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OAKLAND

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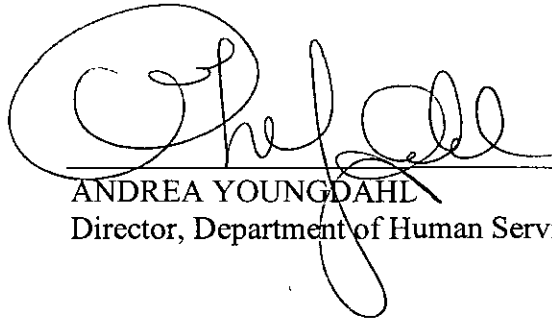
**CITY OF OAKLAND**  
**AGENDA REPORT**

TO: Office of the City Administrator  
ATTN: Dan Lindheim  
FROM: Department of Human Services  
DATE: June 8, 2010

RE: **Resolution Appropriating And Allocating \$31,354 In Interest Income Earned To The Oakland Fund For Children And Youth; And Authorizing The City Administrator To Negotiate And Execute Grant Agreements Between The City Of Oakland And Various Non-Profit And Public Agencies To Provide Direct Services For Children And Youth For Fiscal Year 2010-2011 In An Amount Not To Exceed \$10,729,000, Which Grant Agreements Are Renewable For Two One Year Periods With Council Approval**

Attached is a report and resolution from the Oakland Fund for Children Youth Planning and Oversight Committee (POC). Department of Human Services staff and a representative from the POC will be available to answer questions.

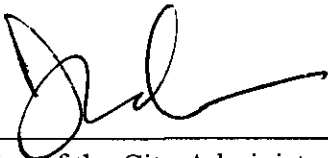
Respectfully submitted,



ANDREA YOUNGDAHL  
Director, Department of Human Services

Attachments

FORWARDED TO THE  
LIFE ENRICHMENT COMMITTEE:



Office of the City Administrator

Item: \_\_\_\_\_  
Life Enrichment Committee  
June 8, 2010

June 8, 2010



Life Enrichment Committee  
Oakland, CA

Dear Chairperson Brooks and Members of the Committee:

**RE: Resolution Appropriating And Allocating \$31,354 In Interest Income Earned To The Oakland Fund For Children And Youth; And Authorizing The City Administrator To Negotiate And Execute Grant Agreements Between The City Of Oakland And Various Non-Profit And Public Agencies To Provide Direct Services For Children And Youth For Fiscal Year 2010-2011 In An Amount Not To Exceed \$10,729,000, Which Grant Agreements Are Renewable For Two One Year Periods With Council Approval**

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## SUMMARY

The Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee (POC) requests that City Council approve \$10,729,000 in grant funding during fiscal year 2010-2011 to provide direct services to children and youth living in Oakland. The grants will be renewable with Council approval for the fiscal years 2011-12 and 2012-13.

The grants were selected and are recommended by the POC to implement the OFCY 2010-13 Strategic Plan, approved by the City Council in November, 2009. The POC's competitive proposal review process began with the subsequent release of Requests for Proposals in November, 2009. Over 250 proposals were received in January, and reviewed by the POC and staff throughout a series of public meetings from February through April.

A total of 123 programs are recommended for funding through the Kids First! Children's Fund in the amount of \$10,729,000. The 123 programs propose to serve approximately 22,800 children and youth throughout Oakland. This report includes attachments.

- Attachment A:** List of recommended grant awards by strategy.  
**Attachment B:** Program summaries.  
**Attachment C:** Program site locations and maps, schools by district.  
**Attachment D:** Individual program evaluation reports from last year's OFCY Final Evaluation (2008-2009)  
**Attachment E:** OFCY Interim evaluation (2009-2010) program quality reports

## FISCAL IMPACT

Approval of the resolution will authorize the City Administrator to execute grant agreements for OFCY services not to exceed \$10,729,000. The resolution appropriates interest income of

Item: \_\_\_\_\_  
Life Enrichment Committee  
June 8, 2010

\$31,354 earned from March 1, 2009 to February 28, 2010, to the Kids First! Children's Fund (1780).

Funds totaling \$10,800,342 are available for the proposed grants from the FY09-10 Kids First! budget appropriation, appropriations of interest earned to the Fund 1780, and unspent project carryforward balances located at Kids First! Oakland Children's Fund (1780). The 2009-2011 Adopted Budget includes \$10,364,136 (*OFCY FY 2010-11 Contracts P364130*), which is available for these grants.

The Kids First! Charter amendment requires that interest earnings and unspent revenues in Fund 1780 be made available for future grants. Interest earnings made available for FY10-11 grants include \$28,846, or 90% of the \$31,354 in interest earned from March 1, 2009 to February 28, 2010. In addition, the amount of \$179,418, or 90% of the \$195,019 interest earned by Fund 1780 during the period March 1, 2008 to February 28, 2009, is located in *OFCY FY 2008-09 Int. Earned-Grants P304731* and is available for grants.

An amount of \$227,940 from unspent appropriations from prior years (project balance carry forward) in Fund (1780), is made available for FY10-11 grants from *OFCY 2002-03 Grants (P157730)*. The table (Table 1) below summarizes the sources of funds available for OFCY grant contracts for FY 2010-11.

<b>Sources of Funds Available for OFCY Grant Contracts</b>	<b>Fiscal Year 2010-2011 Amount</b>
Budget Appropriation with Midcycle Adjustment	\$10,364,136
Annual Interest (March 1, 2008 to Feb 28, 2009) P304731	179,418
Annual Interest (March 1, 2009 to Feb 28, 2010)	28,846
<i>P157730- OFCY 2002-03 Grants</i>	227,940
<b>Total Funds Available</b>	<b>\$10,800,340</b>

## BACKGROUND

Oakland voters passed Measure D in July 2009, to revise the original Kids First! city charter amendment and establish a second 12-year life cycle for a set aside of general purpose funds administered through the Oakland Fund for Children and Youth. The OFCY process is overseen by a 19-member Planning and Oversight Committee (POC) appointed by City Council and the Mayor and composed of nine (9) youth and ten (10) adult members.

OFCY's three-year Strategic Plan (2010-2013), was adopted by City Council in November 2009. Requests for Proposals (RFPs) were released on November 18, 2010 for the strategy areas targeted in the Strategic Plan: 1) Early Childhood, 2) Out-of-School time programming for school-based and community based after school services, 3) Wellness – Transitions, Youth Leadership, and Conflict Resolution, and 4) Older Youth Academic and Career/Job Success and Comprehensive Services.

Item: \_\_\_\_\_  
Life Enrichment Committee  
June 8, 2010

The 2009 Request for Proposals (RFP) was released by OFCY on November 18, 2009. OFCY received 256 proposals for programs to serve children and youth during FY 2010-13. A subcommittee of the POC met five times over the course of two months to recommend the new grants for the 2010-2013 award cycles. The Planning and Oversight Committee approved the grant awards in the recommendations package on May 5<sup>th</sup>, and ranked the additional grant awards for funding based on funds available pending the outcome of the POC appeals process. The POC's final recommendation includes 123 of the 256 proposed programs to serve children throughout Oakland.

## **KEY ISSUES AND IMPACTS**

### **Planning and Oversight Committee FY 2010-13 Funding Package**

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.

### **OFCY Request for Proposals for Children and Youth Services**

The 2010-2013 funding package results from the POC's effort to balance a variety of complex issues. Throughout the review process, the POC was committed to:

1. Alignment with the approved OFCY Strategic Plan to serve children 0-21
2. A balance of service across Oakland consistent with social equity principles
3. Ensuring services to high need and hard to reach populations.
4. Building upon the investment in current programs with demonstrated service quality.
5. Leveraging other sources of state and local funding to maximize services for youth.

### **Criteria for Selection**

The criteria considered in the selection of proposals were: score as reflective of the quality of each proposal – clear program design and the extent to which proposed services fit into the funding priorities as defined by the Strategic Plan; past performance as documented by the grant monitoring and evaluation processes; equitable geographic distribution of services relative to the population of where youth live and would be served and balanced with high need for services; cost effective services; demonstrated capacity to deliver proposed services; services to hard to reach or special populations of children and youth; and leveraging of non-OFCY local resources such as City facilities or schools/city/county initiatives.

## **Overview of OFCY Funds and Services**

A total of 123 programs are recommended for FY 2010-11 and grant renewal with authorization for FY 2011-12 and FY 2012-13. Funding in the amount of \$10,729,000 is expected to serve over 22,800 children and youth.

### **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.

### **Early Childhood Programs Promote Healthy Development and Early Steps Toward Academic Success: Mental Health, Developmental Consultation and Community Play groups**

Early childhood strategies prepare children for kindergarten and engage parents to expose children to early learning opportunities, and provide mental health consultation and developmental screenings to help children meet their socio-emotional and developmental milestones. The community playgroup strategy reaches families with young children in community based settings.

The early childhood strategy features partnerships between public agencies like Oakland Head Start, Oakland Office of Parks and Recreation, Oakland Public Library, and OUSD child care development center sites with community based organizations that offer programming expertise and staffing. The result is an increase in proposed number of children 0-5 accessing quality services in locally established early educational and community settings.

### **Out of School Time Programs (Ages 5 – 14) Promote Academic Success and Healthy Development: School Based After School, Summer, and Community Based After School**

OFCY will fund forty (40) elementary school after school programs and fifteen (15) middle school after school programs emphasizing applied learning activities aligned with school day curricula, and enrichment through arts, music, technology and other youth development programming. To promote the healthy development of children, OFCY will also provide small augmentation grants (\$7,000 to \$10,000) to elementary schools - 20 gardening/nutrition grants, 17 fitness grants, and 20 grants to expand family engagement work.

Summer programs combine enrichment and academic programming to help stave off decline in academic achievement during the summer months, increase academic gains during the school year, and provide a socially enriching alternative for spending time with peers and caring adults.

Community based after school programs serve youth that are less affiliated with their school, have special physical, social and/or cultural needs served best by a specialized program, or who for reasons of transportation, are choosing neighborhood-based alternatives.

### **Wellness Programs Support Healthy Development, Academic Success, and Violence Prevention**

The Wellness strategy promotes youth leadership for positive behavioral choices and physical, emotional, and school/community health. Programs use peer education, culturally based learning and activities, and safe places to focus youth on alternatives to violence, health education, and youth led health advocacy. Programs involve multi-agency collaborations led by organizations such as Native American Health Center, Aids Project Prevention, Asian Community Mental Health Services, and La Clinica de la Raza.

Transitions programs aim for drop out prevention and academic success by reaching 6<sup>th</sup> and 9<sup>th</sup> graders with comprehensive social, peer, and academic supports during the summer months and school year. New programming for this strategy will be supported at West Oakland Middle School, Fricke Middle School, Calvin Simmons, Roosevelt, Melrose Leadership Academy, and Elmhurst Middle Schools. Additional funding for the Oakland Unified School District's (OUSD) conflict resolution programming addresses peer training, leadership, and problem solving in several middle schools, including Montera, Roosevelt, West Oakland Middle School, Madison, and Calvin Simmons.

### **Older Youth Programs Promote Academic Success, Violence Prevention, and Transitions to Successful Adulthood: Academic and Career Readiness (Ages 15-20) and Comprehensive Programs**

OFCY's older youth strategy supports two strands of programming for youth 15 to 20 years of age. Older youth programs in the academic and career/job success strategy emphasize high school success and transitions into college, job training, summer jobs, vocational training for young people, career pathways, and paid jobs internships through programs such as Biotech Partners, Youth Radio, Youth Employment Partnership, Alameda County Medical Center. The strategy includes activities that engage youth with arts and technology programming, promote life skills, increase financial literacy, and provide opportunities to develop positive relationships with peer groups and caring adults.

Programs in the Older Youth Comprehensive Programs category may include case management, counseling, youth development programming, social supports, life skills and financial literacy, and safe spaces for drop-in and connection to other youth and caring adults, resources and referral. Programs in this category also specifically support youth in foster care, homeless youth, refugee and immigrant youth, and youth exposed to violence. See **Attachment B** for program descriptions and **Attachment C** for site locations and maps.

Table 2 illustrates recommended funding amounts for each OFCY strategy area. Funds approved for grants next year decreased by 10% from the current year FY 2009-10, and 25% from the past year FY 2008-09. An approximate amount of \$10.7 million is allocated for 123

Item: \_\_\_\_\_

Life Enrichment Committee

June 8, 2010

grants, compared to over \$26 million requested in total by 256 proposals. In certain categories, such as the older youth strategy, the ratio of funds approved to the total requested was almost 1 to 4.

Table 2:

OFCY Strategy	Funded	2010-2013 Package
EC Community Playgroups	9	\$755,000
EC Mental Health & Consultation	5	792,339
School-Based After School	55	4,658,648
Community-Based After School	10	678,931
Summer	12	739,919
Older Youth: Academic & Career, Job	10	966,774
Older Youth: Comprehensive	7	748,667
Wellness: Youth Leadership	7	721,541
Wellness: Transitions and Conflict Resolution	8	667,389
<b>TOTAL</b>	<b>123</b>	<b>\$10,729,000</b>

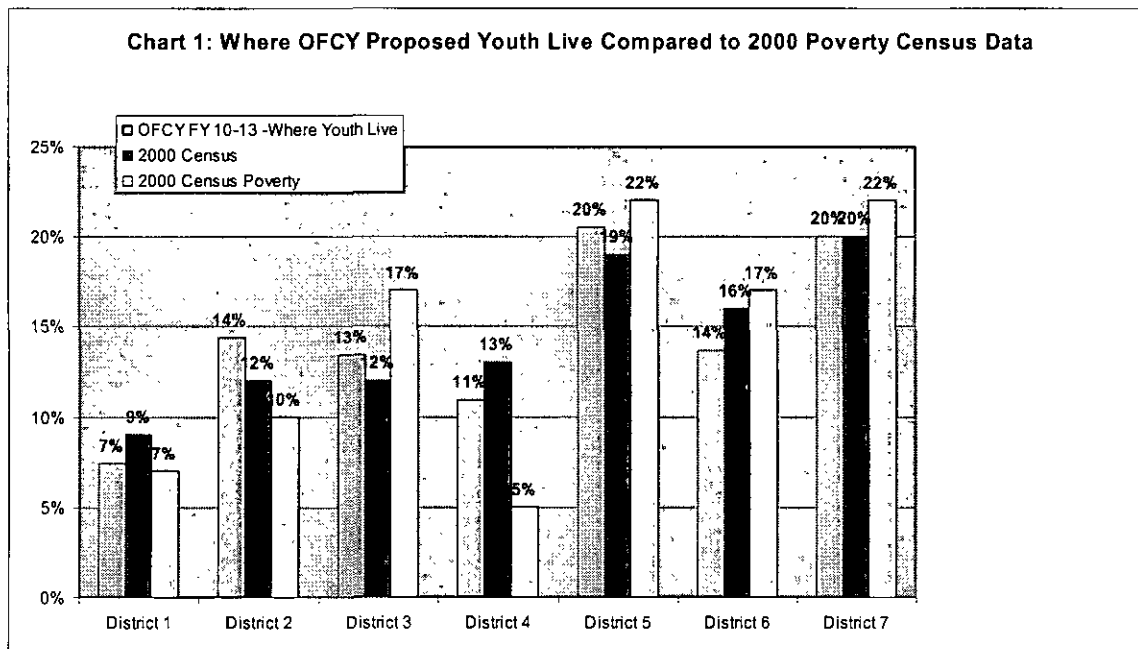
**Program Past Performance, Quality Assessment and Evaluation**

The number of children and youth to be served, and targeted hours of service are proposed. They are subject to the negotiation of each program’s scope of work and budget. Each program’s proposed targets are documented and data is collected through OFCY’s annual evaluation process. The recommended list of 123 recommended programs includes 55 school based after school programs and 68 non-after school programs which are funded this year. Twenty-five (25) current year grantees were unsuccessful in the application process.

During the POC’s review process, the past performance score from the completed 2008-2009 evaluation was made available as important criteria for consideration during the selection of programs by the POC Review Committee. Additional information from the current year’s See Change and Public Profit evaluations were made available to the POC in April, as the firms’ quality assessment work became available at that time. The OFCY evaluations for all programs recommended for next year funding are attached.

**Geographic Description of the Funding Package**

Chart 1 shows the City Council Districts where children/youth served by recommended programs live. Special effort was made to ensure that children/youth from each Council District will be served in proportion to one of two benchmarks: the 2000 Census figures for all children between the ages of 0 and 20 as well as the 2000 Census figures for those same children/youth living in poverty.



There are comparatively more youth living in poverty in Districts 3, 5, 6, and 7. OFCY serves more youth residing in Districts 5 and 7, reflecting the higher percentage of youth living in those districts and the percentage of youth living in poverty in those districts. OFCY funding is a few percentage points below the benchmarks in District 6.

**POLICY DESCRIPTION**

Under the Measure D Charter Amendment, 3% of the City’s unrestricted revenues are set aside in a “Children’s Fund” for direct services for children and youth. The funds are distributed to nonprofit and public agencies through a competitive grant process. All interest earned by the fund and unspent revenues are to be spent on children and youth services in future years.

**SUSTAINABLE OPPORTUNITIES**

**Economic:** An economic opportunity is available to youth who will participate in paid internships through funded programs.

**Environmental:** There are no environmental opportunities at this time.

**Social Equity:** An equity opportunity is available to increase services to immigrant children and youth, children in disadvantaged areas, and youth exposed to violence, regardless of ability to pay.



## DISABILITY AND SENIOR CITIZEN ACCESS

OFCY will serve children and youth with disabilities in the FY10-11 funding package. Of the approximately 22,800 children and youth to be served, 9% are expected to have learning, developmental, cognitive or physical disabilities.

## RECOMMENDATION(S) AND RATIONALE

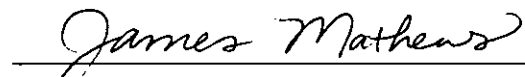
The POC recommends awarding OFCY grants to 123 non-profit and public agencies for a total amount not to exceed \$10,729,000 for FY10-11. Proposals were selected in accordance with the Kids First! goals, based on an open and fair competitive process, and are consistent with the guidelines and priorities of the adopted OFCY Strategic Plan 2010-2013. The grant programs will be evaluated annually, and will require City Council approval of the renewal grant agreements for FY 11-12 and FY12-13. *Attachment A* provides a complete list of agencies and grant amounts recommended for funding.

## ACTION REQUESTED OF THE CITY COUNCIL

The Planning and Oversight Committee requests that City Council approve a resolution appropriating \$31,354 in interest income earned to the Kids First! Children's Fund; and authorizing the City Administrator to negotiate and execute grant agreements between the City of Oakland and various non-profit and public agencies to provide direct services for children and youth during FY10-11 in an amount not to exceed \$10,729,000.

Respectfully submitted,

  
\_\_\_\_\_  
**RENATO ALMANZOR**  
Co-Chairperson  
Planning and Oversight Committee, OFCY

  
\_\_\_\_\_  
**JAMES MATHEWS**  
Co-Chairperson  
Planning and Oversight Committee, OFCY

## ATTACHMENTS:

- A - OFCY 2010-2013 Funding Recommendations
- B - Program Summaries
- C - Program Site Locations, Maps, Table of Schools Served by District
- D - OFCY Final Evaluation 2008-2009, OUSD After School Evaluations Public Profit
- E - Program Quality Assessments (See Change and Public Profit)

OFCY 2010-2013  
ATTACHMENT A: FUNDING RECOMMENDATIONS

**Early Childhood Programs: Mental Health Consultation**

Award #	Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount
1	1	East Bay Agency for Children	EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings	\$125,000
2	2	Family Paths	The Early Childhood Mental Health Collaborative	\$200,000
3	3	Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	\$200,000
4	4	Lincoln Child Center	Early Childhood Mental Health Consultation	\$125,000
5	5	The Link to Children	Early Childhood Mental Health Consultation	\$105,000
				<b>\$755,000</b>

**Early Childhood Programs: Community Playgroups**

Award #	Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount
6	10	Bring Me A Book Foundation	Community Play and Learn Groups	\$130,000
7	11	Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	\$200,000
8	12	City of Oakland - Office of Parks and Recreation	T.U.D.A. Inclusion Center	\$47,339
9	13	City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	\$60,000
10	15	East Bay Agency for Children	Parent Child Education Support Program	\$80,000
11	17	Jumpstart for Young Children, Inc.	Jumpstart Oakland	\$75,000
12	19	Lawrence Hall of Science	Preschool Scientists of Oakland	\$25,000
13	20	Lotus Bloom Child & Family Center	Multicultural Playgroups	\$50,000
14	23	Safe Passages	Safe Passages Baby Learning Communities	\$125,000
				<b>\$792,339</b>

**After School Programs: School-Based**

Award #	Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount
15	88	Aspiranet	Carl B. Munck	\$87,049
16	94	Aspiranet	Community United/ Lockwood Futures	\$103,999
17	92	Aspiranet	East Oakland Pride	\$73,050
18	93	Aspiranet	EnCompass Academy	\$121,000
19	84	Aspiranet	Howard	\$63,050
20	85	Aspiranet	International Community School/ Think College Now	\$97,000
21	91	Aspiranet	Piedmont	\$63,050
22	86	Aspiranet	RISE/New Highland Academy	\$111,000
23	90	Aspiranet	Melrose Leadership Academy	\$90,000
24	95	Bay Area Community Resources	Bridges Academy	\$87,050
25	104	Bay Area Community Resources	Emerson	\$73,050
26	105	Bay Area Community Resources	Esperanza/Korematsu	\$97,000
27	102	Bay Area Community Resources	Greenleaf	\$87,050
28	99	Bay Area Community Resources	Hoover	\$87,050
29	98	Bay Area Community Resources	Lafayette	\$63,050
30	100	Bay Area Community Resources	Learning Without Limits/Global Family	\$126,000
31	103	Bay Area Community Resources	Markham	\$70,050
32	106	Bay Area Community Resources	Martin Luther King, Jr.	\$87,050
33	96	Bay Area Community Resources	Prescott (a.k.a. Preparatory Literary Academy of Cultural Excellence)	\$73,050
34	107	Bay Area Community Resources	Sankofa Academy	\$87,050
35	108	Bay Area Community Resources	Santa Fe	\$87,050
36	110	Bay Area Community Resources	Alliance Academy/Elmhurst Community Prep	\$125,000
37	97	Bay Area Community Resources	Bret Harte	\$90,000
38	109	Bay Area Community Resources	Claremont	\$90,000
39	111	Bay Area Community Resources	Madison	\$90,000
40	114	Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc. (Westlake)	\$90,000
41	115	East Bay Agency for Children	Sequoia	\$73,050
42	116	East Bay Agency for Children	World Academy/Achieve Academy	\$87,050
43	117	East Bay Asian Youth Center	Bella Vista	\$63,050
44	118	East Bay Asian Youth Center	Franklin	\$63,050
45	119	East Bay Asian Youth Center	Garfield	\$87,050
46	120	East Bay Asian Youth Center	La Escuelita	\$80,050
47	121	East Bay Asian Youth Center	Manzanita Community School/Manzanita SEED	\$126,000
48	122	East Bay Asian Youth Center	Roosevelt	\$90,000
49	123	Girls, Inc.	Parker	\$87,050
50	126	Higher Ground Neighborhood Development Corp.	Allendale	\$63,050
51	125	Higher Ground Neighborhood Development Corp.	Brookfield	\$63,050
52	124	Higher Ground Neighborhood Development Corp.	Sobranie Park	\$63,050
53	128	Lighthouse Community Charter School	Lighthouse Community Charter	\$90,000
54	132	Oakland Leaf	ASCEND	\$90,000

OFCY 2010-2013  
ATTACHMENT A: FUNDING RECOMMENDATIONS

55	131	Oakland Leaf	Urban Promise Academy	\$90,000
56	130	Oakland Asian Students Educational Services	Cleveland	\$63,050
57	129	Oakland Asian Students Educational Services	Lincoln	\$80,050
58	134	San Francisco Bay Area Council of Boy Scouts of America	Laurel	\$63,050
59	136	Safe Passages	Edna Brewer	\$90,000
60	137	Safe Passages	Frick	\$90,000
61	135	Safe Passages	Roots International Coliseum College Prep	\$125,000
62	138	Safe Passages	United For Success (@ Simmons)	\$90,000
63	142	San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	\$63,050
64	140	San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	\$87,050
65	141	San Francisco Bay Area Council of Boy Scouts of America	Maxwell Park	\$87,050
66	143	Spanish Speaking Citizens' Foundation	Lazear	\$63,050
67	145	Ujima Foundation	Burckhalter	\$63,050
68	144	Ujima Foundation	Lakeview	\$70,050
69	146	Urban Services YMCA	West Oakland Middle School	\$90,000
				<b>\$4,658,648</b>

**After School Programs: Community-Based**

Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount	
70	25	Ala Costa Centers	Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs	\$85,050
71	27	Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	\$45,600
72	31	City of Oakland- Office of Parks and Recreation	Oakland Discovery Centers	\$140,000
73	33	Dimensions Dance Theater, Inc.	Rites of Passage	\$47,500
74	34	East Oakland Boxing Association	SmartMoves Education and Enrichment Program	\$85,000
75	41	Museum of Children's Art	Library Education and Art Program (LEAP)	\$65,781
76	45	OBUGS	OBUGS Out of School Time	\$40,000
77	50	The American Indian Child Resource Center	Nurturing Native Pride	\$75,000
78	52	The Green Stampede	Homework Club	\$10,000
79	53	Unity Council	Neighborhood Sports Initiative	\$85,000
				<b>\$678,931</b>

**Summer Programming**

Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount	
80	55	Destiny Arts Center	Camp Destiny	\$46,621
81	57	Leadership Excellence	Oakland Freedom School	\$88,441
82	58	Family Support Services of the Bay Area	Kinship Summer Youth Program	\$50,000
83	60	Aim High for High School	Aim High / Oakland - 3 Sites	\$120,000
84	61	East Bay Asian Youth Center	San Antonio Summer Learning Initiative	\$47,907
85	63	Oakland Asian Students Educational Services	OASES Summer Science Series	\$23,750
86	64	College Track	College Track Summer Program	\$32,300
87	65	Prescott Circus Theatre	Prescott Circus Theatre Summer Program	\$28,500
88	66	Girls Incorporated of Alameda County	Eureka! Summer Program	\$39,900
89	67	Girls Incorporated of Alameda County	Concordia Park Summer Program	\$47,500
90	70	City of Oakland- Office of Parks and Recreation	Summer Camp Explosion	\$100,000
91	254	East Oakland Youth Development Center	Summer Cultural Enrichment Program	\$115,000
				<b>\$739,919</b>

**Wellness and Healthy Transitions: Transitions Programming**

Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount	
92	151	AspiraNet	LEAP - Learners Engaged in Awesome Programming	\$66,708
93	152	Bay Area Community Resources	Bret Harte Bridges Program	\$58,500
94	153	East Bay Asian Youth Center	Bridge To Success	\$30,496
95	154	Oakland Kids First	PASS-2 Peer Mentoring Program	\$118,000
96	157	Safe Passages	Safe Passages Transitions Program	\$125,000
97	178	Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	\$120,000
				<b>\$518,704</b>

OFCY 2010-2013  
ATTACHMENT A: FUNDING RECOMMENDATIONS

**Wellness and Healthy Transitions: Youth Leadership Programs**

	Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount
98	148	AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	\$125,000
99	163	Asian Community Mental Health Services	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	\$175,000
100	164	Asian Health Services	Taking Charge: API Youth Leaders	\$25,000
101	170	La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	\$125,000
102	171	Loto Taha Pasifika (fiscal agency: ARC Associates)	Healthy Heart Healthy Mind (HHM)	\$46,541
103	172	Na'ive American Health Center	Indigenous Youth Voices	\$125,000
104	179	Youth ALIVE!	Teens On Target Violence Prevention Program	\$100,000
				<b>\$721,541</b>

**Wellness and Healthy Transitions: Conflict Resolution Programs**

	Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount
105	181	McCullum Youth Court	PEACE Program	\$23,594
106	182	Oakland Unified School District - Instructional Services	OUSD Conflict Resolution	\$125,082
				<b>\$148,676</b>

**Older Youth: Academic and Career/Job Success**

	Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount
107	184	Alameda County Medical Center	Model Neighborhood Program	\$140,000
108	189	Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	\$85,000
109	192	Centro Legal de la Raza	Youth Law Academy	\$85,797
110	195	College Track	College Track Oakland	\$140,000
111	201	First Place for Youth	Steps to Success	\$106,249
112	207	Next Step Learning Center	Success at Seventeen	\$72,000
113	217	Youth Employment Partnership	Career Try-Out	\$75,000
114	218	Youth Radio	Pathways to Higher Education and Careers	\$120,000
115	240	Pivotal Point Youth Services	Project EEVE	\$72,391
116	200	East Side Arts Alliance	ESAA Youth Arts Program	\$70,137
				<b>\$966,574</b>

**Older Youth: Comprehensive Programming**

	Proposal #	Organization/Agency Name	Project Title	OFCY Award Amount
117	220	Alameda Family Services	DreamCatcher	\$120,000
118	222	Alternatives in Action	McClymonds and Life Academy Youth & Family Centers	\$175,000
119	227	City of Oakland, Office of Parks and Recreation	TOOLS: Transforming Ordinary Obstacles into Life Skills	\$126,936
120	228	Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	\$47,500
121	229	First Place for Youth	First Steps Community Resource Center	\$127,499
122	242	Refugee Transitions	Refugee and Immigrant Wellness Project	\$75,232
123	249	Youth ALIVE!	Caught in the Crossfire Comprehensive Services	\$76,500
				<b>\$748,667</b>

**TOTAL AMOUNT FY 2010-2013 \$10,729,000**

## Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
<b>Early Childhood: Mental Health and Developmental Consultation</b>				
1	1	East Bay Agency for Children	Therapeutic Nursery School	EBAC Mental Health Consultants (MHC) will support OUSD Early Childhood Education Centers (Bridges Academy @ Melrose, Brookfield, Cox, Howard, Manzanita, Parker) to enhance social emotional development & preacademic success of 239 preschool students. Services include weekly onsite relationship-based consultations. MHCs observe children & classroom, assess developmental levels, implement new approaches, develop behavior plans. They provide workshops, child & family therapy, psychoeducation, parenting support & community resources.
2	2	Family Paths	The Oakland Early Childhood Mental Health Collaborative	The Oakland Early Childhood Mental Health Collaborative consists of three non-profit mental health organizations whose collaborative efforts began in 2003. We will provide preschool site-based Mental Health Consultation and Developmental Consultation for racially and ethnically diverse children 0-5 with special needs. Family Paths, Through the Looking Glass and Jewish Children and Family Services will serve children with significant developmental delays or behavioral problems, parents, teachers and peers at 8 Head Start sites, 2 OUSD CDCs, and 3 Head Start Family Childcares in Oakland.
3	3	Jewish Family & Children's Services of the East Bay	Preschool Mental Health Consultation	The Integrated Early Childhood Consultation Program (IECCP) is a collaborative project between Jewish Family Children's Services of the East Bay, Children's Hospital & Research Center Oakland, and Oakland Unified School District Early Childhood Education to offer innovative integrated mental health consultation and child developmental services in OUSD Child Development Centers and Unity Council Head Start sites, serving a total of 815 children, teachers, and parents.
4	4	Lincoln Child Center	Public School Based Services	Lincoln Child Center (LCC) proposes to offer mental health consultation services for staff, families and students ages 3 to 5 at the Santa Fe, Highland, Laurel and Yuk Yau Annex CDCs. Two consultants will offer 5 hours/week per classroom for observations, trainings, and follow-up. LCCs program will serve up to 280 children and 40 staff. Using a collaborative model, LCC will insure that each site needs are met with the overall goal that providers improve strategies to support childrens positive behavior and emotional health and that families understand their child's developmental needs.
5	5	The Link to Children	Early Childhood Mental Health Consultation	One licensed mental health consultant and two mental health consultant externs will provide mental health and developmental consultation for 289 children 0-5 years of age, their families and teachers at three OUSD CDCs: Piedmont Avenue, Fruitvale and Hilltop Kuu Ca, and two private CDCs: Saint Vincent's Day Home and YMCA 21st Street. S/he will provide screening and assessment and will focus on age appropriate social and emotional responses/activities/resources for young children that will keep them enrolled and support their learning in readiness for kindergarten.
<b>Early Childhood: Community Playgroups</b>				
6	10	Bring Me A Book Foundation	Oakland Early Learning Collaborative	This collaborative project (Bring Me a Book, Oakland Ready to Learn and EastSide Arts Alliance) will expand and enhance community playgroups at sites in Oakland. One is already in progress at Intertribal Friendship House and serves Oakland's Native community, Oakland Ready to Learn's Learning Center in the EastSide Arts complex, and a new one at City of Oakland Department of Parks and Recreation's Arroyo Viejo center in East Oakland. Each site will have a parent involvement and education component, parent/child activities, and chances to learn through art, music, dance and story.
7	11	Children's Hospital & Research Center Oakland	Developmental Playgroups Program	The Integrated Developmental Playgroups Program (IDPP) is a collaborative program that will address the needs of young children and their families living in neighborhoods with high rates of poverty and educational disparities. The IDPP will serve the most vulnerable young children in these neighborhoods: those already showing delays in one or more areas of their development. The IDPP combines the expertise of skilled early childhood developmental and mental health specialists with community based early care and education and peer parents to provide early intervention through play.
8	12	City of Oakland - Office of Parks and Recreation	TUDA Inclusion Center	T.U.D.A. (Think & Understand, Don't Assume) Inclusion Center will provide early intervention services for children ages 0-5 who are considered at high risk for acquiring life changing developmental disabilities. T.U.D.A. will work with children who have a delay in at least one developmental area. The sessions will require parental involvement with the aim of educating families on how to support their child's developmental needs. T.U.D.A. will create and implement individual service plans focused on specific delays with the goal of helping children achieve developmental milestones.
9	13	City of Oakland Office of Parks and Recreation	Sandboxed to Empowerment	Sandboxes to Empowerment is a free, thrice weekly, drop-in, play and team group pilot program established through a collaboration between the Office of Parks and Recreation (OPR); Lotus Bloom Family Resource Center and the Museum of Childrens Art (MOCHA). Sandboxes is currently held at three (3) Parks and Recreation centers throughout the city: Carmen Flores in the Fruitvale; F.M. Smith in Lower San Antonio and Rainbow Recreation Center (moved because of construction at Ira Jenkins) in East Oakland's Elmhurst neighborhood. We offer fun developmental games and activities that prepare children 0-5 to be ready to learn in kindergarten and beyond. We offer snacks and share essential family support materials on topics such as parenting skills, county and city family support services and a community calendar of free and low-cost family events and activities.
10	15	East Bay Agency for Children	HFRC- Parent Child Education and Support Program	Hawthorne Family Resource Center (HFRC)'s Parent-Child Education Support Program (PCESP) offers an integrated approach to culturally appropriate child literacy & enrichment activities, while providing families with support, parenting skills, & confidence so that they are successful in school. PCESP provides an infant/toddler & preschool track in: child development, parenting classes, support groups, summer program, family literacy & community playgroups. PCESP is Fruitvale's only comprehensive, bilingual parent education program that focuses on the parent-child bond & family school readiness.
11	17	Jumpstart for Young Children, Inc.	Jumpstart Oakland	In July 2010 Jumpstart will inaugurate a 3-year initiative that will prepare low-income children to enter kindergarten ready to succeed, and increase family involvement in their children's early learning and growth. Volunteers from St. Mary's College and UC Berkeley will be trained to serve 225 children via our existing early literacy program in West Oakland and San Antonio-Fruitvale preschools. Community members will be engaged to implement and participate in programs and activities that will reach hundreds of additional children and their families in Oakland's highest-need neighborhoods.
12	19	Lawrence Hall of Science	Preschool Scientists of Oakland	Lawrence Hall of Science (LHS) will provide family/child science enrichment classes for preschoolers in collaboration with Lotus Bloom Family Resource Center. Classes will be conducted, and at three Oakland Parks and Rec. Centers where Lotus Bloom operates playgroups. Caregivers and children will participate together in fun, age-appropriate science activities. Families will receive books and materials to extend the learning at home, and will visit LHS on a fieldtrip. Lotus Bloom staff will receive training and materials to help them integrate more science into their program.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
13	20	Lotus Bloom Child & Family Center	Multicultural Playgroups	Lotus Bloom's multicultural playgroups introduces socialization skills, social emotional development and help children acquire school readiness concepts such as colors, numbers, the alphabet, and body parts, etc. through shared group activities, including reading, singing, playing instruments, and dancing. We use interactive materials to promote a love of learning that starts with the child and parent dyad. The parents feel connected to their children, knowing that they are preparing them for future school settings and children feel cared for, and receive the crucial building blocks for school.
14	23	Safe Passages	Early Childhood Initiative	The Baby Learning Communities Collaborative Program will provide services to 90 unduplicated families, (including low-income, immigrant, families exposed to violence, & families with children and parents with disabilities & delays) with young children (particularly those 12 months or younger) living in the Havenscourt and Madison school communities. Year-round community playgroups, outreach, parent education, case management and training will be provided to increase family involvement, identification of developmental delays & disabilities, & access to related services. Playgroups & parent education classes will be provided at the Family Resource Centers located on each campus.
<b>After School Programs: School-Based</b>				
15	88	Aspiranet	Oakland After School	The Carl B Munck After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
16	94	Aspiranet	Oakland After School	The Community United/Futures After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
17	92	Aspiranet	Oakland After School	The East Oakland Pride After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
18	93	Aspiranet	Oakland After School	The Acom EnCompass After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
19	84	Aspiranet	Oakland After School	The Howard After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
20	85	Aspiranet	Oakland After School	The ICS/TCN After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
21	91	Aspiranet	Oakland After School	The Piedmont Avenue After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
22	86	Aspiranet	Oakland After School	The RISE/New Highland After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
23	90	Aspiranet	Oakland After School	The Melrose Leadership After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
24	95	Bay Area Community Resources	Elementary - Bridges Academy	The Bridges After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with QFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
25	104	Bay Area Community Resources	Elementary - Emerson	The Emerson after school program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 90 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
26	105	Bay Area Community Resources	Elementary - Esperanza/Stonehurst	The Esperanza Academy and Fred T. Korematsu Comprehensive After-School Program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland, District 7. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 180 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
27	102	Bay Area Community Resources	Elementary - Greenleaf	The Greenleaf After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
28	99	Bay Area Community Resources	Elementary - Hoover	The Hoover All Stars Afterschool Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland, District 3. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 100 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
29	98	Bay Area Community Resources	Elementary - Lafayette	The Lafayette After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
30	100	Bay Area Community Resources	Elementary - Learning Without Limits	The After-school Program at Learning Without Limits and Global Family integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland, District 5. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 180 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
31	103	Bay Area Community Resources	Elementary - Markham	The Markham Soaring Eagles After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 8. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
32	106	Bay Area Community Resources	Elementary - Martin Luther King Jr.	The Martin Luther King, Jr. Afterschool Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 91 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
33	96	Bay Area Community Resources	Elementary - Prescott (PLACE)	The Prescott After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
34	107	Bay Area Community Resources	Elementary - Sankofa	The Sankofa Academy Afterschool Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 98 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
35	108	Bay Area Community Resources	Elementary - Santa Fe	The Santa Fe Shooting Stars after school program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 91 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
36	110	Bay Area Community Resources	Middle - Elmhurst & Alliance	The Alliance Academy and Elmhurst Community Prep After-School Program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland, District 7. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 240 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
37	97	Bay Area Community Resources	Middle - Bret Harte	The Bret Harte Community Academy offers comprehensive after school programming for over 150 middle school youth, as well as involvement opportunities for their families. The Academy's programming provides academic support, recreation, mentoring, arts and technology enrichment five days a week, from the end of school until 8:00 pm for the entire school year. There are also frequent weekend and evening events. A portion of each day is devoted to academic interventions, expanding interests, critical thinking, and decision-making skills. Academy programs are aligned with the school curriculum.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
38	109	Bay Area Community Resources	Middle - Claremont	The Claremont Middle School Knight Time after school program provides 120 students with extended day academic intervention and support, enrichment activities, recreation, and youth leadership opportunities. Program partners collectively develop curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen leadership, improve self-esteem and develop team building skills.
39	111	Bay Area Community Resources	Middle - Madison	The Madison Comprehensive After-School Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk middle school students in East Oakland, District 7. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 120 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
40	114	Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc. (EVCCYFS), formerly WEVCC, has successfully collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming for 8 years. EVCCYFS will provide academic, cultural, recreational, and leadership classes to 120 low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCCYFS classes are taught by working professionals from the community with a teacher/student ratio between 1:7 and 1:20. Students receive letter grades and course credit for each class.
41	115	East Bay Agency for Children	Sequoia Healthy Start	Sequoia Healthy Start (SHS), has successfully provided high-quality student and family support services for the past nine years at Sequoia Elementary. SHS is a collaborative project between EBAC staff, community members, OUSD, parents, teachers, and administrators. Together we work closely with school day to ensure that the needs of our students are being met. Our program seeks to ensure that every student's spark will be kindled, nurtured and encouraged to radiate. SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment.
42	116	East Bay Agency for Children	Eagles' Nest After School Program	Hawthorne Family Resource Center (HFRC) has provided wrap-around student and family support services at World and Achieve Academies since 1992. Our programmatic framework works to address the complex educational, social and economic challenges that children and families face by providing high-quality, culturally appropriate and caring services in a safe and supportive environment. Program services include: comprehensive after school, 0-5 parent-child program, a parent center, adult education and a health clinic. Services are aligned with and support the school days goal.
43	117	East Bay Asian Youth Center	EBAYC @ Bella Vista Elementary School	EBAYC @ Bella Vista Elementary School is a comprehensive After-School Learning program providing 80 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
44	118	East Bay Asian Youth Center	EBAYC @ Franklin Elementary School	EBAYC @ Franklin Elementary School is a comprehensive After-School Learning program providing 120 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
45	119	East Bay Asian Youth Center	EBAYC @ Garfield Elementary School	EBAYC @ Garfield Elementary School is a comprehensive After-School Learning program providing 160 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
46	120	East Bay Asian Youth Center	EBAYC @ La Escuelita Elementary School	EBAYC @ La Escuelita Elementary School is a comprehensive After-School Learning program providing 80 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
47	121	East Bay Asian Youth Center	EBAYC @ Manzanita	EBAYC @ Manzanita is a comprehensive After-School Learning program serving 160 students from Manzanita Community School and Manzanita SEED. Students are provided integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
48	122	East Bay Asian Youth Center	EBAYC @ Roosevelt Middle School	EBAYC @ Roosevelt Middle School is a comprehensive After-School Learning program providing 180 middle school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
49	123	Girls Incorporated of Alameda County	School-Based After School Programming	The Parker After School Collaborative (PASPC) focuses on several key principles and beliefs based in the Youth Development Approach to education. We strongly uphold Parkers mission to engage each child in powerful learning experiences. PASPC will provide a nurturing and safe environment for children during the after-school hours. The purpose of our programs are to expand learning beyond the school day and beyond the classroom walls. Our programs enhance daily classroom instruction, while providing a structured environment encouraging creativity and flexibility.
50	126	Higher Ground Neighborhood Development Corp	Tigers Roar Extended Day Program	Higher Ground and Alameda Elementary School will implement the Tigers Roar Extended Day Program. It will provide comprehensive services to 90 students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Tigers Roar will operate 5 days/week for at least 180 days from the end of school to 6:00 pm daily.



Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
51	125	Higher Ground Neighborhood Development Corp	Lions Roar After School Program	Higher Ground and Brookfield Elementary School will implement the Lions Roar After School Program. It will provide comprehensive services to 90 students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar will operate 5 days/week for at least 180 days from the end of school to 6:00 pm daily.
52	127	Higher Ground Neighborhood Development Corp	Program Inspire	Higher Ground and Thurgood Marshall Elementary School will implement the Program Inspire After School Program. It will provide comprehensive services to 90 students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Program Inspire will operate 5 days/week for at least 180 days from the end of school to 6:00 pm daily.
53	124	Higher Ground Neighborhood Development Corp	Eagles Soar	Higher Ground and Sobrante Park Elementary School will implement the Eagles Soar After School Program. It will provide comprehensive services to 90 students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include community garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar will operate 5 days/week for at least 180 days from the end of school to 6:00 pm daily.
54	126	Lighthouse Community Charter School	Safe Harbor After School Program	The Safe Harbor After School Program at Lighthouse Community Charter School will offer over 66,637 units of service to 190 unduplicated K - 8 students, ages 5 - 14, through a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. Including events, units of service will be 72,017. This school-linked program has been designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.
55	132	Oakland Leaf	ASCEND Sunset Warriors	ASW is an arts-integration collaborative between ASCEND and Oakland Leaf providing two-hundred (200) K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. In partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.
56	131	Oakland Leaf	Urban Promise Academy Urban Arts	Urban Arts is a collaborative between Urban Promise Academy and Oakland Leaf providing 110 middle school students with 15 hrs per week of after school enrichment including visual arts, music, dance, sports, ecology, leadership, and direct academic support. In partnership with school administrators, teachers, parents, and students, the program delivers project based curriculum to compliment in-school learning, integrates culturally relevant activities, offers opportunities for parent involvement, provides family support services, and hosts community events to foster positive learning outcomes.
57	130	Oakland Asian Students Educational Services	OASES Quest Cleveland Elementary After School Program	The OASES QUEST program at Cleveland Elementary is a high quality, comprehensive after school program serving 90 K-5th grade youth who demonstrate academic, economic, or social need. The program focuses on leadership, building bonds with caring adults, and safety. The program provides applied and experiential learning opportunities to support student achievement. Curriculum is aligned with CA state standards. Enrolled youth 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate lasting, positive relationships with adults and other youth.
58	129	Oakland Asian Students Educational Services	LEAP	The OASES LEAP Program at Lincoln Elementary is a high quality, comprehensive after school program promoting achievement through academic and enrichment activities. LEAP serves 120 3rd-5th graders who demonstrate academic, economic or social need. LEAP focuses on leadership, building bonds with caring adults, and providing a safe environment. Working with the school, LEAP provides academic support to ensure CA standards alignment. Enrolled youth: 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate positive relationships with adults and peers.
59	134	San Francisco Bay Area Scout Council	Laurel Community Partnership Academy	The after-school program at Laurel Elementary School provides a comprehensive program through offering developmentally and age appropriate, academic intervention and enrichment, as well as youth enriched activities that include physical education, integrated health, science, math, and gardening. The services provided supplement the school days academic program, while supporting the site in accomplishing its goals as outlined in the single site plan for achievement. The academy not only partners with community based organizations, but promotes opportunity for parent & family engagement.
60	136	Safe Passages	Edna Brewer ASP	The Pride After School program at Edna Brewer Middle School is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.
61	137	Safe Passages	Frick After School Program	The After School Program at Frick Middle School is a comprehensive program, providing students with academic support and the opportunity to participate in range of engaging enrichment activities. The academic support component addresses students individual academic needs focused on strengthening literacy and math skills. The enrichment component of the program will offer students the opportunity to develop new skills, explore interests, and express themselves.
62	135	Safe Passages	Havenscourt After School Program	The proposed OFCY programming will create additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program will help students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students will benefit from safe and engaging enrichment activities where students will, build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.
63	138	Safe Passages	United For Success After School Program	The After School program at United For Success Middle School is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
64	142	San Francisco Bay Area Council, Boy Scouts of America	Learning for Life	The Fruitvale Learning for Life Afterschool Program offers comprehensive services to 120 students in grades K-5 on a daily basis during the afterschool hours. The afterschool program serves the ethnically diverse, low-income population of Fruitvale Elementary where 39% of students are English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.
65	140	San Francisco Bay Area Council	Learning for Life	The Horace Mann Learning for Life Afterschool Program offers comprehensive services to 120 students in grades K-5 on a daily basis during the afterschool hours. The student population of Horace Mann is ethnically diverse and has 83% socioeconomically disadvantaged youth and 52% English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.
66	141	San Francisco Bay Area Council, Boy Scouts of America	Learning for Life-Community Partnership Program	Maxwell Park International Academy and Learning for Lifes Community Partnership Program intends on serving 120 ethnically diverse students in grades K-5; the majority of whom are far below basic in either reading and/or math and 20% of whom are English language learners. In cooperation with our community partners, we will provide daily physical fitness/sports activities, and additional enrichment classes, with a strong academic focus, surrounding: English/Language Arts, Mathematics, and Writing and activities that improve motor skills, along with small-group tutoring and homework assistance.
67	143	Spanish Speaking Citizens' Foundation	Pathways After School Program	The Pathways After School Program will target youth ages 6-12 in grades 1-5 at the Lazar Elementary School with an enrollment of 95 predominately low-income Latino residents of the Fruitvale District and English Learners. The program will be held Mondays-Fridays, 2:45 - 6:00 p.m; and Wednesdays - minimum day - 1:10 p.m. - 6:00 p.m. The program will feature an academic intervention curriculum, homework assistance, enrichment / recreation, health components, leadership development, and family engagement. The vision for the program is that students will achieve academic excellence, gain self-confidence, develop into leaders, with the values of leadership, respect, teamwork, and courage.
68	145	Ujima Foundation	Ujima After-School Program at Burckhalter	The Ujima After-School Program at Burckhalter Elementary School will serve 115 students in grades K-5, with each student attending a total of 17.5 hours per week, Monday-Friday. The goal is to improve students academic performance and to help students develop new skills, express themselves, and interact positively with adults and peers. Activities include academic skill building, homework help, martial arts, dance, gardening, theater, music, art, recreation, and Showcase Events. The program also provides intensive intervention for students with acute academic or behavioral problems.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
69	144	Ujamaa Foundation	Ujamaa After School Program	The Ujamaa After School Program (UASP) will facilitate a comprehensive agenda that will promote academic support, recreational and physical activity, and a range of enrichment activities. The UASP staff will promote life skills daily, and serve as mentors to all participating students to help encourage highly functional social skills that will assure future success. The Site Coordinator will consult the Principal, Academic Liaison, and parents to align the requests of Lakeview's primary stakeholders. The program will commence for 180 days from 2:45- 6:00 pm, M-F (1:20-6:00 on Wednesdays).
70	146	Urban Services YMCA	WOMS	The Phoenix Rising Extended Day Program works in collaboration with the principal, school day teachers and support staff to integrate the (PREDP) into the plans and overall goals of the school community. The program is designed to extend the learning opportunities of the students and support their academic achievement, social & life skills development, cultural awareness & enrichment, and career education & planning. West Oakland Middle School students performing below grade level on the previous year's assessments in reading and math are invited and encouraged to participate.
<b>After School Programs: Community-Based</b>				
71	25	Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	Ala Costa Centers empowers children and young adults with developmental disabilities to find, use and strengthen their unique skills and talents, and to support their families. The after school program offers 82 students ages 5-22 with special needs, along with 110 of their family members, academic support, enrichment activities, and help developing the skills and self-esteem this underserved population needs for success in life. Services are offered from 2-6pm after school and all day during holidays and summer vacation. Centers are located in Oakland and Berkeley.
72	27	Bay Area Outreach & Recreation Program	Sports and Recreation for Disabled Youth	Bay Area Outreach & Recreation Program (BORP) will provide after school and weekend sports and recreation programming for 45 Oakland youth with disabilities ages 5-20 and family members. Key activities include wheelchair basketball and power soccer at James Kenney gym, adaptive cycling at Aquatic Park, tournaments and outdoor adventures. Transportation, family engagement, transition support and outreach are included components. Youth will increase physical activity and fitness, connect with a community of peers and caring adults, improve communication and social skills, develop self-confidence and sense of accomplishment.
73	31	City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	The Oakland Discovery Centers are a community based after school program with experiential learning, enrichment, fitness, & peer support activities within a youth development framework. Offering applied science, math, tutoring, woodworking, gardening, art, video, mentoring & more to 400 low-income youth (ages 6-14) in the Oakland flatlands, Mon-Sat 3-7pm. We facilitate the positive growth of low-income youth by providing an informal, safe & fun learning environment, where self-confidence is built by developing skills & critical thinking abilities, producing responsible community members.
74	33	Dimensions Dance Theater, Inc.	Rites of Passage	Rites of Passage (ROP) was created in 1993 in response to the critical gaps in arts programming for youth ages 8-20 in Oakland. ROP provides youth with a safe haven after school, and offers high quality arts programs that help them express themselves, build confidence, strengthen self-esteem, and interact with other young people in healthy ways. Through cultural and social activities that nurture the achievement of personal goals and academic success, programs such as ROP play a critical role in connecting young people with all that is possible in their lives.
75	34	East Oakland Boxing Association	SmartMoves Education and Enrichment Program	The East Oakland Boxing Association (EOBA)/ SmartMoves Education and Enrichment Program is an after-school, weekend, and summer program that provides free comprehensive services for youth. EOBA/ SmartMoves is applying for funds under the OFCY category Out of School Time Community Based Program to provide hands-on experiential learning and enrichment activities for youth ages 5-13 with additional services for older youth ages 14-20. Programs include tutoring, mentoring, art, theater, gardening, health and nutrition, computers, internships/career readiness, physical education, and field trips.
76	41	Museum of Children's Art	Library Education and Art Program (LEAP)	The Museum of Children's Art's (MOCHA) Library Education and Art Program (LEAP) will provide arts-based after school programming at four Oakland Public Library branches. Weekly workshops will employ a range of art and literacy activities that will build children's academic, social and communication skills; increase their sense of accomplishment and community engagement; develop cultural awareness; and expose them to career and mentorship opportunities. We plan to serve 500 children annually (200 after school, 300 special programs), with 48 children regularly attending.
77	45	OBUGS	Out of School Time	The OBUGS programs include After-School, Summer Camp, and YOIBUGS. The programs serve 182 children and youth ages 5-18. These programs provide age-appropriate activities in gardens and the community that support academic achievement, a healthy diet, physical activity, and business/leadership skills. Children in the After-School program help maintain the gardens, and they do cooking, art, and science projects. At Summer Camp, children work on detailed garden projects and go on fieldtrips to parks and farms. YOIBUGS is a leadership and entrepreneurship training program for youth.
78	60	The American Indian Child Resource Center	Nurturing Native Pride	Indian Resource Center provides culturally relevant services to foster the academic achievement and emotional and physical well-being of American Indian youth. Activities include: tutoring, sports, youth leadership, life skills groups; cultural arts; and case management. Programs build positive relationships between adults and youth in a safe haven; involve parents (parent meetings, trainings); implement curriculum reflecting the cultural background of the students (American Indian history, dancing/drumming, traditional arts); and engage in experiential teaching (field trips, project based learning, media arts).
79	52	The Green Stampede	Homework Club	The Green Stampede is a tutoring and homework help program that serves disadvantaged Oakland elementary, middle and high school students. These sessions take place during weeknight home games for the Athletics and are conducted on-site in a conference room at the Oakland Coliseum. The tutors are teachers, retired teachers, and current and recently graduated college students. After several hours of tutoring, students are rewarded for their hard work by going to watch the game.
80	53	Unity Council	Neighborhood Sports Initiative	The goal of the Neighborhood Sports Initiative (NSI) is to ensure that over 650 youth, ages 5 to 18 years, residing in Oakland's Fruitvale neighborhood have to access sports and recreational activities during after-school hours, summer and weekends, with particular emphasis on utilizing existing OUSD facilities. The NSI is comprised of two major components: The 6-9 p.m. Program and the Girls Sports Program. Both programs strive to help youth build lifelong healthy habits, provide outlets for physical exercise, development of leadership skills, and participation in sports and recreation.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
<b>Summer Programming</b>				
81	55	Destiny Arts Center	Camp Destiny	Camp Destiny is a six-week summer arts program that uses training in dance, theater, arts & crafts, health & wellness, and music to teach Destiny Arts Center's Violence Prevention curricula. Youth ages 7-12 participate in daily classes held Monday through Friday, 8:30am-6pm. All classes are taught by professional instructors and student assistants, who have special training in martial/performing arts or youth programming. Each week-long session culminates in a final performance for family and friends.
82	57	Leadership Excellence	Oakland Freedom School	Combining best practices with culturally appropriate pedagogy, Oakland Freedom School is a program run by Leadership Excellence designed to develop children's academic, cultural and self-confidence. It is a 5-week literacy program which uses African American literature and culture to engage children ages 5-13 and their families in developing positive self- and community identity. The curriculum includes appropriate child and youth development activities, a comprehensive reading curriculum, and academic support services to build study skills and abilities in reading, writing and math.
83	58	Family Support Services of the Bay Area	Kinship Summer Youth Program	Family Support Services of the Bay Area will conduct a comprehensive summer program for 90 Oakland youth ages 6-14 who are being raised by a grandparent/relative caregiver or are in other at-risk situations. The six week program meets four days a week for eight hours a day at two sites. The goals are to provide sustained learning, improve communication/social skills and increase access to caring adults. We will achieve these goals through academic tutoring, applied learning in English and math, leadership development, educational field trips, recreational activities, and family engagement events.
84	60	Aim High for High School	Aim High / Oakland	Aim High operates a regional network of academic summer programs for middle school youth, supporting them at a critical point of adolescence. Aim High delivers programming at three sites in Oakland serving over 240 youth 11-14 years of age. The foundation of Aim High is an intensive 5-week summer program for middle school youth from low-income families. Youth participate in academic classes in the morning, (Math, Science, Humanities, Issues & Choices) and a range of arts, cultural, sports, and college and career awareness activities in the afternoons.
85	61	East Bay Asian Youth Center	San Antonio Summer Learning	The San Antonio Summer Learning Initiative engages 250 children from five neighborhood elementary schools in an intensive and coordinated summer learning program designed where: 1) children sustain learning through summer months; and 2) children improve their communication and social skills. To achieve these goals, the San Antonio Summer Learning Initiative engages 250 elementary school children (rising 3rd, 4th, 5th graders) in a five-week summer enrichment program focused on developing health literacy.
86	63	Oakland Asian Students Educational Services	OASES Summer Science Series	The OASES Summer Science Series (OSSS) is a high quality summer program providing a continuity of learning through a multidisciplinary science program combining enrichment, community exploration, leadership development, and critical academic support in an environment where youth can thrive. OSSS engages 40 4th-6th graders who attend Lincoln and Cleveland Elementary Schools. OSSS will help reduce the gap in summer programming by providing youth the opportunity to practice English and math embedded in an inquiry based science curriculum.
87	64	College Track	College Track Summer	College Tracks Academic Summer Advancement Program (ASAP) prepares incoming freshmen students for starting high school as well as for College Tracks rigorous academic expectations. This program combines an academic curriculum (Math and English) with a variety of project-based activities that develop students artistic and creative talents. ASAP also features advisory sessions that focus on college preparation, effective study skills practices and the habits of mind necessary for success in school.
88	65	Prescott Circus Theatre	Prescott Circus Theatre	Prescott Circus Theatre will provide a summer program of Circus Arts and Academic Enrichment, serving 30 students ages 8-18 for 5 weeks M-F, 9:30AM 3:00PM plus extra field trips. Participants will work with professional artists to increase circus skills plus receive direct instruction from certificated teachers in math, written and oral language, and individual tutoring to prevent academic lags over the summer. Youth will also have recreational options, perform on a rotating basis, and participate in culminating performances for over 1200 Oakland children at Malonga Casquebourg Center.
89	66	Girls Incorporated of Alameda County	Eureka! Teen Achievement Summer Program	The Eureka! Teen Achievement Summer Program serves girls in their first two summers of the 5-year Eureka! academic and career preparation program—the Rookie and Vet years. With an emphasis on underserved girls attending Oakland public schools, during summer 2010, Girls Inc. will serve approximately 80 Rookies and Vets (girls ages 14-16) through this summer enrichment program. By providing hands-on learning opportunities in "green" science and structured college preparatory classes, as well as sports activities, Girls Inc. will build girls self-esteem, skills, and academic confidence.
90	67	Girls Incorporated of Alameda County	Concordia Park Summer Program	The Concordia Park Young Girls Summer Program, a six-week enrichment program for girls ages 6-14 offers a safe environment and strong programming designed within a youth development framework. The program will provide underserved girls with a broad range of learning and recreational opportunities to enhance their physical, social, emotional, artistic, and academic development. To inspire them to be strong, smart, and bold, girls will participate in a full day of programming in areas including health and nutrition, visual and performing arts, team sports, and life skills.
91	70	CITY OF OAKLAND OFFICE OF PARKS & RECREATION	SUMMER CAMP EXPLOSION	The City of Oakland Office of Parks and Recreation (OPR) Summer Camp Explosion is a continuum of three summer program experiences for at-risk youth that through skill- building, academic remediation, nature education, environmental awareness and stewardship will connect youth to themselves, to each other and to their community. It is composed of a 10-week day camp for ages 6-14 at six (6) sites in Oakland; an overnight camping experience in the Bay area and a closing ceremony and exhibition of their summer projects for parents and family. OPR Summer Camp offers low-cost, structured, supervised activities within these varied communities during the out of school months.
92	254	EOYDC	Summer Cultural Enrichment Program	East Oakland Youth Development Center (EOYDC) Summer Cultural Enrichment Program (SCEP) is a six-week program that includes before and after care for current campers and a second session from 4pm-7pm to accommodate the overwhelming community demand. SCEP currently serves up to 200 campers and these program expansions will enable us to potentially accommodate an additional 100. SCEP campers will enjoy a comprehensive set of age appropriate program offerings ranging from computer literacy to cooking and digital storytelling to fitness and performing arts activities. Field trips abound as well as opportunities to showcase individual skills, talents and abilities which build confidence and self-esteem. SCEP is completely planned and implemented daily by a team of youth ages 14-18. The program builds self-esteem while advancing the core values of the Center through peer to peer positive reinforcement, creating our own workforce, Center ambassadors and East Oakland youth leaders in training.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
<b>Wellness and Healthy Transitions: Transitions Programming</b>				
93	151	AspiraNet	Wellness and Healthy Transitions	The AspiraNet, Wellness and Healthy Transitions Program, Learners Engaged in Awesome Programming, (LEAP), will address students' academic, social and emotional needs as they gain skills to transition into Middle and High school. The LEAP program will strengthen students' academic skills, provide a platform to engage students in discussion and exploration of challenges they may face in preparing for their next level of education, offer a college readiness component as well as provide enrichment activities through engaging, high-interest approaches and integrate youth development into all areas.
94	152	Bay Area Community Resources	Bret Harte Transition Project	The Bret Harte Bridges program will provide transition support and services to 260 youth, either transitioning into 8th grade or exiting 8th grade, who have been identified as being at risk of disengaging from school during their transition to and from middle school. The program integrates peer supports, mentoring, counseling, and academic interventions to assure successful attachment to the pursuit of learning, as well as to the next educational level. The program will train and supervise 7th and 8th graders, as well as high school mentors who will be matched with the transitioning youth.
95	153	East Bay Asian Youth Center	Summer Bridge	Bridge To Success is an intensive transition program for 60 incoming 8th graders at Roosevelt Middle School. Bridge To Success seeks to achieve three goals: 1) Youth have increased confidence about entering the new school year; 2) Youth develop a pro-social peer group; and 3) Youth enroll into school-year programming. Bridge To Success provides: 1) Summer Academic program; 2) Summer Leadership program; and 3) school orientation; and 4) enrollment/follow through into After-School Learning.
96	154	Oakland Kids First	REAL HARD and PASS-2	PASS-2 (Peers Advising Students to Succeed) is a student-created peer education and mentoring program that helps over 450 ninth grade students successfully transition into high school academically motivated and prepared. PASS-2 is designed to cast a wider safety net of peer support services throughout the school day to significantly increase the number of 9th graders who have access to critical information about graduation and post-high school options, learn academic and life planning skills, learn how to navigate obstacles, and who are encouraged to set and reach their highest academic goals.
97	157	Safe Passages	School-linked Services	The Safe Passages Transitions Program will target 50 high-need incoming 8th graders and outgoing 8th graders during critical periods in their academic and socio-emotional development at each of 5 OUSD middle school sites. Year-round services will include case management, pro-social bonding activities (reaching 790 8th graders) & curriculum, support for the High School Options Process, student and family education opportunities and summer bridge programming towards improved attitudes, achievement and preparedness for school. Collaborative partners include UC Berkeley Student Learning Center and Alliance, Elmhurst Community Prep, Frick, Brewer and Claremont Middle Schools.
98	178	Spanish Speaking	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation in partnership with Oakland Unified School District, developed the LIBRE program to serve Latino youth ages 13 to 15 through leadership development, academic support and case management. Services will be offered twice a week at United for Success Academy, Roots International Academy, Coliseum College Prep Academy and SSCF. Leadership development will be offered during the school day; academic support offered after school, and ongoing case management as needed. LIBRE's goal is to reengage youth in their education and develop social justice consciousness.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
<b>Wellness and Healthy Transitions: Youth Leadership Programs</b>				
99	148	AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Project	The LGBT Youth Health and Wellness Conductors Program (YHC), adapted from Botvin's Life Skills Training (LST) is a prevention intervention informed by social learning theory, problem behavior theory, peer cluster theory as well as AIDS Project of the East Bay and SMAAC's practical experience. Using this adapted version of LST the YHC trains youth between the ages of 13 and 20 years old to resist health risk and risky behaviors and to diffuse these positive health seeking behaviors to their friends and peers through an innovative peer education model that makes use of social networks web-technology.
100	163	Asian Community Mental Health Services	AYPAL	AYPAL involves 400 youth, ages 13-20, in four Youth Leadership Organizations (YLO) that are based in neighborhood and ethnic-based communities in Oakland. The YLOs serve as an alternative to violence, gangs and other negative peer group influences by (1) creating safe spaces where youth can support each other and feel part of a community; (2) empowering youth with leadership skills to make positive change through youth-led community service projects and campaign initiatives; and (3) giving youth a vehicle to express cultural pride and identity through public performances of their art.
101	164	Asian Health Services	Youth Program	In order to increase confidence and ability among low-income youth to improve health and wellbeing in their community and school environments, Asian Health Services will implement a multi-faceted youth leadership project that incorporates leadership training, peer mentoring, and youth development activities linked to a school-based health center. Asian Health Services will conduct a Peer Leaders program for API youth, a Youth Wellness Council for Oakland High School students, and culturally appropriate leadership activities for at-risk Southeast Asian young women.
102	170	La Clinica de la Raza	School Based Health Centers Middle School Youth Leadership	The Oakland Middle School Youth Leadership Health Collaborative is a youth/adult partnership that creates a sustainable learning community for youth leadership development to improve Oakland neighborhoods and schools. The Collaborative will mobilize 60 Youth Health Advocates from 6 Oakland middle schools to engage over 2000 students through evidence-based practices to: 1) increase youth awareness and knowledge about physical, behavioral and environmental health; 2) frame and advance policies to promote health equity; and 3) prepare and coach adult allies to work more effectively with youth.
103	171	Loto Taha Pasifika (fiscal agency: ARC Associates)	Healthy Heart Healthy Mind	Based on the need to improve academic outcomes and health education specifically in Oakland's Pacific Islander (PI) community, HHHM will provide 30 PI high school students with an integrated summer and school year program including: Academic Counseling, Tutoring and Basic Skill Development; Health and Nutrition Education; Urban Gardening; Cooking Instruction; Dance for Physical Fitness. These activities will culminate in a student designed and led educational conference and community health fair. HHHM participants will serve as role models for other PI youth and the larger PI community.
104	172	Native American Health Center	Indigenous Youth Voices	Indigenous Youth Voices program will develop the next generation of leaders in the Native community as well as increase youth resiliency and confidence to lead and address social problems. Youth will develop an awareness of how to impact their worlds through a culturally relevant holistic model that integrates physical, mental, sexual, and spiritual health. Specific activities include gender-based youth groups, youth leadership development, community service projects, academic goal setting/counseling, career exploratory field trips and cultural activities.
105	179	Youth ALIVE!	Teens on Target Prevention	Youth ALIVES Teens on Target program will reach 3,765 youth (ages 11-20) with violence prevention and leadership training designed to improve their capacity to make better decisions about their health and well-being and to make changes in themselves and the world around them. Program staff will train and support 35 students (ages 14-20) from Castlemont Community of Small Schools. Once trained as peer educators, they will educate Oakland middle school youth through violence prevention workshops and assemblies and will advocate for specific school or local policies that relate to youth violence. The Young Adult Educator will reach other 2800 students.

Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
<b>Wellness and Healthy Transitions: Conflict Resolution Programs</b>				
106	181	McCullum Youth Court	Youth Offender program	The PEACE program is an extension of McCullum Youth Court's(MYC) existing Apprentice Program. The goal of the Apprentice Program is to transition Oakland male youth offenders aged 12-15 into youth advocates and peer leaders. Those selected youth offenders attend a 4-week series of life-skills workshops and 12-weeks of intensive training in MYC's Basic Law class for youth advocates. In addition to this, the PEACE program will expand MYC's case-management services to include case-review meetings that include school staff and parents, specialized support groups and a goal based incentive program.
107	182	Oakland Unified School District - Instructional Services	Conflict Resolution	Oakland Unified School Districts Conflict Resolution Program Coordinators recruit and train approximately 200 student mediators (11-14 years old) across middle schools. The mediators reflect the academic, social, and ethnic diversity of each school. Once trained, they conduct an average of 150 conflict mediations per month. Using communication and problem-solving skills, student mediators assist peers in managing and resolving interpersonal conflict. During the school day, disputing students may be referred to conflict mediation by school staff, peers or themselves. The Conflict Resolution Program aims to reduce the number of incidents that escalate into fights and suspensions.
<b>Older Youth: Academic and Career/Job Success</b>				
108	184	Alameda County Medical Center	Model Neighborhood Program	The Model Neighborhood Program (MNP) promotes healthy choices and exposes 125 8th-12th graders to various careers in the health industry by partnering them with health professionals to provide practical experience and community service at Alameda County Medical Center. It includes paid and unpaid internships, team building and seminars on professionalism, time management, goal setting, career ladders and financial management. Students exit with career goals, confidence in accessing job related opportunities, improved health industry career skills and a network of potential future supervisors.
109	189	Biotech Partners	Biotech Academy & Bioscience Career Institute	Biotech Partners will serve 60 Oakland youth, age 15-20, with academic & vocational bioscience training at Oakland Tech & w/in Perata Community College District targeting minority, low-income & female youth, many with academic challenges. The 11th-12th grade Biotech Academy includes 4 semester long, hands-on biotech classes, free tutoring & job-search/life skills workshops. Students gain employment skills during a mentored 8-week paid summer science internship. The Bioscience Career Institute at Perata extends the academic training and paid professional experience, resulting in job placement
110	192	Centro Legal de la Raza	Youth Law Academy	The Youth Law Academy provides career exploration, college readiness and leadership development for Oakland youth who are low-income, minority, immigrant or first-generation college bound. Through career exploration in the law, academic support, college preparation, scholarships, mentoring, a mock trial, and outreach to their peers, youth succeed in high school, transition to college, and develop leadership skills to work for social justice. YLA provides services year-round (with higher intensity during the school year) for 64 students (39 high school students and 25 college students).
111	195	College Track	College Track Oakland	College Track Oakland is an after-school, college preparatory program working to increase high school graduation, college eligibility and enrollment, and college completion rates among low-income, under-resourced high school students. We aim to interrupt cycles of low achievement and help transform Oakland into a place where college readiness and college graduation are the norms. College Track does this by improving student achievement through the delivery of high quality, comprehensive services and strategic partnerships with schools and other community based organizations.
112	201	First Place for Youth	Steps to Success	The Steps to Success Program provides academic and career preparation services to high-risk youth transitioning from foster care to independent adulthood. Youth receive valuable job search and training skills so that they can better compete in the local job market, along with critical support in completing their high school diploma, GED certificate and enrolling in post-secondary education. By continuing to set high standards for youth, the Steps to Success Program supports youth in developing a plan to achieve the building blocks necessary to ultimately live successful, independent lives.
113	207	Next Step Learning Center	Success at Seventeen	Success at Seventeen will focus on the specific needs of 125 Oakland youth between the ages of 17 and 20 with the following goals: -to provide an effective way for youth who have failed in high school to achieve their GED -to build self-esteem and a sense of purpose -to assist youth to develop qualities that will increase their access to jobs and/or further education, including responsibility, focus, and respect for others -to provide a strong support system, including daily telephone calls and one-one-one tutoring -to make a college education accessible to low-income Oakland youth
114	217	Youth Employment Partnership	Career Try-out	Career Try-Out will provide 100 Oakland youth ages 15-17 (as well as 14 year-old rising 9th graders, with OFCY approval) who have never worked before with their first summer job. Youth will complete workshops on job skills, including job search techniques, interviewing, resume preparation, and job survival prior to employment. Each teen will be assigned a counselor, will select from a menu of worksite options, and will complete 120 hours of subsidized employment along with weekly job skills workshops. Supervisors complete 2 evaluations of youth, and youth evaluate jobsites at summer's end.
115	218	Youth Radio	Pathways to Higher Education and Careers	To meet the needs of Oakland's young people, Youth Radio offers a youth development program that integrates educational support, college preparation and career exploration. Youth Radios program includes intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships. This approach has led to extraordinary results: 98% of Youth Radios students successfully graduate from high school. In 2008, 100% of Youth Radios graduating seniors were accepted to 2- or 4-year colleges.
116	200	East Side Arts Alliance	ESAA Youth Arts Program	The ESAA Youth Arts Programs include free art workshops for youth, public art projects, festivals, performances, townhall meetings, forums, and exhibitions. Our programs employ a cultural empowerment model that is centered in social justice. We incorporate entrepreneurial and career building elements to provide youth the necessary creative skills to develop self-confidence and motivation to explore greater possibilities in employment and life-shaping goals. We are committed in regenerating local cultural workers building grassroots leadership from the community.

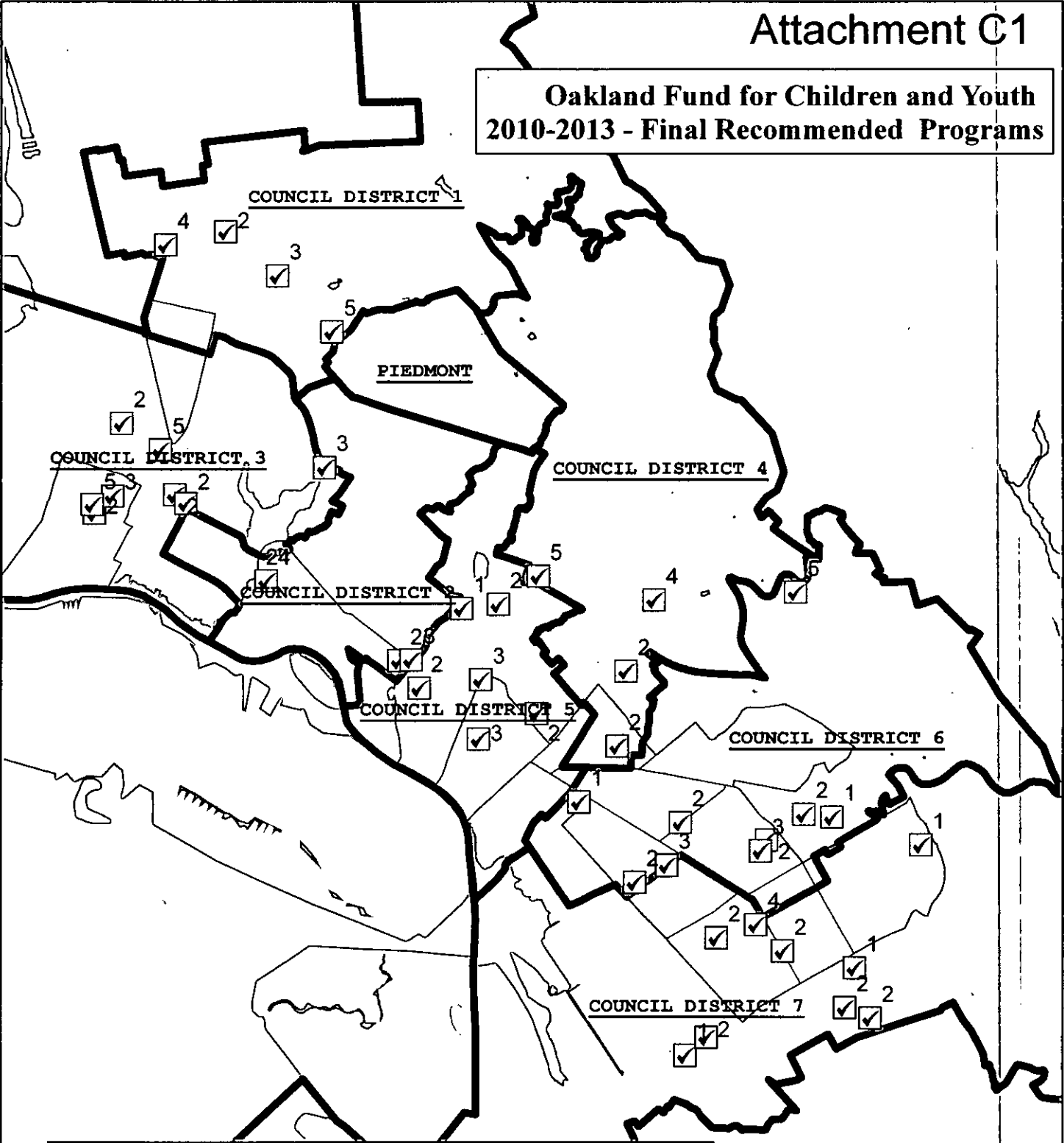
Oakland Fund for Children and Youth Recommended Programs - Program Summaries

Award #	Proposal #	Agency	Program	Description
<b>Older Youth: Comprehensive Programming</b>				
117	240	Pivotal Point Youth Services	Project EEVE	Pivotal Point Youth Services is proposing to provide education and career assessments, education referrals, employment training, paid internships, vocational skills development, and entrepreneurship training to at-risk youth ages 15-20 residing in the City of Oakland. The services will be enhanced with a variety of other comprehensive supportive services to help alleviate barriers to employment. The services are designed to increase the youths employment, vocational and entrepreneurial skills to prepare them for careers with life-long growth potential and future self-sufficiency.
118	220	Alameda Family Services	DreamCatcher	DreamCatcher will target runaway, throwaway and homeless older youth to allow them to successfully transition to adulthood. An array of supportive services include a safe place where caring adults, academic and career support and recreation can be provided. Comprehensive programming will include academic tutoring, goal setting and counseling, sports/recreation, life skills training, case management, leadership training, peer led training and workshops, resume development, college application assistance, peer support, assistance with housing and a safe space to congregate.
119	222	Alternatives in Action	McClymonds and Life Academy Youth & Family Centers	McClymonds & Life Academy Youth & Family Centers nurture the social, emotional & academic interests of EXCEL High School & Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness & civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff & community members, supports 515 youth yearly to be agents of change & prepare for successful transitions to adulthood.
120	227	City of Oakland, Office of Parks and Recreation	Radical Roving Recreation	In response to the cycles of community and family violence, poverty, and lack of education, the Office of Parks & Recreation has developed a comprehensive arts, culture, and life skills program to assist young people to transition healthfully into adulthood. Through TOOLS, OPR and partners will provide dance, theater, communications, and self-esteem building to help 180 young people move through the trauma they have experienced so they may further access life skills. These skills include healthy cooking and nutrition, financial management, and developing a vision for their careers and life.
121	228	Dimensions Dance Theater, Inc.	Intern and Apprentice Program	The Inter and Apprentice Program was launched in 2003 with funding from OFCY and other grantmakers in order to provide opportunities for the interested, older, highly motivated advanced students that are seeking arts careers. These students will work alongside DDTs senior/professional instructors, teaching and mentoring younger students, demonstrating technique, rehearsing repertory, problem solving in the studio, performing in the community; furthermore, to give direct coaching and training, that will support and prepare students for careers in dance and related fields.
122	229	First Place for Youth	First Steps Community Resource Center	The First Steps Community Resource Center is a warm and welcoming youth center in downtown Oakland that serves as a critical information and referral service to foster and homeless youth. Each year, more than 500 youth (ages 16-20) obtain housing search assistance, emancipation planning training, education and employment information, and emergency food and utility assistance. Youth use computers, participate in community building and service events, and socialize with other youth who are preparing to transition from foster care.
123	242	Refugee Transitions	Refugee and Immigrant Wellness Project	Refugee Transitions will continue its successful partnership with Oakland International High School (OIHS), Soccer Without Borders and California Youth Outreach to support 225 low-income refugee and immigrant youth at OIHS. The program will include ESL tutoring, mentoring, leadership training, conflict resolution, case management & recreational activities. In safe environments, youth will improve their English and academic skills; gain confidence; develop healthy relationships with caring adults; explore their interests; learn the values of exercise, effective communication and teamwork.
124	249	Youth ALIVE!	Caught in the Crossfire Comprehensive Supports of Youth	Over the project period, Youth ALIVE! will accept referrals for, reach out to, and provide comprehensive violence prevention case management services for older youth, ages 15 to 20, who live in the part of East Oakland that is served by Castlemont Community of Small Schools and have one or more of the risk factors associated with violence, e.g. chronic truancy, involvement with gangs, and victim or perpetrator of violence. Castlemont Community of Small Schools and the Castlemont Health Center operated by Childrens Hospital & Research Center Oakland will refer up to 95 youth to Caught in the Crossfire services.



# Attachment C1

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



**Legend**

- Early Childhood - Mental Health & Development Consultation
- Council District
- High Stressor Beats (Measure Y)

C 1/35

Oakland Fund for Children and Youth  
2010-2013 Proposed Early Childhood Mental Health Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
1	1	East Bay Agency for Children	Therapeutic Nursery School	Bridges Academy at Melrose	OUUSD, CDC	1325 53rd Ave	94601	8	EBAC Mental Health Consultants (MHC) will support OUSD Early Childhood Education Centers (Bridges Academy @ Melrose, Brookfield, Cox, Howard, Manzanita, Parker) to enhance social emotional development & preacademic success of 239 preschool students. Services include weekly onsite relationship-based consultations. MHCs observe children & classroom, assess developmental levels, implement new approaches, develop behavior plans. They provide workshops, child & family therapy, psychoeducation, parenting support & community resources.
				Manzanita CDC	OUUSD, CDC	2618 Grande Vista Ave	94601	5	
				Brookfield CDC	OUUSD, CDC	401 Jones Ave	94603	7	
				Cox CDC	OUUSD, CDC	9860 Sunnyside St	94603	7	
				Howard CDC	OUUSD, CDC	8755 Fontaine St	94605	7	
				Parker CDC	OUUSD, CDC	7901 Ney Ave	94605	6	
2	2	Family Paths	The Oakland Early Childhood Mental Health Collaborative	FCC Benoit	Family Child Care Home	5140 Fairfax Ave	94601	4	The Oakland Early Childhood Mental Health Collaborative consists of three non-profit mental health organizations whose collaborative efforts began in 2003. We will provide preschool site-based Mental Health Consultation and Developmental Consultation for racially and ethnically diverse children 0-5 with special needs. Family Paths, Through the Looking Glass and Jewish Children and Family Services will serve children with significant developmental delays or behavioral problems, parents, teachers and peers at 8 Head Start sites, 2 OUSD CDCs, and 3 Head Start Family Childcares in Oakland.
				FCC Slowe	Family Child	2715 Bona St	94601	5	
				Jefferson CDC	OUUSD, CDC	1975 40th Ave	94601	5	
				Sun Gate	Headstart	2563 International Blvd	94601	5	
				92 Ave	Headstart	9202 International Blvd	94603	7	
				Brookfield	Headstart	9600 Edes Ave	94603	7	
				FCC Bulnest	Family Child	1807 104th Ave	94603	7	
				Arroyo Viejo Park	Headstart	7701 Krause Ave	94605	6	
				FCC Hudson	Family Child	2728 77th Ave	94605	6	
				Centre Annex CDC	OUUSD, CDC	314 E. 10th St	94606	2	
				San Antonio	Headstart	2228 E. 15th St	94606	2	
				City Towers Center	Headstart	1050 7th St	94607	3	
				West Grand Ave	Headstart	1058 W. Grand Ave	94607	3	
				Fannie Wall	Headstart	647 55th St	94609	1	
				Brighter Futures	Other	1515 Clay St	94612	2	
				San Antonio Even	Other	150 Frank Ogawa Plaza,	94612	2	
				Virginia Ave.	Headstart	4335 Virginia Ave	94619	4	
				FCC Hamilton	Family Child	2120 66th Ave	94621	6	
				Lion Creek	Headstart	6818 Lion Way Suite	94621	6	
				Tassafaronga	Headstart	975 85th Ave	94621	7	
				FCC Rebollo	Family Child	2042 107th Ave	n/a	7	
3	3	Jewish Family & Children's Services of the East Bay	Preschool Mental Health Consultation	De Colores	Headstart & Early Headstart	1155 35th Ave	94601	5	The Integrated Early Childhood Consultation Program (IECCP) is a collaborative project between Jewish Family Children's Services of the East Bay, Children's Hospital & Research Center Oakland, and Oakland Unified School District Early Childhood Education to offer innovative integrated mental health consultation and child developmental services in OUSD Child Development Centers and Unity Council Head Start sites, serving a total of 818 children, teachers, and parents.
				Fruitvale Headstart	Headstart	1900 Fruitvale Ave Ste	94601	5	
				Centro Infantil De	OUUSD, CDC	2260 E. 16th St	94606	2	
				Martin Luther King	OUUSD, CDC	960-A Tenth St	94607	3	
				Emerson CDC	OUUSD, CDC	4801 Lawton Ave	94609	1	
				Lakeview Child	OUUSD, CDC	746 Grand Ave	94610	2	
				Arroyo Viejo CDC	OUUSD, CDC	1895 78th Ave	94621	6	
				Lockwood CDC	OUUSD, CDC	1125 69th Ave	94621	6	
4	4	Lincoln Child Center Services	Public School Based	Yuk Yau Annex CDC	OUUSD, CDC	314 E. 10th St	94606	2	Lincoln Child Center (LCC) proposes to offer mental health consultation services for staff, families and students ages 3 to 5 at the Santa Fe, Highland, Laurel and Yuk Yau Annex CDCs. Two consultants will offer 5 hours/week per classroom for observations, trainings, and follow-up. LCCs program will serve up to 280 children and 40 staff. Using a collaborative model, LCC will insure that each sites needs are met with the overall goal that providers improve strategies to support childrens positive behavior and emotional health and that families understand their childs developmental needs.
				Santa Fe CDC	OUUSD, CDC	5380 Adeline St	94608	1	
				Laurel CDC	OUUSD, CDC	3825 California St	94619	4	
				Highland CDC	OUUSD, CDC	1322 86th Ave	94621	7	
5	5	The Link to Children	Early Childhood Mental Health Consultation	Fruitvale	CDC	3200 Boston Avenue	94602	5	One licensed mental health consultant and two mental health consultant interns will provide mental health and developmental consultation for 269 children 0-5 years of age, their families and teachers at three OUSD CDCs: Piedmont Avenue, Fruitvale and Hinitil Kuu Ca, and two private CDCs: Saint Vincent's Day Home and YMCA 21st Street. S/he will provide screening and assessment and will focus on age appropriate social and emotional responses/activities/resources for young children that will keep them enrolled and support their learning in readiness for kindergarten.

C 2/35

# Attachment C1

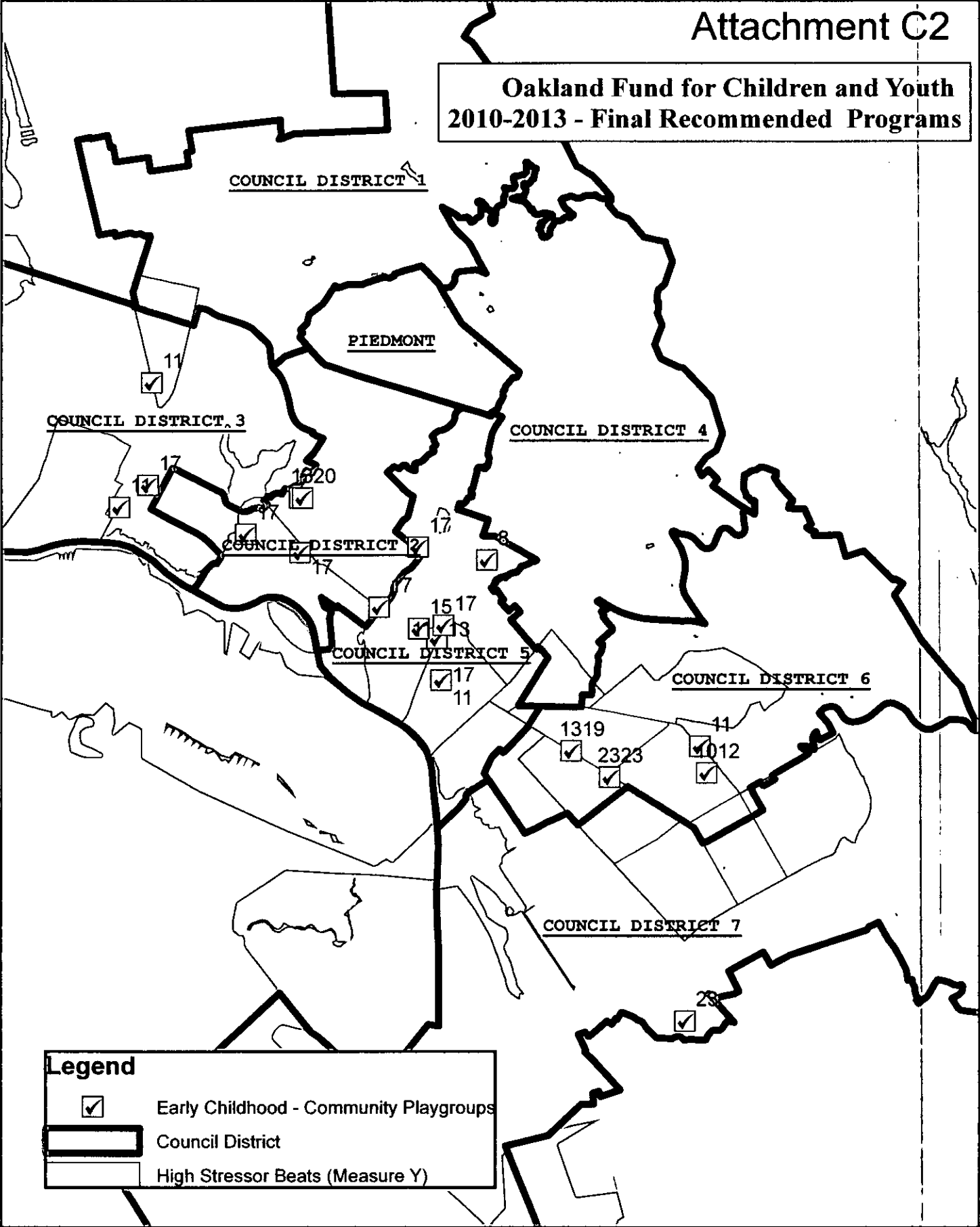
Oakland Fund for Children and Youth  
2010-2013 Proposed Early Childhood Mental Health Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
				St. Vincents Day	CDC	1086 8th Street	94607	3	
				Piedmont Avenue	CDC	86 Echo Avenue	94611	1	
				YMCA 21st Street	CDC	756 21st Street	94612	3	
				Hintil Kuu Ca	CDC	11850 Campus Drive	94619	6	

C 3/35

Attachment C2

Oakland Fund for Children and Youth  
2010-2013 - Final Recommended Programs



**Legend**

- Early Childhood - Community Playgroups
- Council District
- High Stressor Beats (Measure Y)

C 4/35

Oakland Fund for Children and Youth  
2010-2013 Proposed Early Childhood Mental Health Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
1	1	East Bay Agency for Children	Therapeutic Nursery School	Bridges Academy at Melrose	OUUSD, CDC	1325 53rd Ave	94601	6	EBAC Mental Health Consultants (MHC) will support OUSD Early Childhood Education Centers (Bridges Academy @ Melrose, Brookfield, Cox, Howard, Manzanita, Parker) to enhance social emotional development & preacademic success of 239 preschool students. Services include weekly onsite relationship-based consultations. MHCs observe children & classroom, assess developmental levels, implement new approaches, develop behavior plans. They provide workshops, child & family therapy, psychoeducation, parenting support & community resources.
				Manzanita CDC	OUUSD, CDC	2618 Grande Vista Ave	94601	5	
				Brookfield CDC	OUUSD, CDC	401 Jones Ave	94603	7	
				Cox CDC	OUUSD, CDC	9860 Sunnyside St	94603	7	
				Howard CDC	OUUSD, CDC	8755 Fontaine St	94605	7	
				Parker CDC	OUUSD, CDC	7901 Ney Ave	94605	6	
2	2	Family Paths	The Oakland Early Childhood Mental Health Collaborative	FCC Benoit	Care Home	5140 Fairfax Ave	94601	4	The Oakland Early Childhood Mental Health Collaborative consists of three non-profit mental health organizations whose collaborative efforts began in 2003. We will provide preschool site-based Mental Health Consultation and Developmental Consultation for racially and ethnically diverse children 0-5 with special needs. Family Paths, Through the Looking Glass and Jewish Children and Family Services will serve children with significant developmental delays or behavioral problems, parents, teachers and peers at 8 Head Start sites, 2 OUSD CDCs, and 3 Head Start Family Childcares in Oakland.
				FCC Stowe	Family Child	2715 Bona St	94601	5	
				Jefferson CDC	OUUSD, CDC	1975 40th Ave	94601	5	
				Sun Gate	Headstart	2563 International Blvd	94601	5	
				92 Ave	Headstart	9202 International Blvd	94603	7	
				Brookfield	Headstart	9500 Edes Ave	94603	7	
				FCC Bulnest	Family Child	1807 104th Ave	94603	7	
				Arroyo Viejo Park	Headstart	7701 Krause Ave	94605	6	
				FCC Hudson	Family Child	2728 77th Ave	94605	6	
				Centro Annex CDC	OUUSD, CDC	314 E. 10th St	94606	2	
				San Antonio	Headstart	2228 E. 15th St	94606	2	
				City Towers Center	Headstart	1050 7th St	94607	3	
				West Grand Ave	Headstart	1058 W. Grand Ave	94607	3	
				Fannie Wall	Headstart	647 55th St	94609	1	
				Brighter Futures	Other	1515 Clay St	94612	2	
				San Antonio Even	Other	150 Frank Ogawa Plaza	94612	2	
				Virginia Ave.	Headstart	4335 Virginia Ave	94619	4	
				FCC Hamilton	Family Child	2120 66th Ave	94621	6	
				Lion Creek	Headstart	6818 Lion Way Suite	94621	6	
				Tassafaronga	Headstart	975 85th Ave	94621	7	
FCC Rebollo	Family Child	2042 107th Ave	n/a	7					
3	3	Jewish Family & Children's Services of the East Bay	Preschool Mental Health Consultation	De Colores					The Integrated Early Childhood Consultation Program (IECCP) is a collaborative project between Jewish Family Children's Services of the East Bay, Children's Hospital & Research Center Oakland, and Oakland Unified School District Early Childhood Education to offer innovative integrated mental health consultation and child developmental services in OUSD Child Development Centers and Unity Council Head Start sites, serving a total of 818 children, teachers, and parents.
				Headstart & Early Headstart	Headstart	1155 35th Ave	94601	5	
				Fruitvale Headstart	Headstart	1900 Fruitvale Ave Ste	94601	5	
				Centro Infantil De	OUUSD, CDC	2250 E. 16th St	94606	2	
				Martin Luther King	OUUSD, CDC	960-A Tenth St	94607	3	
				Emerson CDC	OUUSD, CDC	4801 Lawton Ave	94609	1	
				Lakeview Child	OUUSD, CDC	746 Grand Ave	94610	2	
				Arroyo Viejo CDC	OUUSD, CDC	1895 78th Ave	94621	6	
				Lockwood CDC	OUUSD, CDC	1125 69th Ave	94621	6	
4	4	Lincoln Child Center Services	Public School Based	Yuk Yau Annex CDC	OUUSD, CDC	314 E. 10th St	94606	2	Lincoln Child Center (LCC) proposes to offer mental health consultation services for staff, families and students ages 3 to 5 at the Santa Fe, Highland, Laurel and Yuk Yau Annex CDCs. Two consultants will offer 5 hours/week per classroom for observations, trainings, and follow-up. LCCs program will serve up to 280 children and 40 staff. Using a collaborative model, LCC will insure that each sites needs are met with the overall goal that providers improve strategies to support childrens positive behavior and emotional health and that families understand their childs developmental needs.
				Santa Fe CDC	OUUSD, CDC	5380 Adeline St	94608	1	
				Laurel CDC	OUUSD, CDC	3825 California St	94619	4	
				Highland CDC	OUUSD, CDC	1322 86th Ave	94621	7	
5	5	The Link to Children	Early Childhood Mental Health Consultation	Fruitvale	CDC	3200 Boston Avenue	94602	5	One licensed mental health consultant and two mental health consultant interns will provide mental health and developmental consultation for 269 children 0-5 years of age, their families and teachers at three OUSD CDCs: Piedmont Avenue, Fruitvale and Hinton Kuu Ca, and two private CDCs: Saint Vincent's Day Home and YMCA 21st Street. S/he will provide screening and assessment and will focus on age appropriate social and emotional responses/activities/resources for young children that will keep them enrolled and support their learning in readiness for kindergarten.

C 5/35

# Attachment C2

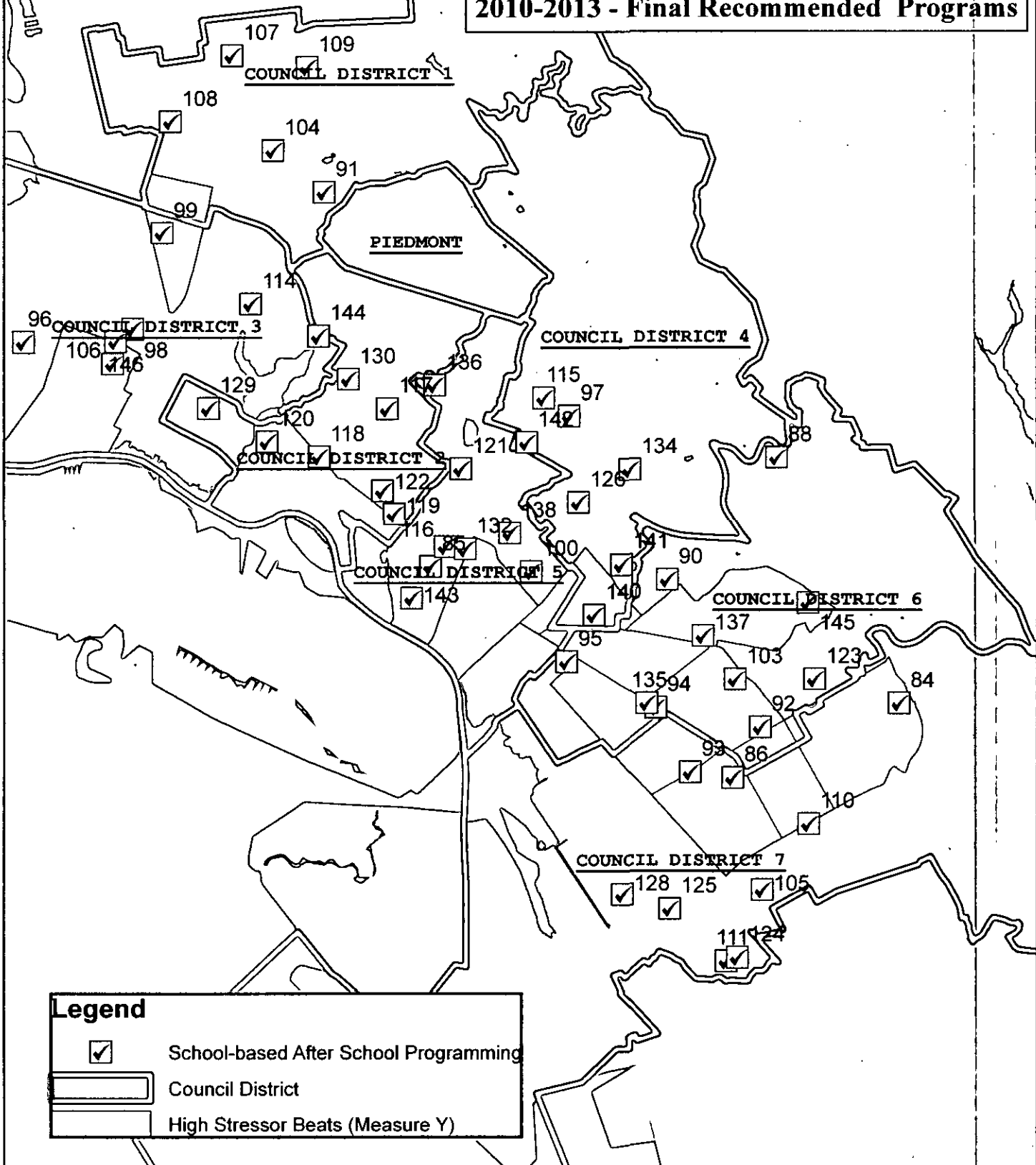
Oakland Fund for Children and Youth  
2010-2013 Proposed Early Childhood Mental Health Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
				St. Vincents Day	CDC	1086 8th Street	94607	3	
				Piedmont Avenue	CDC	86 Echo Avenue	94611	1	
				YMCA 21st Street	CDC	756 21st Street	94612	3	
				Hintil Kuu Ca	CDC	11850 Campus Drive	94619	6	

C 6/35

# Attachment C3

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



C 7/35

# Attachment C3

Oakland Fund for Children and Youth  
2010-2013 Proposed School-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
19	84	Aspiranet	Oakland After School	Howard	Elementary	8755 Fontaine St	94605	7	The Howard After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
20	85	Aspiranet	Oakland After School	TCN/ICS	Elementary	2825 International Blvd	94601	5	The ICS/TCN After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
22	86	Aspiranet	Oakland After School	New Highland Academy/Rise @ Highland	Elementary	8521 A St	94621	7	The RISE/New Highland After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
16	88	Aspiranet	Oakland After School	Carl B Munck	Elementary	11900 Campus Dr	94619	6	The Carl B Munck After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
23	90	Aspiranet	Oakland After School	Melrose Leadership Academy	Middle	5328 Brann Street	94619	6	The Melrose Leadership After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
21	91	Aspiranet	Oakland After School	Piedmont Avenue	Elementary	4314 Piedmont Ave	94611	1	The Piedmont Avenue After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development
17	92	Aspiranet	Oakland After School	East Oakland Pride @ Webster (K-5)	Elementary	8000 Birch St	94621	6	The East Oakland Pride After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development

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8/35



Oakland Fund for Children and Youth  
2010-2013 Proposed School-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
18	93	Aspiranet	Oakland After School	Acorn Woodland/Encampment Academy	Elementary	1025 81st Ave	94621	7	The Acorn EnCompass After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development.
16	94	Aspiranet	Oakland After School	Community United Elementary @ Lockwood (k-3)/Futures	Elementary	6701 International Blvd	94621	6	The Community United/Futures After School Program will address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities will include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program will integrate youth development.
24	95	Bay Area Community Resources	Elementary - Bridges Academy	Bridges Academy	Elementary	1325 53rd Ave	94601	6	The Bridges After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
25	104	Bay Area Community Resources	Elementary - Emerson	Emerson	Elementary	4803 Lawton Ave	94609	1	The Emerson after school program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 90 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
26	105	Bay Area Community Resources	Elementary - Esperanza/Stonehurst	Esperanza Academy @ Stonehurst/Fred T. Korematsu Discover Academy	Elementary	10315 E. St	94603	7	The Esperanza Academy and Fred T. Korematsu Comprehensive After-School Program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland, District 7. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 180 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
27	102	Bay Area Community Resources	Elementary - Greenleaf	Greenleaf Elementary @ Whittier (k-3)	Elementary	6328 E.17th St	94621	6	The Greenleaf After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
28	99	Bay Area Community Resources	Elementary - Hoover	Hoover	Elementary	890 Brockhurst St	94608	3	The Hoover All Stars Afterschool Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland, District 3. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 100 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
26	98	Bay Area Community Resources	Elementary - Lafayette	Lafayette	Elementary	1700 Market St	94607	3	The Lafayette After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
30	100	Bay Area Community Resources	Elementary - Learning Without Limits	Global Family School @ Jefferson (k-3)/Learning Without Limits	Elementary	2035 40th Ave	94601	5	The After-school Program at Learning Without Limits and Global Family integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland, District 5. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 180 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.

C 9/3/13

Oakland Fund for Children and Youth  
2010-2013 Proposed School-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
31	103	Bay Area Community Resources	Elementary - Markham	Markham	Elementary	7220 Krause Ave	94605	6	The Markham Soaring Eagles After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
32	106	Bay Area Community Resources	Elementary - Martin Luther King Jr.	Martin Luther King, Jr.	Elementary	960 10th St	94607	3	The Martin Luther King, Jr. Afterschool Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 91 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
33	96	Bay Area Community Resources	Elementary - Prescott (PLACE)	Place @ Prescott	Elementary	920 Campbell St	94607	3	The Prescott After-school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with homework help, literacy and math intervention, gardening, physical fitness and family activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond.
34	107	Bay Area Community Resources	Elementary - Sankofa	Sankofa	Elementary	581 61st St	94609	1	The Sankofa Academy Afterschool Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 96 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
35	108	Bay Area Community Resources	Elementary - Santa Fe	Santa Fe	Elementary	915 54th St	94608	1	The Santa Fe Shooting Stars after school program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 91 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
36	110	Bay Area Community Resources	Middle - Elmhurst & Alliance	Alliance Academy @ Elmhurst/Elmhurst Community Prep	Middle	1800 98th Avenue	94603	7	The Alliance Academy and Elmhurst Community Prep After-School Program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland, District 7. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 240 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.
37	97	Bay Area Community Resources	Middle - Bret Harte	Bret Harte	Middle	3700 Coolidge Avenue	94602	4	The Bret Harte Community Academy offers comprehensive after school programming for over 150 middle school youth, as well as involvement opportunities for their families. The Academy's programming provides academic support, recreation, mentoring, arts and technology enrichment five days a week, from the end of school until 6:00 pm for the entire school year. There are also frequent weekend and evening events. A portion of each day is devoted to academic interventions, expanding interests, critical thinking, and decision-making skills. Academy programs are aligned with the school curriculum.
38	109	Bay Area Community Resources	Middle - Claremont	Claremont	Middle	5750 College Avenue	94618	1	The Claremont Middle School Knight Time after school program provides 120 students with extended day academic intervention and support, enrichment activities, recreation, and youth leadership opportunities. Program partners collectively develop curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen leadership, improve self-esteem and develop team building skills.
39	111	Bay Area Community Resources	Middle - Madison	Madison	Middle	400 Capistrano Drive	94603	7	The Madison Comprehensive After-School Program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk middle school students in East Oakland, District 7. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of 120 students. These activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

C 10/35

# Attachment C3

Oakland Fund for Children and Youth  
2010-2013 Proposed School-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
40	114	Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	Westlake	Middle	2829 Harrison Street	94612	3	Eagle Village Community Center Youth and Family Services, Inc. (EVCCYFS), formerly WEVCC, has successfully collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming for 8 years. EVCCYFS will provide academic, cultural, recreational, and leadership classes to 120 low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCCYFS classes are taught by working professionals from the community with a teacher/student ratio between 1:7 and 1:20. Student
42	116	East Bay Agency for Children	Eagles' Nest After School Program	East Bay Agency for Children	Elementary	1700 28th Ave	94601	5	Hawthorne Family Resource Center (HFRC) has provided wrap-around student and family support services at World and Achieve Academies since 1992. Our programmatic framework works to address the complex educational, social and economic challenges that children and families face by providing high-quality, culturally appropriate and caring services in a safe and supportive environment. Program services include: comprehensive after school, 0-5 parent-child program, a parent center, adult education and a health clinic. Services are aligned with and support the school days goal.
41	115	East Bay Agency for Children	Sequoia Healthy Start	Sequoia	Elementary	3730 Lincoln Ave	94602	4	Sequoia Healthy Start (SHS), has successfully provided high-quality student and family support services for the past nine years at Sequoia Elementary. SHS is a collaborative project between EBAC staff, community members, OUSD, parents, teachers, and administrators. Together we work closely with school day to ensure that the needs of our students are being met. Our program seeks to ensure that every student's spark will be kindled, nurtured and encouraged to radiate. SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment.
43	117	East Bay Asian Youth Center	EBAYC @ Bella Vista Elementary School	Bella Vista	Elementary	1025 E. 28th St	94610	2	EBAYC @ Bella Vista Elementary School is a comprehensive After-School Learning program providing 80 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
44	118	East Bay Asian Youth Center	EBAYC @ Franklin Elementary School	Franklin	Elementary	915 Foothill Blvd	94606	2	EBAYC @ Franklin Elementary School is a comprehensive After-School Learning program providing 120 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
45	119	East Bay Asian Youth Center	EBAYC @ Garfield Elementary School	Garfield	Elementary	1640 22nd Ave	94606	2	EBAYC @ Garfield Elementary School is a comprehensive After-School Learning program providing 160 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
46	120	East Bay Asian Youth Center	EBAYC @ La Escuelita Elementary School	La Escuelita	Elementary	1100 3rd Ave	94606	2	EBAYC @ La Escuelita Elementary School is a comprehensive After-School Learning program providing 80 elementary school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
47	121	East Bay Asian Youth Center	EBAYC @ Manzanita Community School	Manzanita	Elementary	2409 E. 27th St	94601	5	EBAYC @ Manzanita is a comprehensive After-School Learning program serving 160 students from Manzanita Community School and Manzanita SEED. Students are provided integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.
48	122	East Bay Asian Youth Center	EBAYC @ Roosevelt Middle School	Roosevelt	Middle	1926 19th Avenue	94606	2	EBAYC @ Roosevelt Middle School is a comprehensive After-School Learning program providing 180 middle school students integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Our goals are: 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

C 11/95

Oakland Fund for Children and Youth  
2010-2013 Proposed School-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
49	123	Girls Incorporated of Alameda County	School-Based After School Programming	Parker	Elementary	7929 Ney Avenue	94605	6	The Parker After School Collaborative (PASPC) focuses on several key principles and beliefs based in the Youth Development Approach to education. We strongly uphold Parkers mission to engage each child in powerful learning experiences. PASPC will provide a nurturing and safe environment for children during the after school hours. The purpose of our programs are to expand learning beyond the school day and beyond the classroom walls. Our programs enhance daily classroom instruction, while providing a structured environment encouraging creativity and flexibility.
52	124	Higher Ground Neighborhood Development Corp	Eagles Soar	Sobrante Park	Elementary	470 El Paseo Drive	94603	7	Higher Ground and Sobrante Park Elementary School will implement the Eagles Soar After School Program. It will provide comprehensive services to 90 students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include community garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar will operate 5 days/week for at least 180 days from the end of school to 6:00 pm daily.
51	125	Higher Ground Neighborhood Development Corp	Lions Roar After School Program	Brookfield	Elementary	401 Jones Avenue	94603	7	Higher Ground and Brookfield Elementary School will implement the Lions Roar After School Program. It will provide comprehensive services to 90 students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar will operate 5 days/week for at least 180 days from the end of school to 6:00 pm daily.
50	126	Higher Ground Neighborhood Development Corp	Tigers Roar Extended Day Program	Allendale	Elementary	3670 Penniman Avenue	94619	4	Higher Ground and Allendale Elementary School will implement the Tigers Roar Extended Day Program. It will provide comprehensive services to 90 students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Tigers Roar will operate 5 days/week for at least 180 days from the end of school to 6:00 pm daily.
53	128	Lighthouse Community Charter School	Safe Harbor After School Program	Lighthouse Community Charter School - East Oakland Campus	Middle	444 Hegenberg ar Rd	94621	7	The Safe Harbor After School Program at Lighthouse Community Charter School will offer over 66,637 units of service to 190 unduplicated K - 8 students, ages 5 - 14, through a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. Including events, units of service will be 72,017. This school-linked program has been designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.
57	129	Oakland Asian Students Educational Services	LEAP	Lincoln	Elementary	225 11th Street	94607	2	The OASES LEAP Program at Lincoln Elementary is a high quality, comprehensive after school program promoting achievement through academic and enrichment activities. LEAP serves 120 3rd-5th graders who demonstrate academic, economic or social need. LEAP focuses on leadership, building bonds with caring adults, and providing a safe environment. Working with the school, LEAP provides academic support to ensure CA standards alignment. Enrolled youth: 1) develop academic and social skills; 2) participate in long-term learning activities; and 3)cultivate positive relationships with adults and peers.
56	130	Oakland Asian Students Educational Services	OASES Quest Cleveland Elementary After School Program	Cleveland	Elementary	745 Cleveland Street	94606	2	The OASES QUEST program at Cleveland Elementary is a high quality, comprehensive after school program serving 90 K-5th grade youth who demonstrate academic, economic, or social need. The program focuses on leadership, building bonds with caring adults, and safety. The program provides applied and experiential learning opportunities to support student achievement. Curriculum is aligned with CA state standards. Enrolled youth 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate lasting, positive relationships with adults and other youth.
54	132	Oakland Leaf	ASCEND Sunset Warriors	ASCEND K-8	Elementary	3709 E.12th Street	94601	5	ASW is an arts-integration collaborative between ASCEND and Oakland Leaf providing two-hundred (200) K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. In partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

C 12/35

Oakland Fund for Children and Youth  
2010-2013 Proposed School-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
55	131	Oakland Leaf	Urban Promise Academy Urban Arts	Urban Promise Academy	Middle	3031 E. 18th Street	94601	5	Urban Arts is a collaborative between Urban Promise Academy and Oakland Leaf providing 110 middle school students with 15 hrs per week of after school enrichment including visual arts, music, dance, sports, ecology, leadership, and direct academic support. In partnership with school administrators, teachers, parents, and students, the program delivers project based curriculum to compliment in-school learning, integrates culturally relevant activities, offers opportunities for parent involvement, provides family support services, and hosts community events to foster positive learning outcomes.
58	134	PMA Consulting	Laurel Community Partnership Academy	Laurel	Elementary	3750 Brown Avenue	94619	4	The after-school program at Laurel Elementary School provides a comprehensive program through offering developmentally and age appropriate, academic intervention and enrichment, as well as youth enriched activities that include physical education, integrated health, science, math, and gardening. The services provided supplement the school days academic program, while supporting the site in accomplishing its goals as outlined in the single site plan for achievement. The academy not only partners with community based organizations, but promotes opportunity for parent & family engagement.
59	136	Safe Passages	Edna Brewer ASP	Edna Brewer	Middle	3748 13th Avenue	94610	5	The Pride After School program at Edna Brewer Middle School is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.
60	137	Safe Passages	Frick After School Program	Frick	Middle	2845 64th Avenue	94605	6	The After School Program at Frick Middle School is a comprehensive program, providing students with academic support and the opportunity to participate in range of engaging enrichment activities. The academic support component addresses students individual academic needs focused on strengthening literacy and math skills. The enrichment component of the program will offer students the opportunity to develop new skills, explore interests, and express themselves.
61	135	Safe Passages	Havenscourt After School Program	Coliseum College Prep @ Havenscourt/Roots International	Middle	1390 66th Avenue	94621	6	The proposed OFCY programming will create additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program will help students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students will benefit from safe and engaging enrichment activities where students will, build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.
62	138	Safe Passages	United For Success After School Program	United For Success @ Simmons	Middle	2101 35th Avenue	94601	5	The After School program at United For Success Middle School is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.
64	140	San Francisco Bay Area Council	Learning for Life	Horace Mann	Elementary	5222 Ygnacio Avenue	94601	4	The Horace Mann Learning for Life Afterschool Program offers comprehensive services to 120 students in grades K-5 on a daily basis during the afterschool hours. The student population of Horace Mann is ethnically diverse and has 83% socioeconomically disadvantaged youth and 52% English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.
65	141	San Francisco Bay Area Council Boy Scouts of America	Learning for Life-Community Partnership Program	Maxwell Park	Elementary	4730 Fleming Avenue	94619	4	Maxwell Park International Academy and Learning for Lifes Community Partnership Program intends on serving 120 ethnically diverse students in grades K-5; the majority of whom are far below basic in either reading and/or math and 20% of whom are English language learners. In cooperation with our community partners, we will provide daily physical fitness/sports activities, and additional enrichment classes, with a strong academic focus, surrounding: English/Language Arts, Mathematics and Writing and activities that improve motor skills, along with small-group tutoring and homework assistance.

C 13/35

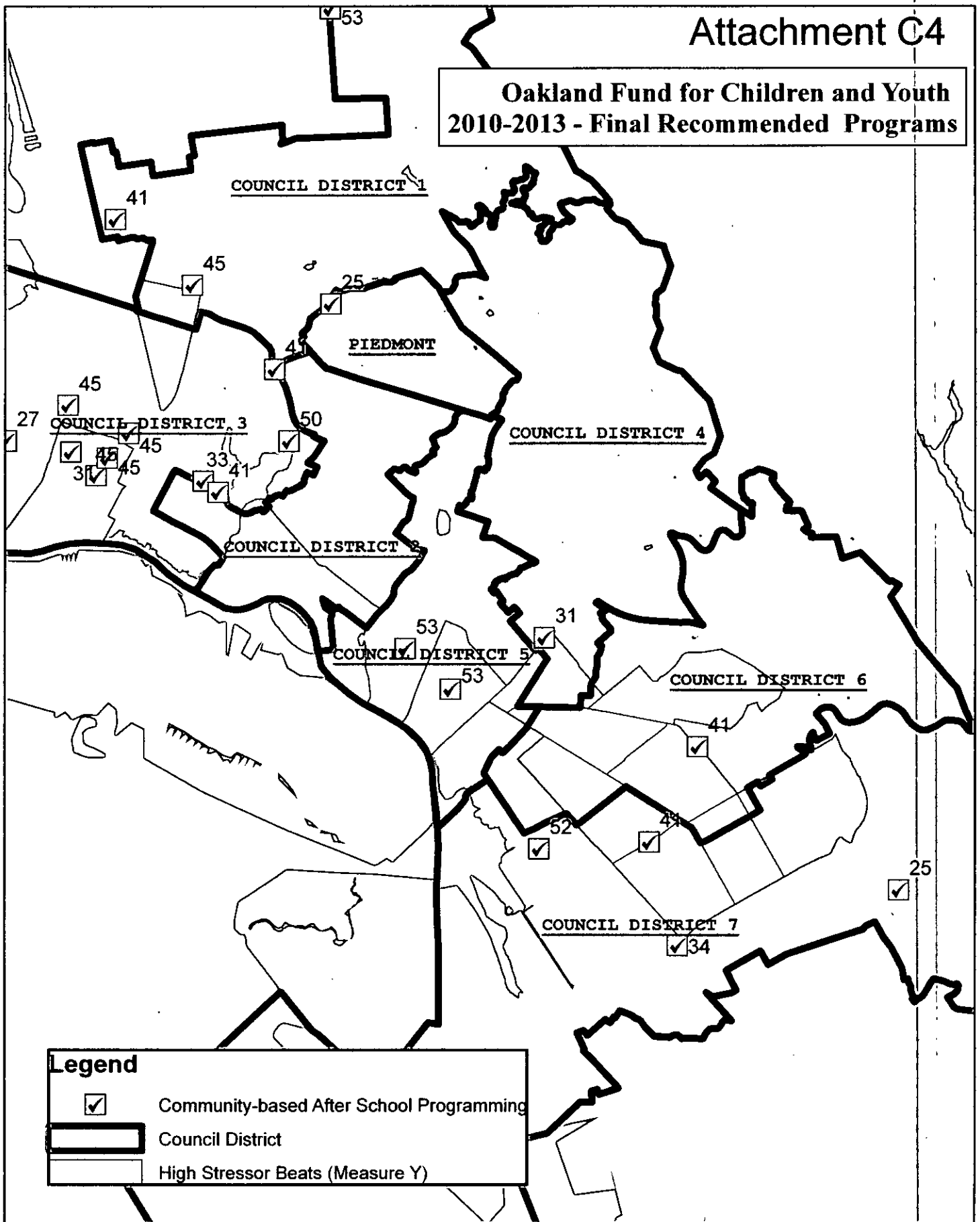
Oakland Fund for Children and Youth  
2010-2013 Proposed School-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
63	142	San Francisco Bay Area Council, Boy Scouts of America	Learning for Life	Fruitvale	Elementary	3200 Boston Avenue	94602	4	The Fruitvale Learning for Life Afterschool Program offers comprehensive services to 120 students in grades K-5 on a daily basis during the afterschool hours. The afterschool program serves the ethnically diverse, low-income population of Fruitvale Elementary where 39% of students are English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.
66	143	Spanish Speaking Citizens' Foundation	Pathways After School Program	Lazear	Elementary	824 29th Avenue	94601	5	The Pathways After School Program will target youth ages 6-12 in grades 1-5 at the Lazear Elementary School with an enrollment of 95 predominately low-income Latino residents of the Fruitvale District and English Learners. The program will be held Mondays Fridays, 2:45 - 6:00 p.m; and Wednesdays -- minimum day -- 1:10 p.m. - 6:00 p.m. The program will feature an academic intervention curriculum, homework assistance, enrichment / recreation, health components, leadership development, and family engagement. The vision for the program is that students will achieve academic excellence, gain self-confidence, develop into leaders, with the values of leadership, respect, teamwork, and courage.
68	144	Ujimaa Foundation	Ujima After School Program	Lakeview	Elementary	746 Grand Avenue	94610	2	The Ujimaa After School Program (UASP) will facilitate a comprehensive agenda that will promote academic support, recreational and physical activity, and a range of enrichment activities. The UASP staff will promote life skills daily, and serve as mentors to all participating students to help encourage highly functional social skills that will assure future success. The Site Coordinator will consult the Principal, Academic Liaison, and parents to align the requests of Lakeview's primary stakeholders. The program will commence for 180 days from 2:45-6:00 pm, M-F (1:20-6:00 on Wednesdays).
67	145	Ujimaa Foundation	Ujimaa After-School Program at Burckhalter	Burckhalter	Elementary	3994 Burckhalter Avenue	94605	6	The Ujimaa After-School Program at Burckhalter Elementary School will serve 115 students in grades K-5, with each student attending a total of 17.5 hours per week, Monday-Friday. The goal is to improve students academic performance and to help students develop new skills, express themselves, and interact positively with adults and peers. Activities include academic skill building, homework help, martial arts, dance, gardening, theater, music, art, recreation, and Showcase Events. The program also provides intensive intervention for students with acute academic or behavioral problems.
69	146	Urban Services YMCA	WOMS	West Oakland Middle School @ Lowell (8)	Middle	991 14th Street	94607	3	The Phoenix Rising Extended Day Program works in collaboration with the principal, school day teachers and support staff to integrate the (PREDP) into the plans and overall goals of the school community. The program is designed to extend the learning opportunities of the students and support their academic achievement, social & life skills development, cultural awareness & enrichment, and career education & planning. West Oakland Middle School students performing below grade level on the previous year's assessments in reading and math are invited and encouraged to participate.

C 14/35

# Attachment C4

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



C 15/35

Oakland Fund for Children and Youth  
2010-2013 Proposed Community-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
70	25	Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	Ala Costa Oakland	Other	3390 Malcolm St 1300 Rose	94605	7 Other	Ala Costa Centers empowers children and young adults with developmental disabilities to find, use and strengthen their unique skills and talents, and to support their families. The after school program offers 82 students ages 5-22 with special needs, along with 110 of their family members, academic support, enrichment activities, and help developing the skills and self-esteem this underserved population needs for success in life. Services are offered from 2-6pm after school and all day during holidays and summer vacation. Centers are located in Oakland and Berkeley.
71	27	Bay Area Outreach & Recreation Program	Sports and Recreation for Disabled Youth	James Kenney Recreation Center	Other	1720 8th St Aquatic Park Varies	94607 n/a n/a	3 Other Other	Bay Area Outreach & Recreation Program (BORP) will provide after school and weekend sports and recreation programming for 45 Oakland youth with disabilities ages 5-20 and family members. Key activities include wheelchair basketball and power soccer at James Kenney gym, adaptive cycling at Aquatic Park, tournaments and outdoor adventures. Transportation, family engagement, transition support and outreach are included components. Youth will increase physical activity and fitness, connect with a community of peers and caring adults, improve communication and social skills, develop self-confidence and sense of accomplishment.
72	31	City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	Discovery Center Park & Recreation Discovery	Park Other	2521 High St 935 Union	94601 94607	4 3	The Oakland Discovery Centers are a community based after school program with experiential learning, enrichment, fitness, & peer support activities within a youth development framework. Offering applied science, math, tutoring, woodworking, gardening, art, video, mentoring & more to 400 low-income youth (ages 6-14) in the Oakland flatlands, Mon.Sat. 3-7pm. We facilitate the positive growth of low-income youth by providing an informal, safe & fun learning environment, where self-confidence is built by developing skills & critical thinking abilities, producing responsible community members.
73	33	Dimensions Dance Theater, Inc.	Rites of Passage	Malonga Casquelourd Center for the Arts	Park	1428 Alice St	94612	3	Rites of Passage (ROP) was created in 1993 in response to the critical gaps in arts programming for youth ages 8-20 in Oakland. ROP provides youth with a safe haven after school, and offers high quality arts programs that help them express themselves, build confidence, strengthen self-esteem, and interact with other young people in healthy ways. Through cultural and social activities that nurture the achievement of personal goals and academic success, programs such as ROP play a critical role in connecting young people with all that is possible in their lives.
74	34	East Oakland Boxing Association	SmartMoves Education and Enrichment Program	East Oakland Boxing Association	Other Private Park	816 98th Ave 16275 P.O. Box	94603 Boulder Yosemite	7 Other Other	The East Oakland Boxing Association (EOBA)/ SmartMoves Education and Enrichment Program is an after-school, weekend, and summer program that provides free comprehensive services for youth. EOBA/ SmartMoves is applying for funds under the OFCY category Out of School Time Community Based Program to provide hands-on experiential learning and enrichment activities for youth ages 5-13 with additional services for older youth ages 14-20. Programs include tutoring, mentoring, art, theater, gardening, health and nutrition, computers, internships/career readiness, physical education, and field trips.

