

TO: **2009 SEP 17 PM 4:20**
Office of the City Administrator
ATTN: Dan Lindheim
FROM: Department of Human Services
DATE: September 29, 2009

RE: **Informational Report on the Oakland Fund For Children And Youth Draft Grant
Funding Strategies (2010-2013)**

SUMMARY

The Planning and Oversight Committee (POC) of the Oakland Fund for Children and Youth (OFCY) will submit a three year Strategic Investment Plan for adoption by the City Council in accord with Article XIII of the City Charter establishing the Kids First! Children's Fund. This report presents draft strategic priorities for 2010-2013, for discussion and informational purposes only.

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

The completed strategic plan will be forwarded to the Life Enrichment Committee on October 27, 2009. The plan was developed by the consultant team of Gibson and Associates (G&A) and Research Development Associates (RDA), as authorized by City Council on December 9, 2008.

FISCAL IMPACT

This report is informational only, fiscal impacts are not included.

BACKGROUND

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

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

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

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

KEY ISSUES AND IMPACTS

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

OFCY Goals and Strategic Priorities

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

Evaluation of Strategies and Programs

The success of the 2010-2013 strategic plan will be assessed through the work of evaluators who are external to OFCY. Evaluators will assess each strategy area using a mixed method of surveys, qualitative analysis of interviews, and site visits to observe programs for quality. A program quality assessment tool will be completed for each grant program and used for grant renewal consideration. The evaluation will include the assessment of student outcome data made available by the Oakland Unified School District whenever possible, consistent with the evaluation design.

Evaluators will consider the following kinds of questions:

- Do the programs, in sum, impact strategy-level outcomes?
- Do programs within each strategy area employ best practices and dosage of service that support a theory of change and development in children and young people?
- What are examples of emerging promising practices in a strategy that support a theory of change and development in children and young people?

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- What contextual factors *within* a strategy, such as geographic location, school site administration, or particular population demographic being reached affect program performance?
- What contextual factors *about* a strategy, i.e., a new strategy area for OFCY, might affect program performance among several grantees within a strategy?

Over the course of three years of implementation, OFCY will be able to determine:

- Whether a given strategy leads to intended results.
- Whether strategies are implemented with the greatest chance of success using best practices.
- Whether promising practices deserve to be featured in future strategic planning efforts.
- How strategy implementation is affected by contextual factors like the neighborhood, school-site, population being served, or by being an innovative strategy for OFCY.

Grant Renewal Under the New Strategic Plan

Grants awarded under the new strategic plan may be renewed for two years based on a grantee's past performance. Past performance will be assessed based on contract performance data, such as participation and activity data, and site visits or program fidelity checks. Evaluation data will be used to assess program quality along with contextual factors that may explain why a program misses its projected targets.

PROJECT DESCRIPTION

The POC's strategic planning subcommittee included five members of the Planning and Oversight Committee, staff of the Department of Human Services, and a representative from the Mayor's Office. The strategic planning process included the following elements:

- Comprehensive Analysis of data and resources
- Community input through focus groups, interviews, surveys and community meetings
- Youth-facilitated Youth Listening Campaign
- Review and summary of research on best practices
- Three Task Force meetings involving over 65 providers, plus youth and public agency representatives
- Eight public strategy planning subcommittee meetings

The needs assessment of Oakland's children and youth was conducted using primary and secondary sources that included census analysis, government and foundation reports, community meetings, and key informant interviews. After a series of subcommittee meetings to consider and develop the strategies, the POC conducted a public hearing on the draft Strategic Plan in September, 2009. The POC will forward the Strategic Investment Plan to the City Council for approval in October.

SUSTAINABLE OPPORTUNITIES

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

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Environmental: This report has no direct environmental impact.

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

DISABILITY AND SENIOR CITIZEN ACCESS

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

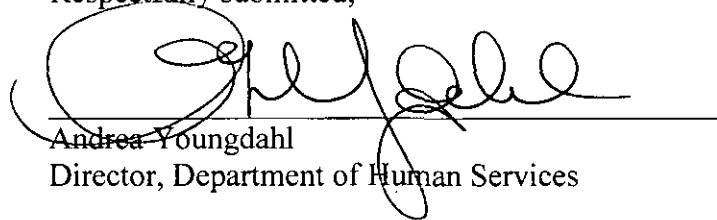
RECOMMENDATION(S) AND RATIONALE

A recommendation for approval of the final strategic plan will be forwarded to the Life Enrichment Committee on October 27, 2009. The Strategic Plan has been developed through a nine month planning process that included an assessment of the needs of children and youth, numerous opportunities for community input, and the full consideration of the OFCY Planning and Oversight Committee.

