41: POSITIVE YOUTH RESPONSES REGARDING SCHOOL CONNECTEDNESS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
Since coming to this program, I talk with my family about school more often.	69%	71%	69%	55%	66%	59%	64%	73%	(*)	46%	78%	72%	63%	(*)	77%
This program helps me to feel like a part of my school.	84%	84%	89%	85%	76%	74%	79%	91%	(*)	68%	94%	88%	95%	(*)	93%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

TABLE 42: POSITIVE YOUTH RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
In this program, I learn how to organize my time to finish my school work.	87%	90%	93%	90%	87%	83%	83%	93%	(*)	63%	92%	84%	76%	(*)	87%
Because of this program, I am better at getting my homework done.	89%	94%	93%	90%	88%	74%	77%	92%	(*)	68%	87%	75%	71%	(*)	67%
This program helps me to learn good study skills (like reading directions, taking tests).	81%	85%	85%	70%	70%	70%	76%	87%	(*)	50%	90%	82%	74%	(*)	77%
Since coming to this program, I am better at setting goals for myself.	84%	85%	86%	80%	72%	77%	76%	88%	(*)	57%	92%	88%	89%	(*)	90%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

³⁷ Race ethnicity categories with fewer than 5 respondents not included.

TABLE 43: POSITIVE YOUTH RESPONSES REGARDING IMPROVED SENSE OF MASTERY

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
Since coming to this program, I am more of a leader.	78%	72%	71%	75%	70%	75%	63%	71%	(*)	53%	87%	72%	68%	(*)	83%
This program helps me to feel more confident about what I can do.	86%	87%	92%	80%	87%	77%	78%	88%	(*)	68%	95%	91%	93%	(*)	93%
Since coming to this program, I am better at something that I used to think was hard.	84%	85%	86%	70%	82%	75%	75%	85%	(*)	50%	94%	83%	89%	(*)	87%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

TABLE 44: POSITIVE YOUTH RESPONSES REGARDING PHYSICAL WELL-BEING

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
Since coming to this program, I exercise more.	79%	84%	88%	75%	70%	66%	70%	79%	(*)	42%	63%	62%	63%	(*)	70%
This program helps me to learn how to be healthy.	80%	81%	88%	65%	72%	61%	65%	78%	(*)	35%	84%	74%	70%	(*)	73%
Since coming to this program, I am better at saying “no” to things I know are wrong.	86%	85%	87%	80%	85%	74%	73%	86%	(*)	67%	91%	85%	84%	(*)	77%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

TABLE 45: POSITIVE YOUTH RESPONSES REGARDING COLLEGE AND CAREER EXPLORATION

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
In this program, I learn of jobs I can have when I grow up.	71%	67%	83%	75%	65%	59%	57%	72%	(*)	45%	86%	76%	76%	(*)	73%
In this program, I learn more about college.	54%	53%	70%	35%	34%	70%	69%	82%	(*)	50%	94%	82%	89%	(*)	93%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	77%	78%	85%	60%	67%	68%	73%	83%	(*)	53%	95%	89%	96%	(*)	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

TABLE 46: POSITIVE YOUTH RESPONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
When I'm in this program, I feel good about myself.	87%	88%	89%	85%	89%	83%	79%	89%	(*)	73%	96%	90%	91%	(*)	93%
This program helps me to listen to others.	87%	89%	91%	95%	85%	72%	76%	87%	(*)	60%	93%	89%	89%	(*)	90%
This program helps me talk about my feelings.	69%	72%	75%	65%	62%	66%	69%	78%	(*)	51%	90%	80%	81%	(*)	83%
This program helps me get along with other people my age.	83%	88%	89%	84%	83%	76%	81%	90%	(*)	54%	89%	91%	93%	(*)	93%
Because of this program, I am better at getting along with adults.	80%	82%	85%	80%	78%	70%	76%	86%	(*)	62%	88%	86%	86%	(*)	80%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(*) Responses have been suppressed due to respondent count of less than 5.

YOUTH SURVEY RESPONSES BY DAYS ATTENDED (100 DAYS) - POINT OF SERVICE QUALITY

TABLE 47: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
How many times in this program have you not been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	93%	90%	88%	80%	96%	94%
How many times in this program have you not had mean rumors or lies spread about you?	87%	82%	85%	82%	95%	94%
If someone bullies my friends or me at this program, an adult steps in to help.	92%	88%	84%	81%	93%	91%
I feel safe in this program.	90%	91%	85%	86%	97%	94%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 48: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
The adults in this program expect me to try hard to do my best.	96%	96%	91%	91%	97%	95%
The adults here tell me what I am doing well.	89%	88%	85%	81%	93%	91%
There is an adult at this program who really cares about me.	97%	94%	83%	86%	92%	92%
The adults in this program listen to what I have to say.	92%	86%	87%	79%	95%	92%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 49: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
I feel like I belong at this program.	85%	87%	78%	79%	91%	88%
In this program, I get to help other people.	88%	88%	78%	78%	87%	83%
This program helps me to make friends.	89%	84%	79%	75%	89%	85%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 50: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
I am interested in what we do in this program.	90%	87%	76%	75%	93%	87%
In this program, I get to choose what I do and how I do it.	69%	63%	64%	62%	85%	77%
In this program, I try new things.	93%	92%	85%	83%	90%	87%
In this program, I do things that are too easy for me. (Results reversed to positive)	43%	51%	46%	55%	54%	56%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