C/16/35



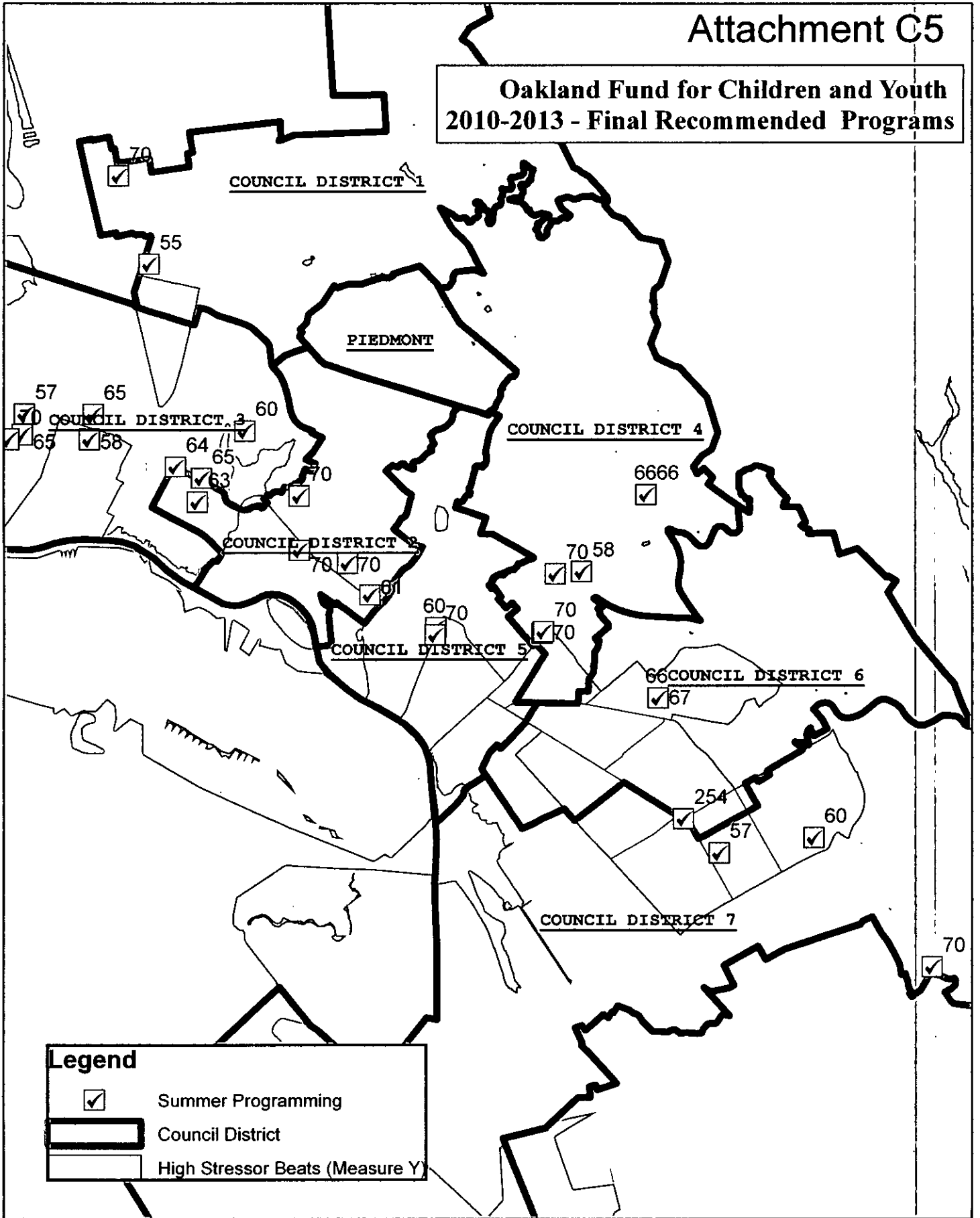
Oakland Fund for Children and Youth  
2010-2013 Proposed Community-based After School Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
75	41	Museum of Children's Art	Library Education and Art Program (LEAP)	Eastmont Branch	Library	7200 Bancroft Ave #211	94605	8	The Museum of Children's Art's (MOCHA) Library Education and Art Program (LEAP) will provide arts-based after school programming at four Oakland Public Library branches. Weekly workshops will employ a range of art and literacy activities that will build children's academic, social and communication skills; increase their sense of accomplishment and community engagement; develop cultural awareness; and expose them to career and mentorship opportunities. We plan to serve 500 children annually (200 after school, 300 special programs), with 48 children regularly attending.
				Golden Gate	Library	5606 San	94608	1	
				Main Library	Library	125 14th St	94612	2	
				OPL-East	Library	1025 81st	94621	7	
				Public Libraries	Library	Oakland	n/a	Other	
76	45	OBUGS	Out of School Time	OBUGS Office	Other	1724 Mandela Pkwy #5	94607	3	The OBUGS programs include After-School, Summer Camp, and YO!BUGS. The programs serve 162 children and youth ages 5-18. These programs provide age-appropriate activities in gardens and the community that support academic achievement, a healthy diet, physical activity, and business/leadership skills. Children in the After-School program help maintain the gardens, and they do cooking, art, and science projects. At Summer Camp, children work on detailed garden projects and go on fieldtrips to parks and farms. YO!BUGS is a leadership and entrepreneurship training program for youth.
				Mohr 1	Private	701 Filbert	94607	3	
				Martin Luther	Elem	960 10th St	94607	3	
				St. Martin de	Private	675 41st St	94609	1	
				Marston	Private	850 16th St	94612	3	
77	50	The American Indian Child Resource Center	Nurturing Native Pride	The American Indian Child Resource Center	Other	522 Grand Ave	94610	3	Indian Resource Center provides culturally relevant services to foster the academic achievement and emotional and physical well-being of American Indian youth. Activities include: tutoring, sports, youth leadership, life skills groups; cultural arts; and case management. Programs build positive relationships between adults and youth in a safe haven; involve parents (parent meetings, trainings); implement curriculum reflecting the cultural background of the students (American Indian history, dancing/drumming, traditional arts); and engage in experiential teaching (field trips, project based learning, media arts).
				multiple	Elem	multiple	n/a	Other	
78	52	The Green Stampede	Homework Club	Oakland Coliseum	Private	7000 Coliseum Way	94621	7	The Green Stampede is a tutoring and homework help program that serves disadvantaged Oakland elementary, middle and high school students. These sessions take place during weeknight home games for the Athletics and are conducted on-site in a conference room at the Oakland Coliseum. The tutors are teachers, retired teachers, and current and recently graduated college students. After several hours of tutoring, students are rewarded for their hard work by going to watch the game.
79	53	Unity Council	Neighborhood Sports Initiative	Cesar Chavez Education Center	Other	2825 International Blvd	94601	5	The goal of the Neighborhood Sports Initiative (NSI) is to ensure that over 650 youth; ages 5 to 18 years, residing in Oakland's Fruitvale neighborhood have to access sports and recreational activities during after-school hours, summer and weekends, with particular emphasis on utilizing existing OUSD facilities. The NSI is comprised of two major components: The 6-9 p.m. Program and the Girls Sports Program. Both programs strive to help youth build lifelong healthy habits, provide outlets for physical exercise, development of leadership skills, and participation in sports and recreation.
				ASCEND K-8 Mount	Elem	3709 E. 3801	94601	5	
				Tamalpais State Park	Park	Panoramic Highway	Mill Valley	Other	

C 17/35

# Attachment C5

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



C 18/35

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
80	55	Destiny Arts Center	Camp Destiny	Destiny Arts Center	Other	1000 42nd Street	94608	1	Camp Destiny is a six-week summer arts program that uses training in dance, theater, arts & crafts, health & wellness, and music to teach Destiny Arts Center's Violence Prevention curricula. Youth ages 7-12 participate in daily classes held Monday through Friday, 8:30am-6pm. All classes are taught by professional instructors and student assistants, who have special training in martial/performing arts or youth programming. Each week-long session culminates in a final performance for family and friends.
81	57	Leadership Excellence	Oakland Freedom School	Mt. Zion Missionary Baptist Church Ile Omode	Other	1203 Willow St. Private 8924 Holly	94607 94621	3 7	Combining best practices with culturally appropriate pedagogy, Oakland Freedom School is a program run by Leadership Excellence designed to develop children's academic, cultural and self-confidence. It is a 5-week literacy program which uses African American literature and culture to engage children ages 5-13 and their families in developing positive self- and community identity. The curriculum includes appropriate child and youth development activities, a comprehensive reading curriculum, and academic support services to build study skills and abilities in reading, writing and math.
82	58	Family Support Services of the Bay Area	Kinship Summer Youth Program	FSSBA Taylor Site FSSBA	Other	1125 12th Street Other 3535 38th	94607 94619	3 4	Family Support Services of the Bay Area will conduct a comprehensive summer program for 90 Oakland youth ages 6-14 who are being raised by a grandparent/relative caregiver or are in other at-risk situations. The six week program meets four days a week for eight hours a day at two sites. The goals are to provide sustained learning, improve communication/social skills and increase access to caring adults. We will achieve these goals through academic tutoring, applied learning in english and math, leadership development, educational field trips, recreational activities, and family engagement events.
83	60	Aim High for High School	Aim High / Oakland	Urban Promise Academy Bishop O'Dowd St. Pauls	Middle School High Private	3031 E. 18th Street 9500 Stearns 262 Grand	94601 94605 94610	5 7 3	Aim High operates a regional network of academic summer programs for middle school youth, supporting them at a critical point of adolescence. Aim High delivers programming at three sites in Oakland serving over 240 youth 11-14 years of age. The foundation of Aim High is an intensive 5-week summer program for middle school youth from low-income families. Youth participate in academic classes in the morning, (Math, Science, Humanities, Issues & Choices) and a range of arts, cultural, sports, and college and career awareness activities in the afternoons.
84	61	East Bay Asian Youth Center	San Antonio Summer Learning	Garfield	Elementary School	1640 22nd Avenue	94606	2	The San Antonio Summer Learning Initiative engages 250 children from five neighborhood elementary schools in an intensive and coordinated summer learning program designed where: 1) children sustain learning through summer months; and 2) children improve their communication and social skills. To achieve these goals, the San Antonio Summer Learning Initiative engages 250 elementary school children (rising 3rd, 4th, 5th graders) in a five-week summer enrichment program focused on developing health literacy.
85	63	Oakland Asian Students Educational Services	OASES Summer Science Series	OASES Center	Other	196 10th Street	94607	2	The OASES Summer Science Series (OSSS) is a high quality summer program providing a continuity of learning through a multidisciplinary science program combining enrichment, community exploration, leadership development, and critical academic support in an environment where youth can thrive. OSSS engages 40 4th-8th graders who attend Lincoln and Cleveland Elementary Schools. OSSS will help reduce the gap in summer programming by providing youth the opportunity to practice English and math embedded in an inquiry based science curriculum.
86	64	College Track	College Track Summer	College Track Oakland	Other	436 14th Street	94612	3	College Tracks Academic Summer Advancement Program (ASAP) prepares incoming freshmen students for starting high school as well as for College Tracks rigorous academic expectations. This program combines an academic curriculum (Math and English) with a variety of project-based activities that develop students artistic and creative talents. ASAP also features advisory sessions that focus on college preparation, effective study skills practices and the habits of mind necessary for success in school.
87	65	Prescott Circus Theatre	Prescott Circus Theatre	deFremery Park & Recreation Center Place @ Prescott Malonga	Park Elementary Other	1651 Adeline Street 920 Campbell 1420 Alice	94607 94607 94612	3 3 2	Prescott Circus Theatre will provide a summer program of Circus Arts and Academic Enrichment, serving 30 students ages 6-16 for 5 weeks M-F, 9:30AM 3:00PM plus extra field trips. Participants will work with professional artists to increase circus skills plus receive direct instruction from certificated teachers in math, written and oral language, and individual tutoring to prevent academic lags over the summer. Youth will also have recreational options, perform on a rotating basis, and participate in culminating performances for over 1200 Oakland children at Melonga Casquelourd Center.

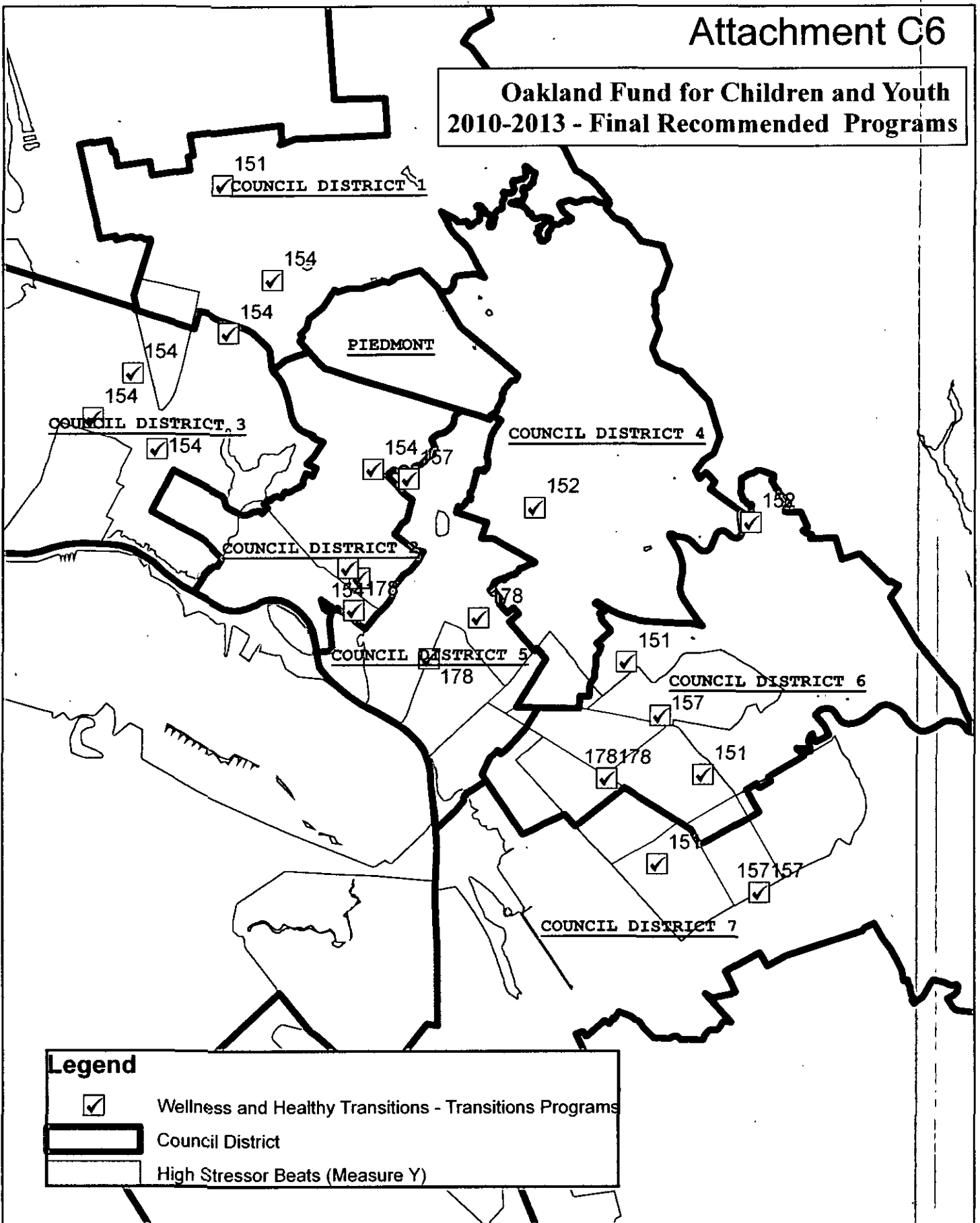
C 19/135

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
65	66	Girls Incorporated of Alameda County	Eureka! Teen Achievement Summer Program	Girls Incorporated of Alameda County	Other	3000 62nd Ave.	94605	6	The Eureka! Teen Achievement Summer Program serves girls in their first two summers of the 5-year Eureka! academic and career preparation program—the Rookie and Vet years. With an emphasis on underserved girls attending Oakland public schools, during summer 2010, Girls Inc. will serve approximately 60 Rookies and Vets (girls ages 14-16) through this summer enrichment program. By providing hands-on learning opportunities in "green" science and structured college preparatory classes, as well as sports activities, Girls Inc. will build girls self-esteem, skills, and academic confidence.
65	67	Girls Incorporated of Alameda County	Concordia Park Summer Program	Concordia Park	Park	3000 62nd Ave.	94605	6	The Concordia Park Young Girls Summer Program, a six-week enrichment program for girls ages 6-14 offers a safe environment and strong programming designed within a youth development framework. The program will provide underserved girls with a broad range of learning and recreational opportunities to enhance their physical, social, emotional, artistic, and academic development. To inspire them to be strong, smart, and bold, girls will participate in a full day of programming in areas including health and nutrition, visual and performing arts, team sports, and life skills.
90	70	CITY OF OAKLAND OFFICE OF PARKS & RECREATION	SUMMER CAMP EXPLOSION	Carmen Flores Park & Recreation Center	Park	1637 Fruitvale Avenue	94601	5	The City of Oakland Office of Parks and Recreation (OPR) Summer Camp Explosion is a continuum of three summer program experiences for at-risk youth that through skill-building, academic remediation, nature education, environmental awareness and stewardship will connect youth to themselves, to each other and to their community. It is comprised of a 10-week day camp for ages 6-14 at six (6) sites in Oakland; an overnight camping experience in the Bay area and a closing ceremony and exhibition of their summer projects for parents and family. OPR Summer Camp offers low-cost, structured, supervised activities within these varied communities during the out of school months.
91	254	EOYDC	Summer Cultural Enrichment Program	East Oakland Youth Development Center	Other	8200 International Blvd	94621	7	East Oakland Youth Development Center (EOYDC) Summer Cultural Enrichment Program (SCEP) is a six-week program that includes before and after care for current campers and a second session from 4pm-7pm to accommodate the overwhelming community demand. SCEP currently serves up to 200 campers and these program expansions will enable us to potentially accommodate an additional 100. SCEP campers will enjoy a comprehensive set of age appropriate program offerings ranging from computer literacy to cooking and digital storytelling to fitness and performing arts activities. Field trips abound as well as opportunities to showcase individual skills, talents and abilities which build confidence and self-esteem. SCEP is completely planned and implemented daily by a team of youth ages 14-18. The program builds self-esteem while advancing the core values of the Center through peer to peer positive reinforcement, creating our own workforce, Center ambassadors and East Oakland youth leaders in training.

C 20/35

# Attachment C6

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



C 21-35

Oakland Fund for Children and Youth  
2010-2013 Proposed Wellness and Healthy Transitions - Transitions Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
92	151	AspiraNet	Wellness and Healthy Transitions	Arroyo Viejo Park & Recreation Center Bushrod Park & Melrose Leadership Tassafaronga Park & Pfeiffer-Big Sur State Mosaic Project - NAPA	Park Park Middle Park Park Park	7701 Krause Avenue 560 59th Street 5328 Brann 975 85th 47225 Highway Napa County	94605 94609 94619 94621 Big Sur n/a	6 1 6 7 Other Other	The Aspiranet, Wellness and Healthy Transitions Program, Learners Engaged in Awesome Programming, (LEAP), will address students' academic, social and emotional needs as they gain skills to transition into Middle and High school. The LEAP program will strengthen students academic skills, provide a platform to engage students in discussion and exploration of challenges they may face in preparing for their next level of education, offer a college readiness component as well as provide enrichment activities through engaging, high-interest approaches and integrate youth development into all areas.
93	152	Bay Area Community Resources	Bret Harte Transition Project	Bret Harte Skyline	Middle School High	3700 Coolidge Avenue 12250 Skyline	94602 94619	4 7	The Bret Harte Bridges program will provide transition support and services to 260 youth, either transitioning into 6th grade or exiting 8th grade, who have been identified as being at risk of disengaging from school during their transition to and from middle school. The program intergrates peer supports, mentoring, counseling, and academic interventions to assure successful attachment to the pursuit of learning, as well as to the next educational level. The program will train and supervise 7th and 8th graders, as well high school mentors who will be matched with the transitioning youth.
94	153	East Bay Asian Youth Center	Summer Bridge	Roosevelt	Middle School	1926 19th Avenue	94606	2	Bridge To Success is an intensive transition program for 60 incoming 6th graders at Roosevelt Middle School. Bridge To Success seeks to achieve three goals: 1) Youth have increased confidence about entering the new school year; 2) Youth develop a pro-social peer group; and 3) Youth enroll into school-year programming. Bridge To Success provides: 1) Summer Academic program; 2) Summer Leadership program; and 3) school orientation;and 4) enrollment/follow through into After-School Learning.
95	154	Oakland Kids First	REAL HARD and PASS-2	San Antonio Park & Recreation Center deFremery Park & McClymonds Educational Mosswood Park & Oakland High Oakland Technical Oakland Kids First office	Park Park High Park High High Private	1701 E. 19th Street 1651 Adeline 2607 Myrtle 3612 Webster 1023 4351 Broadway 610 16th St.	94606 94607 94607 94609 94610 94611 94612	2 3 3 3 2 1 3	PASS-2 (Peers Advising Students to Succeed) is a student-created peer education and mentoring program that helps over 450 ninth grade students successfully transition into high school academically motivated and prepared. PASS-2 is designed to cast a wider safety net of peer support services throughout the school day to significantly increase the number of 9th graders who have access to critical information about graduation and post-high school options, learn academic and life planning skills, learn how to navigate obstacles, and who are encouraged to set and reach their highest academic goals.

C 22/35

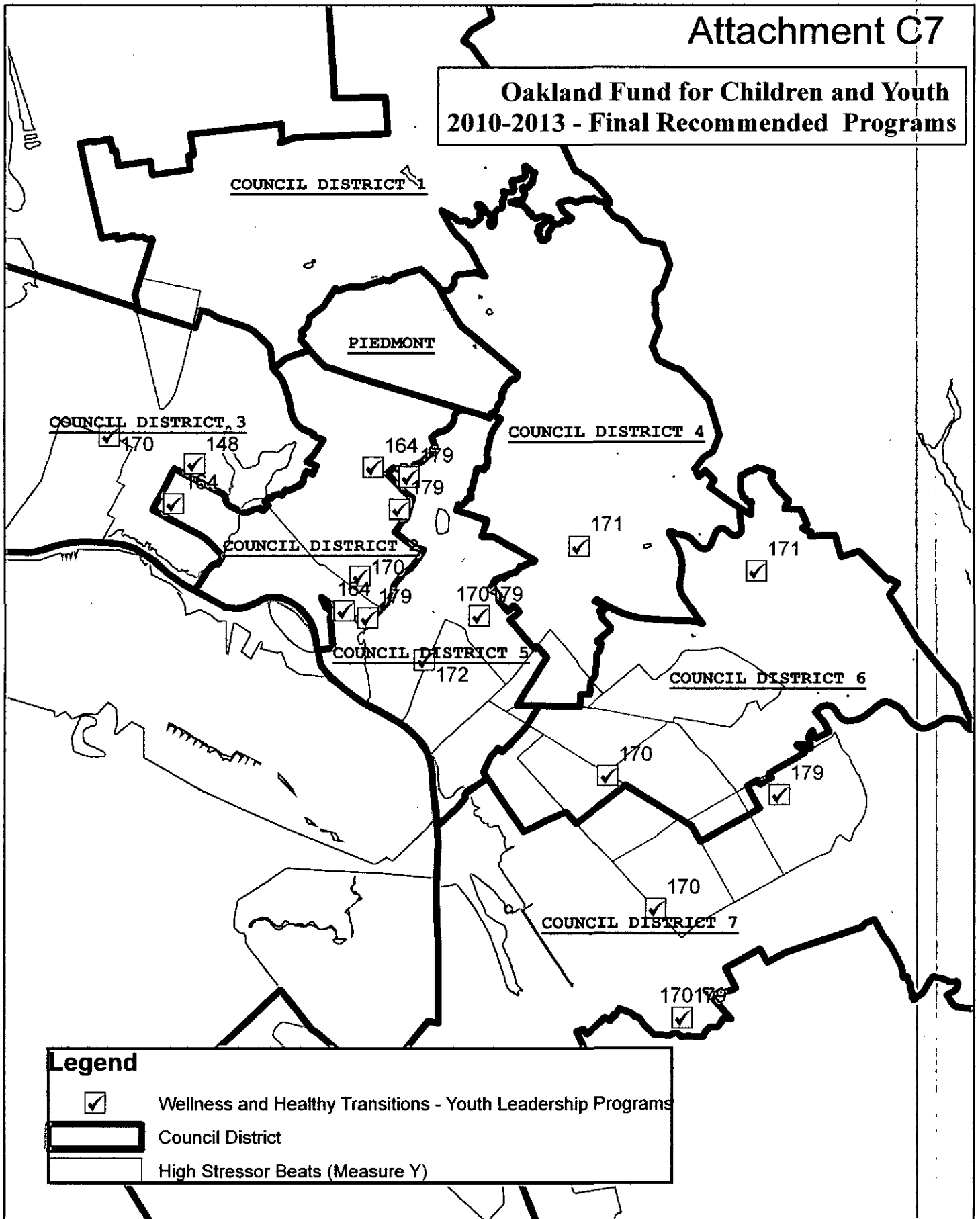
Oakland Fund for Children and Youth  
2010-2013 Proposed Wellness and Healthy Transitions - Transitions Programs

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
98	157	Safe Passages	School-linked Services	Alliance Academy @	Middle	1800 98th			The Safe Passages Transitions Program will target 50 high-need incoming 6th graders and outgoing 8th graders during critical periods in their academic and socio-emotional development at each of 5 OUSD middle school sites. Year-round services will include case management, pro-social bonding activities (reaching 790 6th graders) & curriculum, support for the High School Options Process, student and family education opportunities and summer bridge programming towards improved attitudes, achievement and preparedness for school. Collaborative partners include UC Berkeley Student Learning Center and Alliance, Elmhurst Community Prep, Frick, Brewer and Claremont Middle Schools.
				Elmhurst	School	Avenue	94603	7	
				Elmhurst Community Prep	Middle	1800 98th	94603	7	
				Frick	Middle	2845 64th	94605	6	
				Edna Brewer	Middle	3748 13th	94610	5	
Claremont	Middle	5750 College	94618	1					
97	178	Spanish Speaking CIL (LIBRE)	Leading the Independence of our Barrios for Raza Empowerment	Spanish Speaking	Other	1470 Fruitvale			Spanish Speaking Citizens' Foundation in partnership with Oakland Unified School District, developed the LIBRE program to serve Latino youth ages 13 to 15 through leadership development, academic support and case management. Services will be offered twice a week at United for Success Academy, Roots International Academy, Coliseum College Prep Academy and SSCF. Leadership development will be offered during the school day; academic support offered after school, and ongoing case management as needed. LIBRE's goal is to reengage youth in their education and develop social justice consciousness.
				Citizens' Foundation	Middle	2101 35th	94601	5	
				United For Success @	Middle	2111	94601	2	
				OUSD Family and	Other	2111	94601	2	
				Coliseum College Prep @	Middle	1390 66th	94621	6	
Roots International @	Middle	1390 68th	94621	6					

C 23/35

# Attachment C7

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



C 24/35



Award #	Proposal #	Agency	Program	Program Type	Name	Type	Address	ZIP	District	Description
98	148	AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Project	Wellness and Healthy Transitions	SMAAC Youth Center	Other	1608 Webster St	94612	3	The LGBT Youth Health and Wellness Conductors Program (YHC), adapted from Botvin's Life Skills Training (LST) is a prevention intervention informed by social learning theory, problem behavior theory, peer cluster theory as well as AIDS Project of the East Bay and SMAAC's practical experience. Using this adapted version of LST the YHC trains youth between the ages of 13 and 20 years old to resist health risk and risky behaviors and to diffuse these positive health seeking behaviors to their friends and peers through an innovative peer education model that makes use of social networks web-technology.
99	163	Asian Community Mental Health Services	AYPAL	Wellness and Healthy Transitions	Cesar E. Chavez Branch	Library	3301 E. 12th Street	94601	5	AYPAL involves 400 youth, ages 13-20, in four Youth Leadership Organizations (YLO) that are based in neighborhood and ethnic-based communities in Oakland. The YLOs serve as an alternative to violence, gangs and other negative peer group influences by (1) creating safe spaces where youth can support each other and feel part of a community; (2) empowering youth with leadership skills to make positive change through youth-led community service projects and campaign initiatives; and (3) giving youth a vehicle to express cultural pride and identity through public performances of their art.
					Park	Other	100 9th Street	94606	2	
					Park &	Park	1969 Park Boulevard	94606	2	
					Arts Alliance	Other	2277 International Boulevard	94606	5	
					Asian Community	Other	196 10th Street	94607	2	
					Advocates	Other	310 8th Street	94607	2	
					Asian	Other	310 8th Street, Suite 306	94607	2	
					Asian	Other	388 9th Street	94607	2	
					Associates,	Other	428 13th Street, #200	94612	2	
					Skyline	School	12250 Skyline Boulevard	94619	7	
					Resource	Other	310 8th Street	95607	2	
					Locations	Other	Bay Area	n/a	Other	
					Oakland	Other	City of Oakland	n/a	Other	
					Oakland	Other	Oakland	n/a	Other	
					Creek Ranch	Private	1700 Marshall-Petaluma Road	a	Other	
100	164	Asian Health Services	Youth Program	Wellness and Healthy Transitions	East Bay Asian Youth Center	Private	2025 East 12th	94606	5	In order to increase confidence and ability among low-income youth to improve health and wellbeing in their community and school environments, Asian Health Services will implement a multi-faceted youth leadership project that incorporates leadership training, peer mentoring, and youth development activities linked to a school-based health center. Asian Health Services will conduct a Peer Leaders program for API youth, a Youth Wellness Council for Oakland High School students, and culturally appropriate leadership activities for at-risk Southeast Asian young women.
					Services	Private	818 Webster St.	94607	2	
					High	School	1023 MacArthur Boulevard	94610	2	
101	170	La Clinica de la Raza	School Based Health Centers Middle School Youth Leadership	Wellness and Healthy Transitions	United For Success @ Simmons	Middle School	2101 35th Avenue	94601	5	The Oakland Middle School Youth Leadership Health Collaborative is a youth/adult partnership that creates a sustainable learning community for youth leadership development to improve Oakland neighborhoods and schools. The Collaborative will mobilize 60 Youth Health Advocates from 6 Oakland middle schools to engage over 2000 students through evidence-based practices to: 1) increase youth awareness and knowledge about physical, behavioral and environmental health; 2) frame and advance policies to promote health equity; and 3) prepare and coach adult allies to work more effectively with youth
					Madison	School	400 Capistrano Drive	94603	7	
					Roosevelt	School	1926 19th Avenue	94606	2	
					Oakland	School	991 14th Street	94607	3	
					International	School	1390 68th Avenue	94621	6	
					County	Other	1100 San Leandro Boulevard	Leandr	Other	

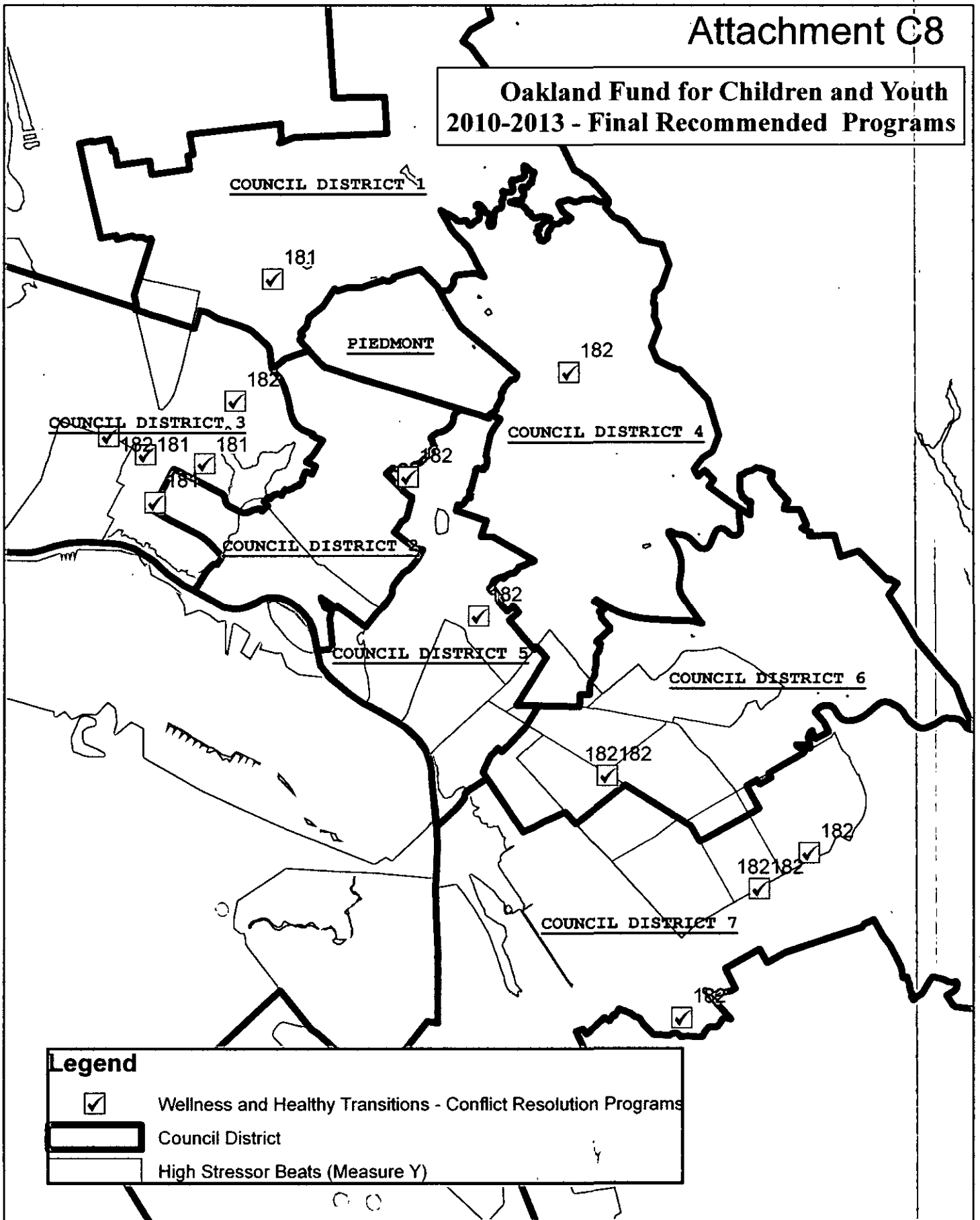
C 25/35

Award #	Proposal #	Agency	Program	Program Type	Location Name	Type	Address	ZIP	District	Description
102	171	Loto Taha Pasifika (fiscal agency: ARC Associates)	Healthy Heart Healthy Mind	Wellness and Healthy Transitions	Merritt College	Other	12500 Campus Dr.	94619	6	Based on the need to improve academic outcomes and health education specifically in Oakland's Pacific Islander (PI) community, HHHM will provide 30 PI high school students with an integrated summer and school year program including: Academic Counseling, Tutoring and Basic Skill Development; Health and Nutrition Education; Urban Gardening; Cooking Instruction; Dance for Physical Fitness. These activities will culminate in a student designed and led educational conference and community health fair. HHHM participants will serve as role models for other PI youth and the larger PI community.
					Laurel United Methodist Church	Other	3525 Kansas Street	94619	4	
					the Bay Area Markets	Other	Various	n/a	Other	
103	172	Native American Health Center	Indigenous Youth Voices	Wellness and Healthy Transitions	Native American Health Center	Other	3124 International Blvd	94601	5	Indigenous Youth Voices program will develop the next generation of leaders in the Native community as well as increase youth resiliency and confidence to lead and address social problems. Youth will develop an awareness of how to impact their worlds through a culturally relevant holistic model that integrates physical, mental, sexual, and spiritual health. Specific activities include gender-based youth groups, youth leadership development, community service projects, academic goal setting/counseling, career exploratory field trips and cultural activities.
					Marin Headlands	Park	Marin Headlands	n/a	Other	
104	179	Youth ALIVE!	Teens on Target Prevention	Wellness and Healthy Transitions	United For Success	Middle				Youth ALIVEs Teens on Target program will reach 3,785 youth (ages 11-20) with violence prevention and leadership training designed to improve their capacity to make better decisions about their health and well-being and to make changes in themselves and the world around them. Program staff will train and support 35 students (ages 14-20) from Castlemont Community of Small Schools. Once trained as peer educators, they will educate Oakland middle school youth through violence prevention workshops and assemblies and will advocate for specific school or local policies that relate to youth violence. The Young Adult Educator will reach other 2900 students.
					Simmons	School	2101 35th Avenue	94601	5	
					Cultural	Other	2277 International Blvd.	94601	2	
					Neighborhood	Other	1411 East 31st Street	94602	2	
					Madison	School	400 Capistrano Drive	94603	7	
					Oakland	School	8601 MacArthur Boulevard	94605	7	
		Edna Brewer	School	3748 13th Avenue	94610	5				

C 26/135

# Attachment C8

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



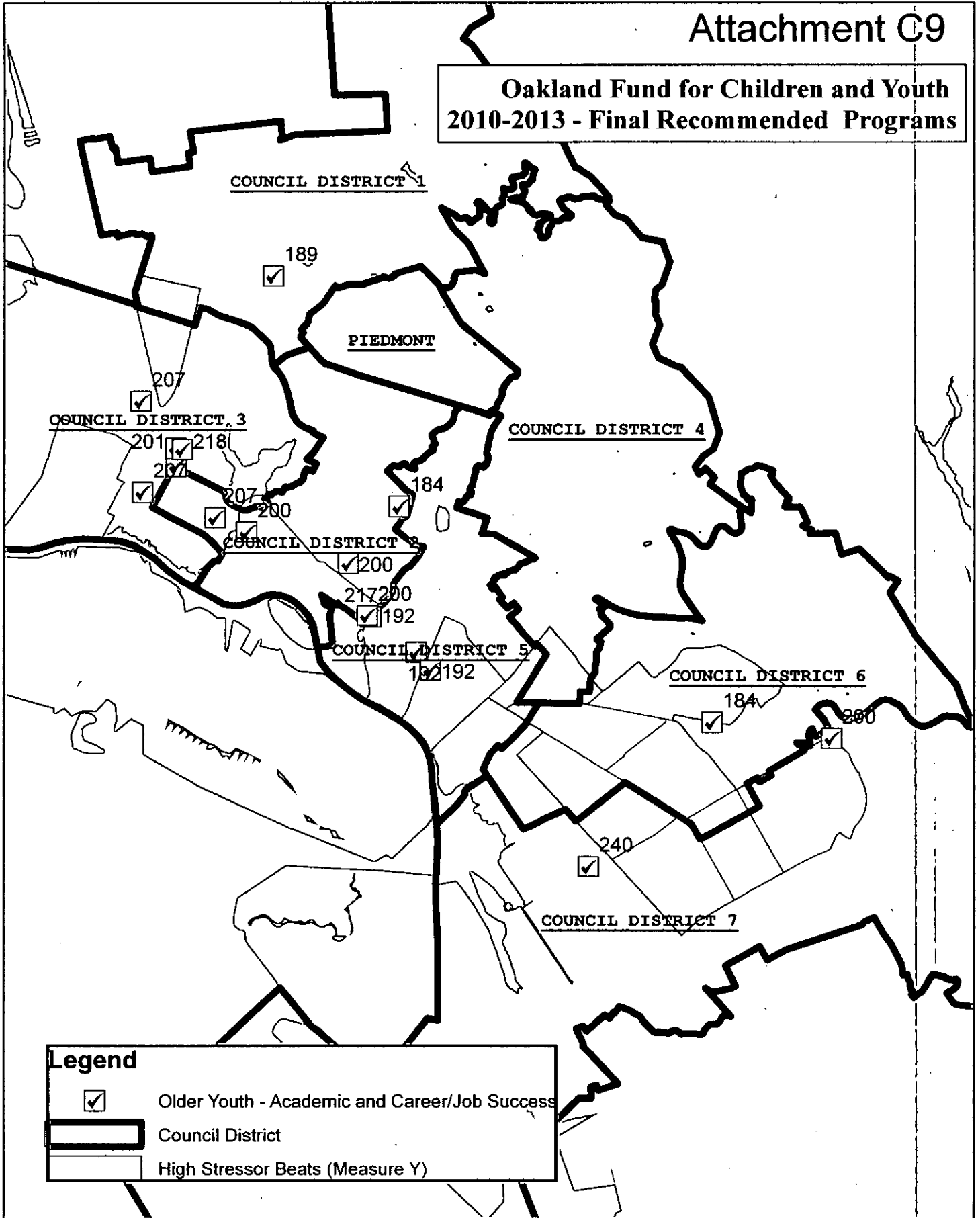
C 27/35

Award #	Proposal #	Agency	Program	Program Type	Location Name	Type	Address	ZIP	District	District
108	181	McCullum Youth Court	Youth Offender program	Wellness and Healthy Transitions	Oakland Police Department Oakland Technical McCullum Youth Court African American Museum Library at Oakland (AAMLO)	Other High Other Library	455 7th Street 4351 Broadway 285 17th street 659 14th Street	94607 94611 94612 94612	2 1 2 3	The PEACE program is an extension of McCullum Youth Court's (MYC) existing Apprentice Program. The goal of the Apprentice Program is to transition Oakland male youth offenders aged 12-15 into youth advocates and peer leaders. Those selected youth offenders attend a 4-week series of life-skills workshops and 12-weeks of intensive training in MYC's Basic Law class for youth advocates. In addition to this, the PEACE program will expand MYC's case-management services to include case-review meetings that include school staff and parents, specialized support groups and a goal based incentive program.
106	182	Oakland Unified School District - Instructional Services	Conflict Resolution	Wellness and Healthy Transitions	United For Success @ Simmons Alliance Academy @ Elmhurst Elmhurst Community Prep @ Elmhurst Madison Barack Obama Academy West Oakland Middle School @ Lowell (6) Edna Brewer Montera Westlake Coliseum College Prep @ Havenscourt Roots International @ Havenscourt	Middle School Middle Middle Middle Middle Middle Middle Middle Middle Middle	2101 35th Avenue 1800 98th 1800 98th 400 Capistrano 9736 Lawlor 991 14th Street 3748 13th 5555 Ascot Drive 2629 Harrison 1390 66th 1390 66th	94601 94603 94603 94603 94605 94607 94610 94611 94612 94621 94621	5 7 7 7 7 3 5 4 3 6 6	Oakland Unified School Districts Conflict Resolution Program Coordinators recruit and train approximately 200 student mediators (11-14 years old) across middle schools. The mediators reflect the academic, social, and ethnic diversity of each school. Once trained, they conduct an average of 150 conflict mediations per month. Using communication and problem-solving skills, student mediators assist peers in managing and resolving interpersonal conflict. During the school day, disputing students may be referred to conflict mediation by school staff, peers or themselves. The Conflict Resolution Program aims to reduce the number of incidents that escalate into fights and suspensions.

C 28/38

# Attachment C9

## Oakland Fund for Children and Youth 2010-2013 - Final Recommended Programs



C 29/39

Oakland Fund for Children and Youth  
2010-2013 Proposed Older Youth - Academic and Career/Job Success

Award #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
107	Alameda County Medical Center	Model Neighborhood Program	Highland Hospital	Other	1411 East 31st St	94602	4	The Model Neighborhood Program (MNP) promotes healthy choices and exposes 125 8th-12th graders to various careers in the health industry by partnering them with health professionals to provide practical experience and community service at Alameda County Medical Center. It includes paid and unpaid internships, team building and seminars on professionalism, time management, goal setting, career ladders and financial management. Students exit with career goals, confidence in accessing job related opportunities, improved health industry career skills and a network of potential future supervisors.
			Eastmont Wellness Center	Other	6955 Foothill Blvd., Suite 200	94609	6	
109	Biotech Partners	Biotech Academy & Bioscience Career Institute	Oakland Technical	High School	4351 Broadway	94611	1	Biotech Partners will serve 60 Oakland youth, age 15-20, with academic & vocational bioscience training at Oakland Tech & win Peralta Community College District targeting minority, low-income & female youth, many with academic challenges. The 11th-12th grade Biotech Academy includes 4 semester long, hands-on biotech classes, free tutoring & job-search/life skills workshops. Students gain employment skills during a mentored 8-week paid summer science internship. The Bioscience Career Institute at Peralta extends the academic training and paid professional experience, resulting in job placement
			Biotech Partners	Private	800 Dwight Way	94710	Other	
			Berkeley City College	Other	2050 Center St	Berkeley	Other	
			Organizations	Other	800 Dwight Way	Berkeley	Other	
108	Centro Legal de la Raza	Youth Law Academy	Youth Employment Partnership (9-12)	Charter School	2300 International Blvd	94601	5	The Youth Law Academy provides career exploration, college readiness and leadership development for Oakland youth who are low-income, minority, immigrant or first-generation college bound. Through career exploration in the law, academic support, college preparation, scholarships, mentoring, a mock trial, and outreach to their peers, youth succeed in high school, transition to college, and develop leadership skills to work for social justice. YLA provides services year-round (with higher intensity during the school year) for 64 students (39 high school students and 25 college students).
			Centro Legal de la Raza-Youth Law Academy	Other	3022 International Blvd, Suite 410	94601	5	
			Arise High School (9-10)	School	3301 E. 12th St	94601	5	
110	College Track	College Track Oakland	College Track Oakland	Other	436 14th Street, Suite 500	94612	2	College Track Oakland is an after-school, college preparatory program working to increase high school graduation, college eligibility and enrollment, and college completion rates among low-income, under-resourced high school students. We aim to interrupt cycles of low achievement and help transform Oakland into a place where college readiness and college graduation are the norms. College Track does this by improving student achievement through the delivery of high quality, comprehensive services and strategic partnerships with schools and other community based organizations.
111	First Place for Youth	Steps to Success	Steps to Success Program	Other	518 17th St, Suite 111	94612	3	The Steps to Success Program provides academic and career preparation services to high risk youth transitioning from foster care to independent adulthood. Youth receive valuable job search and training skills so that they can better compete in the local job market, along with critical support in completing their high school diploma, GED certificate and enrolling in post-secondary education. By continuing to set high standards for youth, the Steps to Success Program supports youth in developing a plan to achieve the building blocks necessary to ultimately live successful, independent lives.
112	Next Step Learning Center	Success at Seventeen	Next Step Learning Center	Other	2222 Curtis St	94607	3	Success at Seventeen will focus on the specific needs of 125 Oakland youth between the ages of 17 and 20 with the following goals: -to provide an effective way for youth who have failed in high school to achieve their GED -to build self-esteem and a sense of purpose -to assist youth to develop qualities that will increase their access to jobs and/or further education, including responsibility, focus, and respect for others -to provide a strong support system, including daily telephone calls and one-one-one tutoring -to make a college education accessible to low-income Oakland youth
			Mexicali Rose Restaurant	Other	701 Clay St	94607	3	
			Laney College	Other	900 Fallon St	94607	3	
113	Youth Employment Partnership	Career Try-out	Youth Employment Partnership	Other	2300 International Blvd	94601	5	Career Try-Out will provide 100 Oakland youth ages 15-17 (as well as 14 year-old rising 8th graders, with OFCY approval) who have never worked before with their first summer job. Youth will complete workshops on job skills, including job search techniques, interviewing, resume preparation, and job survival prior to employment. Each teen will be assigned a counselor, will select from a menu of worksite options, and will complete 120 hours of subsidized employment along with weekly job skills workshops. Supervisors complete 2 evaluations of youth, and youth evaluate jobsites at summer's end.

C 30/35

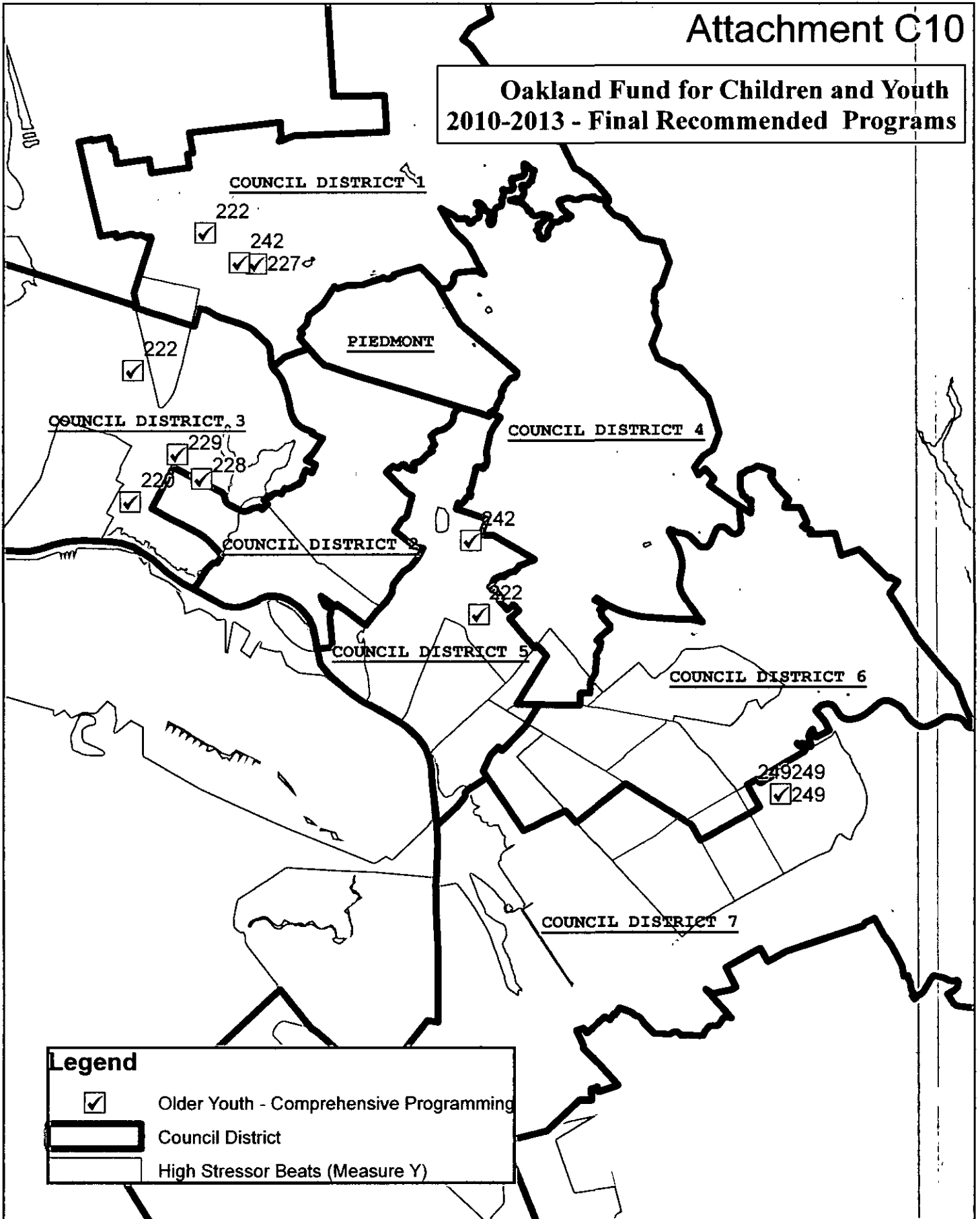
# Attachment C9

Oakland Fund for Children and Youth  
2010-2013 Proposed Older Youth - Academic and Career/Job Success



Award #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
114	218 Youth Radio	Pathways to Higher Education and Careers	Youth Radio	Private	1701 Broadway	94612	3	To meet the needs of Oakland's young people, Youth Radio offers a youth development program that integrates educational support, college preparation and career exploration. Youth Radios program includes intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships. This approach has led to extraordinary results: 98% of Youth Radios students successfully graduate from high school. In 2008, 100% of Youth Radios graduating seniors were accepted to 2- or 4-year colleges.
115	240 Pivotal Point Youth Services	Project EEVE	Pivotal Point Youth Services	Other	875 Hegenberger Rd., 1st Floor	94621	7	Pivotal Point Youth Services is proposing to provide education and career assessments, education referrals, employment training, paid internships, vocational skills development, and entrepreneurship training to at-risk youth ages 15-20 residing in the City of Oakland. The services will be enhanced with a variety of other comprehensive supportive services to help alleviate barriers to employment. The services are designed to increase the youths employment, vocational and entrepreneurial skills to prepare them for careers with life-long growth potential and future self-sufficiency.

C  
31/34

Oakland Fund for Children and Youth  
2010-2013 - Final Recommended Programs



**Legend**

- Older Youth - Comprehensive Programming
-  Council District
-  High Stressor Beats (Measure Y)



Oakland Fund for Children and Youth  
2010-2013 Proposed Older Youth - Comprehensive Programming

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
116	220	Alameda Family Services	DreamCatcher	DreamCatcher	Other	422 Jefferson St	94607	3	DreamCatcher will target runaway, throwaway and homeless older youth to allow them to successfully transition to adulthood. An array of supportive services include a safe place where caring adults, academic and career support and recreation can be provided. Comprehensive programming will include academic tutoring, goal setting and counseling, sports/recreation, life skills training, case management, leadership training, peer led training and workshops, resume development, college application assistance, peer support, assistance with housing and a safe space to congregate.
117	222	Alternatives in Action	McClymonds and Life Academy Youth & Family Centers	Life Academy Alternatives in Action's McClymonds Educational Various Internship Sites, TBD	High School Other High Other Other	2101 35th Ave 1900 3rd St 2607 Myrtle St 682 52nd St TBD	94601 94607 94607 94609 n/a	5 Other 3 1 Other	McClymonds & Life Academy Youth & Family Centers nurture the social, emotional & academic interests of EXCEL High School & Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness & civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff & community members, supports 515 youth yearly to be agents of change & prepare for successful transitions to adulthood.
118	227	City of Oakland, Office of Parks and Recreation	Radical Roving Recreation	Studio One Park & Recreation Center	Park	365 45th St	94609	1	In response to the cycles of community and family violence, poverty, and lack of education, the Office of Parks & Recreation has developed a comprehensive arts, culture, and life skills program to assist young people to transition healthfully into adulthood. Through TOOLS, OPR and partners will provide dance, theater, communications, and self-esteem building to help 180 young people move through the trauma they have experienced so they may further access life skills. These skills include healthy cooking and nutrition, financial management, and developing a vision for their careers and life.
119	228	Dimensions Dance Theater, Inc.	Intern and Apprentice Program	Malonga Casquelourd Center for the Arts Various local, regional, Various Localities	Park Other Private	1428 Alice St Various Various	94612 n/a n/a	3 Other Other	The Intern and Apprentice Program was launched in 2003 with funding from OFCY and other grantmakers in order to provide opportunities for the interested, older, highly motivated advanced students that are seeking arts careers. These students will work alongside DDT's senior/professional instructors, teaching and mentoring younger students, demonstrating technique, rehearsing repertory, problem solving in the studio, performing in the community; furthermore, to give direct coaching and training, that will support and prepare students for careers in dance and related fields.
120	229	First Place for Youth	First Steps Community Resource Center	First Steps Community Center	Other	1601 Telegraph Ave	94612	3	The First Steps Community Resource Center is a warm and welcoming youth center in downtown Oakland that serves as a critical information and referral service to foster and homeless youth. Each year, more than 500 youth (ages 16-20) obtain housing search assistance, emancipation planning training, education and employment information, and emergency food and utility assistance. Youth use computers, participate in community building and service events, and socialize with other youth who are preparing to transition from foster care.
121	242	Refugee Transitions	Refugee and Immigrant Wellness Project	Students' Homes Oakland International	Private High	3024 Fruitvale Ave 4521 Webster St	94602 94609	5 1	Refugee Transitions will continue its successful partnership with Oakland International High School (OIHS), Soccer Without Borders and California Youth Outreach to support 225 low-income refugee and immigrant youth at OIHS. The program will include ESL tutoring, mentoring, leadership training, conflict resolution, case management & recreational activities. In safe environments, youth will improve their English and academic skills; gain confidence, develop healthy relationships with caring adults; explore their interests; learn the values of exercise, effective communication and teamwork.

C 33/38

Oakland Fund for Children and Youth  
2010-2013 Proposed Older Youth - Comprehensive Programming

Award #	Proposal #	Agency	Program	Location Name	Type	Address	ZIP	District	Description
122	249	Youth ALIVE!	Caught in the Crossfire Comprehensive Supports of Youth	Castlemont Community of Schools, Business Information & Technology School	High	8610 MacArthur Blvd	94605	7	Over the project period, Youth ALIVE! will accept referrals for, reach out to, and provide comprehensive violence prevention case management services for older youth, ages 15 to 20, who live in the part of East Oakland that is served by Castlemont Community of Small Schools and have one or more of the risk factors associated with violence, e.g. chronic truancy, involvement with gangs, and victim or perpetrator of violence. Castlemont Community of Small Schools and the Castlemont Health Center operated by Childrens Hospital & Research Center Oakland will refer up to 95 youth to Caught in the Crossfire services
				Castlemont Community of High		8610 MacArthur Blvd	94605	7	
				Castlemont Community of High		8610 MacArthur Blvd	94605	7	

C 34/35

Overview of Schools Served by City Council District

	District 1	District 2	District 3	District 4	District 5	District 6	District 7
Elementary (40)	Emerson	Bella Vista	Hoover	Allendale	Global Family/ Learning Without Limits (@ Jefferson)	Burkhalter	Brookfield Village
	Piedmont	Cleveland	Lafayette	Fruitvale	Lazaer	Carl B. Munck	Howard
	Sankofa	Franklin	Martin Luther King, Jr.	Horace Mann	Think College Now/ International Community School	Community United/ Futures (@ Lockwood)	Sobranite Park
	Santa Fe	Garfield	Prep Literacy Academy of Cultural Excellence (Place) (@ Prescott)	Laurel	Manzanita SEED/Manzanita Community Day School	East Oakland Pride @ Webster*	EnCompass Academy
		La Escuelita		Maxwell Park	World Academy/ Achieve Academy (@Hawthorne Family Resource Center)	Greenleaf (@ Whittier)	Rise/ New Highland (@ Highland)
		Lakeview		Sequola		Markham	Esperanza/ Korematsu @ Stonehurst
		Lincoln				Parker	
Middle (15)						Bridges Academy @ Melrose	
	Claremont	Lighthouse Charter School	West Oakland Middle @ Lowell	Bret Harte	Edna Brewer	Frick	James Madison
		Roosevelt	Eagle Village Community Center Youth and Family Services, Inc. (Westlake)		Urban Promise Academy	Melrose Leadership Academy	Alliance/ Elmhurst Community Prep (@Elmhurst)
					United for Success (@ Simmons)	Roots International/Coliseum College Prep (@ Havenscourt)	
				ASCEND			

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**OFCY FINAL EVALUATION  
2008-2009 INDIVIDUAL PROGRAMS**

**Early Childhood Programs**

Bring Me a Book Foundation - Oakland Early Learning Collaboration  
Children Hospital and Research Center - Development Playgroups  
East Bay Agency for Children - Hawthorne - Parent & Early Childhood  
Family Paths Inc. The Oakland Early Childhood Mental Health Collaborative  
Jumpstart for Young Children - Oakland  
Oakland Parks and Recreation Sandboxes to Community Empowerment  
The Link to Children - Early Childhood Mental Health Services for High Risk

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**Summer Programming**

Aim High  
Destiny Arts Center  
East Bay Asian Youth Center - San Antonio Summer Sports Program  
EOYDC - Summer Cultural Enrichment Program  
Family Support Services of the Bay Area - Kinship Summer  
Girls Inc. of Alameda County - Concordia Park  
Girls Inc. of Alameda County - Eureka Teen Achievement  
Leadership Excellence - Oakland Freedom School  
Prescott Circus Theatre  
Oakland Parks and Recreation Summer Camp Explosion  
OASES Summer Playhouse

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**Wellness - Youth Leadership**

AIDS Project of the East Bay - LGBTQ Youth Health and Wellness Conductors Project  
Asian Community Mental Health Services  
Native American Health Center Inc. Indigenous Youth Voices  
Youth Alive! Teens on Target

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**Youth Leadership - Academic and Career/Job Success**

Alameda County Medical Center - Model Neighborhood Program  
Centro Legal de la Raza - Youth Law Academy  
Next Step Learning Center - Success at Seventeen Plus  
Youth Employment Partnership - Career Try-Out

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**Youth Leadership - Comprehensive Programming**

First Place for Youth - Healthy Transitions Project  
Alternative in Action - HOME Project

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## Community-Based and School-Based After School Programs

Ala Costa Centers- Ala Costa Centers After School Expansion  
American Indian Child Resource Center- Nurturing Native Pride ASP  
Aspiranet-EnCompass ASP  
Aspiranet-Howard ASP  
Aspiranet-International Community School (ICS) ASP  
Aspiranet-Melrose Leadership Academy ASP  
Aspiranet-Piedmont ASP  
Aspiranet-RISE ASP  
Aspiranet-Think College Now ASP  
Aspiranet-Webster (East Oakland Pride) ASP  
BACR - Bret Harte ASP  
BACR - Bridges ASP  
BACR - Claremont ASP  
BACR - Community United ASP  
BACR - Emerson ASP  
BACR - Esperanza/Korematsu Stonehurst ASP  
BACR - Glenview ASP  
BACR - Greenleaf ASP  
BACR - Hoover YAH Village ASP  
BACR - James Madison ASP  
BACR - Jefferson ASP  
BACR - Lafayette ASP  
BACR - Markham ASP  
BACR - Martin Luther King ASP  
BACR - P.L.A.C.E. Prescott ASP  
BACR - Sankofa Academy ASP  
BACR - Santa Fe Shooting Stars  
BACR -Learning Without Limits ASP  
BACR -Lockwood ASP  
East Bay Agency for Children-Hawthorne FRC ASP  
East Bay Agency for Children-Sequoia ASP  
East Bay Asian Youth Center - Bella Vista ASP  
East Bay Asian Youth Center - La Escuelita ASP  
East Bay Asian Youth Center- Franklin ASP  
East Bay Asian Youth Center-Garfield ASP  
East Bay Asian Youth Center-Manzanita ASP  
East Bay Asian Youth Center-Roosevelt ASP  
East Oakland Boxing Association- Smart Moves Education Program  
Girls, Inc. - Parker ASP  
Higher Ground Neighborhood Development -Allendale ASP  
Higher Ground Neighborhood Development - Brookfield Village  
Higher Ground Neighborhood Development -New Highland ASP  
Higher Ground Neighborhood Development -Sobrante Park ASP  
Learning for Life -Burckhalter ASP  
Learning for Life -Horace Mann ASP  
Lighthouse Community Charter School ASP  
Oakland Leaf- Ascend ASP  
Oakland Leaf -UPA Urban Arts ASP

Oakland Parks and Recreation-Oakland Discovery Centers ASP  
OASES -Cleveland (QUEST) ASP  
OASES -Lincoln (LEAP) ASP  
OASES -Westlake ASP  
OUSD - Laurel Community Partnership ASP  
OUSD - Maxwell Park ASP  
OUSD -West Oakland Middle School ASP  
OUSD -Alliance ASP  
OUSD -Elmhurst ASP  
OUSD -Lakeview ASP  
OUSD-Manzanita Seed ASP  
OYC - Awesome Extended Learning Program ASP  
OYC - Fruitvale ASP  
Safe Passages -CCPA ASP  
Safe Passages -Edna Brewer ASP  
Safe Passages -Frick ASP  
Safe Passages -ROOTS ASP  
Safe Passages -United for Success ASP  
Spanish Speaking Citizens' Foundation -Laezar ASP  
Spanish Speaking Citizens' Foundation Peralta ASP  
Urban Services YMCA of the East Bay -Explore ASP

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**Bring Me A Book Foundation – Oakland Early Learning Collaboration**

**Project Descriptions:**

This project involves an active partnership of the Bring Me a Book Foundation and Oakland Ready to Learn, an organization that collaborates with 20 public and private agencies whose work involves early childhood education and services. Project partners provide a series of parent/child learning opportunities in several languages that are most spoken in Oakland. “First Teachers” classes engage parents with their children encouraging family bonding and early literacy skills through hands-on early literacy workshops, cross-cultural performances and interactive art activities, library activities for children and early learning information at neighborhood festivals. Project services are being delivered to Oakland Unified School District Child Development Centers and community sites. The project distributes to a majority of participants free, multilingual books for home and over 80 preschool sites have had bookcases filled with high quality children’s literature placed at their locations. The Early Childhood Resource Center at the Oakland Ready to Learn Community Classroom, located at 2285 International Boulevard and next door to the Eastside Arts Alliance Center, serves as the hub of child and family literacy, art and music activities in one of the most diverse and under served areas of Oakland.

**Program and Staff Strengths:**

The Bring Me A Book Foundation has enabled Oakland Ready to Learn through its Oakland’s First Teachers Program to put in the hands and homes of hundreds of children and parents high quality children’s literature that is multicultural and multilingual—thus, stimulating an early love of reading as parents are encouraged and taught effective strategies for reading to their children. The agency also promotes cross-cultural understanding and participation through the cultural events that are age appropriate for early childhood and involves the parents. The program is able to build trusting relationships with the parents and partnering sites using engaging and informative workshops that foster parental skills as their children’s first teachers. The program provides the materials for parents to make learning materials that they can then take home to use with their children.

The program is commended for increasing their visibility with other funders in order to leverage resources. The project employs staff who are linguistically and culturally competent who can connect with the children and parents served. The Oakland Ready to Learn has forged strong involvement of members of the community by hiring local neighborhood residents as instructional aides and for other staff positions. The staff reflects the cultural diversity of the children and families that are served by the program and demonstrate caring qualities toward the children.

**Program and Staff Opportunities for Improvement:**

It is recommended that the program help teachers to create a space where they can help children “de-stress” when they are exhibiting problem behaviors during literacy activities at the ORL Community Classroom. When there is a wide age range of children being cared for while the parent is involved in a parent education workshop, additional staff with ECE experience would be able to provide more enriching activities age-appropriate for the children.

**Youth Evaluator Comments:**

Diyana Crawford , Chris Milburn, Marc Bland

The All Nations Parents Circle is located on International Blvd. The program meets every Saturday from 12:30pm to 3:30pm. It caters to Native American parents with children ages 0 to 5 who ready for pre-school. They take referrals by word of mouth and court orders. The program offers the parent many different activities such as, arts and crafts, story telling, dance, workshops/projects, and field trips. Some program activities they offers are CPR training, exercising, healthy living classes, and free educational books for the families. At the site visit we observed the parents dancing with their children and the staff directing the parents in the proper way to manage their children. The children seemed to be very active and appreciative of the quality time they were spending with their parents. Most of the parents were extended family members such as, grandmothers and aunts.

One of the members of the staff mentioned that many of the community members are worried that the program is geared toward telling parents how to raise their children. In response, the staff member said, “They don’t need us to tell them what to do, they just need us to support the leaders they have.” Many of the members of the program definitely feel the support. One thing that seems to be a theme for the participants is the incredible sense of community that they gain from their involvement. “It’s a really good program... we all know each other!” said Mindy, a grandmother of one of the children. The program really helps the parents to grow and learn how to connect with their children.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 97% Because of this program, my child’s ability to master skills is better:
- 96% Because of this program, my child’s level of active participation in his/her daily life is better:
- 98% Because of this program, my ability to be my child’s first teacher is better:
- 98% Because of this program, my child’s ability to play with other children is better:
- 99% Because of this program, my appreciation of my child’s unique qualities is better:
- 96% Because of this program, my child gets along with others better:
- 96% Because of this program, I can find services and resources for my child better:

- 99% Because of this program, the number of books and other children’s materials in my child’s home (increased):
- 98% Because of this program, the time my child and I spend reading/looking at books (increased):
- 97% Because of this program, my child’s ability to succeed in school is better:
- 99% Because of this program, my confidence in helping my child is better:
- 98% Because of this program, my child’s access to art, music, and dance is better:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

Performance Accountability Model		Answers to OFCY Evaluation Questions Bring Me a Book Foundation- Oakland Early Learning Collaborative					Met Performance Goals	
Logic Model	OFCY Evaluation Questions							
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$175,000	Match \$60,000	Total \$235,000	Percent Match 34%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$175,000	Matching Funds Spent \$77,000	Total Funds Spent \$252,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 107%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 18.0	Years Schooling 16.3	Male 33%	Female 67%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 418	Male 43%	Female 57%	Unknown 0%		Yes
			0-5 yrs 100%	6-10 yrs 0%	11-14 yrs 0%	15-20 yrs 0%	Parent 0%	
			African Americans 19%	Latino Americans 20%	Asian Pacific Islander Americans 32%	Native American 24%	Caucasian Americans 0%	
			Multiracial Americans 3%	Other 2%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 78%		
			EARLY CHILDHOOD EDUCATION					
	Strategies	What service strategies did we conduct?	EARLY CHILDHOOD EDUCATION					Yes
	Activities	How much services did we provide?	Planned Hours of Service 25,050	Actual Hours of Service 32,202	Percent of Contracted Services Delivered 129%	Hours of Service per Customer 447	Staff-rated Growth in Expectation Level 80%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$5.43	Cost per Hour Total Funds \$7.83	Cost per Customer OFCY Funds \$2,431	Cost per Customer Total Funds \$3,500	Number of New Caring Adults Connected to Child/Youth 4.00	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) N/A		Average Satisfaction of Parents (0-100% on 4 items) 96%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%
	Service Productivity - Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed.)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		N/A	98%	94%	
	Grantee selected changes		N/A		98%	100%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 6.5 Spring 09: 9.6		Reliability Score 0.89	Reliability Level Good	SPI Score 813	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys N/A	Parent Surveys 169	Staff Surveys 38	RPRA Surveys N/A	Total Surveys 207	Good Sample Size	



**Children Hospital and Research Center- Development Playgroups Playgrounds**

**Project Descriptions:**

The Oakland Early Intervention Services Unit of Children's Hospital and Research Center (CHRCO) is a multi-agency collaboration with the Department of Social Services, Children and Family Services unit; the De Colores Headstart site; Project Pride; and the Solid Foundation to improve the developmental outcomes of children with special needs from the ages of zero to five and whose families have high risk factors, particularly those associated with poverty. The five agencies serve children demonstrating developmental delays attributed to isolation due to linguistic and cultural differences, social risk factors such as parental drug and/or alcohol abuse or separation from parents upon entering the foster care system due to neglect, abuse or parental incarceration. De Colores works primarily with children who come from homes where Spanish is the primary language spoken and with little or no English spoken. The Project Pride site is at a residential drug treatment center where women have their children living with them. The Solid Foundation site is also a residential drug treatment center that houses women with their children. The CHRCO site is at its Third Street location in Oakland and serves children referred by the Department of Social Services, Children and Family Services. The OFCY-funded services have the goal of serving 170 children out of a total client population of 600.