ACTION REQUESTED OF THE CITY COUNCIL

No action is requested at this time.

Respectfully submitted,



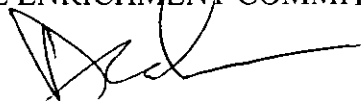
Andrea Youngdahl
Director, Department of Human Services

Reviewed by: Sandra Taylor
DHS Children and Youth Services Manager

Prepared by: Kelsey Crowe
Program Planner, OFCY

ATTACHMENT A
OFCY 2010-2013 Draft Strategic Priorities

APPROVED AND FORWARDED TO THE
LIFE ENRICHMENT COMMITTEE:



Office of the City Administrator

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ATTACHMENT A
 OFFICE OF THE CITY CLERK
 OAKLAND
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STRATEGY DESCRIPTION	NEEDS ASSESSMENT DATA	EVALUATION OUTCOMES
<p>Early Childhood Development 0-5 Years</p>		
<p>Mental health and developmental consultation for early care settings: Comprehensive prevention and early intervention activities in early care and education settings.</p> <p>Family/child enrichment, learning and developmental opportunities: Playgroup activities engage families in their child's learning, strengthen attachments, and build parenting peer supports in community settings.</p>	<ul style="list-style-type: none"> ▪ At the earliest age of testing (2nd grade), OUSD students are 5% behind the state average in both reading and math. ▪ Of Alameda County children entering kindergarten, 11% are under prepared in 24 school-readiness skill areas; 17% are unprepared for academic work; and 22% of are socially and emotionally unprepared. 	<p>Children reach their developmental milestones:</p> <ul style="list-style-type: none"> ▪ Increased parent/caretaker and child care provider skill set for positive behavior management ▪ Increased child ability to trust and bond <p>Children are ready to enter kindergarten:</p> <ul style="list-style-type: none"> ▪ Increase in # of times a child is read to weekly. ▪ Parents access more resources for child's education and developmental milestones
<p>Out of School Time Healthy Development and Academic Success (5-14 years)</p>		
<p>After school programs feature applied learning and skill building in education, arts, and leadership in schools, communities year round and during the summer months: Enrichment, project-based learning, and leadership activities that promote academic learning and resiliency in a school or community setting.</p> <p>Applied learning and improved opportunities for health: Increase access to nutrition activities through school-based garden and fitness programs that promote healthy eating choices and active living with curricula that is aligned with the school day academic curriculum.</p>	<ul style="list-style-type: none"> ▪ From 5th to 6th grade, the percent of students proficient in reading declines 13% in English and 21% in math. ▪ 18% of OUSD elementary and 23% of middle school students truant in 2008-2009. ▪ 35% of Alameda County 5th graders never or only sometimes feel safe out of school. ▪ 67% of 7th graders score low to medium on feeling connected to school; 68% of 7th graders score low to medium on having caring relationships in school. 	<p>Children and youth have a stronger attachment to school:</p> <ul style="list-style-type: none"> ▪ Youth have a pro-social peer group ▪ Youth "feel like part of the school day" ▪ Youth in school-based programming have higher school attendance ▪ Youth have more caring adults in school or in their community ▪ Youth sustain or improve their academic performance ▪ Youth improve/sustain healthy eating and increased physical activity: ▪ Increase in sports and active play during free time