YOUTH SURVEY RESPONSES BY DAYS ATTENDED (100 DAYS) - OUTCOME DOMAINS

TABLE 51: POSITIVE YOUTH SURVEY RESPONSES REGARDING SCHOOL CONNECTEDNESS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
Since coming to this program, I talk with my family about school more often.	76%	70%	62%	64%	75%	68%
This program helps me to feel like a part of my school.	84%	85%	81%	79%	92%	91%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 52: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
This program helps me do my homework.	89%	93%	79%	77%	81%	74%
This program helps me learn ways to study (like reading directions).	81%	84%	78%	74%	85%	82%
Since coming to this program, I know how to set goals for myself.	84%	85%	81%	77%	91%	87%
In this program, I learn how to use my time to finish all my school work.	88%	90%	83%	84%	87%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 53: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED SENSE OF MASTERY

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
Since coming to this program, I am more of a leader.	70%	76%	69%	69%	78%	77%
This program helps me feel good about what I can do.	88%	88%	81%	78%	94%	92%
Since coming to this program, I am better at something that I used to think was hard.	86%	85%	75%	76%	89%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 54: POSITIVE YOUTH SURVEY REPSONSES REGARDING PHYSICAL WELL-BEING

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
	Since coming to this program, I exercise more.	85%	83%	66%	70%	62%
This program helps me to learn how to be healthy.	84%	81%	67%	65%	79%	74%
Since coming to this program, I am better at saying “no” to things I know are wrong.	89%	86%	79%	74%	87%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 55: POSITIVE YOUTH SURVEY REPSONSES REGARDING COLLEGE & CAREER EXPLORATION

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
	In this program, I learn of jobs I can have when I grow up.	64%	73%	64%	59%	82%
In this program, I learn more about college.	47%	57%	70%	71%	90%	84%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	78%	79%	75%	72%	93%	92%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 56: POSITIVE YOUTH SURVEY REPSONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
	When I'm in this program, I feel good about myself.	89%	88%	82%	82%	94%
This program helps me to listen to others.	89%	88%	75%	76%	92%	88%
This program helps me talk about my feelings.	75%	71%	69%	69%	86%	80%
This program helps me get along with other people my age.	88%	86%	80%	81%	91%	89%
Because of this program, I am better at getting along with adults.	88%	81%	76%	75%	88%	84%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

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OAKLAND

2016 JAN 13 PM 5:16


City Attorney

OAKLAND CITY COUNCIL

RESOLUTION NO. _____ C.M.S.

**RESOLUTION ADOPTING THE OAKLAND FUND FOR CHILDREN
AND YOUTH FINAL EVALUATION REPORTS FOR FISCAL YEAR
2014-2015**

WHEREAS, the Kids First! Oakland Fund for Children and Youth (OFCY) was established by voter approved ballot Measure K in 1996 to set money aside for programs and services benefiting children and youth; and

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 and productive 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 firms Social Policy Research Associates and Public Profit, Inc. to conduct the independent evaluation for Fiscal Year (FY) 2014-2015 and report their findings; and

WHEREAS, for FY 2014-2015 OFCY awarded \$11,224,081 in grant funds and monitored 128 grant agreements with qualified organizations for direct services to children and youth; and

WHEREAS, the firms Social Policy Research Associates and Public Profit, Inc. have presented their findings in the evaluation reports, OFCY Final Report FY 2014-2015 and the Oakland School-Based After School Programs Evaluation 2014-2015 Findings Report, 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 firms Social Policy Research Associates and Public Profit, Inc. and submitted by the Oakland Fund for Children and Youth Planning and Oversight Committee, pursuant to Charter Section 1305.4.

IN COUNCIL, OAKLAND, CALIFORNIA, _____

PASSED BY THE FOLLOWING VOTE:

AYES- BROOKS, CAMPBELL WASHINGTON, GALLO, GUILLEN, KALB, KAPLAN, REID, AND
PRESIDENT GIBSON MCELHANEY

NOES-

ABSENT-

ABSTENTION-

ATTEST: _____

LaTonda Simmons
City Clerk and Clerk of the Council
of the City of Oakland, California