Developmental playgroups are conducted at the four sites for children who have or are at high risk of developmental delay, particularly in language and communication. Playgroups are led by experienced child developmental professionals with the support of an early childhood special educator, speech therapist, occupational therapist, physical therapist and early childhood mental health personnel. CHRCO's Third Street site uses a multi-disciplinary team who has knowledge and experience in the above mentioned specialties in working with the children. In addition, each playgroup has time for the parents or caregivers and children to interact as well as time when the parents get to discuss issues on their own. The program staff are able to model adult/child behaviors in response to the special needs demonstrated by the child, as well as help parents understand factors in the delayed development of their child; thus, parents and caregivers have the opportunity to learn different strategies to benefit their child's emotional, cognitive and physical development and set realistic expectations for their child's behavior, as well as a reference point for the individual differences among the children.

**Program and Staff Strengths:**

The Developmental Playgroups Program focuses its services on a highly vulnerable population of very young children with high risk factors. They support both child and parents/caregivers through their structured play groups. These offer an opportunity for staff to model good communication and guidance strategies with the children and their parents/caregivers and assess and connect the child for further services if needed.

The staff is highly qualified and the multi-disciplinary support provides a wide range of resources to meet the needs of the child as they are identified. For children who are socially isolated due to language and cultural childrearing practices, the play groups offer an opportunity for the development of socialization and communication skills. For children who are in residential treatment centers with their mothers, the play groups provide the opportunity for staff to repetitively model positive parenting behaviors such as patience, response time, and non-verbal communication. For the child in a foster care setting, the play group provides an opportunity for experiential activities outside in the community and staff that is child-focused in their support of the social and emotional needs of the child who finds him/herself going through transition.

**Program and Staff Opportunities for Improvement:**

The program staff sees the need for expanding their expertise and program strategies relating to 4 and 5 year old since the program has traditionally served 0-3 year old. Mothers in recovery from substance abuse tend to have short attention spans and are self-focused on the recovery process, which presents a special challenge to the staff conducting the play group. The Collaborative is encouraged to assess whether or not the "play group" model provides sufficient contact with children and mothers to achieve the desired outcomes.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

**(Parent 0-5 Survey A)**

- 88% Because of this program, my child's ability to master skills is better:
- 82% Because of this program, my child's level of active participation in his/her daily life is better:
- 94% Because of this program, my ability to be my child's first teacher is better:
- 88% Because of this program, my child's ability to play with other children is better:
- 91% Because of this program, my appreciation of my child's unique qualities is better:
- 80% Because of this program, my child gets along with others better:
- 79% Because of this program, my ability to use child friendly community resources is better:
- 97% Because of this program, my understanding of what my child needs developmentally is better:
- 97% Because of this program, my understanding of my child's feelings is better:
- 88% Because of this program, my ability to communicate positively with my child is better:

**(Parent 0-5 Survey B)**

- 59% Because of this program, my child's ability to master skills is better:
- 67% Because of this program, my child's level of active participation in his/her daily life is better:
- 67% Because of this program, my ability to be my child's first teacher is better:
- 59% Because of this program, my child's ability to play with other children is better:
- 77% Because of this program, my appreciation of my child's unique qualities is better:
- 58% Because of this program, my child gets along with others better:
- 82% Because of this program, my understanding of what my child needs developmentally is better:
- 78% Because of this program, my understanding of how my child feels is better:
- 82% Because of this program, my ability to communicate positively with my child is better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Children Hospital and Research Center- Development Playgroups Playgrounds				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$200,000	Match \$67,500	Total \$267,500	Percent Match 34%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$197,437	Matching Funds Spent \$173,646	Total Funds Spent \$371,083	Percent of OFCY Funds Spent 99%	Percent of Total Funds Spent 139%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 29.0	Years Schooling 17.2	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 422	Male 32%	Female 68%	Unknown 0%		Yes
			0-5 yrs 42%	6-10 yrs 5%	11-14 yrs 2%	15-20 yrs 2%	Parent 43%	
			African Americans 12%	Latino Americans 69%	Asian Pacific Islander Americans 2%	Native American 1%	Caucasian Americans 8%	
			Multiracial Americans 6%	Other 2%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 86%		
			EARLY CHILDHOOD EDUCATION					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 8,856	Actual Hours of Service 11,050	Percent of Contracted Services Delivered 125%	Hours of Service per Customer 26	Staff-rated Growth in Expectation Level 84%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$17.87	Cost per Hour Total Funds \$33.58	Cost per Customer OFCY Funds \$468	Cost per Customer Total Funds \$879	Number of New Caring Adults Connected to Child/Youth 2.10	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) N/A		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantee selected changes		Children & Youth Report of Changes N/A N/A	Parent Report on Changes 82% 87%	Staff Report on Customer 88% 97%	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 4.4 3.5		Reliability Score 0.61	Reliability Level Good	SPI Score 667	Yes, Quality Score >1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys N/A	Parent Surveys 84	Staff Surveys 70	RPRA Surveys N/A	Total Surveys 154	Need to increase sample size

**East Bay Agency for Children- Hawthorne - Parent & Early Childhood****Project Descriptions:**

The Parent Child Education Support Program offered by the EBAC/Hawthorne Family Resource Center serves 12 children under two years of age and 16 children from the ages of three to five years old. The program is offered at the Hawthorne Elementary School campus in two components: the core program offered on Tuesday, Wednesday and Thursdays from 8:30AM to 11:30AM with parent participation on two of those days; and the Drop-In Center on Monday and Fridays from 8:30AM to 4:00PM with afternoon drop-ins by appointment. The program provides activities aimed at increasing the developmental growth in motor skills, communication skills, problem solving and social skills of the participating children; increasing the parent's knowledge of child development and parenting skills; and improving the parent-child communication and bonding. The program is in its first year of operation.

**Program and Staff Strengths:**

Working with young parents, some of them single mothers without a lot of support, has lead to improved parenting skills, which in turn, has resulted in increased communication between the child and parent. The enrichment activities engage children who otherwise might be isolated at home with few child-focused activities. The early childhood enrichment activities are providing a strong foundation readiness for school

**Program and Staff Opportunities for Improvement:**

The staff is open to learning and improving all aspects of the program, which will occur as the program matures and gains experience.

**Youth Evaluator Comments:**

Blanca Lopez, Chris Milburn

EBAC is located at 1700 28<sup>th</sup> Avenue in Oakland. This program offers many services to parents and children between the ages of 0 to 5 years old. They operate Tuesdays, Wednesdays and Thursdays from 8:30am to 11:30am. They provide the children and their parents different activities like, the opportunity to learn how to read, how to speak English, draw and paint, how to use scissors, how to write their name, and sing educational songs. For parents they offer a parenting class called "Supportive Group" in which parents receive classes about immigration, drugs, domestic violence, how to get food stamps, how to educate their child positively, manage their stress as well as a child development classes. They also provide them with different workshops that are instructed by one of the members of La Clinica De La Raza. Another thing they provided the parents with is free food and clothes. This program is offered for 6 weeks. After the 6 weeks they give the opportunity to another family to join the program; it is open to the entire community and for parents that have children enrolled in Hawthorne Elementary School.

We had the opportunity to observe the child playground activities and parent- child group activities. First they came in, they sang and did the welcome activity, later they got into a circle and sang different educational songs, next the teacher read a book and the kids had to identify the animals. After that they broke-up into groups they made animals out of play-dough and the parents helped to create these animals as well as the children. Soon after the teacher brought out yellow and blue paint for a finger painting activity. Before going outside all the children cleaned up there own area and made a line at the door. According to Alma Bernal mother of Pamella Bernal, age 4, this program has helped her a lot because in the parenting classes she learned how to educate her children, and she learned how to control her yelling and stress level. She also mentioned that she has older children and this class helped her to realize if they are doing drugs or if something is wrong with them. Overall, we think that this program brings kids a lot of help by making them feel comfortable by having their parents interact with them. Furthermore being guided by familiar faces makes the process easy for the children to catch on to what the instructor is teaching them, because their parents are there learning with them.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

84% This program makes my school work better:

82% This program helps me get along with adults better:

89% This program helps me learn new things better:

82% This program helps me stay safe better:

77% This program helps me get along with other kids better:

87% This program makes me feel good about myself (more):






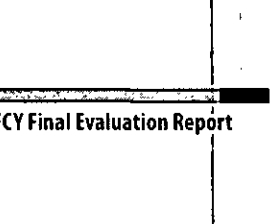

84% This program makes me do my homework better:

86% This program makes me work at things that are hard for me (more):

85% This program makes me want to go to school (more):

### Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions East Bay Agency for Children- Hawthorne - Parent & Early Childhood					Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$125,000	Match \$26,019	Total \$151,019	Percent Match 21%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$125,000	Matching Funds Spent \$21,500	Total Funds Spent \$146,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 97%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 8	Years Experience 9.4	Years Schooling 13.5	Male 0%	Female 100%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 153	Male 46%	Female 54%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 83%	11-14 yrs 16%	15-20 yrs 0%	Parent 0%		
			African Americans 2%	Latino Americans 93%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 0%	Other 3%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 90%			
			EARLY CHILDHOOD EDUCATION						
	Strategies	What service strategies did we conduct?	EARLY CHILDHOOD EDUCATION					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 18,160	Actual Hours of Service 19,437	Percent of Contracted Services Delivered 107%	Hours of Service per Customer 127	Staff-rated Growth in Expectation Level 85%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$6.43	Cost per Hour Total Funds \$7.54	Cost per Customer OFCY Funds \$817	Cost per Customer Total Funds \$958	Number of New Caring Adults Connected to Child/Youth 3.12	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) N/A		Average Satisfaction of Parents (0-100% on 4 items) 71%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantlee selected changes		Children & Youth Report on Changes N/A N/A	Parent Report on Changes 97% 99%	Staff Report on Customer 97% 100%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 5.9 Spring 09 30.2		Reliability Score 0.03	Reliability Level Low	SPT Score 849	Yes, Quality Score > 1 Yes Average SPI > 600	
	Survey Sample	How many customers did they survey?	Children & Youth Surveys N/A	Parent Surveys 98	Staff Surveys 164	RPRA Surveys N/A	Total Surveys 262	Need to increase sample size	

**Family Paths Inc.- The Oakland Early Childhood Mental Health Collaborative****Project Descriptions:**

Family Paths serves as the lead agency for the Early Childhood Initiative which involves OUSD Child Development Centers at Highland Elementary and Parker Elementary Schools, Centro Infantil Annex, Even Start at Manzanita SEED School Campus, Through the Looking Glass at Foothill Square and Thurgood Marshall and Asian Community Mental Health. The Early Childhood Initiative provides site based mental health services to the early childhood education sites as well as through home visits. This project provides site and community based services to children ages 0-5 with special needs living in low-income areas. Children targeted for services include those at risk for family instability and/or those that exhibit behaviors including social withdrawal, aggression and problems focusing. The collaborative provides Parent Infant Psychotherapy with the goal of building the parent/child relationship and healing trauma. The Diadic Model is used with the children who are 0 to 5 years of age; it is a behavior focused model.

**Program and Staff Strengths:**

The staff focuses on building relationships with the child, the parent and the teacher. This provides the framework for strength-based services where an honest discussion can take place about violence and how that affects the child. Through home visits, skilled staff works with the parents using reflective listening to understand where the parent is coming from, and approaches them from a place of compassion (vs. criticism). This approach models for the parent what to do with their child. Staffs help the parent to learn to read their child's cues and understand the true meaning of behavior rather than assuming that the child is "bad."

Children at CDCs transitioning to kindergarten are being helped by ensuring the appropriate teachers are matched to each child and receiving teachers are getting consultation from mental health providers to help with the best transition.

Each agency is to be commended for hiring staff that are experienced, passionate and committed to 0-5, and resourceful in getting additional knowledge about children with trauma and strategies to help them.

**Program and Staff Opportunities for Improvement:**

The collaborative is encouraged to continue to enhance their communication with the center staff to increase their understanding of how they approach service delivery.

Agencies are also encouraged to continue seeking ways to support Staff in maintaining resilience in the face of the daily situations of trauma and violence of individuals and families experiences.

The collaborative is encouraged to continue its efforts to recruit trained, Spanish-speaking.

**Youth Evaluator Comments:**

No site visit conducted per agency request.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

96% Because of this program, my child's ability to master skills is better:

80% Because of this program, my child's level of active participation in his/her daily life is better:

91% Because of this program, my ability to be my child's first teacher is better:

76% Because of this program, my child's ability to play with other children is better:

91% Because of this program, my appreciation of my child's unique qualities is better:

75% Because of this program, my child gets along with others better:

80% Because of this program, my child's ability to calm down is better:

95% Because of this program, my relationship with my child is better:

84% Because of this program, my child's ability to express affection is better:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account- ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions ADD AGENCY				Met Perform- ance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$200,000	Match \$261,194	Total \$461,194	Percent Match 131%	Youth Stipends & Grants 50	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$200,000	Matching Funds Spent \$266,200	Total Funds Spent \$466,200	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 101%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 15	Years Experience 10.4	Years Schooling 16.9	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 890	Male 54%	Female 46%	Unknown 0%		Yes
			0-5 yrs 93%	6-10 yrs 5%	11-14 yrs 0%	15-20 yrs 0%	Parent 0%	
			African Americans 0%	Latino Americans 0%	Asian/Pacific Islander Americans 0%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 0%	Other 100%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 73%		
			EARLY CHILDHOOD EDUCATION					
	Strategies	What service strategies did we conduct?	EARLY CHILDHOOD EDUCATION					Yes
	Activities	How much services did we provide?	Planned Hours of Service 23,755	Actual Hours of Service 44,320	Percent of Contracted Services Delivered 187%	Hours of Service per Customer 50	Staff-rated Growth in Expectation Level 73%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$4.51	Cost per Hour Total Funds \$10.52	Cost per Customer OFCY Funds \$225	Cost per Customer Total Funds \$524	Number of New Caring Adults Connected to Child/Youth 3.15	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) N/A		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantee selected changes		Children & Youth Report of Changes N/A N/A	Parent Report on Changes 88% 87%	Staff Report on Customer 78% 76%	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 5.9 3.8		Reliability Score 0.40	Reliability Level Low	SPI Score 746	Yes, Quality Score >1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys N/A	Parent Surveys 73	Staff Surveys 97	RPRA Surveys N/A	Total Surveys 170	Need to increase sample size

## Jumpstart for Young Children - Oakland

### Project Descriptions:

Jumpstart's mission is to work toward the day every child in America enters school prepared to succeed. In pursuit of this goal, Jumpstart recruits and trains college students, known as Corps members, to deliver an innovative early literacy program via yearlong one-to-one relationships with preschool children in low-income communities. Through these relationships, Jumpstart inspires children to learn, adults to teach, families to become involved in their children's education, and communities to progress together. Jumpstart's research-based curriculum focuses on four key principles: using developmentally appropriate practices; engaging children in active learning; striking a balance of adult-initiated and child-initiated learning; and supporting children's emergent reading and writing. These four principles serve as the foundation for Jumpstart sessions and are the core of the Jumpstart program. Jumpstart has nine preschool partner sites including Centro Infantil Annex, Centro Infantil de la Raza CDC, De Colores Head Start, Fannie Wall Head Start, Franklin Head Start, Fruitvale Head Start, Manzanita Head Start, St. Vincent's Day Home, and San Antonio Child Development Center.

### Program and Staff Strengths:

Jumpstart creates a vehicle that provides an avenue for college students to contribute back to the community in a significant way. Teachers report that children who were not speaking at the beginning of the year, at the end of the year are having conversations, not just one word answers. The program prepares the Corps members with training in literacy best practices utilizing high quality curriculum.

The individualized attention that is provided in two hour blocks is significant in meeting the needs of the child with aggressive behavior for a nurturing, caring adult.

### Program and Staff Opportunities for Improvement:

The program is encouraged to continue seeking ways for college students to support second language development, as well as how to support a full-time college student in their part-time work delivering quality in ECE sites. The program is encouraged to continue adapting its curriculum to the center curriculum and the individual child interests.

### Youth Evaluator Comments:

Chris Milburn, El-Iza Henson

Jumpstart is a literacy-based program that is located at 647 55<sup>th</sup> St in Oakland. The program's hours of operation are Monday through Friday from 8:00am to 5:30pm. Jumpstart caters to youth ages three to five. The program is based on three main elements: dialogic reading method, circle time, and choice time. Dialogic reading method is a one on one reading exercise that teaches the students how books work. It is used to better identify any problems that the youth are having with words, books, and writing. Circle time is usually a group activity where the youth and the team leader sing songs, pronounce words out loud by using their daily routine chart or cards, it also helps the team leader identify areas where youth need the extra help. Choice time is an activity time where youth get to choose to participate in a planned activity with the team leader such as writing letters to other youth in the program and delivering it to their Jumpstart mail boxes. The main goal of Jumpstart is to make every child in America ready to succeed.

When we first entered the facility we observed the youth playing on the outside play structure (slides and monkey bars). Afterwards we went inside where selected youth were receiving extra help with reading and writing skills. The extra help seemed to be effective since each student was paired with one teacher. We didn't have the opportunity to observe the group session of the program since it was one of the students' birthdays. The last thing we observed was the youth having free time.

During the interview process we interviewed Robin Hancock the Site Manager for Jumpstart. We asked her why there should be more programs like this one in Oakland and she said, "So the primary outcome is that all the kids are ready for school." This shows us that Jumpstart is aiming to mentor the youth at a young age so the impression they make will stick with the youth. For the most part Jumpstart was a good program. The staff really seemed to have good control over the program, as well as a good relationship with the youth. What really seemed to be effective was the ratio of students to teachers. Also the fact that the students that need extra help are given extra attention really says a lot about the thoroughness of the program.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

(Parent 0-5 Survey)

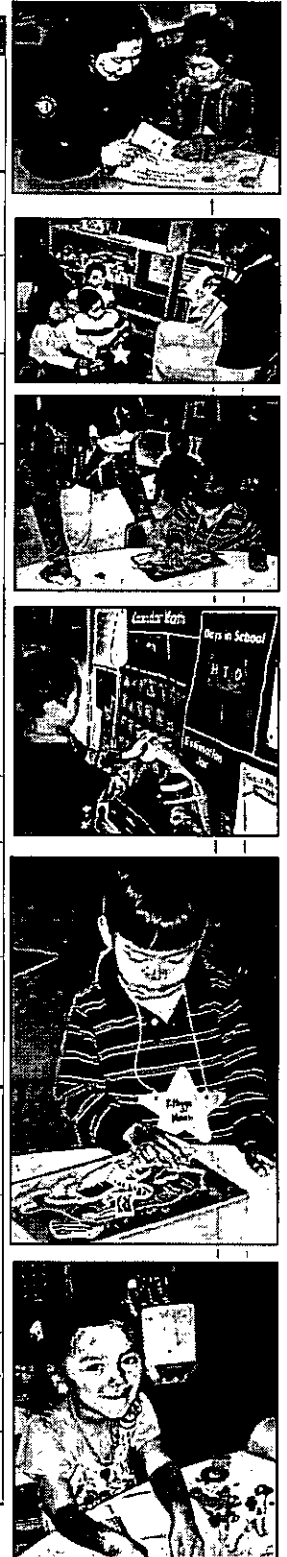
- 100% Because of this program, my child's ability to master skills is better:
- 92% Because of this program, my child's level of active participation in his/her daily life is better:
- 87% Because of this program, my ability to be my child's first teacher is better:
- 89% Because of this program, my child's ability to play with other children is better:
- 95% Because of this program, my appreciation of my child's unique qualities is better:
- 92% Because of this program, my child gets along with others better:
- 100% Because of this program, my child's speech is better:
- 92% Because of this program, my child enjoys reading or being read to (more):
- 90% Because of this program, my child cooperates (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Jumpstart for Young Children - Oakland				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$60,000	Match \$189,638	Total \$249,638	Percent Match 316%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$60,000	Matching Funds Spent \$204,639	Total Funds Spent \$264,639	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 106%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 6.1	Years Schooling 16.5	Male 0%	Female 75%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 174	Male 49%	Female 51%	Unknown 0%			Yes
			0-5 yrs 100%	6-10 yrs 0%	11-14 yrs 0%	15-20 yrs 0%	Parent 0%		
			African Americans 15%	Latino Americans 62%	Asian Pacific Islander Americans 9%	Native American 0%	Caucasian Americans 1%		
			Multiracial Americans 0%	Other 13%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 68%			
			EARLY CHILDHOOD EDUCATION						
	Strategies	What service strategies did we conduct?	EARLY CHILDHOOD EDUCATION					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 75,136	Actual Hours of Service 78,622	Percent of Contracted Services Delivered 105%	Hours of Service per Customer 452	Staff-rated Growth in Expectation Level 68%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.76	Cost per Hour Total Funds \$3.37	Cost per Customer OFCY Funds \$345	Cost per Customer Total Funds \$1,521	Number of New Caring Adults Connected to Child/Youth 3.10	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) N/A		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed.)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		N/A	96%	83%		
			Grantee selected changes		N/A	94%	87%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 3.8, Spring 09: 4.9		Reliability Score 0.47	Reliability Level Low	SPI Score 882	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 60	Parent Surveys N/A	Staff Surveys 59	RPRA Surveys 60	Total Surveys 179	Good Sample Size		



## Oakland Parks and Recreation SandBoxes to Community Empowerment

### Project Descriptions:

Sandboxes to Community Empowerment provides free early childhood programs at three city recreation centers: near Lake Merritt, Bushrod in West Oakland and the Carmen Flores Recreation Center in the Fruitvale district. The program is partnering with MOCHA who brings their expertise in bringing the arts into the learning experience of very young children to foster creativity and self-expression. Mental health needs of the children are addressed through services from Children's Hospital. The program focuses on providing opportunities for socialization, motor development, school readiness, healthy parent/child interaction, healthy attachment, and healthy parenting. The program is piloting the program design in its first year.

### Program and Staff Strengths:

The staff has created conducive learning environments for children, parents and staff. Staff is knowledgeable and experienced enough to capitalize on "teaching moments;" for example, when a child is getting ready to hit another child or throw a toy—staff uses that moment to teach appropriate responses. The staff provides lots of modeling for the children and parents about appropriate ways to address behavioral issues that are healthy developmentally. Children and parents are introduced to age-appropriate activities in a structured playgroup setting giving parents the opportunity for observation and reflection on their child's development. Partnership with MOCHA by this new program brings MOCHA's deep experience and knowledge about setting up an ECE program and modeling for newer staff.

### Program and Staff Opportunities for Improvement:

After completing its first year, Sandboxes should consider lengthening its program beyond the 27 weeks. As children get ready for kindergarten, readiness for school requires different attention activities and differentiation would greatly benefit those children. With growing numbers, it is recommended that the program form multiple age groups to better serve its clients. Parents would benefit from preparation for the transition to school.

### Youth Evaluator Comments:

Blanca Lopez, Joymara Coleman, Marc Bland

On the day of our site visit we visited OPR- Sandboxes at 1637 Fruitvale Avenue. This program operates Mondays, Wednesdays and Fridays from 9:30am to 12:00pm. It is offered to parents and children between the ages of 0 and 5. This is a bilingual site. This is one of three sites that are funded by OFCY. The other two are: E.M. Smith and Bushrod. This program is free for all the families. Some of the activities that they offer include arts-n-crafts, free play, social and motor development, outdoor activities, snack, learning enrichment, and classes that teach healthy attachment. The goal is to develop a healthy attachment between the children and their parents and teach the children new things that will stimulate their social development. For the parents, the program also offers parenting support classes once a month where professional caregivers teach parents about discipline techniques and how to interact with their child.

At this site visit we observed children interacting with their parents and playing with their toys after an art project. Some students, however, were still working on their drawing, painting, or coloring project. We also witnessed snack time as well as various song and dance activities. One of the staff members then led the children in circle time, during which they enjoyed an interactive story of the Three Little Pigs. We had the opportunity to interview two different staff members, LaTanya Harper and Angela Howard. We also interviewed one parent in English and two parents in Spanish. Each parent was equally satisfied with the services offered at the program. One parent stated that "The (parent support) classes offered her good advice to take home!" The other parents unanimously agreed that their children are better prepared for kindergarten. One parent also said that this program is excellent for other parents who cannot afford preschool programs. Each parent has recommended the program to other parents in their community. One thing that the parents seem to value from the program is the sense of community and that it is a safe environment to express their concerns about parenting. As evaluators, we can see the overall benefits of this program and the changes that it makes in the lives of children and parents alike. There seems to be a strong connection between the parents and their children, which I don't think would otherwise have been established were it not for this program.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.


- 96% Because of this program, my child's ability to master skills is better:
- 94% Because of this program, my child's level of active participation in his/her daily life is better:
- 91% Because of this program, my ability to be my child's first teacher is better:
- 85% Because of this program, my child's ability to play with other children is better:
- 91% Because of this program, my appreciation of my child's unique qualities is better:
- 91% Because of this program, my child gets along with others better:
- 94% Because of this program, I understand where to find services and resources for my child better:
- 91% Because of this program, my child is enjoying the activities I do with him/her at home (more):
- 82% Because of this program, my confidence in playing with my child and introducing fun and meaningful activities is better:
- 92% Because of this program, I am connecting with my community better:





**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Oakland Parks and Recreation SandBoxes to Community Empowerment				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$175,000	Match \$67,320	Total \$242,320	Percent Match 38%	Youth Stipends & Grants \$0	Yes	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$175,000	Matching Funds Spent \$67,320	Total Funds Spent \$242,320	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%		
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 10.0	Years Schooling 12.0	Male 0%	Female 100%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 155	Male 52%	Female 47%	Unknown 1%		Yes	
			0-5 yrs 91%	6-10 yrs 1%	11-14 yrs 0%	15-20 yrs 0%	Parent 0%		
			African Americans 10%	Latino Americans 24%	Asian Pacific Islander Americans 10%	Native American 0%	Caucasian Americans 19%		
			Multiracial Americans 7%	Other 30%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 100%			
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 22,455	Actual Hours of Service 36,605	Percent of Contracted Services Delivered 163%	Hours of Service per Customer 236	Staff-rated Growth in Expectation Level 100%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$4.78	Cost per Hour Total Funds \$6.62	Cost per Customer OFCY Funds \$1,129	Cost per Customer Total Funds \$1,563	Number of New Caring Adults Connected to Child/Youth N/A	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 94%		Average Satisfaction of Parents (0-100% on 4 items) Very High		Customer Level of Participation in Services Yes Satisfaction > 70%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Granttee selected changes		Children & Youth Report of Changes N/A	Parent Report on Changes 96%	Staff Report on Customer 100%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.8 6.2		Reliability Score 0.52	Reliability Level Low	SPI Score 727	Yes, Quality Score > 1 Yes Average SPI > 600	
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 27	Parent Surveys 51	Staff Surveys 51	RPRA Surveys N/A	Total Surveys 78	Need to increase sample size	

## **The Link to Children (TLC)- Early Childhood Mental Health Services For High Risk**

### **Project Descriptions:**

TLC collaborates to implement Early Childhood Mental Health Services for High Risk Children 0-5 Years of Age with four child development centers and one Oakland Head Start to make their early intervention mental health services easily accessible to families with young children ages 0 to 5 years. The children served have special mental health needs. TLC has set up a play therapy room in each of the centers, accommodating on site services to the children, parents and teachers. Each site has an intern who has established him/herself as partners and service providers at each of the centers; they are trained in the Second Step curriculum. There is also an intern who provides testing of children who have been referred by their teachers to be screened for developmental delays. This service is made available to parents who would otherwise not be able to afford this service, which is expensive. Children who are identified are then referred for outside services.

The interns spend their time observing a classroom, observing a specific child, offering children play therapy, counseling parents and counseling teachers. The interns work with their Clinical Supervisor in offering two Parent Education classes each semester. TLC conducts four Parent Education classes as well during the year. TLC Interns educate teachers, administrators and parents about the value of early intervention mental health services.

### **Program and Staff Strengths:**

TLC is to be commended for acting on previous Evaluator recommendations and enriching the agency with staff that have multi-lingual and multi-cultural competencies. The services offered are enhanced by the dedication and passion of interns to their clients and contribute to positive change in the lives of children and families. Relationships of trust are developed at the child development centers by TLC interns, supervisors and administrators. The staff is commended for improving the transition process between outgoing and incoming interns. Center Directors reported the transitions are much smoother where new interns were much better prepared and "ready to go."

The coordinator is commended for improving communication channels preventing small problems from turning into large ones. This was achieved by sending out a monthly email "check-in" to TLC teams that include staff from both the center and TLC

### **Program and Staff Opportunities for Improvement:**

The program is encouraged continue its efforts to increasing Parent Involvement, reduce the negative stigma related to Mental Health and increase teachers' curiosity about their students and how to help them in Teacher Consultation.

With the increase in bilingual multicultural staff it is recommended that further attention be paid to maintaining awareness of how cross cultural issues impact the TLC staff and creating healthy ways to address these invitations to grow.

### **Youth Evaluator Comments:**

No site visit conducted per agency request.

### **Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

(Parent 0-5 Survey)

90% Because of this program, my child's ability to master skills is better:

95% Because of this program, my child's level of active participation in his/her daily life is better:

85% Because of this program, my ability to be my child's first teacher is better:

80% Because of this program, my child's ability to play with other children is better:

95% Because of this program, my appreciation of my child's unique qualities is better:

90% Because of this program, my child gets along with others better:

90% Because of this program, my child gets along with his/her teachers better:

90% Because of this program, my child behaves in his/her classroom better:

70% Because of this program, my child gets along with me better:

**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions The Link to Children (TLC)- Early Childhood Mental Health Services For High Risk				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$75,000	Match \$33,064	Total \$108,064	Percent Match 44%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$75,000	Matching Funds Spent \$33,064	Total Funds Spent \$108,064	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 14	Years Experience 12.4	Years Schooling 18.1	Male 14%	Female 79%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 103	Male 42%	Female 57%	Unknown 1%			Yes
			0-5 yrs 60%	6-10 yrs 1%	11-14 yrs 0%	15-20 yrs 1%	Parent 38%		
			African Americans 36%	Latino Americans 25%	Asian Pacific Islander Americans 10%	Native American 0%	Caucasian Americans 14%		
			Multiracial Americans 9%	Other 7%	RPRR Child/Youth Asset Level	Staff-rated Growth in Participation--Home, School, Community 73%			
	Strategies	What service strategies did we conduct?	EARLY CHILDHOOD EDUCATION					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 4,654	Actual Hours of Service 6,355	Percent of Contracted Services Delivered 137%	Hours of Service per Customer 62	Staff-rated Growth in Expectation Level 69%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$11.80	Cost per Hour Total Funds \$17.00	Cost per Customer OFCY Funds \$728	Cost per Customer Total Funds \$1,049	Number of New Caring Adults Connected to Child/Youth 1.21	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) N/A		Average Satisfaction of Parents (0-100% on 4 items) 90%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes			90%	78%		
			Grantee selected changes			86%	69%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.0 3.7		Reliability Score 0.62	Reliability Level Good	SPI Score 698	Yes, Quality Score >1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 44	Parent Surveys	Staff Surveys 38	RPRR Surveys 41	Total Surveys 123	Good Sample Size		

## Ala Costa Center – Ala Costa Center Expansion

### Project Descriptions:

Ala Costa provides a comprehensive after school program that empowers students, ages 5 to 22, with developmental disabilities to find, use and express their unique strengths and talents. Founded in 1972, Ala Costa has a site in Berkeley and Oakland, and serves 110 students, most of who reside in Oakland. Student participants are provided the skills and opportunities they need to become successful and productive members of society and are encouraged to have fun in the process. Ala Costa's curriculum is highly individualized and designed to help students develop skills in independent living, mobility, fine arts, expressive and receptive language, functional academics, social interaction and vocational readiness.

### Program and Staff Strengths:

As social isolation is broken down, Ala Costa clients learn to communicate and interact socially with other people with disabilities and community without disabilities. Social relationships are formed at the centers by parents and youth and are carried beyond the center into their own lives—an important dynamic that breaks the isolation of many families with developmentally delayed children. Ala Costa clients grow in their independence and social skills. Clients get to participate in activities that “normal” kids do: driving go karts, a blind child doing river rafting, going on a roller coaster. They learn new things that otherwise they would not experience, which build self-confidence so that they can relate to other children and youth with these experiences. Staff of Ala Costa is made up of caring, loving, patient individuals that demonstrate a genuine love and friendship with their clients and their families. The team of over 25 qualified staff strives for creativity and innovation in their programming so that their students can have fun along the way.

### Program and Staff Opportunities for Improvement:

The program is encouraged to continue its ongoing effort to look for new materials and creative ideas to interact with and engage the children and youth in teaching new ideas. The program is also encouraged to find new ways to teach concepts, like diversity; staff creativity would be supported by giving them the opportunity to visit each other's site and other program sites to get new ideas. The program is encouraged to continue toward its long-term goal of accreditation.

### Youth Evaluator Comments:

El-iza El Henson, Joymara Coleman

Ala Costa Center is an after school learning community for students with developmental disabilities. It serves students from age 6 to 24 years old. The center is broken down into five classrooms that are designed to serve each age range of students. The younger group of children works on basic learning skills in a classroom setting, while the older high school aged group focus on higher education and is provided with resources such as help with college applications. The adult age students are referred to as the “transition” age youth. These participants are prepared for real life situations, are taught and practice social interaction skills and independent living skills. The students are taught skills that are necessary for everyday living such as how to use public transportation and they are also linked to independent and supported housing programs within their communities. The center operates Monday-Friday 10am-6pm and has 52 students enrolled. School counselors and teachers that have IEP's at their school, usually refer students to the program. The only requirement is that the students be in need of services and have a known disability. The program is beneficial to both the student and parent. There is no waiting list.

We observed students in their classrooms with both a teacher and a teacher's aide. Students were engaging in reading, practicing writing, and some were getting help with homework. We got a chance to see everyone take turns lending a hand in cleaning up after snack time. A regular day at the center usually consists of social discussion and outdoor activities including various sports, such as, kickball and basketball. There is snack time, schoolwork help, and arts and crafts for the younger group. To make sure the days are as smooth as possible, teachers have daily agendas available which list all program activities for the day. When we asked some students why they kept coming back to Ala Costa they said, “The center is like a second home”. Executive Director Ron Halog also responded saying, “It's a place where the kids aren't judged or have to feel like outcasts . . . they can just be.” Although we did not see all activities that were offered we were lucky enough to be part of the audience during the talent show on Tuesday. All of the students wanted to participate in musical performances expressing themselves by dancing to popular music, while others applauded and cheered their friends on. We think there should be more programs like this one and it is very significant to the lives of the kids that are touched by the program's impact.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 83% Because of this program, my success at school (job/training) is better:
- 84% Because of this program, my understanding of who I am and what I can do is better:
- 90% Because of this program, my ability to communicate is better:
- 83% Because of this program, my child's ability learn new things is better:
- 93% Because of this program, my ability to connect with adults is better:
- 96% Because of this program, my ability to work with others is better:
- 87% Because of this program, my ability to stay safe is better:
- 69% Because of this program, I understand inappropriate touch and physical and sexual threats better:
- 67% Because of this program, I recognize physically dangerous situations and will avoid them better:
- 71% Because of this program, I understand how to help people with developmental disabilities better:
- 61% Because of this program, I know how to get and spend money better:
- 92% Because of this program, my sense of belonging is better:
- 83% Because of this program, I safely cross streets and ride the bus or BART better:
- 84% Because of this program, I act independently better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Ala Costa Centers- Ala Costa Centers After School Expansion				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$1,151,234	Total \$1,263,734	Percent Match 1023%	Youth Stipends & Grants 50	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$1,151,234	Total Funds Spent \$1,263,734	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 30	Years Experience 11.4	Years Schooling 14.2	Male 38%	Female 59%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 105	Male 61%	Female 39%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 5%	11-14 yrs 18%	15-20 yrs 46%	Parent 31%	
			African Americans 45%	Latino Americans 10%	Asian/Pacific Islander Americans 20%	Native American 0%	Caucasian Americans 26%	
			Multiracial Americans 0%	Other 0%	RPR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 78%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 83,236	Actual Hours of Service 83,236	Percent of Contracted Services Delivered 100%	Hours of Service per Customer 793	Staff-rated Growth in Expectation Level 75%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.35	Cost per Hour Total Funds \$15.18	Cost per Customer OFCY Funds \$1.071	Cost per Customer Total Funds \$12,036	Number of New Caring Adults Connected to Child/Youth 5.93	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 93%		Average Satisfaction of Parents (0-100% on 4 items) 92%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		92%	82%	91%	
			Grantee selected changes		81%	67%	76%	
	Academic selected changes							
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.0 3.3		Reliability Score 0.76	Reliability Level Good	SPI Score 735	Yes, Quality Score >1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 184	Parent Surveys 161	Staff Surveys 127	RPR Surveys 195	Total Surveys 667	Good Sample Size	



## SUMMARIES

### American Indian Child Resource Center- Nurturing Native Pride ASP

#### Project Descriptions:

All American Indian Child Resource Center (AICRC) – Nurturing Native Pride program components are held or initially assemble at the AICRC, 522 Grand Avenue, Oakland. Activities were conducted on Mondays, Tuesdays, and Thursdays from 3:00 – 6:30 pm and Wednesdays from 1:30 – 6:30 pm. The Thursday dance class was held at the Intertribal Friendship House from 6:30-9:30 pm. AICRC has developed a youth development program whose framework is based on cultivation of a strong cultural identity as indigenous people. From that healthy cultural identity, the student's resilience is strengthened and positive decisions are formed. This cultural context is emphasized through cultural events like Pow Wows and community involvement of youth and families who actively participate and attend—parents help provide transportation, food for booths, special dance regalia. The program provides personal counseling and case management including a referral process, setting goals with youth, checking in with families, checking with schools relating to attendance and behavioral issues, acting as advocates for youth with school – SARB meetings, IEP testing, acting as advocates with the parents, re-registering youth in the schools and academic monitoring. Staff pick up each student's grades at the school, conducts individual academic advising, give academic recognitions, meet with teachers and counselors, special needs coordinators at schools, and provide on-going tutoring.

#### Program and Staff Strengths:

The program is commended for making continued improvements to their program design and growing the program to middle school services. The staff is involved in the program planning and they engage in the continuous improvement process by looking at what works and what has not worked. The staff is extremely dedicated and there has been little staff turnover. They know their students individually and work closely with the student to provide the needed support services that result in steady progress by students to overcome the struggles with family issues like unemployment, alcoholism and homelessness.

The youth and staff are very active in the community, which is a unique and meaningful part of AICRC's program. Tradition and culture is central in each activity and culturally appropriate strategies are always employed. Parents are active and volunteer their time at events and meetings. Staff takes youth on weekend and evening cultural retreats and festivals and brings families food or resources when needed. Youth are encouraged to be leaders (as assistant coaches, peer educators and mentors). The case management component is also remarkable as it ensures each student's needs are attended to so each child has the opportunity to be successful and not fall through the cracks.

#### Program and Staff Opportunities for Improvement:

The staff is encouraged to continue its efforts to (1) organize space so that the youth have ample moving room and space to spread out for tutoring given the continued increase in the number of youth served; and (2) provide a variety of activities needed when youth finish their homework and their cultural arts projects. Staff would benefit from professional development opportunities to increase time management; systematize paperwork; and prioritizing when multiple tasks are demanded.

#### Youth Evaluator Comments:

Donovan Allen, Chris Millburn, Jesus Jimenez

American Indian Child Resource Center (AICRC) is located at 522 Grand Avenue. AICRC is a program that specializes in the restoration and preservation of American Indians in Alameda County. It is offered to American Indians from the ages of 11 to 18. The youth are offered a variety of activities from sports, health nutrition, cooking, cultural arts, dancing, drumming, and homework assistance. The program runs Monday through Thursday, from 3:30pm to 6:30pm and Wednesday, 2:30pm to 6:30pm. The program recruits youth by the word of the mouth, and through relatives. The main goal of AICRC is to preserve the culture of American Indians youth. During our visit, we saw 20 youth and 5 staff playing capture the flag. There were two groups of 10 youth playing capture the flag. Then during the enrichment part they had a spiritual cleansing, designed to cleanse the body and mind through a ceremony using sage. Soon after they separated into two groups, one for boys and one for girls to do their homework.

We asked Enrique, a 14 year old youth, what he would be doing if he was not at this program and he said, "I would be at my house playing video games, not doing my home work and failing." Right after he said that Rebecca Raymond the program coordinator said, "That's exactly where we found him at too; then we pulled him back into the program." This shows us that the people who run this program actually care about the youth and want them to do well in life. The program is a very educational, prosperous, and motivational opportunity for American Indian youth. It teaches the youth about their heritage and culture and instills a sense of appreciation for the program and the role it plays in their lives.

#### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

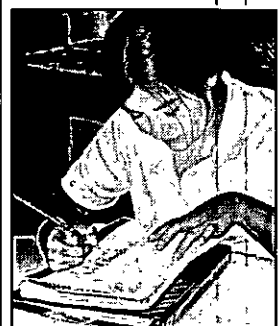
- 90% Because of this program, my success at school (job/training) is better:
- 90% Because of this program, my understanding of who I am and what I can do is better:
- 80% Because of this program, my ability to communicate is better:
- 90% Because of this program, my child's ability learn new things is better:
- 83% Because of this program, my ability to connect with adults is better:
- 88% Because of this program, my ability to work with others is better:
- 90% Because of this program, my ability to stay safe is better:
- 90% Because of this program, I feel good about myself (more):
- 93% Because of this program, I feel proud of my culture and my people (more):
- 93% Because of this program, I participate in physical activities (more):
- 88% Because of this program, I participate in community and cultural activities (more):
- 98% Because of this program, I have learned new skills (cultural arts, camping, sailing, etc) (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - James Madison ASP					Met Performance Goals
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants	
			\$112,500	\$133,513	\$246,013	119%	\$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Total Funds Spent	Yes
			\$112,500	\$133,513	\$246,013	100%	100%	
	Staff	Who were the staff providing services?	Staff Surveyed	Years Experience	Years Schooling	Male	Female	Yes
			19	9.8	13.8	30%	70%	
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male	Female	Unknown		Yes
			321	49%	49%	2%		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent	
			0%	0%	84%	16%	0%	
		African Americans	Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans		
		35%	57%	6%	0%	0%		
		Multiracial Americans	Other	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community			
		2%	0%	N/A	69%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Staff-rated Growth in Expectation Level	Yes
			64,100	70,498	110%	220	74%	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Number of New Caring Adults Connected to Child/Youth	Yes
			\$1.60	\$3.49	\$350	\$766	1.69	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services	Yes Satisfaction > 70%
			73%		82%		High	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No. Just Missed Service Productivity < 60%
			Asset development changes		52%	73%	75%	
			Grantee selected changes		56%	71%	64%	
		Academic selected changes		46%	65%	68%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600	
		1.7	1.3	0.70	Good	734		
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size	
		187	38	151	N/A	376		



## Bay Area Outreach & Recreation Program – Sports & Recreation for Disabled Youth

### Project Descriptions:

The Bay Area Outreach and Recreation Program (BORP) provides ongoing sports and recreation opportunities for physically disabled children and youth. The overarching goal of the program is to help participants to become healthy and productive citizens. More specifically, BORP aims to (1) improve participants' health and physical fitness, (2) increase self-confidence and independence, and (3) reduce high-risk behavior. The program offers a variety of activities, including wheelchair basketball, power soccer, adapted cycling, and other outdoor recreation. Additionally, the program provides nutrition education and accessible transportation, which is a key to serving low income neighborhoods. BORP has recently hired an outreach coordinator to reach previously under served areas. It has also hired a transition coordinator, who helps participants in other areas of their lives.

### Program and Staff Strengths:

As a result of BORP, the participants become more assertive and more independent. Additionally, eighty percent of the participating youth go to college. Only one participant has failed to graduate from high school. Most of the staff have been with the program for a long time and are personally committed to their work. As a result of being involved in the program, many of the volunteers go on to be involved in other similar programs. BORP staff are proud of the program's longevity; BORP celebrated its 30-year anniversary in May of 2007. Staff are also proud of the fact that it is constantly expanding its services and capabilities. For example, BORP recently expanded by hiring an outreach coordinator and has seen the payoff of this move in new youth coming to the program. Additionally, the program has recently hired a transitions coordinator to help the participants in other areas of their lives.

### Program and Staff Opportunities for Improvement:

As previously mentioned, the program has recently hired a transitions coordinator to help participants make transitions in their lives. The opportunity in this area is to monitor the effectiveness of this new position in order to ensure that participants are getting the most benefits from this service. An additional opportunity for improvement is the planned establishment of a formal mentoring program that will match participating youth with adults. Program staff are aware of the need to attract and serve a more culturally diverse group of customers. A significant step in this direction was the hiring of an outreach coordinator. To accommodate the new customers, the program would benefit from developing plans to enhance cultural competence and inclusion at all levels of the organization. In keeping with efforts to recruit and serve a more diverse group of customers, the program would benefit from the providing of training and development opportunities to its staff in diversity and cultural competence.



### Youth Evaluator Comments:

Chris Milburn, Brenda Dueñas

BORP is a program, whose wheel chair basketball takes place at 1720 8<sup>th</sup> St. BORP, and that caters to youth in middle and high school grades and who are physically challenged. This program offers activities such as wheel chair basketball, power soccer, track and field, tennis, and cycling. The wheel chair basketball activity runs every Saturday from 9:00pm to 3:00pm. The younger youth participants meet from 9:00am to 12:00 and the older participants, who are part of the junior varsity and varsity teams, meet from 12:00pm to 3:00pm. BORP uses many recruitment techniques such as recommendation from schools, therapists, hospitals and word of mouth. Currently BORP has 31 youth participants enrolled in the wheel chair basketball, of which on average 28 come per day. On the day of the visit we saw only 11 youth members during the morning session.

Upon our arrival, the students were warming up for a scrimmage game. During the game, the coach would often stop the players in order to inform them of their mistakes as a team and how to improve their skills. Once the scrimmage was over the students prepared for lay up lines in which they were taught how to do a lay up in a way that would ensure their success in making the basket. Soon after, the students lined themselves up for races. Students would attach himself to another student's chair that would then push both of them across the basketball court. While the youth were on the court, they were constantly crashing into one another and falling, but none of the youth members complained or cried out for help. They simply smiled and picked themselves up from the ground and continued to play as if nothing happened. The parents also did not run at the first sign of a problem, instead they let their children get up on their own as a way of demonstrating their trust in their child's abilities. As a whole, these actions allow the youth to become independent, a major goal of the program.

According to Trooper Johnson, Sports Coordinator for BORP, the main goal of the program is to "provide services to every physically unable kid in the Bay Area." He also stated that since he began working with this program he himself has grown by watching how his students grow in all the work that they do. When asked what was the biggest change that she noticed in the youth participants, Erin Barton, the Youth Transition Coordinator, said, "The students learn that they can do more things on their own, that they don't have to depend so much on their parents." James, age 14, has participated in BORP for two years and is the point guard for the junior varsity team. Since he has been in the program he has noticed that, "I am more comfortable talking to people. In the past I had a hard time making conversation with people, but now it's easier to talk to people."

As youth evaluators we believe that this program offers services that are greatly needed in the Oakland community. The youth are learning how to be independent, how to push themselves to their maximum potential, and how to communicate with others. These are skills that will carry them throughout their lives. Therefore, this program should remain in service for years to come.

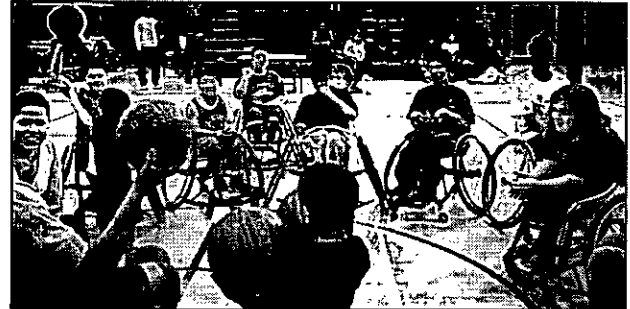


### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

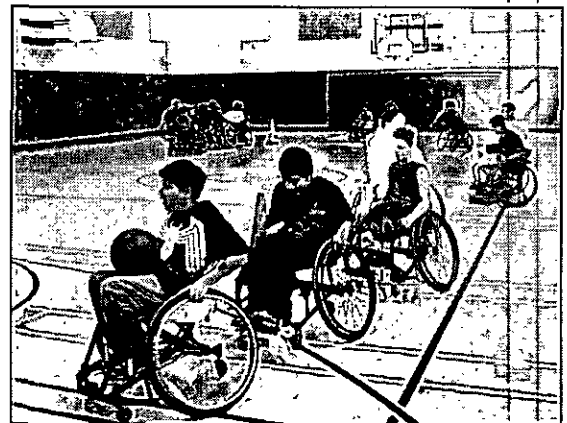
#### (Youth Survey)

- 47% Because of this program, my success at school (job/training) is better:
- 77% Because of this program, my understanding of who I am and what I can do is better:
- 84% Because of this program, my ability to communicate is better:
- 84% Because of this program, my child's ability learn new things is better:
- 68% Because of this program, my ability to connect with adults is better:
- 78% Because of this program, my ability to work with others is better:
- 50% Because of this program, my ability to stay safe is better:
- 94% Because of this program, my strength and fitness levels are better:
- 78% Because of this program, my overall health and physical awareness are better:
- 94% Because of this program, my playing skills and knowledge of my sport are better:
- 78% Because of this program, my self-confidence is better:
- 81% Because of this program, my ability to do things independently is better:
- 91% Because of this program, I work cooperatively as a team member better:
- 81% Because of this program, I can cope with my disability better:
- 77% Because of this program, my expectations for myself and my future are better:



#### (Child Survey)

- 100% This program makes my school work better:
- 100% This program helps me get along with adults better:
- 100% This program helps me learn new things better:
- 100% This program helps me stay safe better:
- 100% This program helps me get along with other kids better:
- 100% This program makes me feel good about myself (more):
- 100% This program helps me play sports better:
- 100% This program makes my health and physical fitness better:
- 100% This program makes me feel confident (more):
- 75% This program makes me act on my own better:



**East Oakland Boxing Association – Smartmoves Education and Enrichment Program****Project Descriptions:**

The East Oakland Boxing Association, Smartmoves Program is a free comprehensive after school and summer program for children and youth, ages 6 to 13. Programming includes cross-curricular integrated academic tutoring, mentoring, arts and crafts, theater, photography, Afro-Cuban drumming, health and nutrition, computers, organic gardening, physical education and field trips. Smartmoves strives to provide a safe, friendly space for youth to receive academic help, mentorship from caring, adult role models and an opportunity to be involved in positive activities.

**Program and Staff Strengths:**

The Smartmoves Program is commended for encouraging their older youth participants to serve as mentors to the younger children in their program, particularly, for those youth have been with the program for several years. Through the strengthening of the Youth Intern Program component, Smartmoves has been able to provide selected participants, ages 13 to 20, with a paid summer internship that provides career and job development and additional academic monitoring as program staff visits youth on school campus to monitor their progress.

**Program and Staff Opportunities for Improvement:**

Program staff are encouraged to develop a relationship with school site administrators and teachers at targeted schools that their program participants attend. This will enable program staff to monitor the academic performance of participants and partner with targeted schools to ensure the school success of children and youth of EOBA. The program is commended for the growth in the fund development and partnerships. The program needs to continue to build support in the community and from the foundation community.

**Youth Evaluator Comments:**

Chris Milburn, Yohana S.

East Oakland Boxing Association is located at 816 98<sup>th</sup> Ave. Its hours of operation are Monday, Tuesday and Thursday from 3:00pm to 6:00pm. On Wednesdays and Fridays the program runs from 12:00pm to 6:00pm. On Saturdays it runs from 9:00am to 4:00pm. This program caters to youth ages 5 to 20. They offer the youth many activities such as homework help, gardening, cooking, fashion club, health and safety classes, martial arts, and physical education. They recruit the students by circulating flyers and through word of mouth. The program also has internships, where youth that have been through the program can get a job there and mentor other youth.

During our visit to the East Oakland Boxing Association we had the chance to witness the 5 to 12 year old class where students were participating in a mural making class depicting the fallen police officers in Oakland. Other students were reading books and finishing up their homework. After the youth participants were finished they went outside for a martial arts class. Then we went to the 13 to 20 year old class, which was located in the gym, where the youth were exercising and practicing boxing moves such as how to throw a punch while moving their feet. Diego, age 9, was very enthusiastic about being part of the program. He said, "I love being here because teachers help you learn new things everyday." When he was asked what his favorite part of the program was he said, "I like playing basketball." Kamay is also 9 years old and when she was asked what she would be doing if she was not in this program, she said, "I would be at home sitting and watching TV and I would be missing out in this opportunity that I have right now." As youth evaluators, we believe that this program is very successful and organized. This program helps youth stay out of the streets by giving them the opportunity to participate in the activities and become mentors to younger students.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 67% This program makes my school work better:
- 81% This program helps me get along with adults better:
- 94% This program helps me learn new things better:
- 87% This program helps me stay safe better:
- 76% This program helps me get along with other kids better:
- 84% This program makes me feel good about myself (more):
- 69% This program makes me eat healthy meals (more):
- 80% This program helps me respect myself, others, and property (more):
- 79% This program makes me want to exercise and improve my health (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Oakland Boxing Association- Smart Moves Education Program				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$100,000	Match \$253,310	Total \$353,310	Percent Match 253%	Youth Stipends & Grants \$2,000	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$100,000	Matching Funds Spent \$251,435	Total Funds Spent \$351,435	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 99%	Yes
	Staff	Who were the staff providing services?	Staff Surveved 6	Years Experience 7.5	Years Schooling 15.7	Male 56%	Female 44%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 572	Male 71%	Female 28%	Unknown 1%		Yes
			0-5 yrs 3%	6-10 yrs 49%	11-14 yrs 29%	15-20 yrs 18%	Parent 1%	
			African Americans 51%	Latino Americans 44%	Asian Pacific Islander Americans 1%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 3%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 95%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 89,074	Actual Hours of Service 104,366	Percent of Contracted Services Delivered 117%	Hours of Service per Customer 182	Staff-rated Growth in Expectation Level 95%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.96	Cost per Hour Total Funds \$3.37	Cost per Customer OFCY Funds \$175	Cost per Customer Total Funds \$614	Number of New Caring Adults Connected to Child/Youth 2.91	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 93%		Average Satisfaction of Parents (0-100% on 4 items) 96%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		79%	96%	93%	
			Grantee selected changes		75%	100%	99%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
2.4			2.1	0.56	Low	690		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 136	Parent Surveys 77	Staff Surveys 127	RPRA Surveys N/A	Total Surveys 340	Good Sample Size	



## Oakland Parks and Recreation-Oakland Discovery Centers ASP

### Project Descriptions:

The Oakland Discovery Center (ODC) is a model after school program designed to serve low-income at-risk students in the Central East and West neighborhoods of Oakland. The students are offered homework assistance, hands-on science activities, computer skills, woodwork, gardening, art, music, recreation, environmental science and video exercises. Due to the nature of the participants' background, the ODC incorporates into its program a conflict resolution component to solve issues of communication and violence prevention. The Oakland Discovery Center has become a safe haven for many of the students in the program; students, ages 6 to 13, feel safe from the outside violence of their communities. The Center operates Tuesday through Saturday from 3 p.m. to 7 p.m., 39 weeks per year. The Discovery Center is unique in that it operates on weekends; their philosophy is that children at-risk are more vulnerable on the weekends, when there is nothing for them to do and no place to go for safety.

### Program and Staff Strengths:

The students at the Discovery Center develop strengths and positive values that they can use for their personal development. At the Center, the students practice good communication skills and learn to be tolerant with each other. Problem solving is a positive value the students practice at the Center and appreciate the adult guidance. The Discovery Center continues to build on the interests of the youth being served. The pre-apprenticeships developed by the centers facilitate more advanced skill development in carpentry, bike repair and computer technology. The Outreach conducted at different recreation sites has been well received and more children are served through the mini-project format. The program design is modeled after the San Francisco Exploratorium where students are able to touch and enjoy science equipment not available to them at their local schools—this and the quality of the staff are its greatest strengths. The curriculum at the Discovery Center is extensive and very creative.

### Program and Staff Opportunities for Improvement:

The students involved in the pre-apprenticeships would benefit from more opportunities to be involved in real projects that benefit the Centers and other agencies or associations. With assistance from the City, it is recommended that the pre-apprenticeships incorporate stipends, perhaps through the Mayor's Summer Jobs Program or collaboration with other Career Readiness programs.

### Youth Evaluator Comments:

Chris Milburn

Oakland Discovery Center is located at 2521 High St in Oakland. Its hours of operation are Tuesday through Friday from 3:00pm to 7:00pm and on Friday and Saturday they stay open from 3:00pm to 8:00pm. It caters to youth ages 6 to 14 years old. Oakland Discovery Center has been around for many years so it recruits its students by word of mouth from the community it also goes to schools to promote the program. The program has 307 students enrolled and 75 come on a daily basis. They offer homework help to students who need it as well as a myriad of other enrichment activities. The activities include art, pottery, science class, woodshop, bike repair class, computer class, and gardening when the weather allows. During our visit to Oakland Discovery Center we had the opportunity to see young people learning as well as having fun. The first students we saw were in a woodshop class and they were cutting and shaving down wood to make a birdhouse. Then we observed an art and pottery class where the youth were drawing pictures while others were making bowls out of the ceramic clay. The next thing we saw was a science class where the youth were taught how electricity works by using batteries and wires. Then we witnessed a computer class where the youth were playing games on the computer. The last class we saw was a gardening class where the youth went outside and planted some plants. During the interview process we were spoke to the Site Coordinator, Rich Bolecek, and he said to us, "We're also open during school breaks, so we keep the kids off the street." It is great to have a program that cares so much that it would stay open just to ensure that the youth have somewhere to go during their free time. This will decrease the chance of these youth getting into trouble. Overall, I really liked Oakland Discovery Center. It not only lets the students have fun, it allows the to learn at the same time. The students seemed to really get along with the staff members and the staff seemed to really enjoy the youth's presence. There should be more programs like this around Oakland.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 78% Because of this program, my success at school (job/training) is better:
- 75% Because of this program, my understanding of who I am and what I can do is better:
- 71% Because of this program, my ability to communicate is better:
- 86% Because of this program, my child's ability learn new things is better:
- 67% Because of this program, my ability to connect with adults is better:
- 79% Because of this program, my ability to work with others is better:
- 87% Because of this program, my ability to stay safe is better:
- 74% Because of this program, my self-confidence is better:
- 83% Because of this program, my ability to use tools is better:
- 78% Because of this program, my ability to solve problems is better:
- 75% Because of this program, my ability to listen is better:
- 90% Because of this program, my desire to be really good at something (increased):
- 84% Because of this program, my interest in science and making things has (increased):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Oakland Parks and Recreation- Oakland Discovery Centers ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$157,000	Match \$121,647	Total \$278,647	Percent Match 77%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$152,839	Matching Funds Spent \$91,451	Total Funds Spent \$244,290	Percent of OFCY Funds Spent 97%	Percent of Total Funds Spent 88%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 10.8	Years Schooling 12.5	Male 50%	Female 50%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 176	Male 54%	Female 46%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 32%	11-14 yrs 46%	15-20 yrs 21%	Parent 0%	
			African Americans 76%	Latino Americans 9%	Asian Pacific Islander Americans 5%	Native American 0%	Caucasian Americans 3%	
			Multiracial Americans 7%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 74%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 58,780	Actual Hours of Service 59,835	Percent of Contracted Services Delivered 102%	Hours of Service per Customer 340	Staff-rated Growth in Expectation Level 74%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.55	Cost per Hour Total Funds \$4.08	Cost per Customer OFCY Funds \$868	Cost per Customer Total Funds \$1,388	Number of New Caring Adults Connected to Child/Youth 368	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 95%		Average Satisfaction of Parents (0-100% on 4 items) 97%		Customer Level of Participation in Services Low	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		82%	90%	82%	
			Grantee selected changes		86%	93%	92%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
2.8			3.7	0.71	Good	849		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 150	Parent Surveys 77	Staff Surveys 148	RPRA Surveys 34	Total Surveys 409	Good Sample Size	



**OBUGS – Planting a Future****Project Descriptions:**

OBUGS is a 9-year-old grassroots nonprofit whose mission is to create a network of neighborhood gardens to act as a venue for social change, community building, food distribution, and nutrition education. OBUGS raises health awareness among its participants through garden-based activities, including a school-linked, after-school and youth leadership programs, summer camp, and a farmers market. Children practice good nutrition and health in a hands-on way, through fun, safe physical activities, cooking with garden produce, and lessons about food pyramid, serving sizes, nutrition labels, etc. OBUGS serves children and youth from 5-15 and provides numerous ways to get involved.

**Program and Staff Strengths:**

OBUGS gets children excited about eating and cooking healthy. They expose participants to the diversity of food and change their mind set about their food choices. The varied staff experience lends itself to the knowledge base of the program. Staff have experience in entrepreneurship and business, can relate to the lived experience of youth participants and have an expansive knowledge of gardening.

**Program and Staff Opportunities for Improvement:**

Staff have expressed a desire to more effectively address behavioral issues of a few student participants. More engagement with school day staff has been identified as one avenue to better address behavioral issues by communicating with teachers of youth participants to become more knowledgeable about how their participants school day went and if there are any issues that they should be aware of during the after school program. It is recommended that OBUGS staff provide a teacher in-service training that provides an overview of the program, curriculum and outcomes and extend an invitation for them to visit the after school program. This bridging the school day to after school can serve to address behavioral issues as well as garner champions and teacher advocates for the program.

**Youth Evaluator Comments:**

Chris Milburn, Blanca Lopez

On the day of our site we went to OBUGS located at 1700 Market St. in Oakland. This is one out the four schools where OBUGS offers its services. OBUGS operates from this location Monday through Friday from 3:00pm to 5:00pm. It also offers day classes from 12:00pm to 2:00pm. OBUGS offers many activities for youth between Kindergarten and fifth grade, such as, health/ nutrition, environmental education, garden work, plants and water cycle classes, cooking, art, and games.

Upon our arrival we saw the youth making a salad as well as dressing. At the same time another group of youth was in the garden planting lettuce and watering the plants. Later they got together to eat and clean. They also were making magnet fruits and vegetables to take home and place them on their refrigerators, as a reminder to eat vegetables every day. During our interview process we asked a group of youth if they would ever recommend this program to their friends. A 6-year-old youth named Sontaneec said "Yes, because they are friends and friends like to share stuff with people." This showed us that this program is teaching the kids not only to care about what goes in their body, but to also care for other people as well, a quality that is in great demand in Oakland. Then we interviewed Jamie Eldrett, the Program Coordinator for OBUGS. We asked her what the purpose of this program was and she said "to get garden education and experience into the community so they have access to fresh produce and to get kids excited about eating healthy foods."