STRATEGY DESCRIPTION	NEEDS ASSESSMENT DATA	EVALUATION OUTCOMES
<p>Family engagement in out of school time linked with the school day: Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with family support activities that are linked between the after school hours and the school day.</p>	<ul style="list-style-type: none"> ▪ 28% of children were overweight in Assembly District 16 in 2004. 	<ul style="list-style-type: none"> ▪ Increase consumption of food and vegetables <p>Families feel more connected to their child's educational, cultural and emotional life:</p> <ul style="list-style-type: none"> ▪ Parents are more likely to engage in school-related events. ▪ Parents are more knowledgeable about their child's academic and social environment.
<p>Wellness and Healthy Transitions (11- 20 Years)</p>		
<p>Transition programming in school settings: Programs that focus on youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).</p> <p>Health and wellness education with emphasis on peer education and youth development: Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment including programs integrated with school based health clinics.</p> <p>Conflict resolution skills: Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.</p>	<ul style="list-style-type: none"> ▪ OUSD English scores drop further below the state averages in English and Math in 6th grade. ▪ 9th graders are at highest risk of dropping out of high school. Truancy rates in high school for 2008-09 was 30%. ▪ Rates of sexually transmitted disease among Alameda County high school youth are increasing since 2003 ▪ Rate of teen pregnancy is increasing since 2005. ▪ 34% of 7th graders in Oakland report being harassed; 36% report being in a fight; 33% report being afraid of being beaten up. 	<p>Youth at risk of disengaging from school have increased attachment to school:</p> <ul style="list-style-type: none"> ▪ 6th grade and 9th grade youth feel more attached to the school day. ▪ 6th and 9th graders have higher school day attendance. <p>Youth learn to make choices that improve their physical, emotional, and social health:</p> <ul style="list-style-type: none"> ▪ Youth make positive choices that support their physical & emotional health on a daily basis. ▪ School is a safer, more welcoming environment. <p>Youth decrease the number of physical fights using lasting resolutions:</p> <ul style="list-style-type: none"> ▪ Youth increase their communication skills ▪ Youth increase their leadership skills

STRATEGY DESCRIPTION	NEEDS ASSESSMENT DATA	EVALUATION OUTCOMES
<p>Older Youth Transitions to a Healthy Adulthood 15-20 Years</p> <p>Support services for academic and career success: Career preparedness and programs that reinforce academic success, graduation, college, work readiness and may include internships, paid employment, mentoring.</p> <p>Comprehensive supports and enrichment programs for youth transitioning to adulthood: Increase access to neighborhood-based programs that support youth engagement in a variety of activities or specific supports for vulnerable youth such as English language learners, foster youth, and diverse communities of youth.</p>	<ul style="list-style-type: none"> ▪ In 2007, only 32% of OUSD graduates met requirements for UC/CSU. ▪ 1/3 of OUSD students drop out of high school. ▪ 20-25% of Bay Area youth have considered suicide, higher than national trends. 	<p>Stronger attachment to school:</p> <ul style="list-style-type: none"> ▪ Increased graduation rate ▪ Increase career or school-related future planning. <p>Youth make positive choices that support their future goals:</p> <ul style="list-style-type: none"> ▪ Vulnerable youth have caring adults in their lives that support positive life choices. ▪ Youth feel more connected to institutions/resources that provide a pathway to success.

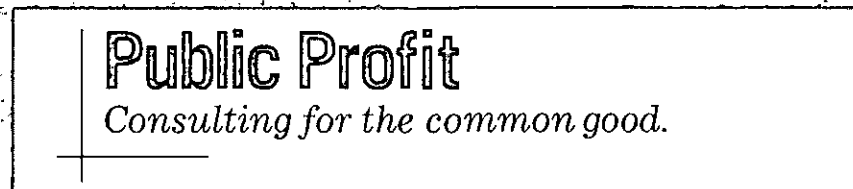
Oakland Fund
for Children
and Youth



*Evaluation of
Programs*



**STRATEGIC PLAN PRESENTATION,
CITY COUNCIL MEETING
SEPTEMBER 29TH, 2009**



OFCY'S PROGRESS TOWARD MEASURE D GOALS



- Ideal Research Conditions – What study might we design with total control of circumstances and unlimited resources?
- Real Research Conditions – What is possible to know given current resources and access to data?
- Reaching Toward the Ideal from the Real – Designing and Implementing OFCY's Evaluation for the new Goals and new Strategic Plan



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PROGRAM QUALITY – PRACTICE MEETS THEORY



- **Dimensions of Program Quality We Are Measuring:**
 - +Physical & emotional safety
 - +Presence of caring adults
 - +Knowledgeable and trained staff
 - +Developmentally appropriate skill building or play that fosters learning, life-skills, career readiness, etc.
 - +Presence of supportive peers
 - +Youth engagement
 - +Inclusive programming, i.e. language, culture, physical and learning ability, gender orientation
 - +Connections to parents/caregivers, family, school and community