OBUGS is a really good program for youth to have. This program teaches youth participants that the type of food they put into their bodies can affect them in the future. It also teaches the youth how to grow lettuce, potatoes, and other healthy foods. Overall OBUGS is a useful program because it not only teaches youth about the earth, it also teaches them how to take care of themselves.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

46% Because of this program, my success at school (job/training) is better:	(Child Survey)
45% Because of this program, my understanding of who I am and what I can do is better:	85% This program makes my school work better:
45% Because of this program, my ability to communicate is better:	83% This program helps me get along with adults better:
58% Because of this program, my child's ability learn new things is better:	91% This program helps me learn new things better:
49% Because of this program, my ability to connect with adults is better:	84% This program helps me stay safe better:
48% Because of this program, my ability to work with others is better:	79% This program helps me get along with other kids better:
50% Because of this program, my ability to stay safe is better:	87% This program makes me feel good about myself (more):
36% Because of this program, I can control my arguing and fighting better:	84% This program makes me exercise (more):
60% Because of this program, I know how to protect the environment better:	89% This program helps me eat healthy foods (more):
44% Because of this program, I exercise (more):	87% This program makes me enjoy science (more):
57% Because of this program, I eat healthy foods (more):	91% This program helps me understand how to protect the environment better:
43% Because of this program, I enjoy science (more):	83% This program makes me control my arguing and fighting better:
46% Because of this program, I help my family and neighborhood (more):	
46% Because of this program, I like to make art projects (more):	
53% Because of this program, I act responsibly as a leader (more):	

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OFCY Performance Logic Model Evaluation System													
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OBUGS- Planting a Future				Met Performance Goals						
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$100,000	Match \$45,018	Total \$145,018	Percent Match 45%	Youth Stipands & Grants \$5,500						
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$100,000	Matching Funds Spent \$75,000	Total Funds Spent \$175,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 121%	Yes					
	Staff	Who were the staff providing services?	Staff Surveyed 8	Years Experience 3.8	Years Schooling 13.3	Male 0%	Female 100%	Yes					
	Customers	Who are our youth customers?	Unduplicated Number of Customers	354	Male 51%	Female 48%	Unknown 1%		Yes				
			0-5 yrs	4%	6-10 yrs	70%	11-14 yrs	22%		15-20 yrs	4%	Parent	0%
			African Americans	57%	Latino Americans	35%	Asian Pacific Islander Americans	7%		Native American	0%	Caucasian Americans	0%
			Multiracial Americans	0%	Other	0%	RPRA Child/Youth Asset Level	MEDIUM		Staff-rated Growth in Participation—Home, School, Community	85%		
			Strategies	What service strategies did we conduct?	PHYSICAL AND BEHAVIORAL HEALTH					Yes			
	Activities	How much services did we provide?	Planned Hours of Service 20,661	Actual Hours of Service 32,159	Percent of Contracted Services Delivered 156%	Hours of Service per Customer 91	Staff-rated Growth in Expectation Level 85%	Yes					
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$3.11	Cost per Hour Total Funds \$5.44	Cost per Customer OFCY Funds \$282	Cost per Customer Total Funds \$494	Number of New Caring Adults Connected to Child/Youth 1,20	Yes					
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 84%		Average Satisfaction of Parents (0-100% on 4 items) 84%		Customer Level of Participation in Services Average	Yes Satisfaction > 70%					
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%					
			Asset development changes		70%	70%	91%						
			Grantee selected changes		69%	70%	89%						
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall '08 1.7		Spring '09 1.7	Reliability Score 0.87	Reliability Level Good	SPI Score 748	Yes, Quality Score > 1 Yes Average SPI > 600					
Survey Sample	How many customers did they survey?	Children & Youth Surveys 92	Parent Surveys 57	Staff Surveys 47	RPRA Surveys 58	Total Surveys 254	Good Sample Size						



**Unity Council- Neighborhoods Sports Initiative****Project Descriptions:**

The Unity Council – Neighborhood Sports Initiative coordinates and supports use by organized community soccer teams of the Cesar Chavez Educational soccer complex located in the Fruitvale district along the International Boulevard corridor. In addition, the program coordinates and supports the community use of the gymnasium for basketball practices and games by organized teams. During the week in the evenings and on weekends, up to 400 youth from 5 years old to older adolescents are using the fields and gymnasium. The commitment of parents and family to their child or teen's involvement in these sports leagues makes the family's time focused on the child's sports schedule; this contributes to the health and well-being of the family at a time when youth are being impacted by the increased activities of gangs as youth go one way (the streets) and parents loose influence over their children.

**Program and Staff Strengths:**

The Unity Council is to be commended for undertaking the challenge of working with many coaches, assistant coaches, parents, school district officials and other stakeholders to insure cooperation around scheduling of the soccer field and gymnasium. The coordinator demonstrated commitment to problem solving and is a good communicator. The Unity Council is to be commended for stepping forward to lead this collaborative effort to insure a safe space along the International Corridor where safety is everyone's concern.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to continue seeking cooperation among the various city, school district and community stakeholders to maintain maximum use of this community resource. The staff coordinator needs strong support to make sure that the "hard work" of getting cooperation from all officials of the various entities is successful and becomes an expectation rather than a negotiation. The hundreds of children and parents relying on this good will deserve it.

**Youth Evaluator Comments:**

Blanca Lopez, Jocel De Los Reyes, Janae Miller

Unity Council is a program located at 2825 International Blvd that offers its services to all youth in Oakland between the ages of 5 and 19. They operate in this location Mondays to Fridays from 5:30 to 7:30pm and on Saturdays they have games. They also have other facilities at Mills College gym, Laney Community College and Golf club. The program has four soccer teams separated by age group: 8 years and under, 10 years and under, 12 years and under, and 18 years and under. They also have basketball teams and a women's volleyball team. From 6:00pm to 7:30pm four teams have the opportunity to use the field and from 7:30pm to 9:00pm another four teams practice - in total they have about 100 youth daily. There were several things that we observed during the program. The children that we observed were 12 kids and under 8 years of age. We saw a group of kids practicing their soccer skills that included: passing the ball, and jogging. Also, there were 6 kids under 10 years of age who were observed passing the ball as well as communicating with the coach and each other. Lastly, there were 16 students under 19 years of age. We observed them trying to improve their soccer skills by using different techniques with the ball.

The two youth students that were interviewed briefly expressed how they benefited from the program. Genesis, age 15, explained that he enjoys the program because not only does he get a chance to be with his friends, but also he enjoys doing what he loves which is playing soccer. He said, "If it wasn't for this program I would either be at the house, or somewhere on the streets." Not only does this program keep youth off the streets, it gives them something to do as opposed to being bored at their house. Carlos, age 17, states that the program helps him to stay healthy, and gives him practice propelling him toward his goal of being a professional soccer player. He says that being in the program teaches him responsibility as well as time management. He said, "I wouldn't change anything about the program. It helps me remain focused in class." Both Carlos and Genesis attend the program Mondays and Wednesdays from 5:30p.m to 7:30p.m. We feel that the Unity Council is a great program because not only does it provide a safe environment, it also gives "kids and youth" an opportunity to exercise daily and remain off the street. The youth seemed very energetic and excited to be a part of the program.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

(Youth Survey)

66% Because of this program, my success at school (job/training) is better:  
 79% Because of this program, my understanding of who I am and what I can do is better:  
 74% Because of this program, my ability to communicate is better:  
 74% Because of this program, my child's ability learn new things is better:  
 69% Because of this program, my ability to connect with adults is better:  
 80% Because of this program, my ability to work with others is better:  
 74% Because of this program, my ability to stay safe is better:  
 81% Because of this program, I understand about nutrition, healthier eating, and life long healthy habits better:  
 80% Because of this program, I will avoid high risk activities (such as drugs, smoking, gang involvement, violence, etc) better:  
 78% Because of this program, my leadership skills are better:  
 85% Because of this program, I make and keep friends better:  
 21% Because of this program, my level of physical fitness is better:  
 100% Because of this program, my attendance at school is better:

(Child Survey)

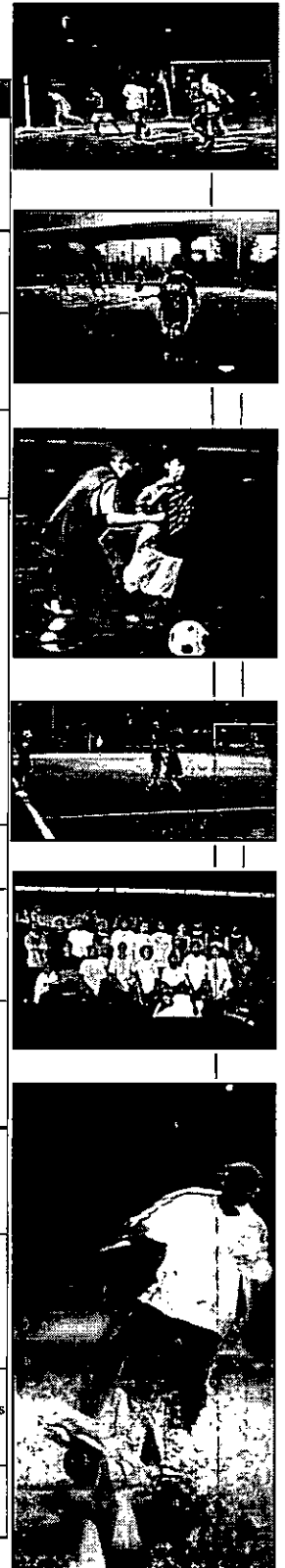
58% This program makes my school work better:  
 68% This program helps me get along with adults better:  
 90% This program helps me learn new things better:  
 68% This program helps me stay safe better:  
 89% This program helps me practice good health habits (better):  
 100% This program makes me want to go to school (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions Unity Council- Neighborhoods Sports Initiative				Met Performance Goals			
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$100,000	Match \$50,841	Total \$150,841	Percent Match 51%	Youth Stipends & Grants \$7,000		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$100,000	Matching Funds Spent \$50,893	Total Funds Spent \$150,893	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 9.0	Years Schooling 15.0	Male 0%	Female 100%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 695	Male 63%	Female 37%	Unknown 0%		Yes	
			0-5 yrs 1%	6-10 yrs 29%	11-14 yrs 37%	15-20 yrs 33%	Parent 0%		
			African Americans 13%	Latino Americans 74%	Asian Pacific Islander Americans 4%	Native American 4%	Caucasian Americans 2%		
			Multiracial Americans 3%	Other 0%	RPRR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 89%			
			PHYSICAL AND BEHAVIORAL HEALTH						
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 39,690	Actual Hours of Service 43,148	Percent of Contracted Services Delivered 109%	Hours of Service per Customer 62	Staff-rated Growth in Expectation Level 93%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.32	Cost per Hour Total Funds \$3.50	Cost per Customer OFCY Funds \$144	Cost per Customer Total Funds \$217	Number of New Caring Adults Connected to Child/Youth 1.23	Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 97%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 74%		Children & Youth Report on Changes 74%	Parent Report on Changes 91%	Staff Report on Customer 98%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.8		Spring 09 2.3	Reliability Score 0.13	Reliability Level Low	SPI Score 818	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 156	Parent Surveys 126	Staff Surveys 259	RPRR Surveys 165	Total Surveys 706	Good Sample Size	



**Aim High – Aim High Oakland (summer program)****Project Descriptions:**

The mission of Aim High is to provide under served urban youth with challenging, innovative and highly supportive educational programs, most notably in their summer school. The goal of Aim High is to ensure that the students are well-prepared for success in school, have a deep appreciation for their community, and are aware of the issues – personal, local and environmental – that affect their lives. Their vision is to inspire youth to reach for their dreams. The Aim High Oakland Summer Program operates Monday through Friday from 8AM to 3:30 PM at three sites: Bishop O’Dowd High School (105 summer participants), Urban Promise Academy (with 86 summer participants), and St. Paul’s Episcopal School.

**Program and Staff Strengths:**

The program across the three sites creates a summer experience with low student/teacher ratios that provide greater student engagement and expression in the classes. Each site has its own programming and differing activities, but they all have more active parent awareness and participation during special performances and field trips, as well as some parents visiting in the day to sit in with their child in classes. Projects are organized to provide community service and heighten the awareness of the students of their own accountability, particularly at St. Paul’s where students experience non-traditional methods that are almost exclusively project-based learning. O’Dowd and St. Paul’s use team teaching, and all three sites use college interns as part of their staffing.

**Program and Staff Opportunities for Improvement:**

Aim High is new to the East Bay and is encouraged to continue developing its communication and visibility with Oakland schools for purposes of recruitment of summer participants. The program is also encouraged to streamline and make enrollment go smoother to facilitate greater productivity in the first week of the program.

**Youth Evaluator Comments:**

Brenda Dueñas, Christopher Williams

Aim High, located at Bishop O’Dowd High School (9500 Stearns Ave), is a summer program that offers youth a productive environment during the summer months to prepare for the following school year. Aim High runs Monday through Friday from 8:00 A.M. to 3:15 P.M. and is offered to youth entering the 6<sup>th</sup> through 9<sup>th</sup> grades. There are over 10 Aim High locations, this one serving about 105 youth. The program recruits mainly through word of mouth but does advertise to youth who are students attending Bishop O’Dowd. The first group we saw today was the 9<sup>th</sup> grade science class, which was preparing for its presentation by reviewing the material they had been learning. Once the class was done reviewing, the students broke into individual groups and began to prepare for the presentation by creating posters and signs. The 8<sup>th</sup> grade Issues and Choices class was next and they were working on team building skills. The 6<sup>th</sup> grade Humanities class was learning about the various kinds of poverty and racism. The 7<sup>th</sup> grade Issues and Choices class was learning about stereotypes and the different stereotypes that exist in the world today. Finally the students in the 6<sup>th</sup> grade Science class were making lab write ups for their experiments on plants. Each student had to create a report stating whether or not their hypothesis was proven correct.

Dwain, age 14, and Rosalla, age 11, are two youth we interviewed whom both said they enjoyed Aim High. Dwain heard about the program through his friends while Rosalla learned about it through her mother. Rosalla stated that the program has helped her learn to problem solve while Dwain said that it was more of a refresher course for him rather than a learning experience. Both agreed that Aim High’s staff had great attitudes, and they would recommend the program to friends and family. Dwain added that he would like to see more programs like Aim High in Oakland because it gives youth a chance to interact with older students and also because it’s fun to do. Antoine, age 15, is a TA for the 6<sup>th</sup> through 7<sup>th</sup> grade Science class. He informed us that his goal for the youth in the program is for them set their own goals to achieve. He thinks of Aim High as more of an enrichment program where youth have fun activities to be involved in over the summer. Antoine has noticed a change in the youth over time at Aim High in that they seem to be getting more mature. If he could change anything, Antoine said he’d simply add more games to the daily schedule.

Overall the program is beneficial to the youth. It provides them with enrichment when they would otherwise be bored at home during the summer; however, Aim High does need to improve the management of youth behavior. During the site visit, it was observed that some of the teachers were having difficulty managing their class and lead to disruption of the class lesson. Nonetheless, we believe that there should be more programs like this one throughout the City of Oakland.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 60% Because of this program, my success at school (job/training) is better:
- 71% Because of this program, my understanding of who I am and what I can do is better:
- 62% Because of this program, my ability to communicate is better:
- 69% Because of this program, my ability to learn new things is better:
- 58% Because of this program, my ability to connect with adults is better:
- 70% Because of this program, my ability to work with others is better:
- 57% Because of this program, my ability to stay safe is better:
- 68% Because of this program, my ability to try and/or learn new things is better:
- 65% Because of this program, my ability to make new friends is better:
- 63% Because of this program, my ability to ask for help when I need it is better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aim High- Aim High Oakland (Summer)				Met Performance Goals		
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$100,000	Match \$262,825	Total \$362,825	Percent Match 263%	Youth Stipends & Grants \$15,000		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$100,000	Matching Funds Spent \$262,825	Total Funds Spent \$362,825	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 45	Years Experience 6.2	Years Schooling 14.3	Male 28%	Female 72%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 258	Male 52%	Female 48%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 11%	11-14 yrs 71%	15-20 yrs 2%	Parent 0%		
			African Americans 39%	Latino Americans 36%	Asian Pacific Islander Americans 15%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 5%	Other 5%	RPRC Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 42%			
			SUMMER ENRICHMENT						
	Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 33,762	Actual Hours of Service 34,692	Percent of Contracted Services Delivered 103%	Hours of Service per Customer 134	Staff-rated Growth in Expectation Level 60%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.88	Cost per Hour Total Funds \$10.46	Cost per Customer OFCY Funds \$388	Cost per Customer Total Funds \$1,406	Number of New Caring Adults Connected to Child/Youth 8.06	Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 75%		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantlee selected changes		Children & Youth Report of Changes 61% 63%	Parent Report on Changes 79% 83%	Staff Report on Customer 67% 73%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.5 1.5		Reliability Score 0.72	Reliability Level Good	SPI Score 649	Yes, Quality Score > 1 Yes Average SPI > 600	
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 33	Parent Surveys 33	Staff Surveys 36	RPRC Surveys 33	Total Surveys 135	Good Sample Size	



## SUMMARIES

### Destiny Arts Center- Camp Destiny- Summer

#### Project Descriptions:

Destiny Arts Center operates the Camp Destiny Summer Program at Lafayette Middle School in West Oakland. The program operates Monday through Friday from 7:45AM to 4PM. The program provides continuity from one year to the next by employing Youth Counselors who are former or current participants in its regular school year program to work in the camp. Through the use of martial arts, theater and the arts, youth participants are encouraged toward self-expression. The martial arts practice teaches the path of the "peaceful warrior" emphasizing the warrior's code of respect and honor. The Youth Performance Company gives youth an opportunity to explore and use their voice on issues that affect them and others in the community. Youth learn to write their own script and the two-hour weekly performance is designed by youth in collaboration with the artistic director in a professional theatrical environment. Additionally, the use of meditation assists the youth participants to gain better focus and self-awareness. The program is committed to the diverse population balanced by gender, ethnicity, and socioeconomic status. Emphasis is given to health and health practices through nutritious snacks and encouraging "being healthy to self, community and space."

#### Program and Staff Strengths:

The diversity of the participants helps youth to be exposed to other cultures increasing their socialization skills. The creative process of the theater involves intense conversations about sometimes traumatic things that occur in the lives of youth. This discussion takes place in a safe environment with a caring adult to help the processing that takes place.

The program staff includes a close, cohesive youth staff who have participated in Destiny Arts before and have that as a basis of familiarity—a common experience. The staff serves as role models: very punctual, responsible and hard working. They demonstrate a strong commitment to the youth and, for some, serve as surrogate family members. The program activities are structured and scheduled for youth creating a fun environment, place and experience.

#### Program and Staff Opportunities for Improvement:

The program is encouraged to accommodate more variety in the curriculum of the campers that stay for six weeks, perhaps through more opportunities for camping or other field trips that get them into nature. The program is also encouraged to find more time in the day for roundtable discussion with participants about how their Youth Staff who have been former participants have been affected by camp.

#### Youth Evaluator Comments:

Bianca Lopez, Chris Williams

Destiny Arts - Camp Destiny is a summer program located at 1000 42<sup>nd</sup> St. in Oakland. It operates Monday through Friday from 9:00 AM to 5:00 PM over a period of six weeks. They offer different classes such as dance, martial arts, conflict resolution, health & wellness, arts & crafts, and theater. On Fridays, the youth who attended during that week have a performance in which they demonstrate what they've learned. On average, 25-30 youth attend each week. However, this number varies due to a semi-restart of the program each week. Camp Destiny recruits mainly through word-of-mouth and is offered to youth between the ages of 7 and 12. Emerald Mitchell, a Youth Counselor at Camp Destiny, told us that the goal of the program is to help the students understand themselves through the arts. If the program faces any obstacles, Emerald said that it would be recruitment. In spite of that obstacle, she said that she would not change a thing about the program. Emily and Jasmine, both age 7, said that they could not pick a favorite part of the program because they liked everything so much. They love the teachers, enjoy the performances, wouldn't change anything, and would definitely recommend it to their friends.

We visited the program on a Wednesday. When we arrived at the site, we saw the kids doing their warm ups where they played different types of games. Later, they split into two age groups, 7-9 and 10-12, where they then participated in dance and martial arts classes. In dance class, they practiced their dance steps for their performance on Friday. The youth in the martial arts class were practicing techniques on punching bags. After the classes were over, the kids had their snack. Overall, Camp Destiny is a summer program that gives the youth an opportunity to be active and learn new things. In our opinion, we like it a lot and we can tell that the kids love it.

#### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

##### (Youth Survey)

25% Because of this program, my success at school (job/training) is better:  
83% Because of this program, my understanding of who I am and what I can do is better:  
50% Because of this program, my ability to communicate is better:  
83% Because of this program, my ability to learn new things is better:  
67% Because of this program, my ability to connect with adults is better:  
83% Because of this program, my ability to work with others is better:  
67% Because of this program, my ability to stay safe is better:  
58% Because of this program, my behavior is better:  
50% Because of this program, I can control my anger better:  
83% Because of this program, I respect others (more):  
73% Because of this program, I feel strong, smart, and bold (more):

##### (Child Survey)

50% This program makes my school work better:  
90% This program helps me get along with adults better:  
100% This program helps me learn new things better:  
100% This program helps me stay safe better:  
70% This program helps me get along with other kids better:  
80% This program makes me feel good about myself better:  
70% This program helps me act better:  
60% This program helps me control my anger (yes):  
70% This program makes me respect others (more):  
100% This program makes me feel strong, smart, and bold (more):

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Destiny Arts Center- Camp Destiny- Summer					Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$45,000	Match \$15,675	Total \$60,675	Percent Match 35%	Youth Stipends & Grants \$9,000		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$45,000	Matching Funds Spent \$15,675	Total Funds Spent \$60,675	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 17	Years Experience 6.9	Years Schooling 13.1	Male 21%	Female 79%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 70	Male 29%	Female 71%	Unknown 0%		Yes	
			0-5 yrs 1%	6-10 yrs 70%	11-14 yrs 29%	15-20 yrs 0%	Parent 0%		
			African Americans 53%	Latino Americans 9%	Asian Pacific Islander Americans 6%	Native American 0%	Caucasian Americans 14%		
			Multiracial Americans 17%	Other 1%	RPR Child/Youth Asset Level HIGH	Staff-rated Growth in Participation--Home, School, Community 52%			
	Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 6,710	Actual Hours of Service 7,590	Percent of Contracted Services Delivered 113%	Hours of Service per Customer 108	Staff-rated Growth in Expectation Level 54%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$5.93	Cost per Hour Total Funds \$7.99	Cost per Customer OFCY Funds \$643	Cost per Customer Total Funds \$867	Number of New Caring Adults Connected to Child/Youth 3,23	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 90%		Average Satisfaction of Parents (0-100% on 4 items) 90%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 71%		Childran & Youth Report of Changes 71%	Parent Report on Changes 72%	Staff Report on Customer 68%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 2.2		Spring 09 2.2	Reliability Score 0.34	Reliability Level Low	SPI Score 712	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 95	Parent Surveys 73	Staff Surveys 110	RPR Surveys 109	Total Surveys 387	Good Sample Size	



**East Bay Asian Youth Center- San Antonio Summer Sports Program****Project Descriptions:**

EBAYC – San Antonio Summer Sports Initiative Summer Program takes place at San Antonio Park on Monday through Friday from 9AM to noon and 1pm to 4pm. The program focuses on helping 100 youth to improve their physical stamina and strength, acquire fundamental knowledge of the game of soccer and improve their interpersonal relationship with their peers and with adults. Many of the staff were youth participants in EBAYC programs and “graduated” to become interns while in high school, program assistants and eventually coaches in the sports activities. Thus, the program provides positive youth role models for neighborhood youth. The program has both a girls’ and a boys’ team; girls with advanced skills play on the boy’s team, demonstrating that the girls have talents and skills equal to or better than the boys breaking a “gender” stereotype. Many of the summer program participants are being introduced to soccer for the first time.

**Program and Staff Strengths:**

The diversity of the youth participants provides an opportunity for youth of different cultural backgrounds (and gender) to play on teams together and develop friendships that they would not normally form in their own neighborhoods. The young staff coaches are college students (many former participants) who become role models for the youth who run into them in neighborhood stores and see more possibilities for their own lives. The youth coaches are very dedicated, spending more time beyond the practice time to “hang out” with the youth participants. The staff is tight knit and spends time together away from the program. Youth see this and begin to emulate their behavior. The program is to be commended for the bonding that takes place among the youth and between families.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to continue its recruitment efforts to attract more girls. The program is also encouraged to continue using creative problem solving like developing “indoor soccer” when space at practice fields is tight. The program is encouraged to provide time for staff to communicate frustration when working with youth that have behavioral issues, as well as provide additional staff training in positive ways to improve the youth’s behavior.

**Youth Evaluator Comments:**

Marc Bland, Camille French



EBAYC San Antonio Sports is located at 1701 E. 19<sup>th</sup> St in Oakland. The goal of the program is to create a safe environment in which youth can be physically active. The emphasis of this program is developing youth into outstanding soccer players. The six-week program operates Monday to Friday from 9:00am to 4:00pm. From 9am to 12pm, both girls and boys soccer teams practice their skills and techniques. They then, within their own gender teams, scrimmage each other. At 1:00 pm the girls leave for home, and from 1pm-4pm the boys continue to scrimmage.

Bianca Cierra, girls’ soccer coach, said that the relationships between the youth and coaches are very healthy because the youth look up to the coaches. As a female coach, she feels that she is an asset to the girl’s soccer team because she sets a good example for them. Maria Serrano, age 11, said that the program keeps her out of trouble by giving her something to do. She tells her peers that the program staff understand youth and they teach everyone what they want to learn. Jose Padilla, age 10, and Bryan Torres, age 12, said that they like how the coaches don’t criticize the youth participants. Instead, they take time to go over each skill with the youth. Overall, we feel that the EBAYC program is beneficial to the youth who are enrolled. It helps the youth be physically active and fit, and it keeps them from being idle during the summer.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

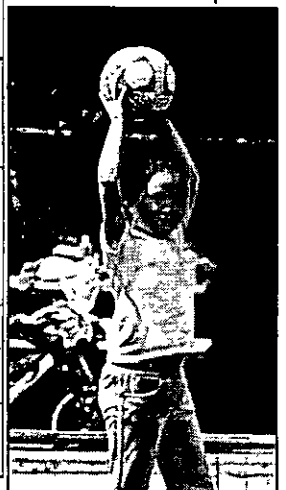
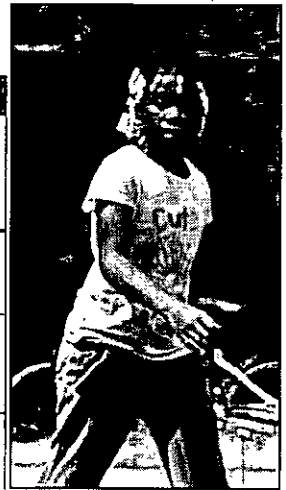
- 58% This program makes my school work better:
- 86% This program helps me get along with adults better:
- 90% This program helps me learn new things better:
- 90% This program helps me stay safe better:
- 86% This program helps me get along with other kids better:
- 85% This program makes me feel good about myself better:
- 74% This program makes me play soccer and hike better:
- 76% This program makes me try harder to do difficult things (more):
- 75% This program makes me cooperate as a team player (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions East Bay Asian Youth Center- San Antonio Summer Sports Program				Met Performance Goals			
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$56,024	Match \$30,481	Total \$86,505	Percent Match 54%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$56,024	Matching Funds Spent \$25,000	Total Funds Spent \$81,024	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 94%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 7	Years Experience 4.5	Years Schooling 14.0	Male 57%	Female 43%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 142	Male 59%	Female 41%	Unknown 0%			Yes
			0-5 yrs 2%	6-10 yrs 52%	11-14 yrs 33%	15-20 yrs 13%	Parent 0%		
			African Americans 4%	Latino Americans 70%	Asian Pacific Islander Americans 25%	Native American 0%	Caucasian Americans 1%		
			Multiracial Americans 1%	Other 0%	RPR Child/Youth Asset Level HIGH	Staff-rated Growth in Participation—Home, School, Community 55%			
Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT						Yes	
Activities	How much services did we provide?	Planned Hours of Service 11,880	Actual Hours of Service 14,967	Percent of Contracted Services Delivered 126%	Hours of Service per Customer 105	Staff-rated Growth in Expectation Level 57%		Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$3.74	Cost per Hour Total Funds \$5.41	Cost per Customer OFCY Funds \$395	Cost per Customer Total Funds \$571	Number of New Caring Adults Connected to Child/Youth 6.66		Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 89%		Average Satisfaction of Parents (0-100% on 4 items) 97%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 82%		Children & Youth Report of Changes 74%	Parent Report on Changes 80%	Staff Report on Customer 85%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.8		Spring 09 1.8	Reliability Score 0.87	Reliability Level Good	SPI Score 781	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 103	Parent Surveys 114	Staff Surveys 133	RPR Surveys 104	Total Surveys 454	Good Sample Size	



## SUMMARIES

### EOYDC- Summer Cultural Enrichment Program

#### Project Descriptions:

The East Oakland Youth Development Center Summer Cultural Enrichment Program is held from 9AM to 4:30 PM from Monday through Friday. EOYDC does not have a summer school atmosphere, but has classes that are of special interest, e.g. fashion, arts, performing art (ballet); 12 and 13 year olds worked with a local anchor and went out on educational field trips to the community to utilize resources in their projects. The program also offers a Life Skills class, Creative Writing, Music Class and Physical fitness. The cost of the summer program is very affordable at only \$65 for the duration of the summer program (6 weeks). The ratio of 3:1 (staff to youth) is very low and provides individualized attention to youth. The program model is based on youth teaching youth, and youth inspiring youth; the director and all instructors are under the age of 21.

#### Program and Staff Strengths:

The program is to be commended for working hard to provide a youth-directed and youth-focused model, which underlies its effectiveness: "The youth interaction with the Youth Leaders builds long lasting relationships. The Youth Leaders share experiences around school or other kinds of problems and make suggestions of how to respond, e.g. staying in school. Youth really look up to youth leaders and that bond remains over time. The youth really listen to the Youth Leaders who are closer to them in age." Many youth have stayed with the program over time and participate in the Youth Leadership program and help coordinate and run the program. The program's nutrition and fitness program has been effective in that youth are now eating breakfast in the morning. There is a general observation of improved fitness in running laps and ability to participate in dance and gym.

#### Program and Staff Opportunities for Improvement:

The program is encouraged to continue in its efforts to increase the diversity of the youth participating in order to help youth learn to get along better with each other and relate to youth from different cultures at an early age. The program would benefit from more diverse funding to increase the length of the program beyond the six weeks to maintain the progress made with youth "mindset" until the regular school year services begin. Staff are encouraged to meet and discuss what is going on in the program on a regularly basis.

#### Youth Evaluator Comments:

Camille French, Roabel Medhanie

The East Oakland Youth Development Center Summer Program is located at 8200 International Blvd in Oakland. The program offers enrichment and academic classes to youth between the ages of 6 and 14, and the program is in operation from June until August, Monday through Friday from 10:00am to 4:00pm. Some of the enrichment activities that the program offers are cooking, fashion, life skills, art, computer, dance, drama, and music. The academic component of the program consists of math, science, physical education, Spanish, creative writing, and homework help. In order to maintain a fun environment, the program staff members take the youth on field trips every Friday to amusement parks, aquariums, and exploratoriums in the area.

The youth that we interviewed said they enjoyed going to the EOYDC Summer Program. They shared that the staff members are very friendly and kind, and they feel safe at the program. Julian, age 13, said that, as a result of the program, he has changed socially, "I used to be very shy, but now I have no problem introducing myself to people and making friends." Corey, age 13, said that she has improved in her academics as a result of the program. She said that the program keeps her "up to date" on her studies, meaning the constant review of academic subject matter throughout the summer helps her remember the subject matter during the school year. Both of the youth believe that there should be more programs like this in Oakland, and the only change that they would make is to make the program longer. Staff member Adarious Payton, Assistant Director of the Summer Program, also said that he would want to make the program longer so that staff could build stronger bonds with the youth participants.

A special and interesting aspect of the program is that it employs young high school and college students as Youth Leaders and Instructors. So, the program not only reaches out to youth ages 6 to 14, but it also offers job opportunities to youth between the ages 15 and 21. We liked the EOYDC Summer Program. We were impressed by the balance of academic and enrichment activities offered at the program. The youth seemed to be very energetic and rambunctious, but Regina Jackson, the head director of the EOYDC Center, maintains a strict code of discipline and respect which is also very beneficial to the youth who attend the classes at the center. Overall, the program was good.

#### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

##### (Youth Survey)

59% Because of this program, my success at school (job/training) is better:  
60% Because of this program, my understanding of who I am and what I can do is better:  
59% Because of this program, my ability to communicate is better:  
57% Because of this program, my ability to learn new things is better:  
43% Because of this program, my ability to connect with adults is better:  
53% Because of this program, my ability to work with others is better:  
59% Because of this program, my ability to stay safe is better:  
65% Because of this program, my ability to believe in myself is better:  
54% Because of this program, my ability to interact with my peers is better:  
65% Because of this program, my ability to lead my peers is better:

76% This program makes my school work better:  
59% This program helps me get along with adults better:  
78% This program helps me learn new things better:  
90% This program helps me stay safe better:  
63% This program helps me get along with other kids better:  
94% This program makes me feel good about myself better:  
72% This program helped me believe in myself (more):  
77% This program makes me interact with other kids better:  
83% This program made me lead others better:

##### (Child Survey)



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions EOYDC- Summer Cultural Enrichment Program				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$52,800	Match \$97,573	Total \$150,373	Percent Match 185%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$52,800	Matching Funds Spent \$97,573	Total Funds Spent \$150,373	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Served 45	Years Experience 3.3	Years Schooling 10.4	Male 36%	Female 62%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 134	Male 46%	Female 55%	Unknown 0%			Yes
			0-5 yrs 1%	6-10 yrs 53%	11-14 yrs 43%	15-20 yrs 2%	Parent 0%		
			African Americans 85%	Latino Americans 14%	Asian Pacific Islander Americans 0%	Native American 0%	Caucasian Americans 1%		
			Multiracial Americans 0%	Other 0%	RPR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 87%			
Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT					Yes		
Activities	How much services did we provide?	Planned Hours of Service 45,460	Actual Hours of Service 46,440	Percent of Contracted Services Delivered 102%	Hours of Service per Customer 347	Staff-rated Growth in Expectation Level 81%	Yes		
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.14	Cost per Hour Total Funds \$3.24	Cost per Customer OFCY Funds \$394	Cost per Customer Total Funds \$1,122	Number of New Caring Adults Connected to Child/Youth N/A	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 86%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		63%	67%	77%		
			Grantee selected changes		68%	71%	76%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.9 1.9		Reliability Score 0.45	Reliability Level Low	SPI Score 803	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 70	Parent Surveys 70	Staff Surveys 76	RPR Surveys 69	Total Surveys 285	Good Sample Size		



**Family Support Services of the Bay Area- Kinship Summer Youth Program**

**Project Descriptions:**

Family Support Services of the Bay Area (FSSBA) – Kinship Summer Youth Summer Program (KSYP) provides services to youth at two locations: High Street Presbyterian Church, 1845 High Street in East Oakland and at Taylor United Memorial Methodist Church, 1188 12<sup>th</sup> Street, in West Oakland. The program operates from June 25<sup>th</sup> through July 29<sup>th</sup> from 9:30 am to 5:30 pm, Monday through Thursdays. The majority of the children and youth served are not living with their parents but may be living with grandparents, other family members or guardians. All of them have something in common: they live differently than others. The Kinship Summer Youth Program's message is that they are okay. KSYP provides a familial environment and groups youth across ages, so that older youth (e.g. a 14 year old) learn to help the younger children (e.g. an 8 year old); they have positive experiences being leaders with the younger children. KSYP provides continuity for the children summer after summer offering activities that improve their literacy and math, as well as their social and personal development. The children and youth have many opportunities to explore a variety of new experiences like roller skating, visiting an aquatic center, going to San Francisco on field trips, and participating in community service projects. The staff connects with the children and youth and their caregivers.

**Program and Staff Strengths**

The program has developed a strong literacy program making series of high interest readers available to the youth around which discussion, reflection, journaling, and summarizing are done. The program is commended for its commitment to continuous improvement as it sets high expectations of itself and the children and families it serves. The staff is commended for their dedication in providing individual attention and effort to understand the circumstances and background of each child, while focusing on the whole child: emotional, physical, health, family, education and social. The staff interns, in particular, are commended for their continued growth from participants to returning back as staff.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to continue its efforts to further reduce its staff to student ratio. The program is also encouraged to continue its efforts to maximize its time and strategies to bolster the academic growth of the youth. Staff would benefit from more opportunities to participate in professional development activities.



**Youth Evaluator Comments:**

Roabel Medhanie, Agueda Dueñas

The Family Support Services' Kinship Summer Youth Program is located on 1188 12<sup>th</sup> Street in West Oakland. The program is offered to youth between the ages of seven and fourteen and runs Monday-Thursday from 10am-5pm. On Wednesdays, the youth get out at 1:30pm and walk to a local pool to swim. The Kinship program has 42 youth enrolled, and has 37-40 youth that come on a daily basis. The program recruits by going to different schools and handing out fliers as well as working with various social workers. The amount of applications that the program receives exceeds capacity; therefore, kinship families are given priority and other applicants are placed on a waiting-list. Since there is a wide age range of youth, they are broken into four different age groups. The four groups are based on four of the seven continents of the world to add emphasis on the summer's theme, which is geography. The older youth, ages 13 to 14, represented Europe and named themselves, "Kash Youngin' Playas" modeling KYP, the name of the program. The youth ages 11 to 12 represented Africa, and named themselves "Jamrox." The youth ages 10 to 11 were called the "Los Guerreros," a term meaning warriors in Spanish, and represented South America. The youngest group, ages 7 to 9, called "The Cheetahs," represented Asia. At this program the youth focus on academics, mainly reading and math. They go to field trips twice a week, which the students must earn by doing their homework and chores at home. Some of the field trip sites include, East Bay Regional Parks, The Exploratorium, roller-skating, The San Jose Technology Museum, and an anticipated end of the year trip to Great America.

Kaley, the site coordinator, explained that a few of the obstacles she faces include family and behavioral issues, and the students not listening. She also described one of the program's success stories. One student had come to the program after not having been enrolled in school. They enrolled him at Lakeview and he has since been focused on school and achieved academic success with high grades. The students interviewed seemed to have very positive things to say about the program. Aside from the food that they complained about, the students feel safe, get along with the staff and each other, and enjoy learning about new topic and places around the world while still having fun. Shannon, a 10 year-old returnee, said that the program has helped her get ahead in school because she learns about things at the program before school even starts. The students all said that their favorite part about the program were the field trips and that, aside from the food, there is nothing they would change. Overall, we feel that this program is very beneficial to the youth enrolled in it. The fact that the staff members care well for their students and that the program is well balanced with academics and fun activities makes it a good environment for youth to be around. Also, the students learn about places other than the United States and get to see what other experiences, and traditions other countries have to offer.

**Initial Outcomes of OFCY-Funded Care and Service**

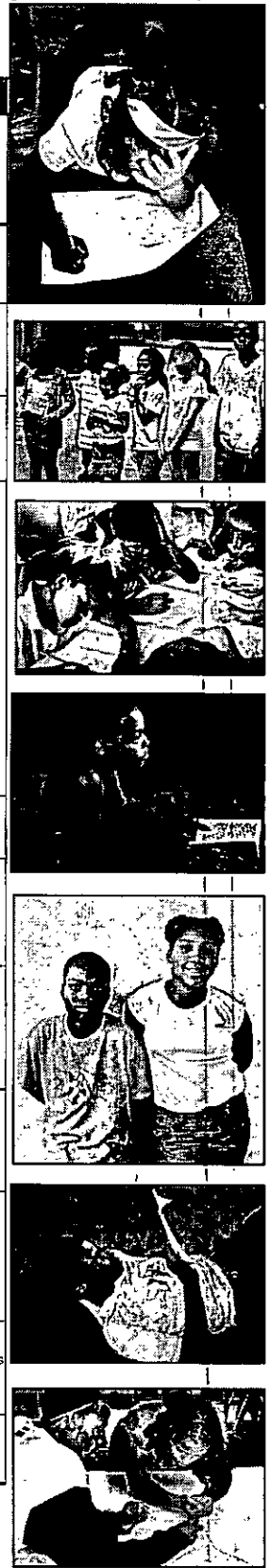
The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 81% Because of this program, my success at school (job/training) is better:
- 86% Because of this program, my understanding of who I am and what I can do is better:
- 74% Because of this program, my ability to communicate is better:
- 87% Because of this program, my ability to learn new things is better:
- 78% Because of this program, my ability to connect with adults is better:
- 87% Because of this program, my ability to work with others is better:
- 79% Because of this program, my ability to stay safe is better:
- 87% Because of this program, I can handle school in the Fall better:
- 83% Because of this program, I make decisions for myself better:
- 87% Because of this program, I can contribute to my community better:
- 89% Because of this program, I understand Oakland/East Bay Parks better:
- 90% Because of this program, I take responsibility for my actions (more):
- 86% Because of this program, I help out at home (more):

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Family Support Services of the Bay Area- Kinship Summer Youth Program				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$100,000	Match \$85,604	Total \$185,604	Percent Match 86%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$100,000	Matching Funds Spent \$85,433	Total Funds Spent \$185,433	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 14	Years Experience 6.9	Years Schooling 14.4	Male 47%	Female 53%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 84	Male 55%	Female 45%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 33%	11-14 yrs 57%	15-20 yrs 10%	Parent 0%	
			African Americans 70%	Latino Americans 17%	Asian Pacific Islander Americans 6%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 7%	Other 0%	RPR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 87%		
	Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT					Yes
	Activities	How much services did we provide?	Planned Hours of Service 15,000	Actual Hours of Service 14,830	Percent of Contracted Services Delivered 99%	Hours of Service per Customer 177	Staff-rated Growth in Expectation Level 86%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$6.74	Cost per Hour Total Funds \$12.50	Cost per Customer OFCY Funds \$1,190	Cost per Customer Total Funds \$2,208	Number of New Caring Adults Connected to Child/Youth 4.80	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 87%		Average Satisfaction of Parents (0-100% on 4 items) 95%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		82%	80%	92%	
			Grantee selected changes		87%	81%	95%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
4.4			4.4	0.60	Good	744		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 44	Parent Surveys 29	Staff Surveys 38	RPR Surveys 44	Total Surveys 155	Good Sample Size	



## Girls Inc. of Alameda County- Concordia Park Young Girls Summer Program

### Project Descriptions:

Girls, Inc. – Concordia Park Young Girls Summer Program is a first year OFCY-funded program operating from June 23<sup>rd</sup> through August 1<sup>st</sup> from 8AM to 6PM on Mondays through Fridays. The program serves approximately 100 girls, ages 6 to 14 years of age. Morning camp begins at 8am and ends at 1pm. Morning camp includes breakfast, sports club, nutrition and fitness, community involvement, arts and crafts, lunch and field trips. Afternoon camp begins at 12pm and ends at 6pm. Afternoon camp includes sports club, nutrition and fitness, community involvement, snack and field trips. Fridays are reserved for field trips which include swimming, science based adventures and hands-on technology.

### Program and Staff Strengths:

The program has a strong leadership component that provides the girls with the opportunity to have a voice throughout the camp experience. The weekly field trips related to science and aquatics provide engaging and new experiences for the participants. The program has a variety of activities which engage the girls in fun and challenging new experiences. The staff is diverse and trained in youth development principles.



### Program and Staff Opportunities for Improvement:

The program is encouraged to explore some community service projects as a way to connect more with the surrounding community.

### Youth Evaluator Comments:

Roabel, Camille, El-iza

Girl's Inc. is located at Concordia Park on 3000 62<sup>nd</sup> Avenue. This program serves girls between the ages of six and fourteen. The younger girls, ages 6-11, have their classes in the morning and the older girls, ages 12-14, have their classes in the afternoon. The program runs Monday through Friday from 8:00 a.m. to 6:00 p.m. The program has 90 girls enrolled in total, the maximum capacity for this location. Although the program starts at eight in the morning the youth seem extremely energetic and interested. When the kids first come in, they eat their breakfast, which today was oatmeal and orange juice. As we arrived at Girls Inc., the girls had just finished eating breakfast and began to break into their first groups for the day. We first observed the yoga class, which was interesting and the girls seemed to enjoy the lesson. Next, we observed the art class, which was working on an activity that involved a leaf that they picked from outside. The girls did not seem as interested in the art activity as the other girls were in yoga. Lastly, we went outside to observe the girls playing kickball. Although it was cold outside, the girls had an incredible amount of energy and appeared to be enjoying themselves greatly. After observing the different activities the program had to offer we took two of the girls off to the side and interviewed them. While interviewing Shamaya, an eight year-old girl, she simply said the program is "just perfect." The two youth that were interviewed seemed pleased with the program and hardly had any complaints.

Overall, this program is an exceptional establishment in the Oakland community. The program manager described key goals that the program, teaches its youth, among these is the goal for the girls to be strong, smart, and bold. These values are necessary to build a happy and healthy society. An improvement that this program can make is to hire more staff.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

77% This program makes my school work better:

61% This program helps me get along with adults better:

86% This program helps me learn new things better:

84% This program helps me stay safe better:

73% This program helps me get along with other kids better:

75% This program makes me feel good about myself better:

86% This program makes me care about my community (more):

67% This program makes me eat healthy foods (more):

77% This program makes my understanding of sports better:

75% This program makes me feel strong, smart, and bold (more)

76% This program helps me make new friends better:

66% This program helps me respect others (more):



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions Girls Inc. of Alameda County- Concordia Park Young Girls Summer Program				Met Performance Goals			
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$30,739	Match \$10,724	Total \$41,463	Percent Match 35%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$29,239	Matching Funds Spent \$10,724	Total Funds Spent \$39,963	Percent of OFCY Funds Spent 95%	Percent of Total Funds Spent 96%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 10	Years Experience 8.4	Years Schooling 15.8	Male 0%	Female 91%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 40	Male 0%	Female 100%	Unknown 0%			Yes
			0-5 yrs 0%	6-10 yrs 100%	11-14 yrs 0%	15-20 yrs 0%	Parent 0%		
			African Americans 63%	Latino Americans 35%	Asian Pacific Islander Americans 0%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 3%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 78%			
Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT						Yes	
Activities	How much services did we provide?	Planned Hours of Service 5,160	Actual Hours of Service 9,092	Percent of Contracted Services Delivered 176%	Hours of Service per Customer 227	Staff-rated Growth in Expectation Level 73%		Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$3.22	Cost per Hour Total Funds \$4.40	Cost per Customer OFCY Funds \$731	Cost per Customer Total Funds \$999	Number of New Caring Adults Connected to Child/Youth 8.74		Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 88%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantlee selected changes		Children & Youth Report of Changes 71%	Parent Report on Changes 76%	Staff Report on Customer 83%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.8 1.8		Reliability Score 0.85	Reliability Level Good	SPI Score 725	Yes, Quality Score >1 Yes Average SPI > 600	
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 65	Parent Surveys 60	Staff Surveys 68	RPRA Surveys 68	Total Surveys 261	Good Sample Size	



**Girls Incorporated of Alameda County- Eureka Teen Achievement Summer Program****Project Descriptions:**

The Girls, Inc.-Eureka Summer Program accepts applications from incoming 8<sup>th</sup> graders and serves eligible returning 9<sup>th</sup> graders for a total of approximately 80 girls. The program operates from June 30 to July 25 (four weeks) from 9am to 4:30pm, Monday through Friday. The program's mission is to build girls' confidence and skills through achievement opportunities in science, math, technology, sports, leadership and careers. The program is held on a college campus; this year at Holy Names University. The schedule includes Math, Architecture, Engineering, Technology, Health Careers and sports classes. Classroom activities are hands-on. Fridays are reserved for field trips that involve positive risk taking like building a raft and racing it at Del Valle. The program also includes some community service projects.

**Program and Staff Strengths:**

The program provides girls with an opportunity to get to know girls from other schools and learn to build friendships. The program's focus on math and science plus leadership development and career exploration will enhance the learning opportunities of the participants beyond their normal life experiences. The involvement of role models from various fields is a real plus for the students. Staff problem solves together and works together well.

**Program and Staff Opportunities for Improvement:**

The staff should be aware of girls who have difficulty making friends and provide some support. Staff would benefit from additional training on behavior management.

**Youth Evaluator Comments:**

Marc Bland, Blanca Lopez

Girls Inc. Eureka! is located at 3500 Mountain Blvd. at Holy Names University. The purpose of the program, or the theme, is female empowerment. The classes are designed to build character and help the girls become "strong, smart and bold" young women, as stated by the program coordinator, Hosai Ehsan. The camp runs Monday through Friday from 9am to 4:30pm, and is offered to girls going into their eighth grade year all the way to girls who are entering their senior year of high school. The classes include math engineering and architecture, career choice, a variety of sports including swimming and basketball, self defense, and different workshops. Upon our arrival, we were able to witness the beginning of the self-defense class. In this class they discussed and practiced ways to defend themselves against predators. We then visited the swimming class, followed by the career class. In the career class the girls had the opportunity to speak to a real estate broker and an attorney about their career and how to get started in their field. We then visited a workshop where they were designing ceramic plates to be auctioned off in order to raise money for Girls Inc. We then visited the technology class, math and architecture class, and the math and engineering class.

Overall, we think that the program is an amazing opportunity for girls to build their character and self-esteem. As Brenda, one of the interns, mentioned, "I use to be the girl in the back with my hood over my head. . . .I would show people how I use to be and how I am now. . . I have grown a lot."

**Initial Outcomes of OFCY-Funded Care and Service**








The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 70% Because of this program, my success at school (job/training) is better:
- 78% Because of this program, my understanding of who I am and what I can do is better:
- 61% Because of this program, my ability to communicate is better:
- 72% Because of this program, my ability to learn new things is better:
- 52% Because of this program, my ability to connect with adults is better:
- 72% Because of this program, my ability to work with others is better:
- 71% Because of this program, my ability to stay safe is better:
- 71% Because of this program, my ability to set goals for the future is better:
- 79% Because of this program, my ability to speak up and voice my thoughts is better:
- 74% Because of this program, my confidence in taking positive risks is (greater):
- 63% Because of this program, my enthusiasm for learning architecture or engineering is (greater):
- 59% Because of this program, my enthusiasm for doing math is (greater):
- 65% Because of this program, my determination to graduate from high school is (greater):
- 70% Because of this program, my desire to go to college is (greater):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System							Met Performance Goals	
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Girls Incorporated of Alameda County- Eureka Teen Achievement Summer Program					
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$45,000	Match \$29,542	Total \$74,542	Percent Match 66%	Youth Stipends & Grants \$2,000	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$45,000	Matching Funds Spent \$29,503	Total Funds Spent \$74,503	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes 
	Staff	Who were the staff providing services?	Staff Surveyed 8	Years Experience 7.8	Years Schooling 15.5	Male 13%	Female 88%	Yes 
	Customers	Who are our youth customers?	Unduplicated Number of Customers 78	Male 0%	Female 100%	Unknown 0%		Yes 
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 78%	15-20 yrs 22%	Parent 0%	
			African Americans 39%	Latino Americans 37%	Asian Pacific Islander Americans 10%	Native American 1%	Caucasian Americans 0%	
			Multiracial Americans 10%	Other 3%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 69%		
	Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT					Yes 
	Activities	How much services did we provide?	Planned Hours of Service 5,767	Actual Hours of Service 6,433	Percent of Contracted Services Delivered 112%	Hours of Service per Customer 82	Staff-rated Growth in Expectation Level 67%	Yes 
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$7.00	Cost per Hour Total Funds \$11.58	Cost per Customer OFCY Funds \$577	Cost per Customer Total Funds \$955	Number of New Caring Adults Connected to Child/Youth 7.12	Yes 
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 85%		Average Satisfaction of Parents (0-100% on 4 items) 94%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity* (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		68%	78%	91%	
	Grantee selected changes		68%		76%	78%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.4 2.4		Reliability Score 0.72	Reliability Level Good	SPI Score 694	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 73	Parent Surveys 72	Staff Surveys 77	RPRA Surveys 28	Total Surveys 250	Good Sample Size	

**Leadership Excellence- Oakland Freedom School + Youth Leadership Program**

**Project Descriptions:**

Oakland Freedom School is a five-week summer program that provides leadership training, strengthens academic skills, and supports community improvement opportunities for children ages 6-14 who reside in low-income communities. Through leadership development, a comprehensive reading curriculum and academic support services, the program is designed to develop leaders who can organize and lead positive changes in the community.

**Program and Staff Strengths:**

This program has had a very successful history (since 1998) of providing a summer program to inspire and motivate youth 6 to 14 years old to excel as leaders and academics. Its strengths were summarized by a teacher as follows: "Teachers teach youth to think critically and to communicate better—shaping and refining. They open up the box to help youth see that they have options. . . life circumstances of family and regular school may make youth feel their box is closed. With a sense of more options, youth's character and expectations are affected and targeted changes achieved." The program has a dedicated and passionate staff that works well to assist youth to raise their expectations and to participate both in their education and their community.

**Program and Staff Opportunities for Improvement:**

The Freedom school model should be documented for dissemination to other communities. The staff should begin to document this model so that other communities throughout the nation might use it. Leadership Excellence should look for funding that will allow it to train others in the model and also allow them to expand to other schools in Oakland.

**Youth Evaluator Comments:**

Marc Bland, Brenda Dueñas

Oakland Freedom School is located at 1700 Market St. in Oakland. The program operates Monday through Friday from 8:15am to 3:00pm. It is a 5 week program and is offered to children ages 5 to 13. As mentioned by the program manager/site coordinator, Adrienne Gillyard, the purpose of the program is to provide literacy, self-esteem, and self-knowledge to youth participants. The program currently has 60 students enrolled with an average of 45 students showing up each day. On the day of our visit we saw only 40 students. Upon arrival, we witnessed the students participating in a breakfast/ unity chant called "Harambe" which means pull together. Once the students were finished eating, they gathered in a circle and participated in various team bonding activities that included chants lead by the staff members, and dance competitions. They then participated in African drumming lessons, led by a guest drum teacher and his partner. Here the students learned about the history of the drums they were using and what kinds of sounds the drums created.

Adrienne said that one of the successes of the program is the fact that the city has complied with their request for space for the program. "We share spaces with other programs at this site and at first the city wasn't responding but now we have this space and everything worked out." Alvon, age 10, has been at the program for one year. When asked why there should be more programs such as this one in Oakland his response was, "Oakland is a good city and here at Oakland Freedom School you can do better and change your attitude for the better." In conclusion, we feel that the program was not only a great experience for the students, but also a great way for everyone to gain a sense of community with others. When a community works together, they all succeed and that is the message that we received from the program.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

Leadership Excellence-Camp Akili  
(Youth Survey)

- 77% Because of this program, my success at school (job/training) is better:
- 96% Because of this program, my understanding of who I am and what I can do is better:
- 93% Because of this program, my ability to communicate is better:
- 98% Because of this program, my ability to learn new things is better:
- 82% Because of this program, my ability to connect with adults is better:
- 80% Because of this program, my ability to work with others is better:
- 89% Because of this program, my ability to stay safe is better:
- 98% Because of this program, my understanding of sexism and racism is better:
- 87% Because of this program, my leadership abilities are better:
- 87% Because of this program, my commitment to improving my community is better:
- 96% Because of this program, my ability to talk about painful subjects safely is better:
- 91% Because of this program, my feeling of belonging to a group is better:
- 89% Because of this program, I understand and love my culture (more):








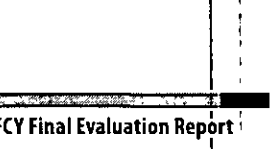
Leadership Excellence-Freedom School-Summer Program  
(Child Survey)

- 68% This program makes my school work better:
- 61% This program helps me get along with adults better:
- 93% This program helps me learn new things better:
- 89% This program helps me stay safe better:
- 68% This program helps me get along with other kids better:
- 93% This program makes me feel good about myself better:
- 61% This program makes me read better:
- 71% This program makes me lead others better:
- 86% This program makes me want to improve my community (yes):
- 79% This program helps me feel I belong to a group (more):
- 89% This program helps me understand and love my culture (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Leadership Excellence- Oakland Freedom School + Youth Leadership Program				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$59,400	Match \$46,080	Total \$105,480	Percent Match 78%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$59,400	Matching Funds Spent \$46,670	Total Funds Spent \$106,070	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 101%	Yes 
	Staff	Who were the staff providing services?	Staff Surveyed 7	Years Experience 12.2	Years Schooling 14.7	Male 29%	Female 71%	Yes 
	Customers	Who are our youth customers?	Unduplicated Number of Customers 63	Male 41%	Female 59%	Unknown 0%		Yes 
			0-5 yrs 8%	6-10 yrs 54%	11-14 yrs 36%	15-20 yrs 0%	Parent 0%	
			African Americans 100%	Latino Americans 0%	Asian Pacific Islander Americans 0%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 0%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 93%		
			SUMMER ENRICHMENT					
	Strategies	What service strategies did we conduct?	SUMMER ENRICHMENT					Yes 
	Activities	How much services did we provide?	Planned Hours of Service 10,530	Actual Hours of Service 10,590	Percent of Contracted Services Delivered 101%	Hours of Service per Customer 168	Staff-rated Growth in Expectation Level 92%	Yes 
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$5.61	Cost per Hour Total Funds \$10.02	Cost per Customer OFCY Funds \$943	Cost per Customer Total Funds \$1,684	Number of New Caring Adults Connected to Child/Youth 2.27	Yes 	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 Items) 89%		Average Satisfaction of Parents (0-100% on 4 Items) 94%		Customer Level of Participation in Services High	Yes Satisfaction > 70% 
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 82%		Children & Youth Report on Changes 86%	Parent Report on Changes 74%	Staff Report on Customer 97%	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 3.7		Reliability Score 3.7	Reliability Level 0.77 Good	SPI Score 749	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 26	Parent Surveys 21	Staff Surveys 32	RPRA Surveys N/A	Total Surveys 79	Good Sample Size

**MAFEI- Prescott Circus (Summer)****Project Descriptions:**

Prescott Circus Theatre provides a summer program of Circus Arts and Academic Enrichment, serving 30 students ages 8-16 for 5 weeks M-F, 9:30 am – 3:00 pm plus extra field trips. Participants worked with professional artists to increase circus skills and enhance confidence and teamwork plus received direct instruction from certificated teachers in written language, oral language, and math, including individual tutoring for identified needs. Youth performed on a rotating basis at various venues. Culminating performances entertained over 3,500 fans during the summer.

**Program and Staff Strengths:**

Prescott Circus has completed a strategic plan and has successfully become a 501(c3) non profit community based organization. The founder of Prescott Circus Theatre is retiring next year and is leaving the organization in a place to continue this Oakland success story. The summer leadership program provides the group with the opportunity to train youth leaders for their performances and the numerous after school programs operated in Oakland. The staff and their students are very effective and passionate about assisting youth to develop the ability to learn new skills and behaviors that are life lessons. The academic program and the circus arts training was very successful. The students gave 22 performances during the summer for over 3,500 youth and adults. The program took numerous field trips and did four free community matinees at the Malonga Center.

**Program and Staff Opportunities for Improvement:**

This next year will be a year of transitions for the new executive director including implementing the strategic plan. This transition has assisted the program to document their model and should allow them in the near future to begin to disseminate this program to other communities. The program is doing a longitudinal study of past graduates of the program. The programs use of accurate self-assessment is very impressive and a skill that is much need for child and youth development. The process and curriculum used by the program should also be documented and disseminated.

**Youth Evaluator Comments:**

Blanca Lopez, Viviana Ramos

On the day of our site visit we went to visit MAF – Prescott Circus at 920 Campbell St. in Oakland. It is a program for students in 3rd - 10th grades. Students attend the program Monday through Friday from 9:30am to 3:00pm. To be in the program youth have to attend Prescott school. There are also returning students from high school. This program offers homework help in math, reading and writing, in addition they teach the youth acrobatics, how to walk in stilts, cycling, harpoon, and other circus related activities. They youth also have the opportunity to perform around the Bay Area.

On the day of the site visit we had the opportunity to see the book club class. The students were reading about oral history and South America, music related with freedom, math skills, and Native American culture. Later, they performed a dance to the song "Chicken Noodle Soup," and some of the youth were getting ready for a performance that was to take place later in the day. We also had the opportunity to see some students wear their clown nose for the first time.

Derique, Circus Instructor, told us that the goal of the program is to make youth believe in themselves and not to give up. MAF – Prescott Circus is a great program that builds the youth's self-esteem and gets them to believe more in themselves. Lastly the youth are able to learn how to get along with other kids in a fun, exciting, and motivating environment.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 100% Because of this program, my success at school (job/training) is better:
- 86% Because of this program, my understanding of who I am and what I can do is better:
- 92% Because of this program, my ability to communicate is better:
- 96% Because of this program, my ability to learn new things is better:
- 89% Because of this program, my ability to connect with adults is better:
- 93% Because of this program, my ability to work with others is better:
- 93% Because of this program, my ability to stay safe is better:
- 96% Because I am in Circus program, my ability to work with a team is better:
- 100% Because I am in Circus program, my feelings about myself are better:
- 100% Because I am in Circus program, my circus skills are better:
- 96% Because I am in Circus program, my ability to use accurate self-assessment is better:
- 85% Because I am in Circus program, my ability to solve problems with other students by talking to them is better:
- 89% Because I am in Circus program, my ability to listen and follow directions is better:
- 100% Because I am in Circus program, my confidence in myself is better:
- 93% I am happier to be at school since I joined the Circus program (yes):
- 93% I am less shy since I joined the Circus program (yes):



85% I am more of a leader in my school since I joined the Circus program (yes):

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions MAFEL- Prescott Circus (Summer)				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$30,000	Match \$10,000	Total \$40,000	Percent Match 33%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$30,000	Matching Funds Spent \$10,000	Total Funds Spent \$40,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 14.5	Years Schooling 16.0	Male 25%	Female 75%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 35	Male 43%	Female 54%	Unknown 3%		Yes
			0-5 yrs 0%	6-10 yrs 46%	11-14 yrs 43%	15-20 yrs 9%	Parent 0%	
			African Americans 66%	Latino Americans 29%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 0%	Other 3%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 77%		
			SUMMER ENRICHMENT					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 4,332	Actual Hours of Service 4,473	Percent of Contracted Services Delivered 103%	Hours of Service per Customer 128	Staff-rated Growth in Expectation Level 76%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$6.71	Cost per Hour Total Funds \$8.94	Cost per Customer OFCY Funds \$857	Cost per Customer Total Funds \$1,143	Number of New Caring Adults Connected to Child/Youth 8.00	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 96%		Average Satisfaction of Parents (0-100% on 4 items) 95%		Customer Level of Participation in Services Ver High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 93%		Children & Youth Report on Changes 93%	Parent Report on Changes 90%	Staff Report on Customer 83%	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 6.9 6.9		Reliability Score 0.61	Reliability Level Good	SPI Score 754	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 63	Parent Surveys 33	Staff Surveys 66	RPRA Surveys 59	Total Surveys 221	Good Sample Size



## Oakland Parks and Recreation Summer Camp Explosion

### Project Descriptions:

There are six City of Oakland recreation centers conducting Summer Camp Explosions: Allendale Recreation Center, Brookdale Recreation Center, Carmen Flores Recreation Center, Franklin, Recreation Center, San Antonio Recreation Center, and the Golden Gate Recreation Center. The summer programs start at 7:30am and most end at 7pm Monday through Fridays. Through a variety of activities offered at the various centers like sports, boating, ice skating, golfing, and bowling—activities not available to them in their own daily lives/community—youth's self-confidence is increased by their success at participating and becoming competent at new activities. The Summer Camp Explosion Summer Program make sure that youth have fun and enjoy productive activities with adults and other youth while providing environments that keep them safe. The diversity of the participants allows youth to learn about the different cultural backgrounds of their peers and cross-cultural friendships are formed.

### Program and Staff Strengths:

Staff at the various centers worked well as teams and had good rapport with the youth. The staff members very often reflect the life experiences of the children they are working with facilitating the connection with youth. Some centers create a family feeling where the children interact with staff as they would with extended family. Overall, staff sees themselves and colleagues as adults who truly care about the children, establishing confidence in the children to go to them when they have problems not related to being in camp. The presence of the summer programs at the recreation centers have helped established them as a positive presence in the community with their services being accessed by children with few if any other options for summer activities.

### Program and Staff Opportunities for Improvement:

As youth "age out" of the Summer Explosion Camps, establishing older youth as "Counselors in training" presents an opportunity to groom them for employment opportunities and to give them opportunities to have different experiences through excursions, special field trips and training.

The staff are encouraged to continue building better relationships with parents and getting to know them -- they are the backbone of reaching the youth. The Oakland Parks and Recreation Department is encouraged to make it a priority to establish strategies to have diversity of staff who reflect the community being served through targeted outreach, recruiting, hiring and positive publicity about neighborhoods/centers. OPR should consider the "Counselors in Training" as a program to "grow their own" future Camp/Recreation Center staff.

### Youth Evaluator Comments:

Blanca Lopez, Chris Williams

On the day of our site visit we attended Summer Camp Explosion Program in Oakland. This summer program runs Monday to Friday from 7:30am to 6:00pm. They offer their services to youth between the ages of 5 and 13 years old. Youth between 5 and 7 were in a group called the Mighty Ducks while youth between 8 and 13 were called the Krusherz. They offer classes like art, cooking, swimming, sports, and computers, to name a few. They recruit students from schools throughout Oakland. They are also located at Brookdale, Carmen Flores, San Antonio and Franklin.

The three youth we interviewed were Kameron, age 6, Candace, age 8, and Gabriela, age 7. They shared their pleasure with Summer Camp Explosion and it's staff. Gabriela expressed that she especially enjoyed how the older kids were so helpful to the younger ones whenever they needed it. Everybody said that by attending the program, they stopped their usage of foul language it's against the rules and they'd get in trouble if they did. While on the tour of the program we saw teamwork and total participation across the students. Candace added that she follows all of the rules because she knows that they're there to help to keep her safe. None of the youth said that they would change anything and would love to see more programs like this in Oakland. We observed youth working on a mural on the side of the building. We also toured the building and saw the projects that the youth had worked on in the past and what they were currently working on. In addition to the mural, some of the older youth were playing basketball and football. There was something for everybody to do. Elena Bermeo, Recreation Program Director, said that her goal is to make an impact on youth. She said, "The kids know that they have a program to help them in all that they need." The students love the fact they learn and experience new things in a fun, creative environment. She also said that by teaching the youth how to treat and respect others, they learn the importance of being respectful. Overall, we think that this is a great program for youth to attend during the summer. Not only is it a safe and fun environment for youth to be in, but it also raises awareness about their health and respecting nature.



### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

#### (Youth Survey)

- 72% Because of this program, my success at school (job/training) is better:
- 64% Because of this program, my understanding of who I am and what I can do is better:
- 72% Because of this program, my ability to communicate is better:
- 72% Because of this program, my ability to learn new things is better:
- 74% Because of this program, my ability to connect with adults is better:
- 67% Because of this program, my ability to work with others is better:
- 58% Because of this program, my ability to stay safe is better:
- 64% Because of this program, I feel prepared for school in the fall better:
- 61% Because of this program, I understand that I am part of the community better:
- 61% Because of this program, I understand my role in preserving nature, the environment, and the outdoors better:
- 56% Because of this program, I am excited about learning (more):
- 58% Because of this program, I understand and appreciate Oakland landmarks (more):

#### (Child Survey)

- 67% This program makes my school work better:
- 71% This program helps me get along with adults better:
- 82% This program helps me learn new things better:
- 88% This program helps me stay safe better:
- 79% This program helps me get along with other kids better:
- 85% This program makes me feel good about myself better:
- 73% This program makes me want to learn better:
- 74% This program makes me want to go to school better:
- 82% This program helps me understand that I am part of the community better:
- 79% This program helps me study better:
- 88% This program makes me want to preserve nature and the outdoors better:



## OASES Summer Playhouse

### Project Descriptions:

OASES Summer Playhouse Summer Program enrolls 45 incoming fourth, fifth and sixth graders and conducts activities at their downtown Center Monday through Friday from 9am to 2pm. This was the Summer Playhouse's first year of funding. The program focuses on providing activities and experiences that help youth to develop creative skills; to be autonomous with decision making power; treating each other with respect and positive behaviors across-age and gender; working in teams; cultivating new relationships with other peers; building confidence; improving writing skills through script writing for plays and through use of creativity in writing activities; and getting students to try new things. In addition to the workshops, students enjoyed educational and recreational field trips that took them to places not normally visited.

### Program and Staff Strengths:

The program is strengthened by the staff cohesiveness demonstrating trust in each other and being able to ask for and give help to one another. Their friendliness sets a climate conducive for the youth to feel comfortable and connect with the staff. The program is to be commended for providing training of one and a half weeks to staff before the program began; this provided a strong basis for the program planning and adapting to students' interests. Frequent meetings by staff before and after each day fostered good communication.

The workshop format was engaging, and was structured to foster various aspects of the creative process that facilitated students' exploration of topics relevant to their lives, then brought to life in the form of a play.

### Program and Staff Opportunities for Improvement:

The staff would benefit from more opportunities for feedback to and from each other, from other staff and from the youth as the program is implemented.

While students enjoyed the field trips provided, the program is encouraged to consider tying them more closely to program content. The program is encouraged to incorporate more opportunities for active youth decision making about the program content.

### Youth Evaluator Comments:

*Meron Medhanie, Roabel Medhanie*

OASES-Playground is located on 196 10<sup>th</sup> St. in downtown Oakland. OASES-Playground is a summer program that caters to 46 students; about 43 students attend daily. The program is available to youth from grades four to six, with priority enrollment for youth who attend Lincoln and Cleveland Elementary. The program runs Monday through Friday from 9:00am to 2:00pm. This program offers many workshops and field trips for the youth, but its main focus is the theatre arts. The three biggest workshops include arts and crafts, script writing, and acting. By the end of the summer, the youth perform the play they wrote, and use props and backdrops they built. There is also a section called "Choice" that happens after lunch that gives the youth the opportunity to participate in other activities such as sports and jewelry making.

We interviewed youth from the three different workshops, and by their responses to our questions, it seemed as if they enjoy the program. When asked if he would change anything about the program, Darren, an 11 year-old boy, said, "I love it, I would never change a thing!" All of the students interviewed really enjoyed the workshops. Jasmine, age 10, has been in the program for two summers and shared, "What I like best about this program is that it's fun, the friends that I made, and all of the different workshops." Overall we think that OASES-Playground is a very good summer program for youth. It gives the youth a variety of activities and allows them to learn a lot of skills that they may not necessarily learn in school.

### Initial Outcomes of OFCY-Funded Care and Service

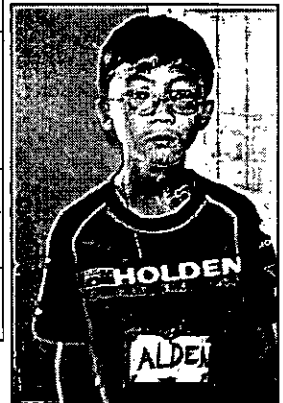
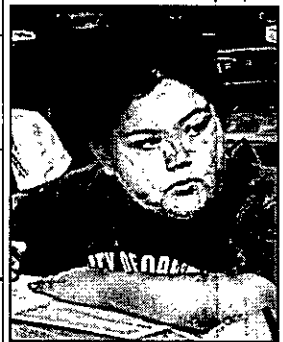
The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 53% This program makes my school work better:
- 59% This program helps me get along with adults better:
- 86% This program helps me learn new things better:
- 86% This program helps me stay safe better:
- 56% This program helps me get along with other kids better:
- 64% This program makes me feel good about myself better:
- 44% This program helps me understand people of different cultures better:
- 73% This program helps me express myself through the arts better:
- 61% This program makes me feel my opinion is more important (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.



OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OASES Summer Playhouse				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$30,000	Match \$38,355	Total \$68,355	Percent Match 128%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$30,000	Matching Funds Spent \$38,355	Total Funds Spent \$68,355	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Survived 5	Years Experience 6.8	Years Schooling 16.2	Male 40%	Female 60%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 45	Male 47%	Female 53%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 51%	11-14 yrs 49%	15-20 yrs 0%	Parent 0%	
			African Americans 4%	Latino Americans 4%	Asian Pacific Islander Americans 82%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 9%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 48%		
			SUMMER ENRICHMENT					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 3,938	Actual Hours of Service 5,597	Percent of Contracted Services Delivered 142%	Hours of Service per Customer 124	Staff-rated Growth in Expectation Level 44%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$5.36	Cost per Hour Total Funds \$12.21	Cost per Customer OFCY Funds \$667	Cost per Customer Total Funds \$1,519	Number of New Caring Adults Connected to Child/Youth 13.23	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 85%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 66%		Children & Youth Report of Changes 66%	Parent Report on Changes 84%	Staff Report on Customer 82%	No, Just Missed Service Productivity < 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.3 1.3		Reliability Score 0.76	Reliability Level Good	SPI Score 620	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 34	Parent Surveys 27	Staff Surveys 36	RPRA Surveys 33	Total Surveys 130	Good Sample Size

**AIDS Project of the East Bay- LGBT Youth Health and Wellness Conductors Project****Project Descriptions:**

LGBT Youth Health Conductors: through a partnership with the Sexual Minority Alliance of Alameda County Youth Center APEB provides the LGBT Youth Health Conductors program. This program provides training about a variety of health issues for young people who are interested in acting as health ambassadors to the community of LGBT youth. Over a period of 5 weeks the health conductor trainees will learn about: Nutrition, Violence, Domestic Violence, Substance Use/Abuse and Self Esteem. Once they have completed their training LGBT Youth Health Conductors work with a team of youth and staff to plan health promotion activities at the SMAAC Youth Center and on the Internet

**Program and Staff Strengths:**

Founded in 1983 AIDS Project East Bay has been serving the community of the San Francisco East Bay Area for over 30 years. The youth department also works to provide health education to LGBT youth through a partnership with the SMAAC Youth Center. The design of the health and wellness conductors project is excellent. The training of health conductors to work in LGBT youth community has potential to effect AIDS prevention and other healthy behaviors. The partnership with SMAAC provides the program with good access to the target populations. The staff is dedicated and works tirelessly to provide a safe place and healthy development for LGBT youth. The program met all the OFCY performance goals.

**Program and Staff Opportunities for Improvement:**

The program health conductor-training program needs to develop a method of tracking and providing feedback to the LGBT Youth Health Conductors after their workshop professional development. A structured system should be developed that allows health conductors to track and evaluate their work. Additional staff development should expand on how to improve and change behavior issues that affect the youth lives. The program has had its first year, in the second year the staff has the opportunity to refine and improve the program based on lessons learned.

**Youth Evaluator Comments:**

Blanca Lopez, Christopher Milburn

AIDS Project is located at 1608 Webster Street in Oakland. They operate Monday through Friday from 2:00pm to 9:30pm except on Tuesdays when it runs from 2:00pm to 8:00pm. This is a drop in center where the youth sign in and out. This program is offered to gay and lesbian youth all around the Bay Area. They serve youth ages of 13 to 20. They also offer a 5-week training workshop, and 10 sessions, held twice a week, in which the youth are educated in STD and HIV awareness, drugs, and domestic violence. Both men and women take these workshops. They also offer counseling and homework help to the youth who need it. Once the training workshops are done, the programs puts together youth health promotion groups and send them around the community to educate other youth about these issues.

We observed the youth in the computer room checking their Facebook or MySpace profiles, others were in the TV room eating, and still others were in the auditorium dancing. They told us that Mondays were fun because no activities were planned for the day, but tomorrow they would have a workshop on stereotypes in the media about gay youth. During our interview process we asked a youth, Darreal, age 17, what he would be doing if this program weren't here and he said "nothing, at least nothing good." This showed us that this program is helping the kids do something positive with their time. All the youth told us that in this program they feel safe and very supported because the staff helps them a lot and respects them. Overall, this program does great things for the youth because it provides them with an outlet for their self-expression and a safe environment to be themselves. In addition, it teaches them how to take care of themselves and stay out of trouble. They also teach them how to deal with life issues and how to overcome them.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

58% Because of this program, my success at school (job/training) is better:

74% Because of this program, my understanding of who I am and what I can do is better:

73% Because of this program, my ability to communicate is better:

74% Because of this program, my child's ability learn new things is better:

77% Because of this program, my ability to connect with adults is better:

71% Because of this program, my ability to work with others is better:

74% Because of this program, my ability to stay safe is better:

83% Because of this program, I know how to find support better:

63% Because of this program, I talk to my friends about things that are important to me even though they might disagree (more):

67% Because of this program, I exercise (voguing, hip hop dance, etc.) (more):

74% Because of this program, I know how to advocate for myself better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions AIDS Project of the East Bay- LGBT Youth Health and Wellness Conductors Project				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$175,000	Match \$250,268	Total \$425,268	Percent Match 143%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$175,000	Matching Funds Spent \$97,266	Total Funds Spent \$272,266	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 64%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 11.0	Years Schooling 13.7	Male 33%	Female 67%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 182	Male 56%	Female 44%	Unknown 1%		Yes	
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 8%	15-20 yrs 92%	Parent 0%		
			African Americans 78%	Latino Americans 15%	Asian Pacific Islander Americans 4%	Native American 2%	Caucasian Americans 0%		
			Multiracial Americans 0%	Other 1%	RPR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 69%			
			PHYSICAL AND BEHAVIORAL HEALTH						
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 36,240	Actual Hours of Service 37,064	Percent of Contracted Services Delivered 102%	Hours of Service per Customer 204	Staff-rated Growth in Expectation Level 77%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$4.72	Cost per Hour Total Funds \$7.35	Cost per Customer OFCY Funds \$962	Cost per Customer Total Funds \$1,496	Number of New Caring Adults Connected to Child/Youth 2.90	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 77%		Average Satisfaction of Parents (0-100% on 4 items) N/A		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 74%		Children & Youth Report of Changes 74%	Parent Report on Changes N/A	Staff Report on Customer 74%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.3		Spring 09 2.7	Reliability Score 0.48	Reliability Level Low	SPI Score 648	Yes, Quality Score >1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 68	Parent Surveys N/A	Staff Surveys 68	RPR Surveys 37	Total Surveys 173	Good Sample Size	

**Asian Community Mental Health Services – AYPAL**

**Project Descriptions:**

AYPAL is comprised of six Youth Leadership Organizations (YLOs) based in ethnic communities and neighborhoods throughout Oakland that serve over 350 youth, ages 12-18. The organizations include Asian Community Mental Health Services, organizing Cambodian youth; Filipinos for Affirmative Action, organizing Filipino youth; Korean Community Center of the East Bay, organizing Korean youth; Lao Lu Mien Cultural Association, organizing Laotian and Lu Mien youth; Oakland Asian Students Educational Services, organizing Chinese and Vietnamese youth; and Arts, Research & Curriculum Associates, organizing Pacific Islander youth. These YLOs bridge the cultural differences found among Asian and Pacific Islander Youth and find common ground where dialogue and understanding can take place on important issues affecting their lives. The staff of these organizations help youth by providing alternatives to gangs and other negative peer influence groups by (1) creating safe spaces where youth can socialize, support each other and feel part of a community; (2) giving young people alternatives to using violence as a form of power by promoting youth participation in self-led community organizing campaigns and (3) giving youth alternatives to destructive expressions of personal and cultural pride (like tagging) by engaging them in cultural arts projects with community artists. Through these strategies, AYPAL supports participating youth to be reflective, develop a positive self-awareness, strengthen their self-concept, and empower youth to seek solutions and enable positive changes in themselves and the community.

**Program and Staff Strengths:**

AYPAL provides strong and consistent program strategies, operation and organizational knowledge of youth development principles. AYPAL staff stands out as great assets of the YLOs, as they successfully build relationships with their youth customers and engage them in transformative experiences. The consistency of staff and organizational leadership among the YLOs allow youth to build trusting relationships with caring adults on whom they can count to be there. Many of their youth customers begin with the program at the age of 12 and continue through high school graduation, and return as college interns or volunteers. The YLOs provide a good blend of social, recreational, and leadership development activities that cultivate social awareness among their youth customers helping them to resist anti-social pressures that are ever present in their communities. By conducting activities on local college campuses, AYPAL helps youth envision themselves as future college students pursuing careers.

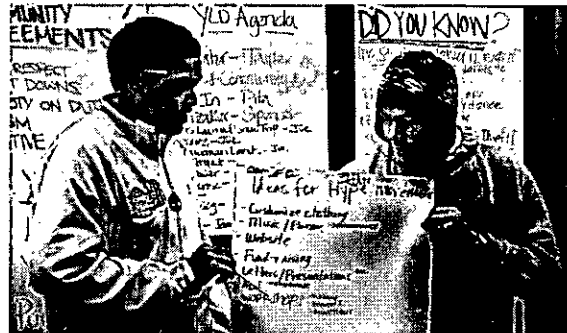
**Program and Staff Opportunities for Improvement:**

The lack of a central space where youth can gather and where staff can gather to work together is a limiting factor whereby the environments are not under the control of AYPAL staff; rather, the space used is allocated by schools or other organizations, thus, the environment reflects that of the host organization. The agency is encouraged to work with the host organizations or schools to foster an environment conducive to the activities being conducted. AYPAL is encouraged in its efforts to continue to find new ways to support the long-term leadership of youth leveraging what is accomplished under the current model of youth leadership. The challenge remains keeping the activities and what is being learned/developed fresh for returning students. AYPAL is also encouraged to maintain contact with its alumni through use of current technology.

**Youth Evaluator Comments:**

Blanca Lopez, Jennifer Lopez

On the day of our site visit we visited ACMHS at 12250 Skyline Blvd. in Oakland. This program operates every Wednesday from 1:30pm to 3:00pm at this location, but they also provide their services in other high schools like Oakland High School, Fremont High School, and Castlemont High School and the time varies for each site. Some of the activities that they offers to the youth are workshops, icebreakers, self-defense, field trips, leadership, social justice, cultural identity, and community agreement. For Skyline High School, the targeted population for this program is Asian Pacific Islanders but everyone is invited to participate and join the program. We had the opportunity to attend one of the workshops offered for students from Skyline High and Oakland High. First, we observed the youth reviewing program agreements and rules for the workshop; they then discussed upcoming events and future meeting. Lastly, they participated in an icebreaker. Following the icebreaker, youth joined a workshop called H.Y.P.E. (Help, Youth, Pursue, Emancipation) where they read and learned about the history and the mission of this movement. Soon after they were divided into groups to decide how they thought this movement could be used in their community. Janine Moe, AYPAL Pacific Islander Site Coordinator, mentioned to us the goal is to develop leadership skills in the youth and instill in them an understanding of their cultural identity so they can be successful citizens and community organizers. She wants the youth's voices to be heard. Spencer, age 17, mentioned that if it weren't for this program he would be on the streets and lost. He also said, "We would be in the streets increasing the incarceration rates". Georgia, age 18, said that in this program she has learned how to take initiative and to voice her opinion. Overall, ACMHS provides the youth with a place where they can come together to learn more about leadership and their heritage and let their voices be heard.



### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

#### (Youth Survey)

65% Because of this program, my success at school (job/training) is better:  
 82% Because of this program, my understanding of who I am and what I can do is better:  
 87% Because of this program, my ability to communicate is better:  
 80% Because of this program, my child's ability learn new things is better:  
 81% Because of this program, my ability to connect with adults is better:  
 90% Because of this program, my ability to work with others is better:  
 76% Because of this program, my ability to stay safe is better:  
 80% Because of this program, my awareness of my own culture is better:  
 80% Because of this program, my ability to identify and change what is wrong or just is better:  
 87% Because of this program, my understanding of racism, sexism, classism, and heterosexism is better:  
 89% Because of this program, my involvement in the community is better:  
 90% Because of this program, my belief in my ability to achieve things is better:



#### (AYPAL Interns-Youth Survey)

95% Because of this program, my success at school (job/training) is better:  
 100% Because of this program, my understanding of who I am and what I can do is better:  
 100% Because of this program, my ability to communicate is better:  
 95% Because of this program, my child's ability learn new things is better:  
 91% Because of this program, my ability to connect with adults is better:  
 100% Because of this program, my ability to work with others is better:  
 81% Because of this program, my ability to stay safe is better:  
 95% Because of this program, my awareness of my own culture is better:  
 91% Because of this program, my ability to identify and change what is wrong or just is better:  
 100% Because of this program, my understanding of racism, sexism, classism, and heterosexism is better:  
 100% Because of this program, my ability to be a good leader is better:  
 91% Because of this program, I get along with people from other backgrounds (ethnicity, schools, neighborhoods, etc.) better:  
 95% Because of this program, I know how to run a meeting better:  
 95% Because of this program, I know how to work on a campaign better:  
 86% Because of this program, I can share my opinions better:  
 95% Because of this program, I know how to work in a group better:  
 95% Because of this program, my involvement in the community has (increased):  
 91% Because of this program, my belief that I can achieve things is (greater):



## Native American Health Center Inc.- Indigenous Youth Voices

### Project Descriptions:

The Native American Health Center has designed a program to serve over 200 youth who are 10 years and older. The program is grounded in the cultural values, traditions and practices of the indigenous community that it serves. The approaches are family centered and combine prevention, intervention and treatment to address the changing needs of Native American youth in Oakland. The program offers a variety of activities including academic support, traditional arts like drumming and dancing; workshops and activities that foster substance abuse prevention, violence prevention, and health education; field trips like camping and travel to Pow Wows throughout the region; Tribal athletics; and community cultural events. This variety of opportunities for participation allows youth to develop skills according to their strengths and interests, while challenging them to understand the relationship between commitment, dedication, and success. The program promotes a healthy environment for Native American youth and their families, and enable them to be active members of the community and participate in cultural, recreational, clinical and educational activities.

### Program and Staff Strengths:

The agency continues to do outstanding work in building on the cultural beliefs and traditions of the Native American community as assets that form the foundation upon which youth can confidently build their skills and knowledge and develop positive attitudes about themselves and others. The program provides activities that reinforce the cultural identity of the youth and are varied so that youth can find an interest that engages them. The staff serves as role models in the lives of the youth, some of whom lack parental guidance. The agency is successful in retaining staff over time, thus, they are a consistent presence of caring adults in the lives of the youth. In addition, youth participate over time and come back to the program as alumni volunteers. The agency actively seeks out resources to maximize opportunities for youth. For example, youth service staff were trained by the Bay Area Wilderness Training so that they can borrow camping and backpacking equipment without having to invest in equipment.

### Program and Staff Opportunities for Improvement:

The common occurrence of violence in the community stretches the resources of the Native American Health Center Youth Services staff to support and provide consolation in the face of the grief of participants and staff when friends or family are victims of violence. The agency is encouraged to continue its efforts toward violence reduction and providing additional resources toward support for those grieving—both youth and staff. Transportation, as with many programs, is an issue for youth to access services. The agency is encouraged to provide bus passes or other forms of transportation assistance to youth to get to and from activities. The Native American Youth Center is encouraged to serve as a resource to other youth serving organizations on how to build on cultural identity as a strategy to engage youth.

### Youth Evaluator Comments:

Blanca Lopez, Felipe Lopez

Native American Health Center is located at Cesar Chavez Education Center in Oakland. Here the youth from NAHC have their basketball practice. This program operates Monday, Tuesday, Thursday and Friday from 2:00pm to 5:00pm and Wednesday from 1:00pm to 6:00pm. The youth practice every Monday, Wednesday and Friday from 6:00pm to 9:00pm and on Saturdays they have games. The program offers its services to youth between the ages of 3 and 18 all around Oakland. They participate in many seasonal sports like basketball, volleyball, football, soccer, and softball. NAHC also offers other activities like homework help, workshops, men and women clubs, anger management, traditional art, hiking club, young men's group, and HIV prevention classes. We visited NAHC during their basketball practice. They divided the participants into different teams and shared the space at different times between 6:00pm and 8:30pm. Hector, age 14, told us that he feels safe in this program and it is a very friendly environment. He also mentioned that this program has helped him a lot with improving his grades and keeping him away from drugs, alcohol, and tobacco. He emphasized that if he were not in the program he would be in the streets smoking weed. Overall, this is a very helpful program for youth around Oakland because it is a place where they can go and learn various things that will create a better future for them. It also teaches and helps them with school and personal issues.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

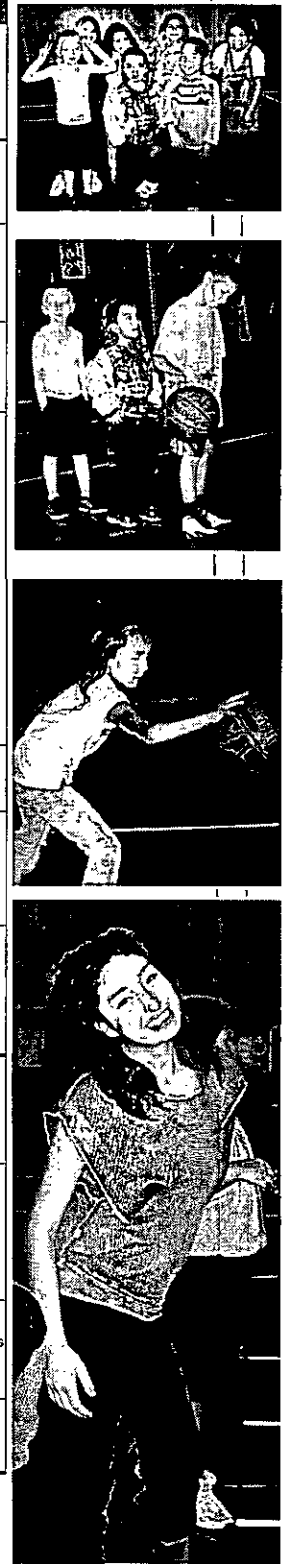
- 84% Because of this program, my success at school (job/training) is better:
- 94% Because of this program, my understanding of who I am and what I can do is better:
- 94% Because of this program, my ability to communicate is better:
- 97% Because of this program, my child's ability learn new things is better:
- 90% Because of this program, my ability to connect with adults is better:
- 95% Because of this program, my ability to work with others is better:
- 94% Because of this program, my ability to stay safe is better:
- 90% Because of this program, my knowledge of Native American Culture is better:
- 94% Because of this program, my understanding of self-employment is better:
- 90% Because of this program, my overall health, physical awareness, and wellness is better:
- 91% Because of this program, my leadership skills are better:
- 92% Because of this program, I understand the negative problems associated with alcohol and other drugs better:
- 83% Because of this program, I am involved in community activities (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Native American Health Center Inc.- Indigenous Youth Voices				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$150,000	Match \$248,004	Total \$398,004	Percent Match 165%	Youth Stipends & Grants \$10,000	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$149,222	Matching Funds Spent \$203,934	Total Funds Spent \$353,156	Percent of OFCY Funds Spent 99%	Percent of Total Funds Spent 89%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 17.5	Years Schooling 13.3	Male 33%	Female 67%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 247	Male 56%	Female 45%	Unknown 0%		Yes
			0-5 yrs 1%	6-10 yrs 7%	11-14 yrs 36%	15-20 yrs 56%	Parent 0%	
			African Americans 13%	Latino Americans 16%	Asian Pacific Islander Americans 2%	Native American 55%	Caucasian Americans 0%	
			Multiracial Americans 7%	Other 6%	RPR Child/Youth Asset Level HIGH	Staff-rated Growth in Participation—Home, School, Community 99%		
	Strategies	What service strategies did we conduct?	PHYSICAL AND BEHAVIORAL HEALTH					Yes
	Activities	How much services did we provide?	Planned Hours of Service 48,565	Actual Hours of Service 60,238	Percent of Contracted Services Delivered 124%	Hours of Service per Customer 244	Staff-rated Growth in Expectation Level 99%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.48	Cost per Hour Total Funds \$5.86	Cost per Customer OFCY Funds \$604	Cost per Customer Total Funds \$1,430	Number of New Caring Adults Connected to Child/Youth 7.51	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 93%		Average Satisfaction of Parents (0-100% on 4 items) 94%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 93%		Children & Youth Report on Changes 91%	Parent Report on Changes 91%	Staff Report on Customer 99%	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 3.3 4.9		Reliability Score 0.74	Reliability Level Good	SPI Score 827	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 545	Parent Surveys 67	Staff Surveys 551	RPR Surveys 379	Total Surveys 1,543	Good Sample Size



## Youth ALIVE! – Teens on Target

### Project Descriptions:

Teens on Target Violence Prevention recruits, trains, hires, and empowers youth attending Castlemont Small Schools and Life Academy to provide violence prevention workshops for all sixth graders at Frick and James Madison middle schools. Youth Alive also leads multiple school wide assemblies and interactive educational activities at their target high schools and the two middle schools to reach over 2,500 students. They partner with school administrators, parents and community members to shape school safety strategies that reinforce the student-accessible and culturally relevant violence prevention messages received through project activities - so that, as one student said, "violence will be a surprise" in our schools.

### Program and Staff Strengths:

In terms of customer accomplishments, there is a sense of unity, family, a sense of wanting to make a positive change among the participants. They are motivated to make positive change regarding violence and involvement with gangs. Additionally, the program has achieved complete gender balance among the teens that are trained at the high school level to teach the violence prevention program in the middle schools. Staff strengths include that the young adult staff in the program embody the principles of a community-based youth development leadership model. For example, they are from the community and are well connected with the young people in the community. Program design strengths include identifying a need for an additional workshop in middle schools and solidifying donations from a foundation to fund a one-half time position as a youth violence educator.

### Opportunities for Improvement:

An area for program improvement is the functioning of the youth board. They currently review and provide feedback on the curriculum and policies, serve on panels, and participate in recruitment efforts. The program is working to make the leadership roles of this board stronger. The focus is on helping the youth to define their roles so they are more consistent and accountable. The program is encouraged to increase their staff training and professional development opportunities, including activities focused on youth development and improving skills for working more effectively with youth. As for the program, one area of improvement is to increase awareness among our participants about guns and gangs. The goal is to increase awareness and knowledge among participants as to why violence is still occurring in the community and what they can do to intervene.

### Youth Evaluator Comments:

Jose Peña, Joaquin De Anda

Youth Alive is located on 8601 MacArthur Blvd and serves high school students. The program accepts high school students from other schools, but it generally only has Castlemont High School students since it's the location of the program. Youth Alive has 40 students enrolled, but there are 30 that attend on a day-to-day basis. The program runs Tuesdays and Thursdays from 3:30pm to 6:00 p.m. The program has what is called TNT (Teens on Target) which teaches the youth how to work against the negative aspects that life in Oakland has to offer such as peer pressure, drugs, alcohol, violence, etc. The program prepares the students with job readiness skills since they are sent to middle schools to teach against violence, gangs, drugs, alcohol, and other bad influences. The youth were all in a circle and were participating in an activity that was teaching them how to fight off peer pressure. They had a skit in which one of the students was being peer pressured and the staff was teaching techniques of how to avoid being pressured into doing something that they don't want to and might regret in the future. All of the students were engaged in the activity and paid close attention to what was happening. Despite the laughter caused by the funny instances, the students knew that it was a serious subject since many of them have been victims of peer pressure.

When we interviewed two youth, they were very open to us. They spoke about all of the hardships that they went through and how the program has helped them overcome their obstacles. For example, when we asked Moises, age 17, what he enjoyed about the program the most, he replied that "the teens really open up to each other when they speak about their personal life." He explained how many teens there were former gang members and when they entered the program, they realized that "that wasn't the path that they wanted to be on, it was a program that taught leadership for the students so they wanted to become leaders." During our site visit, we got the chance to learn about many of the hardships that the youth there had gone through. We also realized that the program is doing a great job of helping the youth become leaders.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

92% Because of this program, my success at school (job/training) is better:

92% Because of this program, my understanding of who I am and what I can do is better:

92% Because of this program, my ability to communicate is better:

80% Because of this program, my child's ability learn new things is better:

88% Because of this program, my ability to connect with adults is better:

84% Because of this program, my ability to work with others is better:

92% Because of this program, my ability to stay safe is better:

96% Because of this program, my comfort when presenting to a group of students is better:

96% Because of this program, my comfort when expressing my opinions and ideas is better:

100% Because of this program, my understanding of the risks involved when carrying a gun is better:

100% Because of this program, I can resist joining or belonging to a gang better:

100% Because of this program, I know the difference between a healthy relationship and an abusive one better:







100% Because of this program, I understand how to get help to end an abusive dating relationship better:

100% Because of this program, I can do things that help prevent violence better:

100% Because of this program, I feel like I belong (more):

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

Performance Account-ability Model		Answers to OFCY Evaluation Questions Youth Alive- Teens on Target Prevention					Met Performance Goals			
Logic Model	OFCY Evaluation Questions									
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$150,000	Match \$119,372	Total \$269,372	Percent Match 80%	Youth Stipends & Grants \$35,000			
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$150,000	Matching Funds Spent \$61,658	Total Funds Spent \$211,658	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 79%	Yes		
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 5.3	Years Schooling 15.7	Male 33%	Female 67%	Yes		
	Customers	Who are our youth customers?	Unduplicated Number of Customers 135	Male 47%	Female 49%	Unknown 4%			Yes	
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 59%	15-20 yrs 36%	Parent 0%			
			African Americans 26%	Latino Americans 56%	Asian Pacific Islander Americans 7%	Native American 0%	Caucasian Americans 0%			
			Multiracial Americans 2%	Other 9%	RPRR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 80%				
	Strategies	What service strategies did we conduct?	CAREER/COLLEGE READINESS & YOUTH LEADERSHIP					Yes		
	Activities	How much services did we provide?	Planned Hours of Service 15,782	Actual Hours of Service 13,705	Percent of Contracted Services Delivered 87%	Hours of Service per Customer 102	Staff-rated Growth in Expectation Level 81%	No, just missed plan		
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$10.94	Cost per Hour Total Funds \$15.44	Cost per Customer OFCY Funds \$1,111	Cost per Customer Total Funds \$1,568	Number of New Caring Adults Connected to Child/Youth 10.00	Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 89%		Average Satisfaction of Parents (0-100% on 4 items) 90%		Customer Level of Participation in Services High	Yes Satisfaction > 70%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantee selected changes		Children & Youth Report on Changes 89%	Parent Report on Changes 65%	Staff Report on Customer 71%	Yes Service Productivity > 60%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 2.4		Spring 09 19.8	Reliability Score 0.57	Reliability Level Low	SPI Score 706	Yes, Quality Score > 1 Yes Average SPI > 600	
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 58	Parent Surveys 59	Staff Surveys 53	RPRR Surveys 57	Total Surveys 227	Good Sample Size		

## Alameda County Medical Center – ACHCF

### Project Descriptions:

The Alameda County Health Care Foundation (ACHCF) Model Neighborhood Program aims to increase health awareness and promote career exploration in the health fields for middle and high school youth. The program comprises the following key components: (1) a Health Career Training Internship at Highland Hospital and Eastmont Wellness Center which prepares youth for careers in medical and health fields, (2) Health Education at school, which promotes violence prevention and good health practices and (3) Community Success which promotes community service and success in school science classes.

### Program and Staff Strengths:

The Model Neighborhood Program has shown success in achieving the following results with its target group: (1) improve health awareness and well being; (2) identify their own strengths and show pride in their work, (3) set goals for the future, (4) improve relationships with each other, (5) increase basic job readiness skills and (6) increase the number of student-adult relationships. The design of the program includes several features that the staff believe is responsible for the program being able to achieve its goals. Participants of the Health Career Training Internship work directly with doctors and patients in the hospital so they gain first-hand experience about health care careers. Additionally, interns spend time with program staff reflecting on their experiences in the hospitals and participate in workshops that increase their knowledge about topics such as nutrition and diseases. Students are also expected to do presentations on the last day of internships on a topic of interest that they explored during their internship. Additional factors that make for success are (1) consistent curriculum throughout the program, (2) student initiated work and follow through, (3) high expectations for student achievement, (4) students become self motivated and proactive.

### Program and Staff Opportunities for Improvement:

Although staff believes that the program is a success, they would like to continue improvement in the program delivery by focusing efforts on increasing the academic success of the youth participants. To this end, they would like to have access to data on the participating students from the Oakland Unified School District. This data would focus on grade point average, graduation rates, and grade point improvement. Such data would allow the program to further evaluate its efforts and engage in planning for continuous improvement. The development of a monthly newsletter has enabled the ACHCF to have an on-going connection with youth participants during their participation in the program and as program alumni. In the programs effort to increase minority representation in the medical field, it is equally important to engage the parents of youth participants. Therefore, it is recommended that the staff build into their program a parent and student orientation. This not only provides parents an opportunity to see their children's educational and professional interests, but to learn how they can be active participants in helping their child succeed and fulfill their hopes and dreams.

### Youth Evaluator Comments:

Joymara Coleman, Jaraya Henry

The Model Neighborhood Program increases health awareness among the youth residents of Alameda County who are in grades 6<sup>th</sup> through 12<sup>th</sup>. It operates Monday through Friday and serves 800 students throughout the fiscal year. Although there are two locations for this program: one at the Eastmont Mall Wellness Center, which does not offer paid internships, and at Highland Hospital, which has included internships on its campus since 1995, on the day of our site visit we visited the Highland Hospital location. The Highland Hospital campus offers jobs to low-income disadvantaged youth from flatland, inner city neighborhoods. Youth must be students of the Oakland Unified School District and in grades 8-12 to be eligible for an internship within the healthcare field of their choice. Health workshops, classes on basic hygiene, nutrition, and physical fitness are offered at no cost to students who attend the program. During our visit at the Model Neighborhood Program, we examined the daily activities sheet that illustrates attendance and student assignments for the day. We observed the 8<sup>th</sup> graders carving pumpkins and engaging in conversations about how they felt about the program. Soon after, we also had a glimpse of the dental training in the dental office. Two students were observing a root canal in progress and were taking notes on how the procedure is performed.

While visiting the 8<sup>th</sup> grade class, we interviewed a few students about the program from their point of view. Alicia Greg, a thirteen year old who participates in the program, stated that the program helps her learn about the parts of the body and the important departments within a hospital. In addition, Alicia especially appreciates what the program taught her about sexually transmitted diseases and the importance of abstaining from sex. We also interviewed Roderick Hill and Miguel Perez from Frick Middle School. They both explained how the program helps them use professional grammar when speaking, instead of slang words. They also expressed how excited they are to be in the program because if they were not in this program, they would have decided to either stay at home or be outside and playing sports all day. Program Coordinator, Heather Macdonald-Fine, said that when seeing the students develop and excel in the classes, it energizes her to continue her work for the program; that is why she loves it so much. She also stated that having relationships with the students helps her better understand them and what they go through in their everyday lives. It lets her know how she can help them with their issues or needs. In conclusion, The Model Neighborhood Program is a terrific program for children. It is a place where they can go to learn more about a career of their interest within the medical field.





### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

#### (ACMC-Health Education-Youth Survey)

- 38% Because of this program, my success at school (job/training) is better:
- 57% Because of this program, my understanding of who I am and what I can do is better:
- 42% Because of this program, my ability to communicate is better:
- 60% Because of this program, my child's ability learn new things is better:
- 43% Because of this program, my ability to connect with adults is better:
- 46% Because of this program, my ability to work with others is better:
- 57% Because of this program, my ability to stay safe is better:
- 78% Because of this program, my understanding of how the human body works is better:
- 73% Because of this program, my understanding of health topics like nutrition and disease is better:
- 51% Because of this program, I make healthy choices (more):
- 37% Because of this program, my interest in getting a job in the healthcare medical field is (greater):
- 57% Because of this program, I enjoy science class (more):
- 17% Because of this program, I am networking with people in the community who are interested in health (more):

#### (ACMC-Intern-Youth Survey)

- 65% Because of this program, my success at school (job/training) is better:
- 79% Because of this program, my understanding of who I am and what I can do is better:
- 79% Because of this program, my ability to communicate is better:
- 86% Because of this program, my child's ability learn new things is better:
- 81% Because of this program, my ability to connect with adults is better:
- 75% Because of this program, my ability to work with others is better:
- 75% Because of this program, my ability to stay safe is better:
- 95% Because of this program, my knowledge about health and how the human body works is better:
- 96% Because of this program, my understanding of how to stay healthy is better:
- 93% Because of this program, my knowledge of the variety of jobs in health care such as radiologist, cardiologist, and clerk is better:
- 83% Because of this program, my understanding of my values, my identity, and what I want to do in my future is better:
- 97% Because of this program, I understand procedures of the health care field such as immunizations, patient confidentiality, and infection control:
- 68% Because of this program, I understand financial management skills like budgeting better:
- 91% Because of this program, I can relate to professional people working in a hospital or wellness center better:



## Centro Legal de la Raza – Youth Law Academy

### Project Description:

The Centro Legal de La Raza is a grassroots organization established by Chicano-attorneys in the 1970's. Throughout the years this nonprofit organization has provided legal services to the Latino community, helping the disadvantaged and non-English speaking community.

### Program and Staff Strengths:

The accomplishments of the Centro Legal de La Raza are many; they prepare youth academically by providing them with resources, tutors, and academic advice. The staffs are dedicated to the advancement of the participants in a law career and other academic areas. The scholarships provide a tremendous opportunity to motivate youth participants to continue their academic career by pursuing a higher education. The staffs at the Centro Legal are positive role models for Latino youth.

### Program and Staff Opportunities for Improvement:

The program missed their planned hours of service for the year but met all the other OFCY performance goals. This year was the programs first year and next year they will have a better understanding of what they can accomplish. The success of the program should provide an opportunity to build the scholarship fund through fund raising activities.

### Youth Evaluator Comments:

Daniel Cornejo, Joaquin De Anda

Centro Legal is located at 2501 International Blvd. in Oakland. This program operates twice a week on Monday and Wednesday from 4:30-6:00pm. Centro Legal provides training to high school juniors and seniors on the steps of how to get into college. The program also gives ten thousand dollars to the first graduating class. In addition, the program provides SAT prep, and classes on law. In the law class, the students learn street law and family law.

In the law class we saw 14 youth learning the basics of law. We also observed the youth participating in-group work and they were acting out a scene that could happen in a real life situation. Then they discussed how they would apply that particular law in that situation. Later on we observed that the program brought a guest speaker judge who gave a lecture to the youth about the obstacles that he faced while growing up. He talked about how those obstacles made him realize that he needed to get an education to move forward and succeed in life.

When interviewing a student named Lairi, we learned that he "has become more open thanks to the program." It also has immensely helped him in his academics. When we asked Lairi if he would recommend the program, he emphasized that "the program can offer potential to students to succeed in life, so yes I would recommend it." As youth evaluators, we noticed that the program is very beneficial for the youth. The program can provide much help for the students in life and also in their studies.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 69% Because of this program, my success at school (job/training) is better:
- 83% Because of this program, my understanding of who I am and what I can do is better:
- 83% Because of this program, my ability to communicate is better:
- 76% Because of this program, my child's ability learn new things is better:
- 86% Because of this program, my ability to connect with adults is better:
- 86% Because of this program, my ability to work with others is better:
- 67% Because of this program, my ability to stay safe is better:
- 62% Because of this program, my ability to work well with youth of different racial/ethnic backgrounds is better:
- 79% Because of this program, my awareness of opportunities for positive community activism is better:
- 76% Because of this program, my commitment to performing community services is better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Centro Legal De La Raza- Youth Law Academy				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$42,000	Match \$42,640	Total \$84,640	Percent Match 102%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$42,000	Matching Funds Spent \$42,600	Total Funds Spent \$84,600	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 5.3	Years Schooling 17.0	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 28	Male 21%	Female 79%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 0%	15-20 yrs 100%	Parent 0%	
			African Americans 25%	Latino Americans 64%	Asian Pacific Islander Americans 7%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 4%	Other 0%	RPRC Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 68%		
Strategies	What service strategies did we conduct?	CAREER/COLLEGE READINESS & YOUTH LEADERSHIP				Yes		
Activities	How much services did we provide?	Planned Hours of Service 6,639	Actual Hours of Service 6,048	Percent of Contracted Services Delivered 91%	Hours of Service per Customer 216	Staff-rated Growth in Expectation Level 66%	No, just missed planned services	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$6.94	Cost per Hour Total Funds \$13.99	Cost per Customer OFCY Funds \$1,500	Cost per Customer Total Funds \$3,021	Number of New Caring Adults Connected to Child/Youth 2.18	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 86%		Average Satisfaction of Parents (0-100% on 4 items) 92%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantee selected changes		Children & Youth Report on Changes 81%	Parent Report on Changes 80%	Staff Report on Customer 81%	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.7 1.8		Reliability Score 0.87	Reliability Level Good	SPI Score 681	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 57	Parent Surveys 44	Staff Surveys 57	RPRC Surveys 56	Total Surveys 214	Good Sample Size



## **Next Step Learning Center – Success at Seventeen Plus**

### **Project Descriptions:**

The Success at Seventeen Project targets Oakland youth ages 17 to 20 who have dropped out of high school and face adulthood without the basic educational skills and/or high school certification. The project is cost-free, supportive, and offers individualized programs in Basic Literacy, pre-GED instruction and GED preparation. Program services include pre-college counseling and college transition services, including an on-site College Resource Area, the services of a College Transition Coordinator, scholarship assistance, and on-going support after college enrollment. A dedicated group of staff, in conjunction with over 20 volunteer tutors from the community serve as a force of committed, supportive caring adult role models and mentors to youth participants.

### **Program and Staff Strengths:**

Next Step Learning Center provides stability, care and community to youth that have dropped out of the traditional school setting by providing an atmosphere of study and learning that is clean, safe and welcoming for all. Youth participants are supported by a team of volunteers to broaden their interests and skills, achieve GED certification and strive for a post-secondary education.

### **Program and Staff Opportunities for Improvement:**

For many youth participants of Next Step, the achievement of a GED certification and the prospect of a secondary education are tested by the challenges of life from the pressure to work from family, learning how to live independently as an emancipated young adult or having to make the decision to choose to stay the course of achieving a better quality of life or the alternative. Staff of Next Step are encouraged to increase the diversity of volunteer tutors whose lived and cultural experiences are similar to youth participants so when youth are challenged by life, volunteers can serve as mentors that provide a listening ear from a place of experience and empathy, while serve as an example of the possibility of achievement and success.

### **Youth Evaluator Comments:**

Blanca Lopez

Next Step Learning Center is located at 2222 Curtis Street. This program operates Monday to Friday from 9:30am to 3:00pm. Students attend this program only for two hours a day. The program is offered to youth in the Oakland area. They have to be between the ages of 17 and 20 years old. They offer a wide variety of services, such as a class for students to prepare for the GED, tutoring on math, reading and other subjects. The program also provides the youth with assistance on how to get into college and the exploration of careers. It is mandatory for all students to attend every day. The schedules of students age 18 to 20 vary because many of them have to work. They don't maintain a waiting list, instead they provide their services to all students that need help. Their goal is to teach youth responsibility, independence, as well as equip them with the tools they need for success.

On the day of our site visit we had the opportunity to observe youth receiving one on one help/ tutoring, studying and preparing for their SAT or GED exams. They also use the computer to find more information about different colleges and universities that they would like to attend after they earn their GED. Terrance, age 18, attended Oakland High School, told us that he was not doing as well as he would have wanted to in school, and as a result, he didn't have enough credits to graduate. His brother, who also attended this program, told him to go to NSLC. Consequently, Terrance is doing better and has improved his grades. He also mentioned that the one-on-one help he received from the tutor helped him more than being in a big classroom with all the noise and students. In addition, he said that since being in the program his life has changed for the better. He is planning on attending college and major in business. Carrier, age 17, mentioned that she likes NSLC because the staff really care about her and help her in many things, not just school stuff. Overall, I think this is a great program for youth that didn't have the opportunity to finish high school because it gives them a second chance to succeed in life.

### **Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 84% Because of this program, my success at school (job/training) is better:
- 84% Because of this program, my understanding of who I am and what I can do is better:
- 63% Because of this program, my ability to communicate is better:
- 87% Because of this program, my child's ability learn new things is better:
- 69% Because of this program, my ability to connect with adults is better:
- 56% Because of this program, my ability to work with others is better:
- 53% Because of this program, my ability to stay safe is better:
- 81% Because of this program, my reading skills are better:
- 78% Because of this program, my ability to set and achieve goals is better:
- 87% Because of this program, my ability to provide a good example to younger people and serve as a role model is better:
- 72% Because of this program, my enjoyment of learning (increased):
- 75% Because of this program, my motivation to attend school regularly (increased):
- 81% Because of this program, my confidence in myself (increased)
- 94% Because of this program, my desire to complete my GED (increased):
- 78% Because of this program, my desire to go to college or get vocational training (increased)

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Next Step Learning Center- Success At Seventeen Plus				Met Performance Goals		
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$79,805	Match \$80,844	Total \$160,649	Percent Match 101%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$79,805	Matching Funds Spent \$80,844	Total Funds Spent \$160,649	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 14.7	Years Schooling 17.0	Male 0%	Female 100%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 154	Male 58%	Female 42%	Unknown 0%			Yes
			0-5 yrs 0%	6-10 yrs 1%	11-14 yrs 0%	15-20 yrs 96%	Parent 4%		
			African Americans 75%	Latino Americans 22%	Asian Pacific Islander Americans 1%	Native American 0%	Caucasian Americans 1%		
			Multiracial Americans 0%	Other 1%	RPRA Child/Youth Asset Level HIGH	Staff-rated Growth in Participation—Home, School, Community 54%			
Strategies	What service strategies did we conduct?	CAREER/COLLEGE READINESS & YOUTH LEADERSHIP					Yes		
Activities	How much services did we provide?	Planned Hours of Service 32,758	Actual Hours of Service 35,579	Percent of Contracted Services Delivered 109%	Hours of Service per Customer 231	Staff-rated Growth in Expectation Level 54%	Yes		
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.24	Cost per Hour Total Funds \$4.52	Cost per Customer OFCY Funds \$518	Cost per Customer Total Funds \$1,043	Number of New Caring Adults Connected to Child/Youth 4.81	Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 92%		Average Satisfaction of Parents (0-100% on 4 items) 93%		Customer Level of Participation in Services Average	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 72%		Children & Youth Report of Changes 82%	Parent Report on Changes 84%	Staff Report on Customer 86%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 7.4		Spring 09 3.1	Reliability Score 0.85	Reliability Level Good	SPI Score 777	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 57	Parent Surveys 25	Staff Surveys 104	RPRA Surveys 57	Total Surveys 243	Good Sample Size	



## Youth Employment Partnership – Career Try-Out

### Project Description:

Career Try-Out Program serves low-income at risk youth ages 14-18 years old in East Oakland. Located on 2300 International Boulevard in the Fruitvale District where high unemployment, violence and school dropouts prevails. By using guidance, resume writing, conflict resolution, team building, and work readiness, YEP helps the participants develop personal skills during a paid summer employment experience. The program is led by 12 junior staff Youth Leaders ages 16 to 20, with support from the Youth Employment Partnership staff. The program integrates a strong comprehensive leadership development component and helps the participants with their career goals in seeking full-time employment.

### Program and Staff Strengths:

The youth at the Career Try-Out Program develop job readiness skills, knowledge of a paid job experience and the discipline to report to work on a regular basis. Overall, the youth learn to develop a discipline required to maintain a job and to be a tax-paying contributor. Staffs at the Career Try-Out Program are local residents raised in Oakland with personal experiences of growing up in an environment with little resources and not much hope for success. They are dedicated to help the youth succeed with their job readiness skills and personal development. The program design fits into the needs of the clientele they serve; the final outcome of this program is to help the youth develop professional skills and keep them safe from crime, drugs and gangs.

### Program and Staff Opportunities for Improvement:

It is recommended that the Career Try-Out Program document the final outcome of their clients as they exit the program. We need to know if the experience and training they receive at the Career Try-Out Program have a positive impact on their lives. Data on whether participants have continued with their education and their present employment status will validate all the effort and money spent serving youth participants. Staffs need to continue exploring and learning about the different cultures, customs and historical backgrounds of the youth they serve. There is a need to integrate Latino, Asian and Native American cultures into the program design to truly represent the population of Oakland. Recruit staff that represents these cultures to better serve the participants.



### Youth Evaluator Comments:

Marc Bland, Blanca Lopez, El-Iza El Henson

On the day of our site visit to Youth Employment Partnership (Y.E.P.) at Diamond Park in Oakland, Y.E.P. was celebrating the end of their summer program. This program caters to students from 15 to 21 years old. It runs Mondays to Saturdays from 8:00a.m. to 7:00p.m. During this time they offer the youth different workshops about how to prepare for a job, fill out an application, create a résumé, and at the end of the program they give jobs to some of the youth participants in different places around Oakland. The students are divided according to the class that they are taking, such as media-art and job training. When we arrived to the site visit students were collecting checks and eating cupcakes. They were also being asked to fill out surveys asking them to express their opinions of the program. Sandi, age 16, expressed that the program has helped her become more responsible by encouraging her to be punctual and dress in proper attire. Jesus, age 15, said that the program was useful for him because it was "better than being on the street."

In conclusion, according to the multiple youth we interviewed, Y.E.P. is a very helpful and exciting program. Van, age 14, stated that the weekly trainings that she attended were teaching her information from managing a bank account to how to keep or acquire a job. Moreover, everyday she was anticipating her next day of work. The youth we interviewed seemed to really enjoy coming to work everyday. Based on what we observed, we can all agree that Y.E.P. is a good program.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 80% My success at school (job/training) is better:
- 72% My understanding of who I am and what I can do is better:
- 80% My ability to communicate is better:
- 77% My ability to learn new things is better:
- 76% My ability to connect with adults is better:
- 78% My ability to work with others is better:
- 63% My ability to stay safe is better:
- 76% My understanding of how to translate my interests into a career job is better:
- 81% My ability to develop job specific skills is better:
- 91% My ability to apply for my next job is better:
- 89% My knowledge of what is required to keep a job is better:
- 89% My ability to interview for a job is better:
- 84% My ability to create a good résumé is better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report

OFCY Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions The Youth Employment Partnership, Inc. – Career Try-Out				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$174,919	Match \$114,597	Total \$289,516	Percent Match 66%	Youth Stipends & Grants \$1,118,000		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$174,919	Matching Funds Spent \$114,597	Total Funds Spent \$289,516	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 6.7	Years Schooling 15.3	Male 43%	Female 57%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 120	Male 33%	Female 67%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 19%	15-20 yrs 78%	Parent 3%		
			African Americans 72%	Latino Americans 6%	Asian Pacific Islander Americans 15%	Native American 0%	Caucasian Americans 1%		
			Multiracial Americans 0%	Other 7%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 63%			
			CAREER/COLLEGE READINESS & YOUTH LEADERSHIP						
	Strategies	What service strategies did we conduct?	CAREER/COLLEGE READINESS & YOUTH LEADERSHIP					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 17,933	Actual Hours of Service 22,093	Percent of Contracted Services Delivered 128%	Hours of Service per Customer 191	Staff-rated Growth in Expectation Level 60%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$7.64	Cost per Hour Total Funds \$12.65	Cost per Customer OFCY Funds \$1,458	Cost per Customer Total Funds \$2,413	Number of New Caring Adults Connected to Child/Youth 1.81	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 87%		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 73%		Children & Youth Report on Changes 73%	Parent Report on Changes 75%	Staff Report on Customer 75%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall '08 3.2		Spring '09 3.2	Reliability Score 0.80	Reliability Level Good	SPI Score 676	Yes, Quality Score >1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 122	Parent Surveys N/A	Staff Surveys 86	RPRA Surveys 124	Total Surveys 332	Good Sample Size	



## First Place for Youth- Healthy Transition Project

### Project Descriptions:

First Place for Youth is an Oakland-based nonprofit dedicated to helping Oakland youth between the ages of 16-20 prepare to "age out" of the foster care system and make a successful transition to healthy, independent adulthood. First Place provides services to 350 Oakland youth in six program areas: case management, educational and vocational development, life skills, leadership development, outreach, and community building. All programs are offered in safe, accessible community spaces. Youth to staff ratio is low to promote meaningful relationships with caring adults.

### Program and Staff Strengths:

First Place is an OFCY and City of Oakland success story for pioneering a comprehensive service delivery model for emancipated foster youth by promoting youth's success in critical areas required for adulthood. The program has a remarkable staff that engages and becomes an extended family for the foster youth. The program has completed an excellent new strategic plan. The process of developing the new strategic plan required the program to review all their various functions and processes. Significant changes are being implemented based on the review and should take the program to a higher level of excellence.

### Program and Staff Opportunities for Improvement:

Implementing the new strategic plan and the changes in operations and processes should improve the programs cost per hour of services. The new drop in center, events, and group activities should increase the frequency of services from an average of 46 hours of service this year to higher frequency of service for next year, thus, lowering the cost per hour of service and improving efficiency. The program might also consider using some cognitive behavioral activity assignments for youth to do in their lives between visits to the new center. The program continues to be very effective in assisting emancipating foster youth. The program met all their OFCY performance goals.

### Youth Evaluator Comments:

Chris Milburn, Jennifer Lopez

First Place for Youth is located at 519 17<sup>th</sup> St. Its hours of operation are Monday through Friday from 10:00am to 6:00pm and caters to youth the ages 16 to 24 who are or have been in the foster care system. They really don't recruit their students; instead they receive recommendations from social workers, outside organizations, and word of mouth. Some of the resources they offer the youth are anger management, parenting classes, and safety classes. They also help the youth with getting housing, filling out college applications, workshops on healthy living and transportation. The main goal of First Place for Youth is to provide young people who historically have a hard time coming out of foster with the care and help they need to be successful.

During our visit, we witnessed the youth in a computer lab working on organizing PowerPoint presentations. The staff collaborated with the youth participants helping them when they needed help on the computer. We also observed the high level of trust and care the staff members and program participants had between one another. Furthermore, the staff members do a good job of communicating amongst each other. While interviewing the youth participants, they expressed their feelings about the program and how much this program has helped them. Tyanna a 22-year-old young lady, expressed her feelings about the program stating, "If it wasn't for this program I would be lost and in the streets." Justin a 19-year-old young man stated, "I would be no where if it wasn't for this program." These comments demonstrate the huge impact this program has on its participants. The staff members care very passionately about the participants and vice versa. Overall, First Place for Youth is an excellent program because it prepares young adults for independence.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 71% Because of this program, my success at school (job/training) is better:
- 75% Because of this program, my understanding of who I am and what I can do is better:
- 74% Because of this program, my ability to communicate is better:
- 71% Because of this program, my child's ability learn new things is better:
- 66% Because of this program, my ability to connect with adults is better:
- 71% Because of this program, my ability to work with others is better:
- 69% Because of this program, my ability to stay safe is better:
- 60% Because of this program, my ability to budget money is better:
- 64% Because of this program, my chances of graduating from high school or completing my GED are better:
- 80% Because of this program, my ability to secure and maintain housing is better:
- 81% Because of this program, my understanding of what it takes to live on my own is better:
- 60% Because of this program, my success in employment is better:
- 58% Because of this program, my overall mental/physical health is better:
- 75% Because of this program, I make responsible choices (more):





**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions				Met Performance Goals	
			First Place for Youth-		Healthy Transition Project			
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$150,000	Match \$484,004	Total \$634,004	Percent Match 323%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$143,937	Matching Funds Spent \$823,221	Total Funds Spent \$967,158	Percent of OFCY Funds Spent 96%	Percent of Total Funds Spent 153%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 8.0	Years Schooling 16.2	Male 17%	Female 83%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 552	Male 30%	Female 70%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 0%	15-20 yrs 63%	Parent 37%	
			African Americans 80%	Latino Americans 5%	Asian Pacific Islander Americans 1%	Native American 0%	Caucasian Americans 2%	
			Multiracial Americans 7%	Other 5%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation-Home, School, Community 56%		
			PHYSICAL AND BEHAVIORAL HEALTH					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 18,638	Actual Hours of Service 25,501	Percent of Contracted Services Delivered 137%	Hours of Service per Customer 46	Staff-rated Growth in Expectation Level 60%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$5.64	Cost per Hour Total Funds \$37.93	Cost per Customer OFCY Funds \$261	Cost per Customer Total Funds \$1,752	Number of New Caring Adults Connected to Child/Youth 0.99	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 88%		Average Satisfaction of Parents (0-100% on 4 items) N/A		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Grantee selected changes		Children & Youth Report of Changes 72% 69%	Parent Report on Changes N/A N/A	Staff Report on Customer 67% 62%	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 2.1 Spring 09 2.1		Reliability Score 0.74	Reliability Level Good	SPI Score 597	Yes, Quality Score > 1 Just missed SPI < 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 177	Parent Surveys 174	Staff Surveys 178	RPRA Surveys 91	Total Surveys 620	Good Sample Size



**Alternatives in Action- HOME Project Oakland Program**

**Project Descriptions:**

HPOP is a comprehensive youth development program that provides an alternative to violence and unhealthy behaviors through leadership training, mentorship, and community action projects that promote healthy living, positive youth expression, and engagement in civic activities. Using a cascading leadership model, HPOP trains a team of youth from Life Academy & Youth Empowerment School to become social change agents as they facilitate project groups at their schools, culminating in social action projects, impacting over 300 youth.

**Program and Staff Strengths:**

The "Home Project Oakland Program (HPOP) is a youth development program of Alternatives in Action, a nationally recognized youth leadership group. The program was successful in promoting and giving youth the leadership experience of identifying; organizing, providing, and evaluating numerous different youth selected and directed projects. An example of a successful project reported by the program was the La Raza Community Engagement Day at Life Academy – This event successfully promoted unity and celebration of all cultures through a school-wide rally, performances, games, sports, and food. Held in early June, the event brought together the entire school, with over 280 people attending. Each of HOME Project's groups showcased their talents and accomplishments to their peers and family members. During the performance section, students shared powerful statements of cultural pride. A highlight was three students of different ethnicities and races sharing a poem together (about their community, realities of growing up in Oakland, and the power of Obama) and had all students in awe. A graduating senior and HOME Project Youth Coach closed the event with a poem encouraging people to be the best person possible. The program met all their OFCY performance goals.

**Program and Staff Opportunities for Improvement:**

The program should continue to document their well-developed strategies, curriculum, and learning activities. While the program is spread thin in delivering their cost effective services, they need to find the resources to assist them to document their effective strategies for dissemination to other youth development organization and schools. The program has an opportunity to show others how to involve youth in community service projects that are youth designed and implemented.

**Youth Evaluator Comments:**

Roabel Medhanie, Donovan Allen

Alternatives In Action (AIA) is located at 8251 Fontaine St. on the campus of Youth Empowerment School. The program runs Monday through Thursday from 4:00-6:00pm. AIA is available for the students who attend Youth Empowerment School. The two activities offered to the youth are Multimedia arts and a mentoring program. The Multimedia program focuses on graffiti art and murals. In the mentoring program, the high school students volunteer at Howard Elementary School to tutor the students and play games with them. The high school students go to Howard every Thursday after school, and they prepare what they are going to do with the elementary students on Tuesday's. There are 26 high school students enrolled in AIA and 17 youth attend on average. The goal of the tutoring program is to help the high school students use their communication skills and knowledge to help younger students strive academically and socially. The goal of the multimedia arts program is to let the high school students express their artistic abilities in a fun way. The activities the high school students participate in help them increase their teaching and artistic abilities.

When on the site visit, we arrived when the high school students were in the tutoring program. We first met the program director, Franklin Hysten, and two active members of the program who conducted our tour. After observing the students in multimedia arts, we drove to Howard Elementary, where the high school students were doing a series of icebreakers with the students. After watching the icebreaker activities, we then went inside the auditorium and observed the high school students tutoring the elementary students. We interviewed two high school youth active in program. Lavante said, "I love to help the kids because not every kid can get the help we provide". He also likes how the adult leaders are mentors to him. We also interviewed Chrissian a 10<sup>th</sup> grader. She feels that she has become a better student and a better person because of the staff's positive attitudes. This program is a great opportunity for students who want to make a change in education. They learn to tutor young kids and express their communication skills.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- |   |   |
|---|---|
| 67% Because of this program, my success at school (job/training) is better:                       | 77% Because of this program, my ability to identify and change what is wrong or unjust is better:           |
| 83% Because of this program, my understanding of who I am and what I can do is better:            | 65% Because of this program, my ability to design and implement projects is better:                         |
| 88% Because of this program, my ability to communicate is better:                                 | 74% Because of this program, my ability to develop relationships with positive adult role models is better: |
| 86% Because of this program, my child's ability learn new things is better:                       | 77% Because of this program, my involvement in school or community activities is better:                    |
| 85% Because of this program, my ability to connect with adults is better:                         | 69% Because of this program, my ability to participate in group decision-making is better:                  |
| 83% Because of this program, my ability to work with others is better:                            |   |
| 63% Because of this program, my ability to stay safe is better:                                   |   |
| 65% Because of this program, my confidence as a leader is better:                                 |   |
| 70% Because of this program, my ability to speak up and voice my thoughts and concerns is better: |   |

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions Alternatives in Action- HOME Project Oakland				Met Performance Goals			
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$90,574	Match \$109,204	Total \$199,778	Percent Match 121%	Youth Stipends & Grants \$8,000		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$90,298	Matching Funds Spent \$110,602	Total Funds Spent \$200,900	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 101%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 11.2	Years Schooling 15.8	Male 20%	Female 80%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 82	Male 43%	Female 57%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 2%	15-20 yrs 52%	Parent 0%		
			African Americans 32%	Latino Americans 59%	Asian Pacific Islander Americans 4%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 6%	Other 0%	RPR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 84%			
	Strategies	What service strategies did we conduct?	CAREER/COLLEGE READINESS & YOUTH LEADERSHIP				Yes		
	Activities	How much services did we provide?	Planned Hours of Service 17,623	Actual Hours of Service 20,231	Percent of Contracted Services Delivered 115%	Hours of Service per Customer 247	Staff-rated Growth in Expectation Level 83%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$4.46	Cost per Hour Total Funds \$9.93	Cost per Customer OFCY Funds \$1,101	Cost per Customer Total Funds \$2,450	Number of New Caring Adults Connected to Child/Youth 2.27	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 84%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 79%		Children & Youth Report on Changes 73%	Parent Report on Changes 86%	Staff Report on Customer 90%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 2.6		Spring 09 2.2	Change in Service Quality 0.88	Reliability Level Good	SPI Score 699	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 108	Parent Surveys 102	Staff Surveys 110	RPR Surveys 64	Total Surveys 384	Good Sample Size	



## Ala Costa Center – Ala Costa Center Expansion

### Project Descriptions:

Ala Costa provides a comprehensive after school program that empowers students, ages 5 to 22, with developmental disabilities to find, use and express their unique strengths and talents. Founded in 1972, Ala Costa has a site in Berkeley and Oakland, and serves 110 students, most of who reside in Oakland. Student participants are provided the skills and opportunities they need to become successful and productive members of society and are encouraged to have fun in the process. Ala Costa's curriculum is highly individualized and designed to help students develop skills in independent living, mobility, fine arts, expressive and receptive language, functional academics, social interaction and vocational readiness.

### Program and Staff Strengths:

As social isolation is broken down, Ala Costa clients learn to communicate and interact socially with other people with disabilities and community without disabilities. Social relationships are formed at the centers by parents and youth and are carried beyond the center into their own lives—an important dynamic that breaks the isolation of many families with developmentally delayed children. Ala Costa clients grow in their independence and social skills. Clients get to participate in activities that “normal” kids do: driving go karts, a blind child doing river rafting, going on a roller coaster. They learn new things that otherwise they would not experience, which build self-confidence so that they can relate to other children and youth with these experiences. Staff of Ala Costa is made up of caring, loving, patient individuals that demonstrate a genuine love and friendship with their clients and their families. The team of over 25 qualified staff strives for creativity and innovation in their programming so that their students can have fun along the way.

### Program and Staff Opportunities for Improvement:

The program is encouraged to continue its ongoing effort to look for new materials and creative ideas to interact with and engage the children and youth in teaching new ideas. The program is also encouraged to find new ways to teach concepts, like diversity; staff creativity would be supported by giving them the opportunity to visit each other's site and other program sites to get new ideas. The program is encouraged to continue toward its long-term goal of accreditation.

### Youth Evaluator Comments:

El-iza El Henson, Joymara Coleman

Ala Costa Center is an after school learning community for students with developmental disabilities. It serves students from age 6 to 24 years old. The center is broken down into five classrooms that are designed to serve each age range of students. The younger group of children works on basic learning skills in a classroom setting, while the older high school aged group focus on higher education and is provided with resources such as help with college applications. The adult age students are referred to as the “transition” age youth. These participants are prepared for real life situations, are taught and practice social interaction skills and independent living skills. The students are taught skills that are necessary for everyday living such as how to use public transportation and they are also linked to independent and supported housing programs within their communities. The center operates Monday-Friday 10am -6pm and has 52 students enrolled. School counselors and teachers that have IEP's at their school, usually refer students to the program. The only requirement is that the students be in need of services and have a known disability. The program is beneficial to both the student and parent. There is no waiting list.

We observed students in their classrooms with both a teacher and a teacher's aide. Students were engaging in reading, practicing writing, and some were getting help with homework. We got a chance to see everyone take turns lending a hand in cleaning up after snack time. A regular day at the center usually consists of social discussion and outdoor activities including various sports, such as, kickball and basketball. There is snack time, schoolwork help, and arts and crafts for the younger group. To make sure the days are as smooth as possible, teachers have daily agendas available which list all program activities for the day. When we asked some students why they kept coming back to Ala Costa they said, “The center is like a second home”. Executive Director Ron Halog also responded saying, “It's a place where the kids aren't judged or have to feel like outcasts . . . they can just be.” Although we did not see all activities that were offered we were lucky enough to be part of the audience during the talent show on Tuesday. All of the students wanted to participate in musical performances expressing themselves by dancing to popular music, while others applauded and cheered their friends on. We think there should be more programs like this one and it is very significant to the lives of the kids that are touched by the program's impact.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 83% Because of this program, my success at school (job/training) is better:
- 84% Because of this program, my understanding of who I am and what I can do is better:
- 90% Because of this program, my ability to communicate is better:
- 83% Because of this program, my child's ability learn new things is better:
- 93% Because of this program, my ability to connect with adults is better:
- 96% Because of this program, my ability to work with others is better:
- 87% Because of this program, my ability to stay safe is better:
- 69% Because of this program, I understand inappropriate touch and physical and sexual threats better:
- 67% Because of this program, I recognize physically dangerous situations and will avoid them better:
- 71% Because of this program, I understand how to help people with developmental disabilities better:
- 61% Because of this program, I know how to get and spend money better:
- 92% Because of this program, my sense of belonging is better:
- 83% Because of this program, I safely cross streets and ride the bus or BART better:
- 84% Because of this program, I act independently better:



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Ala Costa Centers- Ala Costa Centers After School Expansion				Met Performance Goals		
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$1,151,234	Total \$1,263,734	Percent Match 1023%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$1,151,234	Total Funds Spent \$1,263,734	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 30	Years Experience 11.4	Years Schooling 14.2	Male 38%	Female 59%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 105	Male 61%	Female 39%	Unknown 0%			Yes
			0-5 yrs 0%	6-10 yrs 5%	11-14 yrs 18%	15-20 yrs 46%	Parent 31%		
			African Americans 45%	Latino Americans 10%	Asian Pacific Islander Americans 20%	Native American 0%	Caucasian Americans 26%		
			Multiracial Americans 0%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 78%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 83,236	Actual Hours of Service 83,236	Percent of Contracted Services Delivered 100%	Hours of Service per Customer 793	Staff-rated Growth in Expectation Level 75%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.35	Cost per Hour Total Funds \$15.18	Cost per Customer OFCY Funds \$1,071	Cost per Customer Total Funds \$12,036	Number of New Caring Adults Connected to Child/Youth 593	Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 93%		Average Satisfaction of Parents (0-100% on 4 items) 92%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		92%	82%	91%		
			Grantee selected changes		81%	67%	76%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score >1 Yes Average SPI > 600	
2.0			3.3	0.76	Good	735			
Survey Sample	How many customers did they survey?	Children & Youth Surveys 184	Parent Surveys 161	Staff Surveys 127	RPRA Surveys 195	Total Surveys 667	Good Sample Size		



**American Indian Child Resource Center- Nurturing Native Pride ASP****Project Descriptions:**

All American Indian Child Resource Center (AICRC) – Nurturing Native Pride program components are held or initially assemble at the AICRC, 522 Grand Avenue, Oakland. Activities were conducted on Mondays, Tuesdays, and Thursdays from 3:00 – 6:30 pm and Wednesdays from 1:30 – 6:30 pm. The Thursday dance class was held at the Intertribal Friendship House from 6:30-9:30 pm. AICRC has developed a youth development program whose framework is based on cultivation of a strong cultural identity as indigenous people. From that healthy cultural identity, the student's resilience is strengthened and positive decisions are formed. This cultural context is emphasized through cultural events like Pow Wows and community involvement of youth and families who actively participate and attend—parents help provide transportation, food for booths, special dance regalia. The program provides personal counseling and case management including a referral process, setting goals with youth, checking in with families, checking with schools relating to attendance and behavioral issues, acting as advocates for youth with school – SARF meetings, IEP testing, acting as advocates with the parents, re-registering youth in the schools and academic monitoring. Staff pick up each student's grades at the school, conducts individual academic advising, give academic recognitions, meet with teachers and counselors, special needs coordinators at schools, and provide on-going tutoring.

**Program and Staff Strengths:**

The program is commended for making continued improvements to their program design and growing the program to middle school services. The staff is involved in the program planning and they engage in the continuous improvement process by looking at what works and what has not worked. The staff is extremely dedicated and there has been little staff turnover. They know their students individually and work closely with the student to provide the needed support services that result in steady progress by students to overcome the struggles with family issues like unemployment, alcoholism and homelessness.

The youth and staff are very active in the community, which is a unique and meaningful part of AICRC's program. Tradition and culture is central in each activity and culturally appropriate strategies are always employed. Parents are active and volunteer their time at events and meetings. Staff takes youth on weekend and evening cultural retreats and festivals and brings families food or resources when needed. Youth are encouraged to be leaders (as assistant coaches, peer educators and mentors). The case management component is also remarkable as it ensures each student's needs are attended to so each child has the opportunity to be successful and not fall through the cracks.

**Program and Staff Opportunities for Improvement:**

The staff is encouraged to continue its efforts to (1) organize space so that the youth have ample moving room and space to spread out for tutoring given the continued increase in the number of youth served; and (2) provide a variety of activities needed when youth finish their homework and their cultural arts projects. Staff would benefit from professional development opportunities to increase time management; systematize paperwork; and prioritizing when multiple tasks are demanded.

**Youth Evaluator Comments:**

Donovan Allen, Chris Milburn, Jesus Jimenez

American Indian Child Resource Center (AICRC) is located at 522 Grand Avenue. AICRC is a program that specializes in the restoration and preservation of American Indians in Alameda County. It is offered to American Indians from the ages of 11 to 18. The youth are offered a variety of activities from sports, health nutrition, cooking, cultural arts, dancing, drumming, and homework assistance. The program runs Monday through Thursday, from 3:30pm to 6:30pm and Wednesday, 2:30pm to 6:30pm. The program recruits youth by the word of the mouth, and through relatives. The main goal of AICRC is to preserve the culture of American Indians youth. During our visit, we saw 20 youth and 5 staff playing capture the flag. There were two groups of 10 youth playing capture the flag. Then during the enrichment part they had a spiritual cleansing, designed to cleanse the body and mind through a ceremony using sage. Soon after they separated into two groups, one for boys and one for girls to do their homework.

We asked Enrique, a 14 year old youth, what he would be doing if he was not at this program and he said, "I would be at my house playing video games, not doing my home work and failing." Right after he said that Rebecca Raymond the program coordinator said, "That's exactly where we found him at too; then we pulled him back into the program." This shows us that the people who run this program actually care about the youth and want them to do well in life. The program is a very educational, prosperous, and motivational opportunity for American Indian youth. It teaches the youth about their heritage and culture and instills a sense of appreciation for the program and the role it plays in their lives.

**Initial Outcomes of OFCY-Funded Care and Service**





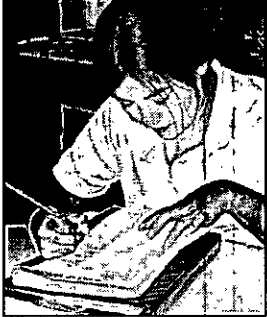
The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 90% Because of this program, my success at school (job/training) is better:
- 90% Because of this program, my understanding of who I am and what I can do is better:
- 80% Because of this program, my ability to communicate is better:
- 90% Because of this program, my child's ability learn new things is better:
- 83% Because of this program, my ability to connect with adults is better:
- 88% Because of this program, my ability to work with others is better:
- 90% Because of this program, my ability to stay safe is better:
- 90% Because of this program, I feel good about myself (more):
- 93% Because of this program, I feel proud of my culture and my people (more):
- 93% Because of this program, I participate in physical activities (more):
- 88% Because of this program, I participate in community and cultural activities (more):
- 98% Because of this program, I have learned new skills (cultural arts, camping, sailing, etc) (more):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - James Madison ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$133,513	Total \$246,013	Percent Match 119%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$133,513	Total Funds Spent \$246,013	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 19	Years Experience 9.8	Years Schooling 13.8	Male 30%	Female 70%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 321	Male 49%	Female 49%	Unknown 2%		Yes	
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 84%	15-20 yrs 16%	Parent 0%		
			African Americans 35%	Latino Americans 57%	Asian Pacific Islander Americans 6%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 2%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 69%			
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes		
Activities	How much services did we provide?	Planned Hours of Service 64,100	Actual Hours of Service 70,498	Percent of Contracted Services Delivered 110%	Hours of Service per Customer 220	Staff-rated Growth in Expectation Level 74%	Yes		
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.60	Cost per Hour Total Funds \$3.49	Cost per Customer OFCY Funds \$350	Cost per Customer Total Funds \$766	Number of New Caring Adults Connected to Child/Youth 1.69	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 73%		Average Satisfaction of Parents (0-100% on 4 items) 82%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%	
			Asset development changes		52%	73%	75%		
			Grantee selected changes		56%	71%	64%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score >1 Yes Average SPI > 600	
1.7			1.3	0.70	Good	734			
Survey Sample	How many customers did they survey?	Children & Youth Surveys 187	Parent Surveys 38	Staff Surveys 151	RPRA Surveys N/A	Total Surveys 376	Good Sample Size		

**Aspiranet – EnCompass Academy****Project Descriptions:**

Aspiranet – EnCompass Academy (EnCAS) is a comprehensive collaborative program serving approximately 125 students from K-4th grades, many whom are English-language learners. The program addresses the academic, physical, and social needs of 120 students providing academic intervention, arts enrichment, leadership, and recreation and relaxation activities for each student. EnCAS develops academic success through homework and tutoring support, targeted interventions, bilingual instruction, and arts with literacy and math integration. The program particularly emphasizes multicultural awareness and appreciation for ancestors, mind-body connections, relationships to caring adults, and experiential and project-based learning.

**Program and Staff Strengths:**

The school staff, the facility and the guiding principles of the program of the Encompass Academy make the students feel safe and regard the A.S. as their second family and frequently do not want to go home. The program is a safe zone in a community where children are not likely to play outside.

The staff is dedicated, motivated, passionate and hard working. Many go the extra mile with children who come from the many fragile families in the community. Staff responds to and connects with these families and students to find ways to support the child's well being so that he/she can be successful in the school environment.

One of the enrichment activities is practice for the school's drill team that won third place in the Black Cowboy parade staged in Oakland.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to continue seeking additional resources to provide additional enrichment activities that will keep the students engaged and provide experiences outside of their normal reach.

The addition of a program assistant would help with all of the data and reporting; closer collaboration is encouraged with daytime school staff through the Academic Liaison.

**Youth Evaluator Comments:**

Jocel Delos Reyes and Chris Milburn

Aspiranet Encompass is located at 1025 81<sup>st</sup> Ave. This program operates Monday through Friday from 3:00pm to 5:00pm, except on Wednesdays when it runs from 1:00pm to 6:00pm. Aspiranet-Encompass provides many different activities such as Superstar Literacy, drill team, media literacy, Sports4Kids, and homework help. This year Aspiranet-Encompass is a more academic-based program because of its test scores. During our site visit to Aspiranet-Encompass, the first class we saw was Superstar Literacy. In this class, the youth were having a math competition each team had to solve the problems on the board. Drill team was the next activity we witnessed. In this class, students were doing various dances and following the drill instructor's command. The next class we visited was media literacy. In this class the students were having a class discussion about the new president and community problems.

During our interview process we asked Deajenae, an 11-year-old youth, if the staff at the program helped her and she said, "Yes, if we have questions the staff is able to answer them." This shows that the staff members do in fact help the youth with things they have questions about. Overall we think Aspiranet-Encompass is a great program. They not only teach kids about academics and enrichment, but they also teach them about their culture and history. These youth get a lot out of this program. They teach them to be proud of who they are and where they are from.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 61% This program makes my school work better:
- 56% This program helps me get along with adults better:
- 77% This program helps me learn new things better:
- 66% This program helps me stay safe better:
- 57% This program helps me get along with other kids better:
- 73% This program makes me feel good about myself (more):
- 64% This program helps me do my math and arithmetic better:
- 59% This program helps me read better:
- 60% This program gets me to turn in my homework (more):
- 72% This program makes me enjoy the arts like music, drawing, making things, or acting (more):
- 64% This program helps me talk or perform in front of others better:
- 62% This program helps me understand people who are different from me better:

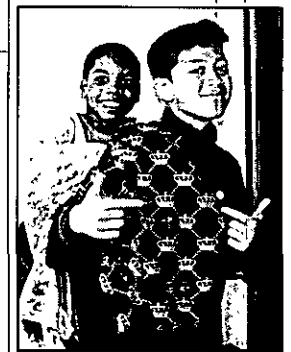




**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-EnCompass ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$112,500	Total Funds Spent \$185,250	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveved 9	Years Experience 9.7	Years Schooling 14.3	Male 11%	Female 89%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 101	Male 50%	Female 51%	Unknown 0%		Yes
			0-5 yrs 15%	6-10 yrs 80%	11-14 yrs 5%	15-20 yrs 0%	Parent 0%	
			African Americans 71%	Latino Americans 7%	Asian Pacific Islander Americans 15%	Native American 3%	Caucasian Americans 4%	
			Multiracial Americans 0%	Other 0%	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community 75%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 46,812	Actual Hours of Service 39,646	Percent of Contracted Services Delivered 85%	Hours of Service per Customer 393	Staff-rated Growth in Expectation Level 71%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.83	Cost per Hour Total Funds \$4.67	Cost per Customer OFCY Funds \$720	Cost per Customer Total Funds \$1,834	Number of New Caring Adults Connected to Child/Youth 0.52	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 80%		Average Satisfaction of Parents (0-100% on 4 items) 86%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Just missed Service Productivity < 60%
			Asset development changes		58%	88%	88%	
			Grantee selected changes		56%	86%	90%	
	Academic selected changes		55%	75%	83%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.4, Spring 09: 1.1		Reliability Score 0.60	Reliability Level Good	SPI Score 707	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 186	Parent Surveys 91	Staff Surveys 192	RPRA Surveys N/A	Total Surveys 469	Need to increase sample size	



**Aspiranet - Howard**

**Project Descriptions:**

The Aspiranet-Howard After School Program serves an average of 98 first through fifth graders on a daily basis; the program operates as an extended day after school program with very close connection and support from the regular school day teachers and principal. The program strives to support the students as a "learning community" by organizing homework time into study groups in which they help each other. Students who are doing well academically are program participants alongside students with high academic need—thus peer learning is stimulated and facilitated. Students have a wide variety of enrichment classes so that youth will be engaged and interested.

**Program and Staff Strengths:**

The program is very proud that it has helped turn homework around from being a problem inhibiting academic growth—not getting done consistently—to students understanding and completing homework so that it is correct. Through consistent, structured help in study groups and positive reinforcement, students readily acknowledge that they have homework and seek help if they need it. Students who have not completed their homework at the end of the assistance time ask to stay and finish because they can get help to understand the work assigned, which makes it easier to complete. Homework truly acts as reinforcement to what is learned during the school day and academic improvement is visible—20 of the 98 children enrolled were on the honor roll, a different scenario from the previous year. Staff inspires and motivates the children to learn acting on the belief that all children can and should learn. The staff generates lots of creative ideas to do this... learning games and strategy games that challenge the children to think and cultivates their interest. The staff is multi generational and work well with each other. The staff knows the students and is united in their consistency of communication with the children. Staff really like being around children and have a sincere interest in being in the After School Program.

**Program and Staff Opportunities for Improvement:**

Aspiranet-Howard ASP meets the required staff ratio of 1:20. The program is encouraged to continue the recruitment and training of high school interns to help bring that ratio down. Program staff shared their intention to engage non-working parents as volunteers in the program and are highly encouraged to pursue this effort. Finally, the program is encouraged to continue in assessing its curriculum to determine which enrichment classes are engaging and others that need to be added.

**Youth Evaluator Comments:**

Roabel Medhanie, Donovan Allen, Marc Allen Bland

The Howard program is located at 8755 Fontaine Street in Oakland. The program operates Monday-Friday from 2:40pm-6pm. Except on Wednesdays, the program begins at 1:10pm and ends at 6:00pm. The Howard program caters to the Howard Elementary students from first through fifth grade. The goal of the program is to create a safe and positive environment for kids to learn. Howard offers a variety of enrichment classes such as science, sewing, art, zoology, world music and culture, chess, dance, and computer lab. When we arrived, we first visited the fifth grade class. However, they were on punishment, and were not able to participate in any of the recreation for the day. Instead, they were to study and do homework until the end of the program. The first through fourth grade classes were studying in their classrooms until 4 at which point the enrichment classes began. When the enrichment classes started, we visited the zoology class first. This class was learning about leopards, but we noticed that they were not that engaged in the lecture-type lesson. We then moved on to the music and culture class. The teacher, a pianist, was to teach a lesson about the geographical aspect of music, but due to technical difficulties with their television/VCR set, she had the students watch an educational documentary of Animal Planet. Although this was not the lesson plan, we feel that the teacher made a commendable effort to keep the students engaged with the documentary. We then visited the science class, which was extremely interactive. The teacher brought a Nintendo Wii to teach biology. The students took turns using the system and playing the biology trivia game. The entire class participated by suggesting answers and helping each other out. Next, we visited the art class where the students were making handprint Christmas trees. Then, in the sewing class the students were making pillows and stitching them together by hand. The students seem to have learned this skill very well.

Gary Owens, Program Coordinator, told us that his recruitment method was based on a balance between the honor roll students and the students with lower test scores. Because so many parents want their children in the program, the coordinator accepts students who need it the most. The students with the lower test scores are accepted first, and then balanced out by the honor roll students. One of the activities that Gary mentioned was student court. In the student court, the youth settle their problems amongst themselves, and Gary said, "The youth really benefit from student court because they can relate to each others' problems and figure out a way to solve them." We think that Howard is an excellent program for the youth because it provides a safe environment for them to learn. They can also gain a sense of community responsibility and work to support each other's success.

**Initial Outcomes of OFCY-Funded Care and Service**







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- 89% This program makes my school work better:
- 66% This program helps me get along with adults better:
- 89% This program helps me learn new things better:
- 95% This program helps me stay safe better:
- 76% This program helps me get along with other kids better:
- 63% This program makes me feel good about myself (more):
- 89% This program helps me do my math and arithmetic better:
- 82% This program helps me read better:
- 92% This program gets me to turn in my homework (more):
- 58% This program makes me enjoy school (more):
- 56% This program helps me do art better:
- 40% This program helps me understand my culture and my community better:
- 71% This program helps me pay attention and listen better:



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-Howard ASP					Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$112,500	Total Funds Spent \$185,250	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 11.6	Years Schooling 13.8	Male 40%	Female 60%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 103	Male 56%	Female 44%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 90%	11-14 yrs 10%	15-20 yrs 0%	Parent 0%		
			African Americans 78%	Latino Americans 14%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 6%		
			Multiracial Americans 0%	Other 0%	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community 91%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 59,898	Actual Hours of Service 129,408	Percent of Contracted Services Delivered 216%	Hours of Service per Customer 1,256	Staff-rated Growth in Expectation Level 91%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.56	Cost per Hour Total Funds \$1.43	Cost per Customer OFCY Funds \$706	Cost per Customer Total Funds \$1,799	Number of New Caring Adults Connected to Child/Youth 5.63	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 95%		Average Satisfaction of Parents (0-100% on 4 items) 98%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%	
			Asset development changes		78%	86%	85%		
			Grantee selected changes		55%	88%	80%		
	Academic selected changes		88%	84%	91%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.6 1.6		Reliability Score 0.56	Reliability Level Low	SPI Score 827	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 157	Parent Surveys 145	Staff Surveys 267	RPRA Surveys	Total Surveys 569	Good Sample Size		

**Aspiranet – International Community School (ICS)**

**Project Descriptions:**

Located at the Cesar Chavez Educational Complex on International Boulevard, Aspiranet-ICS provides elementary grade students with academic enrichment through homework help, academic intervention services and enrichment activities. The program's enrichment activities include gardening, art, dance, leadership development, recreational/sports and nutrition/cooking. It is a diverse student population with many English Language Learners.

**Program and Staff Strengths:**

The staff is multicultural and multilingual. The program engages the children with a variety of enrichment activities with gardening being a particularly popular and hands-on class. The program is a "safe zone" for children in a very densely populated and high traffic area.

**Program and Staff Opportunities for Improvement:**

The children would benefit from a more defined and focused academic intervention to increase the gains in academic skills. The program should explore ways to build better homework/study habits among the students. The program should explore ways to increase the staffing, e.g. the program coordinator also serves as a teacher in the program.

**Youth Evaluator Comments:**

El-iza El Henson, Chris Milburn



Aspiranet-ICS is located at 2825 International Blvd. in Oakland. This program caters to youth in kindergarten through fifth grade that attend International Community School. Aspiranet-ICS runs Monday through Friday from 3:15 p.m. to 6:00 p.m. Except for Wednesdays when it starts at 2:15 p.m. and ends at 5:00 p.m. This program starts its day by providing the youth with a snack. After fifteen minutes of snack time, they're lead to their enrichment classes, which includes I.C Stars, a dance class that teaches ballet, tap, jazz, and hip-hop. They also provide Calpuli leadership circle, a club that teaches the youth how to take responsibility for their actions, how to set and achieve goals, resolve conflicts, and take pride in themselves and their community. They also provide a program called Smart Kids, which teaches the youth to appreciate art and its history. These students also work all year to put together a mural that will be viewed by the students and community. Then they end the day with academic activities, which includes a part of the program called Targeted Academic Guidance time (TAG Time). This part of the program helps the kids revisit some of the work they are going over in school with the opportunity to get more one-on-one help with the material. Homework help is also part of the academic part of Aspiranet-ICS, this part helps tutor students with homework, projects as well as helping in any other area the youth need more help in. The main goal of Aspiranet-ICS is to provide a safe environment for kids to learn and play together.

During our site visit we had the opportunity to observe the dance class, which had youth drawing maps for dance steps to practice. After dance, we observed Girls Start (kindergarten). In this class the youth were sharing their stuffed animals and doing a check-in on how they felt that day. Next we visited the Superstars, where their main focus was math, reading, and Spanish. Also we saw the homework assistance classes where the youth were receiving homework help. The last class we witnessed was WOW (Watch out World). In this class the girls were playing basketball by learning how to shoot and play defense.

During our interview with an 11-year-old named Juan, he said, "This program is a good place to be; it's fun and you get to meet new friends." We also asked Juan if his grades improved at all while attending this program. He responded, "Yes, a lot". This demonstrates that this program isn't just a fun environment, it's also educational. Overall, I'd say this program had some good things going for them. The participants in the program really seemed to be enjoying their classes. Not only were the students participating, they were participating with a sense of interest that seemed to ensure the instructor that they were doing a good job and actually learning something.

**Initial Outcomes of OFCY-Funded Care and Service**

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- 75% This program makes my school work better:
- 76% This program helps me get along with adults better:
- 84% This program helps me learn new things better:
- 73% This program helps me stay safe better:
- 75% This program helps me get along with other kids better:
- 74% This program makes me feel good about myself (more):
- 78% This program helps me do my math and arithmetic better:
- 76% This program helps me read better:
- 79% This program gets me to turn in my homework (more):
- 77% This program makes me feel proud of my community (more):
- 75% This program makes me enjoy school (more):
- 79% This program helps me take tests better:
- 81% This program increases my skill at dance, art, or leadership (more):



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-International Community School (ICS) ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$65,000	Match \$112,500	Total \$177,500	Percent Match 173%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$65,000	Matching Funds Spent \$112,500	Total Funds Spent \$177,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 7.0	Years Schooling 15.0	Male 33%	Female 67%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 89	Male 53%	Female 46%	Unknown 1%		Yes
			0-5 yrs 0%	6-10 yrs 89%	11-14 yrs 11%	15-20 yrs 0%	Parent 0%	
			African Americans 3%	Latino Americans 84%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 8%	Other 0%	RPRA Child/Youth Assal Level	Staff-rated Growth in Participation—Home, School, Community 69%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 45,477	Actual Hours of Service 38,958	Percent of Contracted Services Delivered 86%	Hours of Service per Customer 438	Staff-rated Growth in Expectation Level 71%	No
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.67	Cost per Hour Total Funds \$4.56	Cost per Customer OFCY Funds \$730	Cost per Customer Total Funds \$1,994	Number of New Caring Adults Connected to Child/Youth 5.62	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 86%	Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		68%	87%	82%	
			Grantee selected changes		71%	80%	82%	
	Academic selected changes		70%	76%	82%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall '08 Spring '09 1.2 1.5		Reliability Score 0.80	Reliability Level Good	SPI Score 679	Yes, Quality Score > 1 Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 177	Parent Surveys 166	Staff Surveys 186	RPRA Surveys N/A	Total Surveys 529	Good Sample Size	



**Aspiranet – Melrose Leadership Academy****Project Descriptions:**

Aspiranet-Melrose Leadership Academy serves 200 middle school students using an extended day after school program model. The program provides academic and enrichment activities daily and seeks to provide youth a safe place where they are respected, challenged academically and able to develop the leadership qualities necessary to actively participate in transforming their school, community and the world.

**Program and Staff Strengths:**

The program has been successful in cultivating a sense of community among students and parents and being part of it. The students are given the choice to select from an array of enrichment classes that expose students to experiences otherwise out of their reach. The program has students build a portfolio that captures what they are learning in middle school and at the end they share this through a presentation to parents and other students

Program staff is diverse with a strong representation of male staff of color and exceptional cultural competence. The staff is strengthened by the continuity of returning staff members who have been with the program from two to six years. Staff comes with a mastery of various disciplines including music, dance, visual arts, and martial arts.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to continue cultivating parent involvement with their child's school/education and building the connection to and support from home. The program is also encouraged to continue the attention to professional development with support on such issues as classroom management and maintaining school standards. Some instructors have great expertise in subject area, but may be limited with regard to classroom management.

**Youth Evaluator Comments:**

El-iza El Henson and Chris Milburn

Aspiranet-Melrose Leadership is located in East Oakland at 5328 Brann Street. This program offers multiple activities including dance, art, percussions, football, choir, health and fitness, homework help, Beats and Flows, and Girls Moving Forward. Their targeted population consists of middle school youth who attend their regular school hours. The days of operation are Monday through Friday from 2:00pm to 5:00pm.

During our site visit we had the opportunity to observe the dance class first. We saw youth learning the basic salsa dance steps. Afterwards we observed the art class. In this classroom the youth were painting pictures of flags. We observed the percussions class, where a group of youth were learning how to play drums. Towards the later portion of the site visit we observed choir. In this class the youth were learning a song and had to perform it using a flute. Beats and Flows was the next class we saw. Here the youth were composing beats on the computers using the keyboard. The last class we saw was Girls Moving forward. The girls in this class were designing a dream house in the neighborhood where they felt safe.

While at this site visit we had the chance to interview some youth as well as some staff. Michael, a 12-year-old youth, was asked whether the staff members have helped him and he said, "Yes, the teachers understand us, and they help us." His responded demonstrated that the youth really feel comfortable enough with the staff to ask for help. Overall, Aspiranet-Melrose Leadership had a lot to offer the youth. They have many different activities and serve a lot of youth in the process. Some of the enrichment activities they offer benefit the youth greatly, because most of these youth would have never had the chance to be exposed to these enrichment activities if this after school program was not available.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 61% My success at school (job/training) is better:
- 61% My understanding of who I am and what I can do is better:
- 62% My ability to communicate is better:
- 76% My child's ability learn new things is better:
- 55% My ability to connect with adults is better:
- 66% My ability to work with others is better:
- 56% My ability to stay safe is better:
- 52% I do math and arithmetic better:
- 52% My reading skills are better:
- 53% I turn in completed homework assignments (more):
- 53% My confidence in myself is better:
- 68% I enjoy school (more):
- 78% I handle new challenges better:
- 100% My skill at doing art, music, or dance is better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-Melrose Leadership Academy ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$269,550	Total \$364,550	Percent Match 284%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$269,550	Total Funds Spent \$364,550	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 8	Years Experience 5.5	Years Schooling 14.5	Male 75%	Female 25%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 130	Male 50%	Female 50%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 99%	15-20 yrs 1%	Parent 0%	
			African Americans 15%	Latino Americans 79%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 2%	Other 0%	RPR Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 67%		
COMPREHENSIVE AFTER SCHOOL PROGRAMS								
Strategies	What service strategies did we conduct?						Yes	
Activities	How much services did we provide?	Planned Hours of Service 75,801	Actual Hours of Service 72,706	Percent of Contracted Services Delivered 96%	Hours of Service per Customer 559	Staff-rated Growth in Expectation Level 75%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.31	Cost per Hour Total Funds \$5.01	Cost per Customer OFCY Funds \$731	Cost per Customer Total Funds \$2,804	Number of New Caring Adults Connected to Child/Youth 8.58	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 74%		Average Satisfaction of Parents (0-100% on 4 items) 75%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes 65%	Parent Report on Changes 74%	Staff Report on Customer 87%	No, Just Missed Service Productivity < 60%
			Asset development changes		68%	70%	97%	
			Academic selected changes		57%	67%	87%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.2 1.6		Reliability Score 0.75	Reliability Level Good	SPI Score 745	Yes, Quality Score >1 Yes Average SPI > 600
Survey Sample	How many customers did they survey?	Children & Youth Surveys 294	Parent Surveys 129	Staff Surveys 368	RPR Surveys N/A	Total Surveys 791	Good Sample Size	



**Aspiranet - Piedmont**

**Project Descriptions:**

Aspiranet-Piedmont ASP provides daily after school academic and enrichment activities to approximately 105 children from second through fifth grades. The program focuses on helping students to improve their math skills, reading fluency and verbal communication; gain a sense of community and feel safe; respect themselves and their classmates; and create a sense of accountability. The students' schedule features three days of academics-based activities and two days of enrichment activities that include sports, music appreciation, arts/crafts, computer technology, science, and journalism.

**Program and Staff Strengths:**

Staff communicates well and shares information about lesson plans, classroom strategies, progress of individual students and other ideas for engaging activities. The staff demonstrates and models mutual respect for one another. Staff has lots of talents that enhance the enrichment activities. The revised program structure is working well—the children have clear understanding of what is expected. Program has strong accountability at all levels: staff with staff, with children, and with families.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to continue looking for new strategies that build fluency in reading and comprehension from the basics up. The lead agency is encouraged to assist the site coordinator in securing the use of more space (classrooms), assignment of facility keys to access assigned space and gain access to the computer lab. The program would benefit from more staff to reduce the 1:20 ratio of adult to child. The program may wish to explore the use of high school interns to augment the individualized attention that the children receive in the tutoring and homework help.

**Youth Evaluator Comments:**

Chris Milburn, Jaraya Henry, Brenda Dueñas

Aspiranet - Piedmont Elementary After School Program, located at 4314 Piedmont Avenue, offers many different after school activities for youth. The activities include homework help, a clown, typing, and after school, as well as sports & recreation. Most of the students in the program were recruited at the beginning of the year during student registration. In addition, coordinators sent out flyers to parents and the students use word-of-mouth to communicate amongst each other. This program runs Mondays through Fridays from 3:00pm to 6:00pm.

For the first hour and a half, the children worked on their homework while the teachers helped the students understand their work. After their homework was done, the youth were broken up into enrichment groups. During the enrichment part the students juggled sandbags, worked on computer programs, and wrote comic strips about their life experiences. The program also had a sports and recreation component where the children engaged in healthy activities and learned how to play together without conflict. The older youth played football, while the younger children played on the play structure. Shawn, age 5, said, "I enjoy the classes and playing outside and the program is fun." Noah Lopes, the Site Coordinator said that the best part of his program is that, "it builds a strong foundation for the youth to stand on. It also encourages them to strive for the best." Overall Aspiranet - Piedmont is a really good program. As the youth Evaluators, we most liked the fact that this program seemed to motivate students not only inside the classroom, but outside as well. The program teaches the youth to be better, healthier people. The children liked the staff and seemed to relate to them as caring adults.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 62% This program makes my schoolwork easier:
- 44% This program helps me get along with adults better:
- 75% This program helps me learn new things yes:
- 70% This program helps me stay safe yes:
- 57% This program helps me get along with other kids yes:
- 68% This program makes me feel good about myself yes:
- 70% This program helps me do my math and arithmetic better:
- 53% This program helps me read better:
- 67% This program gets me to turn in my homework more:
- 65% This program makes me feel like doing things physically yes:
- 60% This program builds my confidence regarding school yes:
- 61% This program makes me behave yes:
- 65% My success at school (job/training) is better:
- 85% My understanding of who I am and what I can do is better:
- 50% My ability to communicate is better:
- 80% My ability to learn new things is better:
- 50% My ability to connect with adults is better:
- 60% My ability to work with others is better:
- 68% My ability to stay safe is better:
- 53% My ability to work with a team better:
- 75% My feelings about myself are better:
- 85% My circus skills are better:
- 80% My ability to use accurate self assessment is better:
- 50% My ability to solve problems with other students by talking to them is better:
- 70% My ability to listen and follow directions is better:





**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-Piedmont ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$112,500	Total Funds Spent \$185,250	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 7.0	Years Schooling 15.3	Male 67%	Female 33%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 104	Male 61%	Female 39%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 97%	11-14 yrs 3%	15-20 yrs 0%	Parent 0%	
			African Americans 76%	Latino Americans 8%	Asian Pacific Islander Americans 5%	Native American 0%	Caucasian Americans 4%	
			Multiracial Americans 8%	Other 0%	RPRA Child/Youth Asset Level LOW	Staff-rated Growth in Participation—Home, School, Community 69%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 52,136	Actual Hours of Service 90,734	Percent of Contracted Services Delivered 174%	Hours of Service per Customer 872	Staff-rated Growth in Expectation Level 71%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.80	Cost per Hour Total Funds \$2.04	Cost per Customer OFCY Funds \$700	Cost per Customer Total Funds \$1,781	Number of New Caring Adults Connected to Child/Youth 7.64	Yes
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 82%		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%
			Asset development changes		57%	81%	75%	
			Grantee selected changes		60%	81%	78%	
	Academic selected changes		58%	79%	80%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.0 1.2		Reliability Score 0.83	Reliability Level Good	SPI Score 744	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 182	Parent Surveys 142	Staff Surveys 210	RPRA Surveys 210	Total Surveys 744	Good Sample Size	



**Aspiranet - RISE**

**Project Descriptions:**

Aspiranet-Rise provides after school academic and enrichment activities daily to approximately 85 children in grades 1-5. Homework help is conducted in small groups and the academic liaison enhances the connection between the after school assistance and tutoring with the classroom goals. The enrichment activities capitalize on the interests of the children to further stimulate their engagement in cognitive and social growth. The program seeks to promote cultural awareness and pride in the children as a means of validating the life experiences and assets that the youth bring to the program.

**Program and Staff Strengths:**

Aspiranet-RISE is commended for implementing a philosophy of recognizing, validating and building on the assets of children to further their academic and personal growth. For example, the children engage enthusiastically in the athletic and recreational/enrichment activities after school, like football. Staff use their interest in football to help children see that even in football they need to be able to read, thus building a bridge of motivation and interest to working on their reading skills. Similarly, the program focuses on the individuality of the child in establishing "behavioral contracts" to work collaboratively with the child, parent and (day) teacher to improve behavioral problems. This approach has been successful as children improve the behavior needed to be successful in a school and even home environment. The program coordinator and staff have gained more support from the school in the form of more classrooms being made available for the homework groups. The staff reflects the diversity of the children and serves as successful role models and caring adults with whom they can form a positive connection. The staff intentionally integrates youth development principles into the after school experience.

**Program and Staff Opportunities for Improvement:**

While it may be very challenging, the staff is encouraged to continue building a rapport and connection with the parents and home so that consistency is developed in the expectations and support of the child's growth. The program can improve the materials and access to materials available to the staff and children. In addition, staff would benefit from more opportunities for professional development, particularly instructional strategies and methods.

**Youth Evaluator Comments:**

Marc Bland, Jocel Delos Reyes, Yohana Sebhatu

Aspiranet Rise is located at 8521 A St.. in Oakland. The program operates Monday, Tuesday, Thursday, and Friday from 2:45pm – 6:00pm. On Wednesdays, the program begins at 12:45 and ends at 6:00pm. The program's goal include free enrichment and academic success for all students. Aspiranet Rise collaborates with Girls Inc. and Mocha, and offers dance class, jewelry making, music, computer classes, sports, art, and Capoeira. The program is open to children between 1st - 5th grade that attend the Rise Community School.

When we arrived, we were not able to view the homework help class, so we began with the capoeira class. The students were choreographing their own dance to show in front of the class. The students involved in sports were playing kickball. Although they were using a basketball instead of an actual kickball, the students were enjoying the game and having fun. We visited the dance class where students were learning a West African dance. When we interviewed the coordinator, she mentioned that she was especially impressed with these students because one day, when she was substituting that class, she noticed that the students were able to lead the class themselves. The students led themselves in stretching exercises, and rehearsing of the routine. In the jewelry class, the students were making bracelets and appeared engaged in the activity. Finally, we visited the music class where students were learning to play the guitar. We interviewed the Site Coordinator who said that it is her vision to, "... help the children improve (academically)." A student at Aspiranet Rise, Melanie, said, "We learn how to be together." That was something that she liked about being in the program. We observed that the students liked working together, which was why they seemed so well behaved. The teachers appeared to have the students' attention and we felt that showed an excellent sense of community. The students helped each other out when needed and were conscious of each others space. In conclusion, we really liked how students worked with each other and knew how to communicate with one another. However, we think that the program needs more teachers and staff for the safety of the students while on the yard.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 69% My success at school (job/training) is better:
- 54% My understanding of who I am and what I can do is better:
- 65% My ability to communicate is better:
- 81% My child's ability learn new things is better:
- 61% My ability to connect with adults is better:
- 71% My ability to work with others is better:
- 79% My ability to stay safe is better:
- 81% I do math and arithmetic better:
- 71% My reading skills are better:
- 74% I turn in completed homework assignments (more):
- 58% My confidence in myself is better:
- 79% I am interested in physical activities (more):
- 87% I understand my homework better:
- 54% I control my behavior better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-RISE ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$112,500	Total Funds Spent \$185,250	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 15.0	Years Schooling 15.3	Male 67%	Female 33%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 91	Male 44%	Female 56%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 97%	11-14 yrs 3%	15-20 yrs 0%	Parent 0%	
			African Americans 28%	Latino Americans 64%	Asian Pacific Islander Americans 2%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 6%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 76%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 53,159	Actual Hours of Service 58,799	Percent of Contracted Services Delivered 111%	Hours of Service per Customer 645	Staff-rated Growth in Expectation Level 77%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.24	Cost per Hour Total Funds \$3.15	Cost per Customer OFCY Funds \$799	Cost per Customer Total Funds \$2,036	Number of New Caring Adults Connected to Child/Youth 5.14	Yes
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 82%		Average Satisfaction of Parents (0-100% on 4 items) 90%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
		Asset development changes		74%	81%	86%		
		Grantee selected changes		74%	78%	88%		
Academic selected changes		74%	78%	86%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.0 2.2		Reliability Score 0.33	Reliability Level Low	SPI Score 804	Yes, Quality Score >1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 161	Parent Surveys 118	Staff Surveys 182	RPRA Surveys N/A	Total Surveys 461	Good Sample Size	



**Aspiranet – Think College Now****Project Descriptions:**

Aspiranet-Think College Now (TCN) After School Program provides academic and enrichment activities from Monday-Friday to approximately 170 students in Kindergarten through fifth grades. The program utilizes a proactive model of academic enrichment that incorporates support in literacy using the Superstar and Reading Partners curriculum. Girls, Inc. provides Physical education, nutrition and leadership development activities through its START and WOW programs. SCORES has augmented the sports activities. Students are grouped in small classes with lots of individualized assistance and software-based assessments. TCN instructors provide a “college prep” curriculum helping cultivate the awareness of students to careers and college options.

**Program and Staff Strengths:**

The program places each of its 170 participants in specific program/activities based on data and stakeholder input. TCN ASP has a mix of contracted services from providers who have trained and knowledgeable staff in such topics as literacy, leadership development, nutrition and physical education and generally helping students build solid foundational reading and math skills. TCN has complimented the effort of its own instructors who focus on making sure that each child’s individual academic and socialization needs are met. Some students who were far below grade level skills in reading and math have made significant progress as well as improved attitudes and behavior. The After School Program extends the high expectations embedded in the Think College Now school day and continues that throughout the after school activities encouraging students to meet high standards and strive to improve themselves.

**Program and Staff Opportunities for Improvement:**

The TCN instructors would benefit from professional development opportunities as well as staff meeting time to coordinate instructional strategies, academic intervention methods and behavioral management. The program is encouraged to continue recruiting a more diverse staff that reflects the student population. The program will need to explore space and scheduling options as they are currently using 100% of the classrooms with 70% of the students.

**Youth Evaluator Comments:**

Jennifer Lopez and Jocel De Los Reyes

Aspiranet-Think College Now is located at 2825 International Blvd. This program operates Monday through Friday from 3:30pm to 5:30pm and Wednesdays from 1:30pm to 5:00pm. Aspiranet-Think College Now offers a lot of different activities, such as, GIRLStart, Percussion, Super Stars Lit, WOW, and various College Prep classes, which includes academic and enrichment. In the Percussion class the children are taught different sounds and rhythms. In GIRLStart, the girls learn how to build a good self-esteem. The WOW class only contains girls from kindergarten and second grade classes; the girls in this class express themselves by drawing pictures and explaining their meaning to the class. The goal of the program is to offer various academic and enrichment programs for the children. They also try to keep classes in small groups. The obstacle that the program is currently facing is that of space, because it has 14 programs and 13 classrooms.

While on the site visit, we observed the students partaking in different activities. We observed the students in GIRLStart and the way they were paying attention and sharing their ideas. Some of the children were playing around and talking to their peers. The girls were put together in groups of 3-4 students; two of the girls volunteered to read out loud to the class. We also saw Percussion class in which many of the students were missing due to a monthly meeting for sports. The students who were in the class were practicing tones for singing. Another activity was the 3<sup>rd</sup> grade college prep. In this class the students were grouped up with a tutor who helped the children with their reading, homework and academics.

While interviewing different students, we noticed their enthusiasm regarding their participation in the program. A student that we interviewed named Daniel said, “It’s really healthy playing soccer and you get taught how to play it.” During homework help the students are motivated to try their hardest or work to the best of their abilities. Michael, a 3<sup>rd</sup> grade student said, “I needed help in math and I didn’t get it the first time, but I got encouraged to keep on trying.” Taking into consideration the interview and our observations, we feel that this is a good program for the students because the staff really care about the students and are willing to help them improve their academics. We also think that this is a well-developed program because it encourages the students to try their best and to be persistent. The thing that stood out to us was the willingness of the students to learn and the motivation the staff offers that students.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

57% This program makes my school work better:

47% This program helps me get along with adults better:

72% This program helps me learn new things better:

75% This program helps me stay safe better:

60% This program helps me get along with other kids better:

66% This program makes me feel good about myself (more):

51% This program helps me do my math and arithmetic better:

52% This program helps me read better:

58% This program gets me to turn in my homework (more):

72% This program makes me cooperate, play with others, and work on a team (more):

72% This program makes me enjoy learning (more):

50% This program makes me pay attention and listen better:

72% This program motivates me to go to college (more):

**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-Think College Now ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$65,000	Match \$112,500	Total \$177,500	Percent Match 173%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$65,000	Matching Funds Spent \$112,500	Total Funds Spent \$177,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 15	Years Experience 5.6	Years Schooling 16.0	Male 6%	Female 94%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 173	Male 53%	Female 47%	Unknown 0%		Yes
			0-5 yrs 9%	6-10 yrs 83%	11-14 yrs 9%	15-20 yrs 0%	Parent 0%	
			African Americans 12%	Latino Americans 67%	Asian Pacific Islander Americans 9%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 12%	Other 0%	RPRR Child/Youth Asset Level N/A	Staff-rated Growth in Participation--Home, School, Community 77%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS				Yes	
	Activities	How much services did we provide?	Planned Hours of Service 60,938	Actual Hours of Service 66,692	Percent of Contracted Services Delivered 109%	Hours of Service per Customer 386	Staff-rated Growth in Expectation Level 72%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.97	Cost per Hour Total Funds \$2.66	Cost per Customer OFCY Funds \$376	Cost per Customer Total Funds \$1,026	Number of New Caring Adults Connected to Child/Youth 5.43	Yes
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 84%		Average Satisfaction of Parents (0-100% on 4 items) 93%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		67%	86%	87%	
			Grantee selected changes		67%	87%	84%	
	Academic selected changes		63%	82%	81%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.5	Spring 09 1.4	Reliability Score 0.81	Reliability Level Good	SPI Score 802	Yes, Quality Score >1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 292	Parent Surveys 190	Staff Surveys 314	RPRR Surveys N/A	Total Surveys 796	Good Sample Size	



**Aspiranet – Webster (East Oakland Pride)**

**Project Descriptions:**

Webster After-School Program provides academic and enrichment activities from Monday-Friday to approximately 170 youth in grades K-5. The program seeks to provide a safe environment for youth to improve their academic skills and grow personally. The program promotes collaboration through team building activities that are incorporated primarily in the enrichment component.

**Program and Staff Strengths:**

The Touch the Sky after school program at Webster and East Oakland Pride are dedicated and passionate staff that were very successful in involving youth and their parents in the program. The use of team projects and their success should be shared with other OFCY grantees. The program successfully collaborated with Bay Area Scores, Sports 4 Kids, Super Stars Literacy, M.O.C.H.A., and Operation Smart to build enrichment activities for their youth.

**Program and Staff Opportunities for Improvement:**

Staff should continue their culture of learning and sharing to continually improve their care to youth and parents. The coordination with the school staff is improving and should continue to be a focus to make sure the referral and communication system continues to operate. The program was successful in meeting all the performance goals set by OFCY and had some of the highest academic service productivity scores. The program was very efficient and effective with a high Service Performance Index Score.

**Youth Evaluator Comments:**

Jocel Delos Reyes & El-iza El Henson

Aspiranet Webster is located at 8000 Birch St. in Oakland. This program operates Monday, Tuesday, Thursday, and Friday from 2:45pm – 6:00pm and on Wednesday from 1:00pm – 6:00pm. Aspiranet provides musical story telling, sports and recreation, Bay Area scores, Super Stars Literacy, Theatre, Operation Smart, newsletter, and Visual Arts.

The sports and recreation class contained 10 students. There were two groups of students playing basketball. Students were playing against each other. In Visual Arts we observed how the students were listening to the teacher and painting circles and squares. In Super Stars the youth were separated in three different groups. Group 1 had 11 students and 2 staff. The Literacy students were making thank you letters for their family member. Group 2 had 9 students and 1 staff. The third group was doing a read-aloud with the teacher.

During our site visit to Aspiranet Webster we had the opportunity to interview several youth and a staff member. We asked the youth what they liked about their program. Khalia, age 10, responded, "I like theatre." When asked why, she replied, "We have plays and we have lots of fun." We also interviewed another youth participant named Rodney. We asked him what was his favorite part of the program, he replied, "I think this program is fun because I like the projects." In closing, we think this program motivates students. The activity called the Superstars has students who are below grade level in reading, but who still pay attention to the teacher. While interviewing the youth they all stated that they feel safe at the program. All in all, this program was exceptional.

**Outcomes Because of OFCY Funded Care and Service**



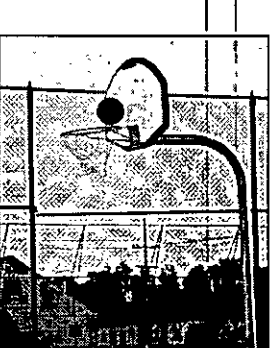

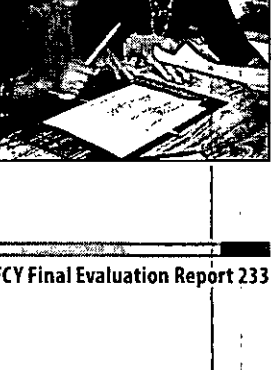

The following are responses from the child/youth customers to how because of the OFCY services they changed for the better. The percentages are the number of customers who indicated they changed for the better. The number of surveys and the service productivity score that is calculated by the number of targeted changes achieved minus the number missed at a glance table along with the number of surveys is found on the next page in the Performance Logic Model

- 64% This program makes my school work easier:
- 71% This program helps me get along with adults better:
- 82% This program helps me learn new things yes:
- 81% This program helps me stay safe yes:
- 74% This program helps me get along with other kids yes:
- 82% This program makes me feel good about myself yes:
- 70% This program helps me do my math and arithmetic better:
- 80% This program helps me read better:
- 77% This program gets me to turn in my homework more:
- 78% This program makes me enjoy school more:
- 77% This program helps me do art better:
- 74% This program helps me understand my culture and my community better:
- 83% This program makes me pay attention and listen better:



**Performance Logic Model – At A Glance Dashboard**

This at a glance dashboard of the Performance Logic Model (PLM) answers 11 evaluation questions about the effort and effect of the OFCY funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanations are found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Aspiranet-Webster (East Oakland Pride)				Met Performance Goals		
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$225,000	Total \$297,750	Percent Match 309%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$225,000	Total Funds Spent \$297,750	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 12	Years Experience 5.4	Years Schooling 14.3	Male 39%	Female 62%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 90	Male 71%	Female 29%	Unknown 0%		Yes	
			0-5 yrs 13%	6-10 yrs 87%	11-14 yrs 0%	15-20 yrs 0%	Parent 0%		
			African Americans 40%	Latino Americans 51%	Asian Pacific Islander Americans 4%	Native American 0%	Caucasian Americans 4%		
			Multiracial Americans 0%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 87%			
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 97,437	Actual Hours of Service 118,707	Percent of Contracted Services Delivered 122%	Hours of Service per Customer 2,638	Staff-rated Growth in Expectation Level 84%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.61	Cost per Hour Total Funds \$2.51	Cost per Customer OFCY Funds \$1,617	Cost per Customer Total Funds \$3,308	Number of New Caring Adults Connected to Child/Youth 1.18	Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 86%		Average Satisfaction of Parents (0-100% on 4 items) 94%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		68%	90%	92%		
			Grantee selected changes		73%	82%	91%		
	Academic selected changes		72%	87%	94%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.3 1.9		Reliability Score 0.66	Reliability Level Good	SPI Score 786	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 173	Parent Surveys 130	Staff Surveys 175	RPRA Surveys N/A	Total Surveys 478	Good Sample Size		

## BACR-Bret Harte

### Project Description:

The YMCA Bret Harte After-School Program offers comprehensive after-school programming for middle school youth. Comprehensive programming is provided for approximately 280 middle school youth, including academic support, mentoring and counseling, enrichment and recreation five days a week, from the end of school until 6:15 pm. There are frequent weekend activities and quarterly special events. A portion of each day is devoted to homework assistance and expanding academic interests, critical reasoning and decision-making. Mentors are recruited from feeder high schools. The program begins the second week of school and runs until the first week in June.

### Program and Staff Strengths:

Assisting non-English speaking students is helping them to overcome their shyness. The numbers of students continues to expand as a result of positive parent and student recruitment efforts. Despite cutbacks in funding, most of the popular programs continued to be taught. Staff made a shift to increase emphasis on academics. The schedule of daily activities was revised to hold enrichment activities (physical) first, then assistance with schoolwork. This change improved student learning once they got a break from the regular school day.

### Program and Staff Opportunities for Improvement:

Some consideration of how to reshape parents' views of the purpose of the after-school program is needed to increase their support for what is far more than childcare. Improve holding the students accountable for their academic work. Seek other incentives to help retain the most qualified staff. Staff could find ways to encourage parents of the students to improve their children's attendance. Persistence in documenting how innovative programs turn out would promote designing future class offerings. Further strengthening of the academic programming might be sought, to offset the reductions in funding. Improve communication between teaching staff and school administration is highly encouraged.

### Youth Evaluator Comments:

Eric Peña, Jesus Jimenez, and Natalia

Bret Harte after school program is located at 3700 Coolidge Avenue in Oakland. The program serves youth from ages 10 to 14 and it is only for students who attend the middle school. The program runs Monday through Friday from 3:30pm to 6:30pm except Wednesday when it operates from 1:15pm to 6:30pm. The program has 250 youth enrolled, but only 120-130 students attend on a daily basis. This program offers several activities such as, baseball, basketball, track, golf, bike club, archeology, science and technology.

What we observed first were the youth outside playing baseball for the majority of the time. Then we observed the science tech class where the youth were building remote control robots and fixing obsolete computers. We then explored a different classroom where the academic intervention was taking place. We asked Kate, a youth participant, how the program could improve and she responded, "I think this is a great program; it has all the fun stuff I like to do." Then we asked her how her relationship was with staff and she responded, "I connect with staff, I feel comfortable with everyone." As youth evaluators we really like the basic foundation that this program provides, and we especially like their tech class, which the youth really seem to enjoy.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 83% My success at school (job/training) is better:
- 78% My understanding of who I am and what I can do is better:
- 89% My ability to communicate is better:
- 96% My child's ability learn new things is better:
- 79% My ability to connect with adults is better:
- 90% My ability to work with others is better:
- 86% My ability to stay safe is better:
- 66% I do math and arithmetic better:
- 74% My reading skills are better:
- 64% I turn in completed homework assignments (more):
- 86% My confidence in myself is better:
- 76% I make healthy choices (more):
- 77% I consider alternatives before making a choice (more):
- 84% I understand my importance as a person better:
- 87% I understand good sportsmanship better:
- 83% I understand the importance of having positive relationships better:
- 81% My ability to serve as a leader is better:
- 81% I am able to positively influence my peers (more):
- 71% I contribute to my community (more):

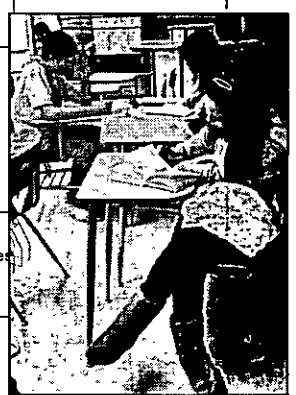
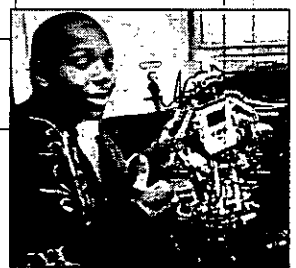




**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Bret Harte ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$125,000	Match \$175,000	Total \$300,000	Percent Match 140%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$125,000	Matching Funds Spent \$150,000	Total Funds Spent \$275,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 92%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 4.8	Years Schooling 15.9	Male 50%	Female 25%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 268	Male 51%	Female 49%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 1%	11-14 yrs 96%	15-20 yrs 3%	Parent 0%	
			African Americans 43%	Latino Americans 18%	Asian Pacific Islander Americans 24%	Native American 2%	Caucasian Americans 12%	
			Multiracial Americans 2%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 85%		
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS				Yes		
Activities	How much services did we provide?	Planned Hours of Service 55,600	Actual Hours of Service 54,801	Percent of Contracted Services Delivered 99%	Hours of Service per Customer 204	Staff-rated Growth in Expectation Level 86%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.28	Cost per Hour Total Funds \$5.02	Cost per Customer OFCY Funds \$466	Cost per Customer Total Funds \$1,026	Number of New Caring Adults Connected to Child/Youth 2.20	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 95%		Average Satisfaction of Parents (0-100% on 4 items) 97%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		87%	81%	77%	
			Grantee selected changes		82%	82%	79%	
Academic selected changes		74%	84%	79%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.5 3.4		Reliability Score 0.78	Reliability Level Good	SPI Score 805	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 209	Parent Surveys 177	Staff Surveys 307	RPRA Surveys 100	Total Surveys 793	Good Sample Size	



**BACR - Bridges ASP**

**Project Description:**

The Bridges Academy After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 95 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond.

**Program and Staff Strengths:**

The program has staff that relate well to students and parents. They have been successful in getting youth to finish their homework with staff and parent assistance. They have worked to build trusting relationships with children, their parents, and the educational staff at the school. The program is a model for an integration of the after school program and the school day program. The staff has worked to build teamwork and to provide a number of special events for students, parents, and school staff.



**Program and Staff Opportunities for Improvement:**

Bridges ASP met all their performance goals except two child/youth service productivity goals; the goal fell short of the target by four percent. Additional events, project based curriculum, opportunities for children and staff to discuss deeper issues affecting the child's life at school, home, and the community can build awareness and understanding by the child customers on how they can change for the better. The program should continue to document their curriculum for use in future years.

**Youth Evaluator Comments:**

El-iza El Henson and Jesus Jimenez

BACR-Bridges is located in East Oakland at 1325 53<sup>rd</sup> Avenue. This program offers an assortment of after school classes, including Drop Everything and Read (D.E.A.R), snack, recess, gardening, homework help, team building, art, sports, and folkloric dance. Their target population is elementary school youth. Their only requirement is that youth attend Bridges day school. The days of operation are Monday through Friday from 3:00pm to 6:00pm, except for Wednesdays when they operate from 1:30pm to 6:00pm

Upon entering the first classroom, we observed the youth quietly reading their books. Next, we went over to the cafeteria where we saw the youth eating and drinking their afternoon snack. After snack we moved on to gardening, here the students planted different plants and vegetables. Also the youth were taking advantage of the homework help class that BACR-Bridges offered. Finally, the last class we observed was art. The youth in this class were drawing and coloring their own creations.

While at this site visit we had the opportunity to interview some youth and staff. During our interview with the program coordinator, he stated that the overall goal of the program was to develop healthy individuals as well as good students. We also asked the youth what they thought about the program. Jorge age 8, replied, "My favorite part of the program is drums and learning new stuff." In conclusion, BACR-Bridges appeared to be a beneficial program to the youth who attend the elementary school. Moreover, the youth all seemed to be satisfied. The youth also thought that the staff was very helpful, and at the end of the day that's what we think really matters.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

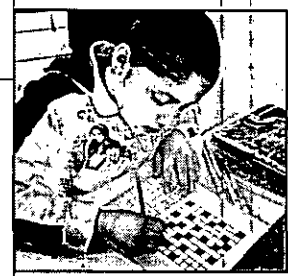
- 61% This program makes my school work easier:
- 67% This program helps me get along with adults better:
- 72% This program helps me learn new things yes:
- 75% This program helps me stay safe yes:
- 54% This program helps me get along with other kids yes:
- 69% This program makes me feel good about myself yes:
- 64% This program helps me do my math and arithmetic better:
- 66% This program helps me read better:
- 78% This program gets me to turn in my homework more:
- 62% This program makes me give something to others more:
- 69% This program helps me set and reach my goals more:
- 71% This program helps me make healthy choices more:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Bridges ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$112,500	Total \$207,500	Percent Match 118%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$110,144	Total Funds Spent \$205,144	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 99%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 4.4	Years Schooling 13.2	Male 40%	Female 60%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 132	Male 49%	Female 51%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 74%	11-14 yrs 27%	15-20 yrs 0%	Parent 0%	
			African Americans 5%	Latino Americans 93%	Asian Pacific Islander Americans 2%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 0%	Other 0%	RPRA Child/Youth Asset Level LOW	Staff-rated Growth in Participation—Home, School, Community 49%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 54,818	Actual Hours of Service 64,448	Percent of Contracted Services Delivered 118%	Hours of Service per Customer 488	Staff-rated Growth in Expectation Level 47%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.47	Cost per Hour Total Funds \$3.18	Cost per Customer OFCY Funds \$720	Cost per Customer Total Funds \$1,554	Number of New Caring Adults Connected to Child/Youth 5.61	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 79%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%
			Asset development changes		56%	86%	78%	
			Grantee selected changes		58%	76%	63%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score >1 Average SPI > 600
1.3			1.0	0.76	Good	716		
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size	
		140	133	173	142	588		



## SUMMARIES

### BACR - Claremont ASP

#### Project Description:

The Claremont After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program supplemented ASES funding and community partner support with OFCY resources to serve a core group of 120 students with more specialized activities. These activities address diverse student needs and build important assets that help to ensure student success in school and beyond.

#### Program and Staff Strengths:

The after school program has improved over the last two years. The staff is dedicated and builds relationships with their students. Some of the youth who have graduated return to continue their strong relationships with the staff and to assist in the program. The enrichment part of the program continues to grow. The Destiny Arts program continues to be an excellent program. Operations are smoother this year compared to last year.

#### Program and Staff Opportunities for Improvement:

Claremont ASP continues to struggle to improve the academic component of their program. They struggle to find a way to keep the youth interest in the academic component. The youth and parents did not see the changes necessary to achieve the target performance goal. The quality of service that measures whether program services are provided to all customers in a consistent manner did not meet the performance goal. The program should continue to build a youth leadership component within the program along with additional efforts to debrief and assist their students to become more aware of their behavior. The school has struggled for years with developing a relationship with the neighbors and the business community with frequent complaints to the school and police regarding student behavior. A concerted effort to build awareness, social skills, and leadership skills might be a strategy to consider reducing these complaints.

#### Youth Evaluator Comments:

Jennifer Lopez, Jocel De Los Reyes

BACR-Claremont is located at 5750 College Ave. This program operates Monday through Friday from 3:10 pm-5:30 pm, except on Wednesday when it runs from 12:30 pm-3:30 pm. This program offers tutoring and enrichment classes such as: recreation, fashion design, tech squad, gardening, drama, video animation, wildlife, knitting, P.E, boys and girls, basketball and football. The goal of this program is to make it a safe environment for the participants, to make sure that the students improve their grades, and help them find their talent. BACR-Claremont's recruitment strategy is to hold an orientation meeting at the beginning of the school year and have the parents sign up their students. The obstacles that this program has academic achievement and a presence of gang activity.

During our site visit, we saw several of the enrichment classes. The first class we saw was the tech squad. This class teaches about computer technology and the goal of the class is to launch a web site. Students were greeted in the beginning of the class by their instructor and sat in one big group while the instructor gave directions. Another enrichment class we observed was the gardening class. We saw that the students set up a little booth in the corner of the sidewalk outside the school to sell their fresh vegetables and fruits. As people walked through, the students would tell them the background story of the fruits and vegetables and that the money would go to the school. The next class we saw was the Fashion Design class. The students were doing two different things, a group of students were sewing using sewing machines and the rest were painting their made up superheroes. When interviewing, we found out that the students were appreciative of the program. We were able to notice this when a young girl named Lavonni stated, "The program is the funniest and keeps people out of trouble." Another young girl named Dashianea said, "The program keeps me active and I enjoy it." Here we noticed that BACR-Claremont has a huge impact on their students and seems to keep them occupied. Clairence, one of the participants stated, "This program has helped me a lot and has helped me improve my grades." BACR-Claremont is a very productive program that helps students not only academically, but also gives them support overall as a student. Students are able to have fun with the enrichment classes that the program offers them. We think that the program is well structured and the staff members are role models for the students.

#### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 42% My success at school (job/training) is better:
- 45% My understanding of who I am and what I can do is better:
- 50% My ability to communicate is better:
- 68% My child's ability learn new things is better:
- 42% My ability to connect with adults is better:
- 54% My ability to work with others is better:
- 42% My ability to stay safe is better:
- 45% I do math and arithmetic better:
- 37% My reading skills are better:
- 45% I turn in completed homework assignments (more):
- 41% My confidence in myself is better:
- 47% I am making healthy choices (more):
- 42% I want to go to school (more):
- 53% I am able to set and reach goals better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Claremont ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$133,513	Total \$246,013	Percent Match 119%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$118,064	Total Funds Spent \$230,564	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 94%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 2	Years Experience 9.0	Years Schooling 14.0	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 222	Male 51%	Female 47%	Unknown 2%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 91%	15-20 yrs 9%	Parent 0%	
			African Americans 64%	Latino Americans 7%	Asian Pacific Islander Americans 6%	Native American 0%	Caucasian Americans 16%	
			Multiracial Americans 7%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 72%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 65,286	Actual Hours of Service 65,338	Percent of Contracted Services Delivered 100%	Hours of Service per Customer 294	Staff-rated Growth in Expectation Level 71%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.72	Cost per Hour Total Funds \$3.53	Cost per Customer OFCY Funds \$507	Cost per Customer Total Funds \$1,039	Number of New Caring Adults Connected to Child/Youth 3.15	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 68%		Average Satisfaction of Parents (0-100% on 4 items) 70%		Customer Level of Participation in Services High	No Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%
			Asset development changes		47%	53%	87%	
			Grantee selected changes		42%	45%	88%	
	Academic selected changes		40%	38%	81%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.3, Spring 09: 0.8		Reliability Score 0.73	Reliability Level Good	SPI Score 638	No, Quality Score >1 Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 93	Parent Surveys 44	Staff Surveys 225	RPRA Surveys 40	Total Surveys 402	Good Sample Size	



## SUMMARIES

### BACR - Community United ASP

#### Project Description:

The Community United Elementary School (CUES) After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program supplemented ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities serve to address the diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process works to ensure the quality of the program over time.