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HOW WE WILL MEASURE OUTCOMES



STRATEGY AREA	PROGRAM-LEVEL OUTCOMES	SAMPLE INDICATOR METHODS
Early Childhood •Family/child enrichment activities & bonding	<ul style="list-style-type: none"> • Increase in # of times a child is read to 	<ul style="list-style-type: none"> • Survey items analysis: self-reporting by parents and caregivers of increased number of times a child is read to
Out of School Time Programs to: •Build social, academic, life skills	<ul style="list-style-type: none"> • Improved/sustained connection with school 	<ul style="list-style-type: none"> • Cityspan OUSD data analysis: increase in school-day attendance
Health and Wellness •Improved school climate	<ul style="list-style-type: none"> • Youth make positive choices that support their physical and emotional health 	<ul style="list-style-type: none"> • Analysis of daily habit pilot: participating youth report daily on their health choices via mobile tech platforms
Older Youth •Academic & career success	<ul style="list-style-type: none"> • Increased academic success 	<ul style="list-style-type: none"> • Cityspan OUSD data analysis: increase in GPA/ course grades

The Big Picture



- Whether a given strategy contributes to intended results.
- Whether strategies are implemented with the greatest chance of success using best practices.
- Whether promising practices should be featured in future strategic planning efforts.
- How strategy implementation is affected by contextual factors like the neighborhood, school-site, population being served, or by being an innovative strategy for OFCY.



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OFCY Strategic Planning
Life Enrichment Committee
September 29, 2009

An Overview to the OFCY 2010-2013
Strategic Plan
Gibson and Associates
Resource Development Associates

Planning Process

- Eight Months of Planning Including:
 - Comprehensive Analysis of data and resources
 - Community input through focus groups, interviews, surveys and community meetings
 - Youth-facilitated *Youth Listening Campaign*
 - Review and summary of research on best practices
 - Three Task Force meetings involving over 65 providers, youth and public agency representatives
 - Eight “open” OFCY Strategic Planning Subcommittee Meetings
 - Monthly POC presentations summarizing process

Needs Assessment Methods

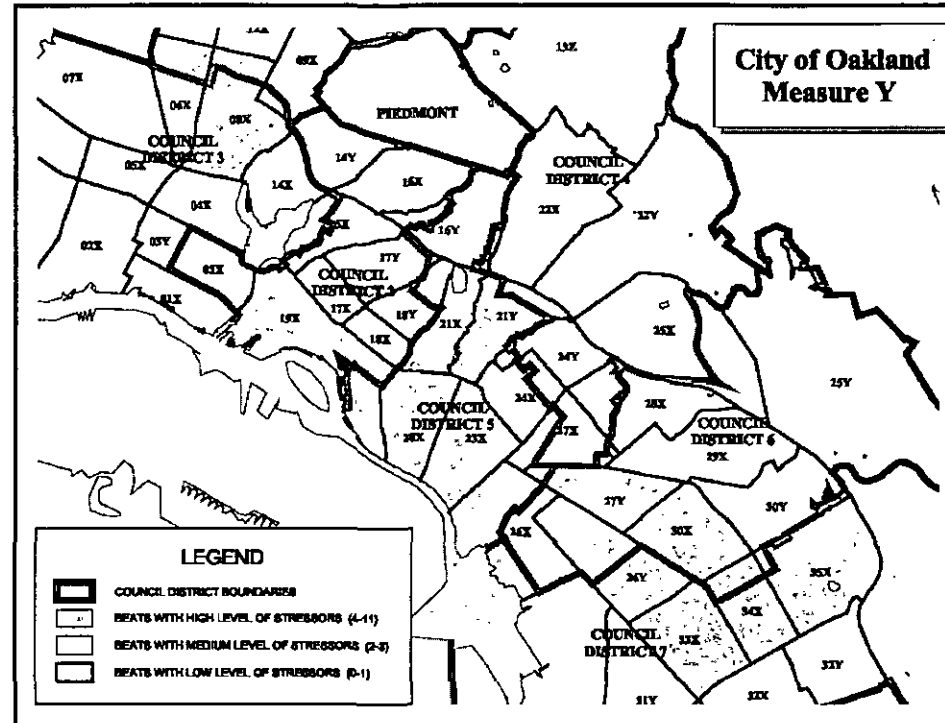
- Community Input
 - Key Informant Interviews (28)
 - Focus Groups (11)
 - Community Caucus Meetings (2)
 - Youth Listening Campaigns (4)
- Surveys and Reports
 - California Healthy Kids Survey
 - Provider Survey (65)
 - City, County, and Community Reports

Planning Context

Changes In Funding & Priorities

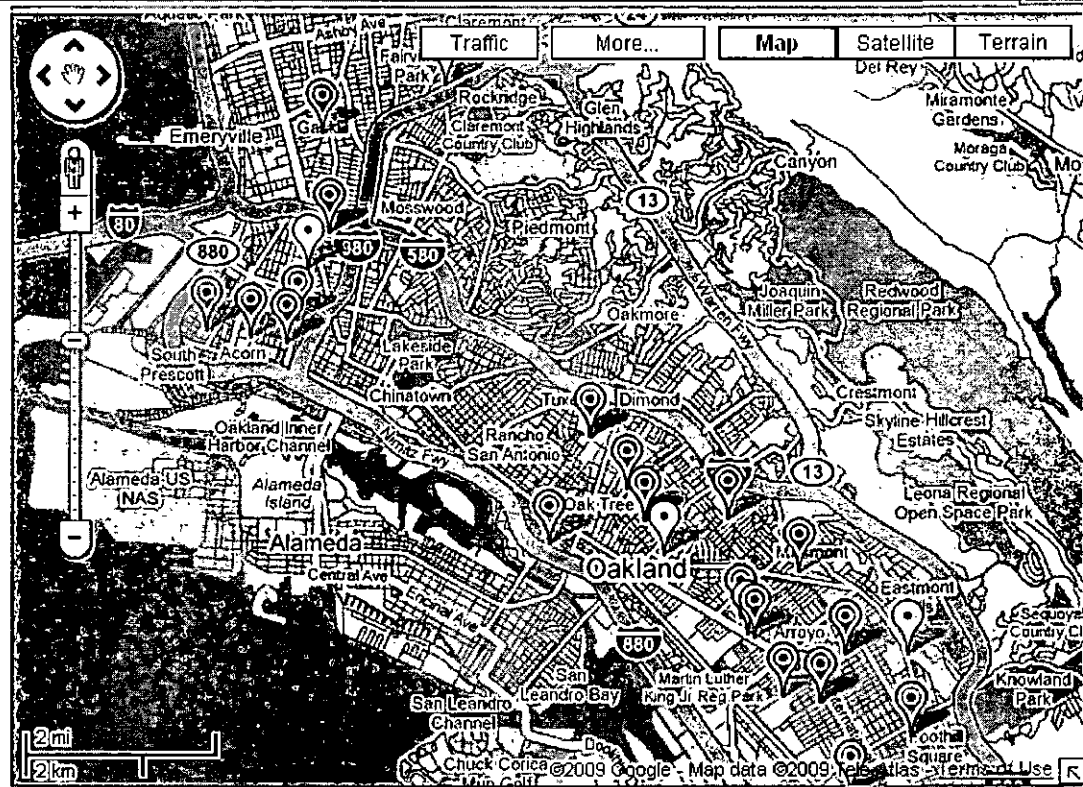
- OFCY Funding Reduced from \$13.7 million to \$10 million
- Measure D mandates focus on improved early childhood development, school success & reduced youth crime, violence and gang involvement

Needs Assessment Findings



- High Stress Neighborhoods Along 880 Corridor

Needs Assessment Findings



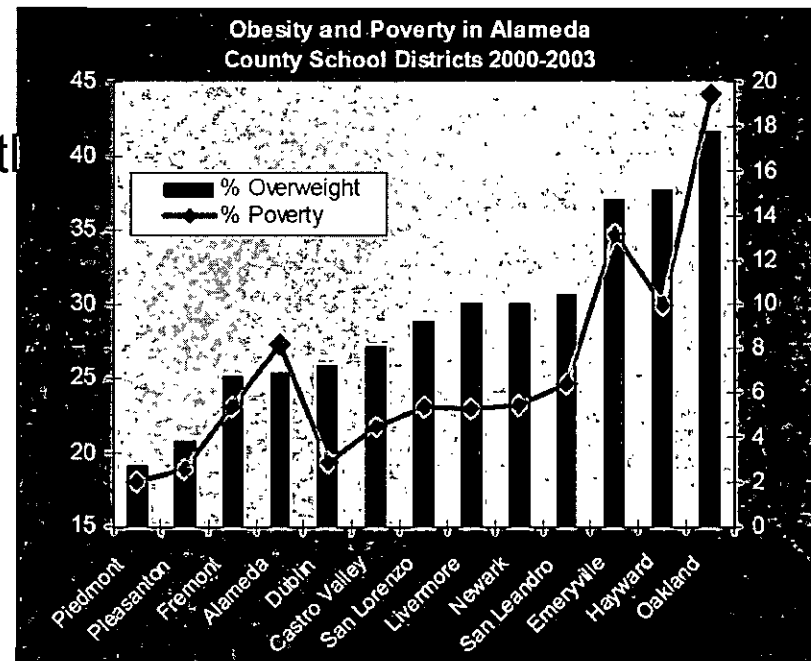
- Low Performing Schools Along 880 Corridor

Needs Assessment

- Success in Schools the Importance of Transition Years
 - Students 5% below state average in CTS in 2nd grade
 - Gap between OUSD and State increases slowly each grade level until in 5th grade OUSD is 7% (ELA)-10% (Math) below State
 - 6th Grade is a transition year and gap between state and OUSD widens to 20% (ELA) and 17% (math)
 - Drop Outs begin in 9-10th grades
 - OUSD CAHSEE pass rate is 20% below state average.

Needs Assessment

- Obesity & Poverty in Oakland
 - Childhood obesity rates parallel poverty levels making Oakland the city with the highest rate of obesity.
 - Obesity is a predictor for childhood diabetes, pulmonary disease, and hypertension.



Other Important Priorities

- Service Delivery
 - Parent-/ Family Involvement
 - Opportunities to apply classroom learning to real world activities through service learning, community services, internships, youth research teams, peer health and leadership
 - Alignment and integration with OUSD, Health Department, First 5, Mental Health Dept.
 - Approaches that build infrastructure and systems

0-5 Strategies

1: Mental Health & Developmental Consultations

- Caregiver/Family consultations
- Consultation to pre-school providers
- Developmental & Mental Health Screening & Assessment
- Speech & Language Assessment

2: Family & Child Enrichment Opportunities

- Guided family / child enrichment & learning activities
- Family to family programming on issues related to child development
- Screening and referrals for family support services

Out of School Time Age 6-14 Strategies

1: School-Based After School Programs for Elementary

- Emphasis upon enrichment activities that promote applied learning
- Parent Engagement & Support
- Nutrition & Gardening
- Physical Activity

2: School-Based After School Programs for Middle School

- Youth Leadership
- Career exploration
- Community service
- Arts & Technology
- Fitness
- Parent engagement & parent-youth joint activities

Out of School Time Age 6-14

Strategies

3: Community-Based After School Programs for Elementary & Middle Schools

- Community service, service learning and experiential learning
- Career exploration
- Neighborhood sports
- Applied Science & Technology

4: Summer Programming

- Exploratory trips to museums, science centers & nature sites
- Fitness & Sports
- Creative arts
- Emphasis upon social-emotional development
- Applied learning

Wellness & Healthy Transitions

Strategies Ages 11+

1: Transition Programs

- Counseling
- Family Engagement, Education & Support
- Peer support linking older youth with younger to help transition
- Emphasis upon transition from 5th to 6th grade and 8th to 9th

2: Youth Leadership Programs

- Peer health education (HIV, nutrition, physical activity)
- Peer leadership training in communication and facilitation
- Outreach by older youth to younger youth
- Links to School-Based Health Centers

Wellness & Healthy Transitions

Strategies Ages 11+

3: Conflict Resolution for Middle School Youth

- Peer-led training for conflict mediators
- Conflict resolution services for middle school youth

High School and Older Youth Strategies

1: Support Services for Academic and Career Success

- Supervised work in various organizations including arts skill development, music, green technology, health, and entrepreneurial projects
- Tutorial assistance for passing high school exams
- Job shadowing and career portfolio development
- Life skills and peer support

2: Comprehensive supports for vulnerable youth transitioning to adulthood

- Peer support & Life Skills
- Youth leadership
- College entrance and career counseling & CAHSEE assistance
- Enrichment activities
- Drop-in services
- “Safe space” and youth center programming