#### Program and Staff Strengths:

This was a good year for the Community United Elementary School at Lockwood. The program had many successful highlights including: a partnership with Lawrence Hall of Science, Lifelong Learner Program, and the programs provided by their community partners, Destiny Arts and MOCHA. This year the program met all their performance goals with high child and parent satisfaction and service productivity scores. The program had a high service productivity score.

#### Program and Staff Opportunities for Improvement:

The school is located in a high crime and poverty area of Oakland. The school and its after school program continues to be an island of safety for children to have the opportunity to enjoy learning. The programs should continue to offer children an important option of going home and staying inside to ensure safety from the chaos on the streets. Last year's API scores were 547 with the lowest ranking from the state. This year the score was 552. The program should continue to expand the services from their community partners and enrichment providers. The work from MOCHA, Lawrence Hall of Science, Girls Inc. Prescott Circus and the drumming and capoeira should be continued.

#### Youth Evaluator Comments:

Natalya Narine, Chris Milburn

BACR- Community United after school program is located at Lockwood Elementary School. The program offers services for youth from ages five to nine years old. BACR- Community United offers enrichment classes such as science, dance, art, and percussion. In conjunction with Girls Inc. they offer girls start and a circus class directed by Prescott Circus. The staff at BACR- Community United also help students with their academic needs such as homework and tutoring. The programs' schedule is Monday, Tuesday, and Thursday from 2:30 p.m. to 6:00 p.m. and on Wednesday from 12:50p.m. to 6:00p.m. The program recruits at the beginning of the year using open enrollment with advertising techniques such as signs and announcements. They also get members through word of mouth as well.

On the day of our site visit we saw the percussion class, the dance class, science, girls start, and tutoring. In the dance class we saw the youth warming up and stretching to start their dance routine. In second grade science the students built tops and spun them in order to learn concepts about velocity and gravity. In percussion class the students were singing and dancing to different types of cultural music. In homework class the students were either doing their homework when they finished they were writing stories or drawing pictures. The girls start class was split into three different groups - the first group was participating in a reading comprehension activity; the second group was learning about countries and cities, and learning about how to travel and the tools they need such as a passport and the third girls start class were learning about the Harlem Renaissance and were going to recreate famous paintings from that period.

During our interviews with the students we asked Alejandro Perez, age 8 and a third grader, how his grades have improved since being in this program and he stated, "My grades have improved by reading, studying, and testing." This shows us that the program is not only fun for the students it provides educational benefits as well. The program offers a wide range of enriching activities for the students. A lot of the classes they offer to the students aren't available during the school day, because of the school budget. It opens up youths' minds to new things and it gives them a chance to experience more. It also provides a safe place for kids to go that teaches them positive things.

#### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

66% My success at school (job/training) is better:

63% My understanding of who I am and what I can do is better:

63% My ability to communicate is better:

71% My ability to learn new things is better:

52% My ability to connect with adults is better:

65% My ability to work with others is better:

54% My ability to stay safe is better:

51% I do math or arithmetic is better:

51% My reading skills are better:

61% I turn in completed homework assignments more:

63% My confidence in myself is more:

63% I play cooperatively with as a team member more:

60% I take on new challenges better:

60% My ability to express myself creatively is better:

64% I keep an open mind when exploring new objects is better:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Community United ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$100,134	Total \$172,884	Percent Match 138%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$100,136	Total Funds Spent \$172,886	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 13	Years Experience 6.0	Years Schooling 14.9	Male 23%	Female 77%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 121	Male 46%	Female 53%	Unknown 1%		Yes
			0-5 yrs 0%	6-10 yrs 93%	11-14 yrs 6%	15-20 yrs 1%	Parent 0%	
			African Americans 30%	Latino Americans 61%	Asian Pacific Islander Americans 7%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 3%	Other 0%	RPR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation--Home, School, Community 60%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service 45,404	Actual Hours of Service 46,841	Percent of Contracted Services Delivered 103%	Hours of Service per Customer 387	Staff-rated Growth in Expectation Level 60%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.55	Cost per Hour Total Funds \$3.69	Cost per Customer OFCY Funds \$601	Cost per Customer Total Funds \$1,429	Number of New Caring Adults Connected to Child/Youth 3.91	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 86%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		72%	86%	69%	
			Grantee selected changes		70%	73%	69%	
	Academic selected changes		67%	76%	66%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 2.9 Spring 09: 1.3		Change in Service Quality 0.83	Reliability Level Good	SPI Score 765	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 103	Parent Surveys 43	Staff Surveys 88	RPR Surveys 84	Total Surveys 318	Good Sample Size	



**BACR - Emerson ASP**

**Project Description:**

The Emerson After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program supplemented ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities addresses diverse student needs and build important assets that help ensure student success in school and beyond.

**Program and Staff Strengths:**

Emerson's program this year continued to provide children with a safe, stimulating, and caring environment throughout the year. Children are thriving and excited to be part of such a culture of caring and learning. The program continues to be a model after school program with high service performance index score. The program met and exceeded all the performance goals. Emerson has a strong collaborative of participating organizations, individuals, and parents that assist them to deliver their thriving program. The staff has built an environment that is a second home to the children. They feel respected, loved, and cared for staff that work hard to assist them to become life long learners.

**Program and Staff Opportunities for Improvement:**

Due to budget cuts the program is challenged for next year to provide the wonderful diversity of services that were offered this year. At year-end it looks like Destiny Arts will not be returning. Girls Inc will not be providing their services in-kind any longer. Lego Tech play will continue in a very limited capacity. There will not be a cooking class. The program is encouraged to reach out to the community for additional assistance to continue their excellent tradition of high quality learning opportunities for children. The Oakland community should find a way to keep this program as a model comprehensive after school program.

**Youth Evaluator Comments:**

Daniel Cornejo, Natalya Narine

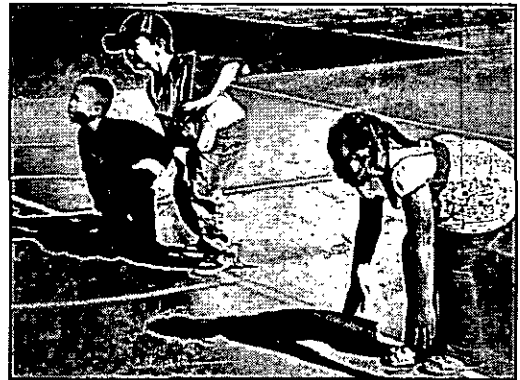
BACR-Emerson is located at 4803 Lawton Avenue in West Oakland. BACR-Emerson is an after school program that provides exercise, dance, sports, cooking, and homework help to all elementary grade youth including kindergarten. The program runs Monday through Friday from 2:45pm to 6:00pm and on Wednesdays the program runs from 1:00pm to 6:00pm. One of the program's main goals is to help young students identify and explore their creative side and to build their self-esteem. The best part of this program, as stated by the site coordinator, is that it allows the young people to build a community in the school.

The two youth that were interviewed expressed how they have benefited from the program. Joda Woodward, a 10-year-old who has been in the program for a few years, stated that the staff members are very helpful and "they make sure that your homework is done, so you don't have to do it at home." Another youth that we interviewed, Ira Haley a 10-year-old, was asked, "If it wasn't for this program what would you be doing?" She stated, "I would be at home bored, not doing homework, and hanging out with the wrong crowd." Overall the two youth were very thankful for having the program and said, "That we should have more programs like this to stay educated, and have fun." Therefore, we think that BACR-Emerson is a great program that provides children in West Oakland a place for education. The kids that we saw on the day of the site visit seemed very energetic and focused on their work. Thus, we think that this program is doing a good job at keeping the students educated and focused on school.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.





- 73% This program makes my school work better:
- 81% This program helps me get along with adults better:
- 90% This program helps me learn new things better:
- 88% This program helps me stay safe better:
- 63% This program helps me get along with other kids better:
- 79% This program makes me feel good about myself (more):
- 80% This program helps me do my math and arithmetic better:
- 77% This program helps me read better:
- 77% This program gets me to turn in my homework (more):
- 66% This program makes me give something to others (more):
- 83% This program helps me set and reach my goals better:
- 78% This program helps me make healthy choices better:





**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System										
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Emerson ASP				Met Performance Goals			
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$100,134	Total \$195,134	Percent Match 105%	Youth Stipends & Grants \$0			
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$100,136	Total Funds Spent \$195,136	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes		
	Staff	Who were the staff providing services?	Staff Surveyed 7	Years Experience 13.4	Years Schooling 13.4	Male 29%	Female 71%	Yes		
	Customers	Who are our youth customers?	Unduplicated Number of Customers 124	Male 51%	Female 49%	Unknown 0%		Yes		
			0-5 yrs 0%	6-10 yrs 73%	11-14 yrs 27%	15-20 yrs 0%	Parent 0%			
			African Americans 72%	Latino Americans 14%	Asian Pacific Islander Americans 4%	Native American 1%	Caucasian Americans 4%			
			Multiracial Americans 6%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 90%				
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes			
Activities	How much services did we provide?	Planned Hours of Service 52,430	Actual Hours of Service 60,225	Percent of Contracted Services Delivered 115%	Hours of Service per Customer 486	Staff-rated Growth in Expectation Level 89%	Yes			
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.58	Cost per Hour Total Funds \$3.24	Cost per Customer OFCY Funds \$766	Cost per Customer Total Funds \$1,574	Number of New Caring Adults Connected to Child/Youth 5.93	Yes			
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 92%		Average Satisfaction of Parents (0-100% on 4 items) 95%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes 78%	Parent Report on Changes 88%	Staff Report on Customer 95%	Yes Service Productivity > 60%		
			Asset development changes		78%	88%	95%			
			Grantee selected changes		75%	83%	92%			
Academic selected changes		78%	85%	92%						
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.3 2.3		Reliability Score 0.61	Reliability Level Good	SPI Score 839	Yes, Quality Score > 1 Yes Average SPI > 600			
Survey Sample	How many customers did they survey?	Children & Youth Surveys 190	Parent Surveys 179	Staff Surveys 204	RPRA Surveys 93	Total Surveys 666	Good Sample Size			

## BACR – Esperanza / Korematsu ASP

### Project Description:

The Esperanza/ Korematsu After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 7. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond. The program operates at the Stonehurst school campus in collaboration with the Esperanza and Korematsu after school programs.

### Program and Staff Strengths:

The after school program is commended for the excellent collaboration between the two schools. This model also builds relationships between students from both schools that are sharing the same campus. The staff demonstrates good teamwork and a shared commitment to operating an efficient and effective comprehensive after school program. The combined after school program met their OFCY performance goals and demonstrated efficient and effective services.

### Program and Staff Opportunities for Improvement:

Staff turnover has been a problem in the past with two staff leaving next year. The core staff is returning and this should allow the diversity of activities to continue. A partial list of activities include Baile Folklorico (Bomba), Girls on the Run, Gardening Club, Stagebridge Storytelling, and Karate. The program should continue to reach out and involve their parents and the community in their services. The reliability of their question just missed an acceptable score of .60 with a .58 score. If they want to continue to use their questionnaire they should slightly revise their questions.

### Youth Evaluator Comments:

Yohana W. Sebhtu

BACR- Esperanza/ Korematsu After School Program is located at 10315 East Street, Oakland. This program operates Monday through Friday from 3:00pm to 6:00pm and on Wednesdays from 1:30pm to 6:00pm. BACR- Esperanza/ Korematsu After School Program is for students from first to fifth grade. There are 215 students enrolled and on day-to-day basis 67 to 175 students attend. BACR- Stonehurst provides homework assistance and academic tutoring, art esteem, English class, dance, boxing, and recreational activities. In art esteem youth participated in making valentine cards and putting up their artwork on the hallways so that guests can see their creativity. English Class is for those for whom English is their second language. Dance and boxing are designed so that youth can stay active and do some exercise at the end of the day.

On the day of our site visit the English class was preparing the students for their tests by working on their verbs, nouns, pronouns, conjunctions, and prepositions. Students in this class were those for whom English is their second language. This is the best opportunity for them to learn and also for those who need more help. "This program helps me with my school work and also it gets me out of the house from watching TV to being more active." Students mentioned that in this program they are not very respectful to one another and that can hurt them in different ways in their future life if they don't start to respect themselves and others at this age. When students were asked about what keeps them coming to this program, they responded that it is because they get the opportunity to learn something new in this program. In this program most students seem to be engaged in their work and others were reading silently or helping each other on their homework. As youth evaluators, we noticed that this program helps the students reach their goals and dreams. The students who do benefit grow and excel. We think that this program does make a difference for those who want to learn and creates a great opportunity for the community as well.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

76% This program makes my school work better:

71% This program helps me get along with adults better:

80% This program helps me learn new things better:

88% This program helps me stay safe better:

75% This program helps me get along with other kids better:

79% This program makes me feel good about myself (more):

79% This program helps me do my math and arithmetic better:

74% This program helps me read better:

84% This program gets me to turn in my homework (more):

64% This program makes me give something to others (more):

82% This program helps me set and reach my goals better:

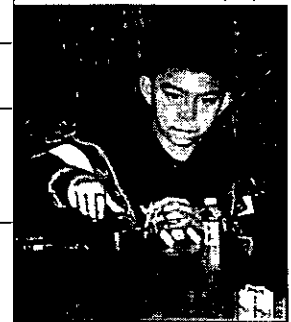
77% This program helps me make healthy choices better:



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Esperanza Stonehurst ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$65,000	Match \$96,320	Total \$161,320	Percent Match 148%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$65,000	Matching Funds Spent \$96,320	Total Funds Spent \$161,320	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 11	Years Experience 10.5	Years Schooling 13.4	Male 9%	Female 91%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 122	Male 57%	Female 43%	Unknown 0%			Yes
			0-5 yrs 0%	6-10 yrs 79%	11-14 yrs 21%	15-20 yrs 0%	Parent 0%		
			African Americans 5%	Latino Americans 90%	Asian Pacific Islander Americans 0%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 5%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 81%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 48,966	Actual Hours of Service 53,008	Percent of Contracted Services Delivered 108%	Hours of Service per Customer 434	Staff-rated Growth in Expectation Level 78%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.23	Cost per Hour Total Funds \$3.04	Cost per Customer OFCY Funds \$533	Cost per Customer Total Funds \$1,322	Number of New Caring Adults Connected to Child/Youth 2.62	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 85%		Average Satisfaction of Parents (0-100% on 4 items) 87%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		73%	83%	82%		
			Grantee selected changes		68%	74%	79%		
	Academic selected changes		76%	80%	80%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.9		1.6	Change in Service Quality 0.58	Reliability Level Low	SPI Score 792	Yes, Quality Score >1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 312	Parent Surveys 201	Staff Surveys 308	RPRA Surveys	Total Surveys 821	Good Sample Size		



**SUMMARIES**

**OFCY Performance Logic Model Evaluation System**

Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Stonehurst/Korematsu High Hopes ASP					Met Performance Goals
<b>E F F O R T</b>	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$65,000	Match \$100,134	Total \$165,134	Percent Match 154%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$65,000	Matching Funds Spent \$100,134	Total Funds Spent \$165,134	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 11	Years Experience 10.5	Years Schooling 13.4	Male 9%	Female 91%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 114	Male 61%	Female 40%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 73%	11-14 yrs 27%	15-20 yrs 0%	Parent 0%	
			African Americans 43%	Latino Americans 44%	Asian Pacific Islander Americans 4%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 10%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 81%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service 48,813	Actual Hours of Service 58,622	Percent of Contracted Services Delivered 120%	Hours of Service per Customer 514	Staff-rated Growth in Expectation Level N/A	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.11	Cost per Hour Total Funds \$2.82	Cost per Customer OFCY Funds \$570	Cost per Customer Total Funds \$1,449	Number of New Caring Adults Connected to Child/Youth 2.62	Yes	
<b>E F F E C T</b>	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 85%		Average Satisfaction of Parents (0-100% on 4 items) 87%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Asset development changes		73%	83%	82%	Yes, Quality Score >1 Yes Average SPI > 600
			Grantee selected changes		68%	74%	79%	
			Academic selected changes		76%	80%	80%	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 312	Parent Surveys 201	Staff Surveys 308	RPRA Surveys N/A	Total Surveys 821	Good Sample Size	



## BACR - Glenview ASP

### Project Description:

The Glenview After school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in Oakland's District 5. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond.

### Program and Staff Strengths:

The program is making strides to change the way their students behave and their attitude toward school and each other. The program focuses on low performing and other struggling students in after school programs. The staff is focused on assisting youth to try new things (dance, martial arts, music, science, modeling, and team building). The staff works well together. The program is efficient.

### Program and Staff Opportunities for Improvement:

The program continues to struggle to get to the youth that are resistant to fully participate in the programs. The program missed all three of their service productivity performance goals with the specified changes picked by the grantee scoring the lowest. It is suggested that the program align their activities with their goals, structure debriefing activities to listen to what their child customers are telling them both about their changes for the better and what they like about the program. The program should continue to ask parents what they think. Staffs also are not seeing the changes they would like in their child customers. Staff should be given additional time to prepare and to work together to find ways to engage youth that are resisting their efforts.

### Youth Evaluator Comments:

Brenda Dueñas, Jaraya Henry and El-Iza Henson

This program is located 4215 La Cresta Ave and operates every Monday through Friday from the time school is dismissed to 6:00p.m. The program caters to youth in grades kindergarten to the fifth grade. Activities that are offered include theater, dance, visual and digital arts, and sports. Youth interviewed were excited to be in the program. The youth are divided into groups based on grade level for the academic portion of the program.

According to Emily Chow, the Site Coordinator, the program has three main goals: (1) that the program provide a safe environment; (2) that the children have fun; and (3) that the children's academic achievement and creativity be improved or grow so that the children discover their talents. During our visit, we had an opportunity to observe the children during the academic time when the children were either doing their homework or, if they were finished, reading. We also observed the Digital Arts/Computer class where students were learning the computer keyboard and practicing their strokes. The theater class was practicing role-playing anger and other emotions pretending they were guests at a party. The dance class demonstrated the Congolese dance that they had performed for parents.

In the student interview, two fifth grade girls, who had helped as peer instructors in the Hip Hop class, said that they had learned leadership skills and learned how the younger children thought. They both have made friends in the program and felt that they were both doing better in school because of their participation in the program. Third grader, Justin, said that he feels safe in the program and that the adults care about the kids. "The teachers are awesome—they teach the kids a lot," he stated. This is a friendly, well-organized program where the children seem to know what they are supposed to be doing and are enjoying it.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 59% This program makes my school work better:
- 56% This program helps me get along with adults better:
- 77% This program helps me learn new things better:
- 82% This program helps me stay safe better:
- 69% This program helps me get along with other kids better:
- 49% This program makes me feel good about myself (more):
- 54% This program helps me do my math and arithmetic better:
- 49% This program helps me read better:
- 64% This program gets me to turn in my homework (more):
- 40% This program makes me give something to others (more):
- 47% This program helps me set and reach my goals better:
- 45% This program helps me make healthy choices better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Glenview ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$100,145	Total Funds Spent \$172,895	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 93%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 6.5	Years Schooling 15.4	Male 40%	Female 60%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 112	Male 57%	Female 43%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 82%	11-14 yrs 18%	15-20 yrs 0%	Parent 0%	
			African Americans 55%	Latino Americans 12%	Asian Pacific Islander Americans 16%	Native American 2%	Caucasian Americans 6%	
			Multiracial Americans 10%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 77%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 51,012	Actual Hours of Service 51,221	Percent of Contracted Services Delivered 100%	Hours of Service per Customer 457	Staff-rated Growth in Expectation Level 76%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.42	Cost per Hour Total Funds \$3.38	Cost per Customer OFCY Funds \$650	Cost per Customer Total Funds \$1,544	Number of New Caring Adults Connected to Child/Youth 1.91	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 74%		Average Satisfaction of Parents (0-100% on 4 items) 93%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%
			Asset development changes		56%	85%	77%	
			Grantee selected changes		29%	72%	66%	
	Academic selected changes		49%	72%	57%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.3 0.5		Reliability Score 0.65	Reliability Level Good	SPI Score 690	No, Quality Score < 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 105	Parent Surveys 34	Staff Surveys 117	RPRA Surveys 103	Total Surveys 359	Need more parent surveys	



**BACR - Greenleaf ASP****Project Description:**

The Greenleaf After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program supplements ASES funding and community partner supports with OFCY resources to serve a core group of 90 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond.

**Program and Staff Strengths:**

The program and staff are motivated and dedicated to addressing the many opportunities faced by their customers. The socioeconomic hardship of the community and low API ranking of the school is reflected in Greenleaf's student population: 91% of Greenleaf's students qualify for Free- or Reduced-Price Lunch and ranked "1" on a scale of 1 to 10. Over 64% of the students are English Language Learners, more than twice the district enrollment rate of 24.9%. The program is designed to meet students' pressing needs not only for academic help, but for enriching activities in which they can develop skills, pursue interests, express themselves, and interact in positive ways with caring adults and their peers. The staff have built a culture of caring and learning with structured learning and socialization opportunities. The staff has created a culture of continuous improvement where the focus is on trying to get better.

**Program and Staff Opportunities for Improvement:**

The program is continuing to build capacity to serve the large Spanish speaking student and parent population. The program is working to translate materials to improve the effectiveness of their tutoring and parental involvement. The program is efficient but missed some of their performance goals for effectiveness. The programs use of group projects and research activities should continue. Additional discussions with children and youth about how they are doing in meeting the programs goals and objectives will build self awareness and motivation and expectations for growth and development. The staff should continue to build their bilingual capacities.

**Youth Evaluator Comments:**

Joaquin De Anda and Jose Peña

BACR-Greenleaf is located at 6328 E. 17th Street in Oakland. Greenleaf is an after school program that focuses on helping students on their homework as well as with other enrichment activities such as nutrition, physical education, sports, theatre, and art. This program runs Monday through Thursday from 2:45 pm to 6:00 pm and Wednesdays from 1:15 pm to 6:00 pm. The program operates its activities through transitions. In other words, the students rotate through their activities every so often. The program has 175 youth enrolled, while only about 160 youth attend on a day-to-day basis. The first thing we saw was the physical education class stretching. The youth looked very engaged. Once the students were done stretching, they were sent to run a lap. Soon they came back and began a mini obstacle/relay racecourse in the play structure. The students were to go through the obstacles and come back as fast as possible so as to have the next person on their team go. The other classes that we observed were homework help, art, and theatre.

When we interviewed the youth, they seemed very happy about the program. Raven, a fifth grader, said that she would recommend the program to her friends by saying, "Come on y'all, come to this program because it's hecka fun!" She also said that she enjoyed the dance and drumming class. During our site visit, we saw many students benefiting from the activities. We would recommend this program for Oakland youth.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

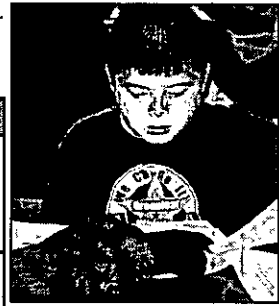
- 67% This program makes my school work better:
- 69% This program helps me get along with adults better:
- 63% This program helps me learn new things better:
- 65% This program helps me stay safe better:
- 48% This program helps me get along with other kids better:
- 71% This program makes me feel good about myself (more):
- 69% This program helps me do my math and arithmetic better:
- 64% This program helps me read better:
- 76% This program gets me to turn in my homework (more):
- 60% This program makes me give something to others (more):
- 67% This program helps me set and reach my goals better:
- 66% This program helps me make healthy choices better:





**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR-Greenleaf ASP				Met Performance Goals		
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$65,000	Match \$112,500	Total \$177,500	Percent Match 173%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$65,000	Matching Funds Spent \$100,135	Total Funds Spent \$165,135	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 93%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 4.3	Years Schooling 13.4	Male 0%	Female 100%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 208	Male 52%	Female 48%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 75%	11-14 yrs 25%	15-20 yrs 0%	Parent 0%		
			African Americans 26%	Latino Americans 62%	Asian Pacific Islander Americans 2%	Native American 0%	Caucasian Americans 1%		
			Multiracial Americans 9%	Other 0%	RPRRA Child/Youth Asset Level LOW	Staff-rated Growth in Participation—Home, School, Community 73%			
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 39,471	Actual Hours of Service 50,585	Percent of Contracted Services Delivered 128%	Hours of Service per Customer 243	Staff-rated Growth in Expectation Level 69%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.28	Cost per Hour Total Funds \$3.26	Cost per Customer OFCY Funds \$313	Cost per Customer Total Funds \$794	Number of New Caring Adults Connected to Child/Youth 2,79	Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 73%		Average Satisfaction of Parents (0-100% on 4 items) 88%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 49%		Children & Youth Report of Changes 48%	Parent Report on Changes 80%	Staff Report on Customer 52%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.5		Spring 09 0.7	Reliability Score 0.86	Reliability Level Good	SPI Score 691	No, Quality Score > 1 Yes, Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 130	Parent Surveys 82	Staff Surveys 198	RPRRA Surveys 115	Total Surveys 525	Good Sample Size	

**BACR - Hoover YAH Village ASP**

**Project Description:**

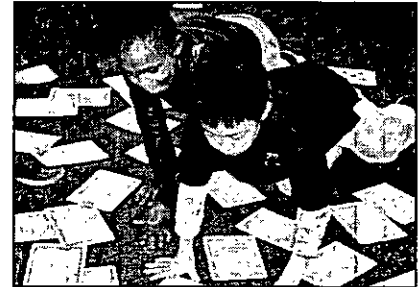
The Hoover After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 120 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.

**Program and Staff Strengths:**

Hoover was a pioneer in providing after school activities for the youth of Oakland. The program operated a 21<sup>st</sup> Century Community Learning Center at its site since 2002. Hoover partners with providers and enrichment instructors from the community as well as teachers to offer a diverse menu of academic and enrichment activities. The program with the Junior League of Oakland-East Bay, Inc. is a model reading and literacy program for children.

**Program and Staff Opportunities for Improvement:**

Hoover After School Program lost sight of what made it a model after school program in years past. The funding for the program has been reduced by the loss of funding partners. Partnerships need to be rebuilt and a development plan developed to build back the resources needed to continue the YAH Village collaborative. Conflicts with some of the founding YAH Village partners has contributed to the loss of YMCA and potential loss of the support of Attitudinal Healing Connection – both agencies operate next to the campus. A spirit of cooperation and shared mission needs to be regenerated next year for the benefit of all the children of the community. Scheduling issues, program offerings/structures, safety plans, and space issues should be resolved for next year. This is the first year ever that Hoover did not meet all their performance goals for effectiveness. They missed their child and youth service productivity goals and the consistency of their service or service quality was low.



**Youth Evaluator Comments:**

*Janae Miller, Jesus Jimenez*

BACR-Hoover located at 890 Brockhurst is an after school program that serves elementary aged youth only. They offer a variety of activities that include: vision art, mural projects, fashion design, gymnastics, creative education, fashion design, and Kinesthetic Learning. Academic Intervention is the first part of the after school program which tries to help the kids that have the most trouble in speaking English and doing math. The program runs Monday through Friday from 2:45pm to 5:45pm, and on Wednesdays from 1:15 to 6:00pm. There are 140 kids enrolled and 120 to 123 students come on a daily basis.

What we first witnessed was two academic intervention classes where the students were working on crossword puzzles. Right after we went to see a couple of kids in the tutoring class, which only had five students. After the kids had their nutrition break we saw all 62 students. Then we went outside where the youth started their enrichment activities. All the youth participants plus the two staff members were playing kickball. During our interviews, Jamario, age 10, stated that “If I could change anything about this program, it would be, to change gymnastics because it’s kind of boring.” He also made it clear that he would recommend this program to his friends. Another student named Katherine, age 8, stated that “I would tell my classmates about this program because it keeps you off the street and gives you something to do.” I think that this program is great for the students because it gives them something to do and look forward to when they get out of school. I was also impressed with the physical features of the building because the gates and bars surrounding the campus made the students feel safe.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 59% This program makes my school work better:
- 66% This program helps me get along with adults better:
- 75% This program helps me learn new things better:
- 73% This program helps me stay safe better:
- 70% This program helps me get along with other kids better:
- 62% This program makes me feel good about myself (more):
- 64% This program helps me do my math and arithmetic better:
- 63% This program helps me read better:
- 70% This program gets me to turn in my homework (more):
- 54% This program makes me give something to others (more):
- 71% This program helps me set and reach my goals better:
- 66% This program helps me make healthy choices better:



**Performance Logic Model – At A Glance Dashboard**

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Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Hoover YAH Village ASP					Met Performance Goals	
			OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants		
EFFORT	Inputs Grants	What did OFCY grant for services?	\$112,500	\$161,106	\$273,606	143%	\$0		
	Inputs Spent	What did OFCY spend on services?	\$112,500	\$161,106	\$273,606	100%	100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 5.4	Years Schooling 16.0	Male 60%	Female 40%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 191	Male 51%	Female 48%	Unknown 1%			Yes
			0-5 yrs 0%	6-10 yrs 81%	11-14 yrs 19%	15-20 yrs 0%	Parent 0%		
			African Americans 54%	Latino Americans 30%	Asian Pacific Islander Americans 3%	Native American 1%	Caucasian Americans 2%		
			Multiracial Americans 11%	Other 0%	RPRA Child/Youth Asset Level LOW	Staff-rated Growth in Participation—Home, School, Community 71%			
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 61,093	Actual Hours of Service 60,449	Percent of Contracted Services Delivered 99%	Hours of Service per Customer 316	Staff-rated Growth in Expectation Level 71%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.86	Cost per Hour Total Funds \$4.53	Cost per Customer OFCY Funds \$589	Cost per Customer Total Funds \$1,432	Number of New Caring Adults Connected to Child/Youth 2.35	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 74%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%	
			Asset development changes		56%	79%	82%		
			Grantee selected changes		47%	76%	87%		
	Academic selected changes		55%	79%	86%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.2, Spring 09: 0.8		Change in Service Quality 0.74	Reliability Level Good	SPI Score 709	No, Quality Score < 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 181	Parent Surveys 141	Staff Surveys 129	RPRA Surveys 195	Total Surveys 646	Good Sample Size		

**BACR - James Madison ASP**

**Project Description:**

The Madison After school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 7. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 120 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond.

**Program and Staff Strengths:**

The program continues to thrive in the second year of new staff and leadership. The program offers a range of programming that interests the middle school youth. Their leadership group continues to run the student store and produce the Madison Yearbook. Some of the other activities include, Techbridge with Chabot Space Center, Ballin' 4 Success flag football, Barbershop teaching about hair cutting techniques, Soccer, Arts and Craft Corner, Recreation, Cooking Club that caters and produces a cook book, and Tutor Works. The program is commended for reaching out to the business community and building partnerships and support from numerous business and community groups in the area. The Achieve program is modeling that **Together Everyone ACHIEVES More**.

**Program and Staff Opportunities for Improvement:**

The program met all their performance goals except their youth rated changes in behaviors and skills. Assisting middle school students to do assessment of their changes is never easy. One technique that is effective is using cognitive behavioral debriefing and discussions after activities to assist youth to become more self aware. The staff has built a culture of learning and continuous improvement that they need to expand to the youth participating in after school activities. The program should continue to build on their community partnerships and continue to ask for support for their music and sports equipment needs.

**Youth Evaluator Comments:**

El-iza El Henson, Genai Powers

BACR James Madison is located at 400 Capistrano Dr. The program operates Monday through Thursday from 2:45pm to 6:00pm and on Fridays from 12:30pm to 3:00pm. The program offers activities such as arts & crafts, cooking, leadership, music, recreation, step team, basketball, flag football, softball, and soccer. On Saturdays the sport classes have games against other school teams. Every other Monday there is a Barbershop class, where students can get a haircut. There are 280 students enrolled in the after school program. On a day-to-day basis, 260 students attend, except on Fridays when 50-60 students attend.

The program is very organized and safe. A fence that was knocked down which gave the students easy access to nearby apartments located at the back of the parking lot was scheduled to be replaced. We also visited cooking class, where the teacher was trying to show students that every meal doesn't need meat. The class was eating quesadillas that they made themselves. Also, we visited Tech Bridge, which is an all girls' science class. They were studying carbon dioxide in plants. There was also a music class that they offered and the students were making beats on a computer program called Reason, which is a professional program that a lot of music artists use.

During our site visit we had the opportunity to interview the youth participating in the program. Coco, age 13, was a success story. We asked Coco how the program has benefited him. He replied, "They help me with my homework and teach me new things." We also asked how he thought the program can be improved and he replied, "I'd hire more security." In conclusion, BACR James Madison is a good program.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

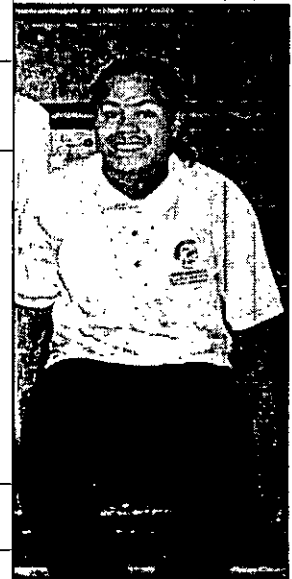
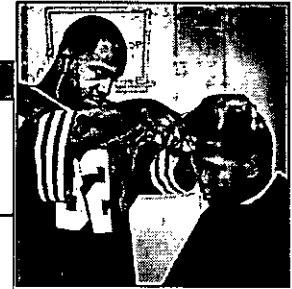
- 56% My success at school (job/training) is better:
- 54% My understanding of who I am and what I can do is better:
- 50% My ability to communicate is better:
- 56% My child's ability learn new things is better:
- 51% My ability to connect with adults is better:
- 48% My ability to work with others is better:
- 57% My ability to stay safe is better:
- 44% I do math and arithmetic better:
- 39% My reading skills are better:
- 52% I turn in completed homework assignments (more):
- 49% My confidence in myself is better:
- 52% I am making healthy choices (more):
- 47% I want to go to school (more):
- 67% I am able to set and reach goals better:



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - James Madison ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$133,513	Total \$246,013	Percent Match 119%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$133,513	Total Funds Spent \$246,013	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 19	Years Experience 9.8	Years Schooling 13.8	Male 30%	Female 70%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 321	Male 49%	Female 49%	Unknown 2%			Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 84%	15-20 yrs 16%	Parent 0%		
			African Americans 35%	Latino Americans 57%	Asian Pacific Islander Americans 6%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 2%	Other 0%	RPR Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 69%			
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes		
Activities	How much services did we provide?	Planned Hours of Service 64,100	Actual Hours of Service 70,498	Percent of Contracted Services Delivered 110%	Hours of Service per Customer 220	Staff-rated Growth in Expectation Level 74%	Yes		
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.60	Cost per Hour Total Funds \$3.49	Cost per Customer OFCY Funds \$350	Cost per Customer Total Funds \$766	Number of New Caring Adults Connected to Child/Youth 1.69	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 73%		Average Satisfaction of Parents (0-100% on 4 items) 82%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes Granttee selected changes Academic selected changes		Children & Youth Report of Changes 52% 56% 46%	Parent Report on Changes 73% 71% 65%	Staff Report on Customer 75% 64% 68%	No, Service Productivity <60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.7 1.3		Change in Service Quality/Reliability Level 0.70 Good		SPI Score 734	Yes, Quality Score >1 Yes Average SPI > 600	
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 187	Parent Surveys 38	Staff Surveys 151	RPR Surveys N/A	Total Surveys 376	Good Sample Size	



**BACR - Jefferson ASP****Project Description:**

The Jefferson After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in Oakland's District 5. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond.

**Program and Staff Strengths:**

The program operated all year at full capacity and met all their OFCY performance goals. The program had a high level of participation of its children. Children are encouraged to build healthy relationships and to give back to the community. The staff build relationships with their students and provided a safe and caring culture for learning and having fun after school. The staff has high expectations for their youth and encourages youth to increase their own expectations for themselves. They also are very effective in assisting youth to learn to ask for assistance and help when needed.

**Program and Staff Opportunities for Improvement:**

The program should continue to involve youth in program development. The staff should expand their own professional development in youth and curriculum development. The staffing of the program should continue to recruit more male staff members to provide a balance of staff mentors for their children. The staff is commended for and encouraged to continue to reach out and increase parent involvement in the school and the after school program. The after school program is a unifying force for the three small schools operating at the campus.

**Youth Evaluator Comments:**

Genai Powers, Daneisha Combs

BARC Jefferson/ Global Family is located at 2035 40<sup>th</sup> Ave. and offers activities like book making, Brazilian and Afro-Latin Dance, and art. The youth demonstrated a high energy level. In a dance class we saw how no student was left behind, in other words the instructor made sure that all the students were on the same page. For example, there was a little girl who was sick, but the class made sure she still got the chance to practice the dance. The only condition was that her and her partner were not to touch hands. This program is safe because there was after school security ensuring that the facility was safe. The program runs Monday through Friday from the time that school is dismissed to 6:00pm.

The program was fun to visit and looked well organized. Although we saw a lot of dancing it seemed as if the program's main focus was drawing and sculpture. In the classes the students were very happy about being able to color and draw different things, nonetheless the dancing class was, by far, the most focused. Neftaly Rivera, a fifth grader, said she loves the program and that she didn't feel that there was anything wrong with the program, "It's great!" She also said that her grades have improved, since being in the program. One suggestion we would like to make is that the program add more activities aside from art and dancing.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 78% This program makes my school work better:
- 75% This program helps me get along with adults better:
- 80% This program helps me learn new things better:
- 82% This program helps me stay safe better:
- 77% This program helps me get along with other kids better:
- 82% This program makes me feel good about myself (more):
- 77% This program helps me do my math and arithmetic better:
- 81% This program helps me read better:
- 85% This program gets me to turn in my homework (more):
- 69% This program makes me give something to others (more):
- 93% This program helps me try new things (more):
- 85% This program helps me set and reach my goals better:
- 82% This program helps me make healthy choices better:

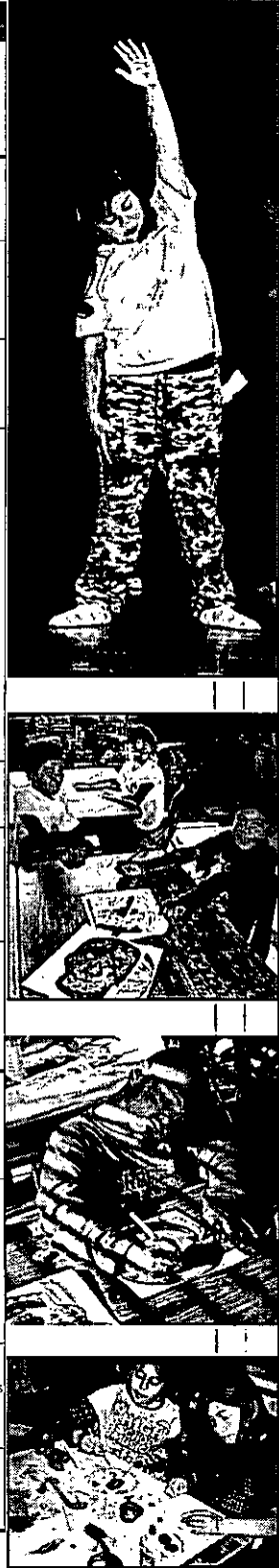


**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

**OFCY Performance Logic Model Evaluation System**

Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Jefferson ASP					Met Performance Goals
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$65,000	Match \$112,500	Total \$177,500	Percent Match 173%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$65,000	Matching Funds Spent \$100,136	Total Funds Spent \$165,136	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 93%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 10	Years Experience 5.7	Years Schooling 13.6	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 198	Male 56%	Female 43%	Unknown 1%		Yes
			0-5 yrs 0%	6-10 yrs 81%	11-14 yrs 19%	15-20 yrs 0%	Parent 0%	
			African Americans 10%	Latino Americans 77%	Asian Pacific Islander Americans 4%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 10%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 82%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service 42,684	Actual Hours of Service 43,312	Percent of Contracted Services Delivered 101%	Hours of Service per Customer 219	Staff-rated Growth in Expectation Level 68%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.50	Cost per Hour Total Funds \$3.81	Cost per Customer OFCY Funds \$328	Cost per Customer Total Funds \$834	Number of New Careg Adults Connected to Child/Youth 9.84	Yes
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 85%		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		73%	88%	79%	
			Grantee selected changes		79%	87%	81%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Change in Service Quality	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
1.5			2.0	0.80	Good	792		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 161	Parent Surveys 121	Staff Surveys 168	RPRA Surveys N/A	Total Surveys 450	Good Sample Size	



**BACR - Lafayette ASP****Project Description:**

The Lafayette After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process works to ensure the quality of the program over time.

**Program and Staff Strengths:**

The program has a dedicated staff that is always willing to assist their children. The staff is collaborative and models teamwork. The staff is proud of their willingness to go the extra mile for their children. The use of the fifth graders as a leadership group is an excellent model for other after school programs. The program has a very supportive principal. Their recreation program was very popular and successful as a tool to bring out parents for games. Their Kinder Buddy program for kindergartners should be documented and disseminated.

**Program and Staff Opportunities for Improvement:**

The program needs to build on their culture of learning and continuous improvement to build more structure in their programs for 4<sup>th</sup> graders and to continue to develop their child development activities and curriculum. The program just missed their targeted goals for change in their children customers. Additional discussion and debriefing after activities should be added to the curriculum. With a waiting list of over 50 youth the program could use additional resources to meet the demand for after school services.

**Youth Evaluator Comments:**

Jose Peña, El-iza El Henson

BACR-Lafayette is located in West Oakland and runs Monday through Friday from 2:50 pm to 6:00 pm(except Wednesdays from 1:30 to 6:00). The program has approximately 100 students enrolled. The program's first priority is safety. We were informed that the program has a full time security guard every day and that the students don't go anywhere without the permission of the adults. The youth's parents or guardians must pick them up; however, they must first inform an adult staff member. The program offers various activities such as cheerleading, boy scouts, football, and choir.

The youth are participating in every activity and seem eager to learn and participate. The youth that were interviewed informed us that they do indeed feel safe. The program puts great emphasis on the football team, which the students enjoy watching on Saturdays. Some of the young girls we interviewed were cheerleaders for the team and said they enjoyed it. The youth also said that the adults are helpful because they have helped the students improve academically.

While at this site visit, we also had the opportunity to interview staff. We asked the coordinator Lateesha, what is the overall goal for this program. She replied, "The goal of this program is to give kids an experience that they can turn into something positive." We also asked Lateesha why she wanted her program to be funded again next year. She replied, "I want to receive funding next year because I want the kids to be safe and have fun. In conclusion, this program is helpful to the youth it serves. The youth are definitely safe, because they have a caring staff and full time security guard. The youth also seemed to be enthusiastic about the program. Overall, I would say this is a good program.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

63% This program makes my school work better:

50% This program helps me get along with adults better:

64% This program helps me learn new things better:

66% This program helps me stay safe better:

53% This program helps me get along with other kids better:

51% This program makes me feel good about myself (more):

65% This program helps me do my math and arithmetic better:

63% This program helps me read better:

58% This program gets me to turn in my homework (more):

70% This program makes me give something to others (more):

61% This program helps me set and reach my goals better:

52% This program helps me make healthy choices better:





**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

Performance Accountability Model		Answers to OFCY Evaluation Questions BACR - Lafayette ASP					Met Performance Goals	
Logic Model	OFCY Evaluation Questions							
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$100,139	Total Funds Spent \$172,889	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 93%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 7.0	Years Schooling 12.6	Male 20%	Female 80%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 103	Male 46%	Female 54%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 72%	11-14 yrs 28%	15-20 yrs 0%	Parent 0%	
			African Americans 79%	Latino Americans 9%	Asian Pacific Islander Americans 5%	Native American 1%	Caucasian Americans 0%	
			Multiracial Americans 7%	Other 0%	RPRC Child/Youth Asset Level HIGH	Staff-rated Growth in Participation—Home, School, Community 92%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service 47,910	Actual Hours of Service 57,045	Percent of Contracted Services Delivered 119%	Hours of Service per Customer 554	Staff-rated Growth in Expectation Level 92%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.28	Cost per Hour Total Funds \$3.03	Cost per Customer OFCY Funds \$706	Cost per Customer Total Funds \$1,679	Number of New Caring Adults Connected to Child/Youth 5.16	Yes
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 79%		Average Satisfaction of Parents (0-100% on 4 items) 78%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%
			Asset development changes		54%	70%	81%	
			Grantee selected changes		55%	73%	58%	
	Academic selected changes		58%	69%	70%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 3.4		Spring 09 1.2	Change in Service Quality 0.60	Reliability Level Good	SPI Score 728	Yes, Quality Score > 1 Yes Average SPI > 600
Survey Sample	How many customers did they survey?	Children & Youth Surveys 140	Parent Surveys 88	Staff Surveys 138	RPRC Surveys 148	Total Surveys 514	Good Sample Size	



**BACR - Markham ASP****Project Description:**

The Markham After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process works to ensure the quality of the program over time.

**Program and Staff Strengths:**

The program and staff are very successful at building and maintaining a safe learning environment in their after school program. Families have trust in the after school program and the program completed 121% of their planned activities. The staff is dedicated and works very well together. The program is very structured and is focused on enrichment and academics. The program had a high level of child participation and high expectations set for the children in the program. The program met all their OFCY performance goals.

**Program and Staff Opportunities for Improvement:**

The program should continue their efforts to get the community more involved, build their capacity to deal with behavior issues, and increase their involvement in the school and other community events. The program should consider expanding its sports program to involve more community participation. The program is commended for and should continue to improve its efforts to improve listening and speaking skills of their children. The program could use continued support for academic skill-building materials.

**Youth Evaluator Comments:**

Roabel Medhanie, Jesus Jimenez

BACR-Markham is located on 7220 Krause Street and is a program offered to students who attend the elementary school. Markham provides academic support and enrichment activities to all of the participants in the program. The goals of the program are to improve the students test scores and grades, as well as to let the students have fun with enrichment activities. With these goals, the program also faces obstacles. There are 85 youth enrolled, and 79-81 youth come on a daily basis, but there is not a sufficient amount of staff. Markham runs Monday through Friday from 3:15pm-6:00pm except on Wednesdays, when it runs 1:15pm-6:00pm. According to both the students and the site coordinator, the youth benefit from the program and have seen improvements, both socially and academically.

On the day of our site visit we only observed a few activities. We saw the youth doing homework for a short period of time and a lot of kids outside playing. Also, some of the youth were reading. We interviewed three youth and their passion for the program was evident through their response to questions. When asked what she liked best about the program, Maria, age 9, said, "I like homework because I can get help on problems that I don't know how to do." When Jason, age 8, was asked the same question, he simply replied, "I like reading." The Site Coordinator, Nadia Rashid, was very passionate about the program. When asked what the goal of the program is, she responded, "I want to see these kids, who are not generally good test takers, and help them academically so that when they have to take the standardized tests, they will be prepared."

Overall, the BACR-Markham program is a place where students can get help academically and socially. However, the surrounding area of the program is a little rough. The site coordinator is passionate about the program, and with her hard work and the youths' enthusiastic approach towards the program, BACR-Markham is a program that will have continued success.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 80% This program makes my school work better:
- 75% This program helps me get along with adults better:
- 78% This program helps me learn new things better:
- 84% This program helps me stay safe better:
- 75% This program helps me get along with other kids better:
- 79% This program makes me feel good about myself (more):
- 78% This program helps me do my math and arithmetic better:
- 86% This program helps me read better:
- 80% This program gets me to turn in my homework (more):
- 71% This program makes me give something to others (more):
- 87% This program helps me set and reach my goals better:
- 80% This program helps me make healthy choices better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Markham ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$112,500	Total \$207,500	Percent Match 118%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$123,134	Total Funds Spent \$218,134	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 105%	Yes
	Staff	Who were the staff providing services?	Staff Surveved 3	Years Experience 6.3	Years Schooling 9.7	Male 0%	Female 67%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 117	Male 46%	Female 54%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 84%	11-14 yrs 16%	15-20 yrs 0%	Parent 0%	
			African Americans 33%	Latino Americans 54%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 9%	Other 0%	RPRA Child/Youth Asset Level LOW	Staff-rated Growth in Participation—Home, School, Community 72%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 47,615	Actual Hours of Service 57,549	Percent of Contracted Services Delivered 121%	Hours of Service per Customer 492	Staff-rated Growth in Expectation Level 83%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.65	Cost per Hour Total Funds \$3.79	Cost per Customer OFCY Funds \$812	Cost per Customer Total Funds \$1,864	Number of New Caring Adults Connected to Child/Youth 9.67	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 86%		Average Satisfaction of Parents (0-100% on 4 items) 90%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed.)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		75%	92%	80%	
			Grantee selected changes		77%	91%	72%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Change in Service Quality Reliability Level		SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
1.9			2.2	0.54	Low	786		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 133	Parent Surveys 85	Staff Surveys 159	RPRA Surveys 139	Total Surveys 516	Good Sample Size	



**BACR - Martin Luther King ASP**

**Project Description:**

The MLK After school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program supplements ASER funding and community partner support with OFCY resources to serve a core group of 105 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond.

**Program and Staff Strengths:**

The program continues to turn around from a struggle after school program to a model program have success. The program has strong leadership and a dedicated staff. The staff is consistent and models teamwork. This was the first year ever for a waiting list of students wanting in the program, a sign of the development of the program. The program met all their service performance goals except missing their goal for grantee selected service productivity in the spring. The leadership of the program is modeling how to use AmeriCorps staffs and how to set reasonable expectation and build an culture of responsibility and continuous improvement.



**Program and Staff Opportunities for Improvement:**

The program should continue to build on the success of parental involvement in their sports program to expand to other components of their program to increase the involvement of parents in the after school program. The fund development activities should be continued and expanded to be able to provide more enrichment activities. The program health and wellness and fitness program should be documented for dissemination.

**Youth Evaluator Comments:**

El-iza El Henson and Denisha

BACR-Martin Luther King is located at 960 10<sup>th</sup> street in Oakland. This program is available for any youth who attends the elementary school. This program offers a variety of classes including Americore, Oakland Parents Together, Brighter Sky Learning, tutor works, Academics for Success, boy scouts, heroe dance, art with M. O. C. H. A, basketball, and global tech. Their times of operation are Monday through Friday from 2:45pm-6:00pm, except for Wednesday when they start at 1:10pm and end at 6:00pm.

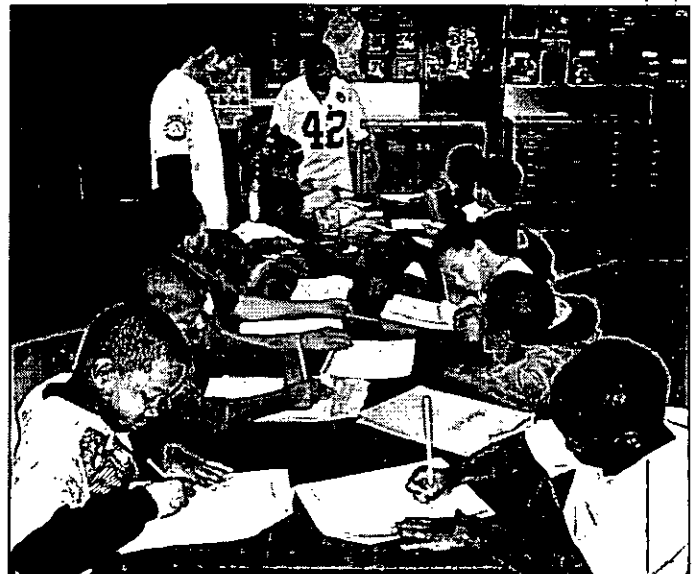
During our site visit we observed youth studying as well as finishing their homework. There was also youth who had already finished their homework so they were just silently reading. After the academic portion of this program we observed the youth playing sports, which consisted of tether ball, tag, basketball, and playing on the play structure.

While on this site visit we had the opportunity to interview some of the youth. We asked Jamiana age 8, what was her favorite part of the program. She replied, "I like playing tether ball and interacting with my friends. We also asked her if she felt safe while attending the program. She replied, "Yes I feel safe." In conclusion, we think this was a mediocre program. The youth all seemed content with the staff. The youth also agreed that the staff members were helpful. Overall, the youth stated that their grades improved after attending this program. This demonstrates some degree of success on behalf of the program.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 50% This program makes my school work better:
- 73% This program helps me get along with adults better:
- 85% This program helps me learn new things better:
- 73% This program helps me stay safe better:
- 64% This program helps me get along with other kids better:
- 66% This program makes me feel good about myself (more):
- 67% This program helps me do my math and arithmetic better:
- 69% This program helps me read better:
- 69% This program gets me to turn in my homework (more):
- 40% This program makes me give something to others (more):
- 67% This program helps me set and reach my goals better:
- 64% This program helps me make healthy choices better:



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Martin Luther King ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$100,135	Total \$195,135	Percent Match 105%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$100,135	Total Funds Spent \$195,135	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 9.3	Years Schooling 14.0	Male 75%	Female 25%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 151	Male 60%	Female 40%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 87%	11-14 yrs 13%	15-20 yrs 0%	Parent 0%	
			African Americans 85%	Latino Americans 6%	Asian Pacific Islander Americans 3%	Native American 1%	Caucasian Americans 0%	
			Multiracial Americans 5%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 73%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service 53,169	Actual Hours of Service 59,115	Percent of Contracted Services Delivered 111%	Hours of Service per Customer 391	Staff-rated Growth in Expectation Level 74%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.61	Cost per Hour Total Funds \$3.30	Cost per Customer OFCY Funds \$629	Cost per Customer Total Funds \$1,292	Number of New Caring Adults Connected to Child/Youth 0.77	Yes
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 93%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
EFFECT	Service Productivity Initial Outcomes	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60% for grantee selected service productivity	
		Asset development changes		60%	83%	76%		
		Grantee selected changes		43%	68%	85%		
		Academic selected changes		67%	75%	84%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	No, Quality Score in Spring < 1 Yes, Average SPI > 600	
		1.4	0.9	0.41	Low	727		
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size	
		177	105	134	83	499		



**BACR - P. L. A. C. E. Prescott ASP**

**Project Description:**

The Prescott After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 110 students with more specialized activities. These activities addresses diverse student needs and build important assets that help ensures student success in school and beyond.

**Program and Staff Strengths:**

The program has built dynamic collaboration with other organizations to provide a rich, health-promoting, and safe after school environment. The collaboration includes Prescott Circus, PeaceMakers, Boys and Girls Scouts, and a new computer lab for the After School Program to help launch this new ASP computer literacy program. The program overview consists of the development and support of a parent/student computer literacy program in conjunction with the Oakland Technology Exchange and Let's Go Learn Corporation. The staff is dedicated and successful in building a culture of learning and caring. The program met all the OFCY service performance goals. Overall, the program is cost effective.

**Program and Staff Opportunities for Improvement:**

The program should continue to expand its collaborative relationships. Fund development is a need to keep the program operating at historical levels. School staff and parents need to continue to support and buy into the goals and objectives of the after school program. This year's growth in parent support and the work of PeaceMakers and other to provide structure for behavioral management is a model that needs to continue. The efforts this year to give stakeholders a voice and buy in to the after school program needs to be continued.

**Youth Evaluator Comments:**

El-iza El Henso, Janae Miller

BACR-Place is located at 920 Campbell Street in West Oakland. The program operates Monday through Friday from 2:45pm to 5:45pm, except on Wednesdays when they operate from 1:30 to 5:45pm. This program offers enrichment activities as well as academic activities. The enrichment activities we observed were Prescott Clowns, yoga, Girl Scouts, and computer class. They also offer homework help for all grades.



The first class we observed was second grade homework help. The youth were sitting at their desks working on their assignments. We then observed the Prescott Clowns. Their instructor was teaching them the technique of tripping. We also witnessed academic intervention where all the youth were working on their homework and asking questions when needed. Next we watched the yoga class demonstrate different poses. Finally we went to see the computer class. The youth were using different educational programs to entertain each other. While on our site visit we had the opportunity to interview some of the participants in the program. We asked them what was their favorite part of the program. Dajanique, age 7, replied, "My favorite part of the program is learning new things." We also asked if the staff was helpful. Jaila, age 7, replied, "The staff is very helpful, especially with homework." In conclusion we think that this program is a great program because not only does it help keep the students off the streets, it provides a safe environment for the children to be after school. Something that stood out to us was the fact that the program offers yoga for the kids to learn. Yoga is usually an exercise that adults do to relieve stress and kids aren't really exposed to learning how to do yoga at a young age.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

**(Child Survey)**

- 75% This program makes my school work easier:
- 85% This program helps me get along with adults better:
- 90% This program helps me learn new things yes:
- 94% This program helps me stay safe yes:
- 81% This program helps me get along with other kids yes:
- 87% This program makes me feel good about myself yes:
- 79% This program helps me do my math and arithmetic better:
- 82% This program helps me read better:
- 88% This program gets me to turn in my homework more:
- 71% This program makes me give something to others more:
- 87% This program helps me set and reach my goals more:
- 78% This program helps me make healthy choices more:

**(Youth Survey)**

- 84% My success at school (job/training) is better:
- 80% My understanding of who I am and what I can do is better:
- 75% My ability to communicate is better:
- 100% My ability to learn new things is better:
- 80% My ability to connect with adults is better:
- 84% My ability to work with others is better:
- 84% My ability to stay safe is better:
- 92% My ability to work with a team better:
- 72% My feelings about myself are better:
- 100% My circus skills are better:
- 100% My ability to use accurate self assessment is better:
- 72% My ability to solve problems with other students by talking to them is better:
- 84% My ability to listen and follow directions is better:
- 88% My confidence in myself is better:
- 92% I am happier since I joined the Circus program yes:
- 92% I am less shy since I joined this Circus program yes:
- 88% I am more of a leader since I joined this Circus program yes:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - P.L.A.C.E. Prescott ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$100,134	Total \$195,134	Percent Match 105%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$100,134	Total Funds Spent \$195,134	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 10	Years Experience 16.6	Years Schooling 14.1	Male 50%	Female 50%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 126	Male 45%	Female 54%	Unknown 1%		Yes
			0-5 yrs 0%	6-10 yrs 71%	11-14 yrs 29%	15-20 yrs 0%	Parent 0%	
			African Americans 83%	Latino Americans 12%	Asian Pacific Islander Americans 1%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 4%	Other 0%	RPRC Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 84%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 52,873	Actual Hours of Service 57,992	Percent of Contracted Services Delivered 110%	Hours of Service per Customer 460	Staff-rated Growth in Expectation Level 83%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.64	Cost per Hour Total Funds \$3.36	Cost per Customer OFCY Funds \$754	Cost per Customer Total Funds \$1,549	Number of New Caring Adults Connected to Child/Youth 3.89	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 92%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		83%	85%	95%	
			Grantee selected changes		81%	80%	94%	
	Academic selected changes		82%	79%	76%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 or Spring 09 2.0      2.4		Reliability Score 0.56	Reliability Level Low	SPI Score 835	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 201	Parent Surveys 116	Staff Surveys 205	RPRC Surveys -	Total Surveys 522	Good Sample Size	



## BACR - Sankofa Academy ASP

### Project Description:

The Sankofa After school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 100 students with more specialized activities. These activities address diverse student needs and build important assets that help ensure student success in school and beyond.

### Program and Staff Strengths:

Sankofa Academy is a small school that has faced closure every year since its inception. The extended coordinator and the principal left at the end of the year. A new principal and coordinator are hired and ready to go for next year. All the Extended Day staff intends to come back next year and continue working for Sankofa Academy and for many of them the 2009-2010 will be their fourth year. The staff is dedicated and has built strong relationships with their students. The program operates seamlessly with the school day program with a warm caring and learning culture. The program met all their performance goals and offers a cost effective after school program.

### Program and Staff Opportunities for Improvement:

New leadership will require some transition and an opportunity for fresh perspectives and continuous improvement. Hopefully, the new leadership will keep what is working and continue to improve the program. The parental involvement component is dynamic and should continue. Over the last two years there was a total turn around at the school. The staff should continue the monthly professional development and continue to share and learn from each other.

### Youth Evaluator Comments:

Daneisha Combs and Blanca Lopez



BACR -Sankofa is located at 581 61<sup>st</sup> Street in Oakland. This is an extended day program that runs Monday through Friday from 3:00pm to 6:00pm except on Wednesday when it runs from 1:30pm to 6:00pm only for students that attend Sankofa Elementary School. There are 106 students enrolled in this program, but on a day-to-day basis about 100 students attend. This program provides homework help, which is broken down by grade level and different tutors come and help the students with their subjects. In addition they have sustained silent reading where the students read books of their choice. They also provide enrichment at the Bush Road Park near the school campus, which includes track, baseball, and football. Other activities they offer in the program are complementary learning, YMCA sports, Opera Piccola art class, leadership, visual arts, hip-hop, African Dance, and jewelry making.

We observed homework help in the classrooms and also the students reading their books. We observed that all students were working hard and willing to help each other. We did a head count of 61 students and saw a student sign-in sheet with all students that were checked out. Amaya, a third grader at Sankofa, has been in this program for four years. She really expressed to us that she likes this program. She said that she loves reading books, her teachers in the program, and also doing her homework. However, Amaya said if she could change anything, she would add a science class because she loves doing projects. Also, she said that she loves the staff members and she feels that she can talk to them about everything. They are very supportive by keeping them motivated in their schoolwork. Overall, this is a great program because it gives the students the opportunity to be safe after school and enjoy the activities they love. We like this program because all of the kids love the activities and you can see it and feel it by the environment.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 78% This program makes my school work better:
- 78% This program helps me get along with adults better:
- 80% This program helps me learn new things better:
- 86% This program helps me stay safe better:
- 80% This program helps me get along with other kids better:
- 82% This program makes me feel good about myself (more):
- 88% This program helps me do my math and arithmetic better:
- 92% This program helps me read better:
- 94% This program gets me to turn in my homework (more):
- 77% This program makes me give something to others (more):
- 92% This program helps me set and reach my goals better:
- 84% This program helps me make healthy choices better:

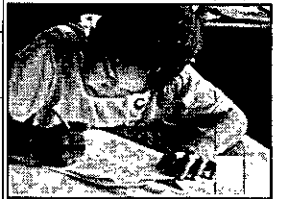
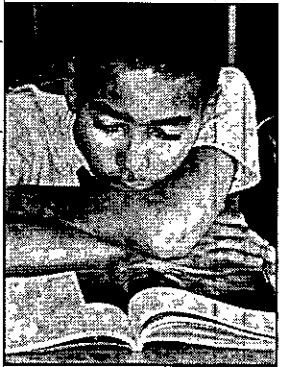
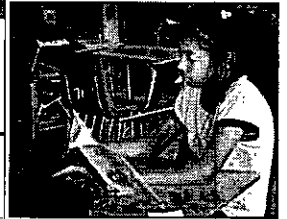




**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

Performance Account-ability Model		Answers to OFCY Evaluation Questions BACR - Sankofa Academy ASP					Met Performance Goals		
Logic Model	OFCY Evaluation Questions								
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$132,088	Total \$204,838	Percent Match 182%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$128,274	Total Funds Spent \$201,024	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 98%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 7.3	Years Schooling 10.5	Male 25%	Female 75%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male 115	Female 50%	Unknown 49%	1%		Yes
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent	0% 77% 23% 0% 0%	
			African Americans	Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans	87% 6% 1% 0% 1%	
			Multiracial Americans	Other	RPR A Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community		5% 0% MEDIUM 82%	
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 52,016	Actual Hours of Service 62,772	Percent of Contracted Services Delivered 121%	Hours of Service per Customer 546	Staff-rated Growth in Expectation Level 81%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.16	Cost per Hour Total Funds \$3.20	Cost per Customer OFCY Funds \$633	Cost per Customer Total Funds \$1,748	Number of New Caring Adults Connected to Child/Youth 530	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 88%		Average Satisfaction of Parents (0-100% on 4 items) 100%		Customer Level of Participation In Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		75%	94%	74%		
			Grantee selected changes		80%	92%	67%		
	Academic selected changes		88%	99%	74%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.8	Spring 09 2.2	Reliability Score 0.55	Reliability Level Low	SPI Score 785	Yes, Quality Score >1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 185	Parent Surveys 91	Staff Surveys 192	RPR A Surveys 187	Total Surveys 655	Good Sample Size		



**BACR - Santa Fe Shooting Stars**

**Project Description:**

The Santa Fe After School Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 100 students with more specialized activities. These activities addresses diverse student needs and built important assets that help ensures student success in school and beyond.

**Program and Staff Strengths:**

The program has a dedicated and passionate staff. The staff is very proud of their program and the caring culture they have developed. The after school program is a model of collaborative efforts with the school administer/staff and our community partners. The Santa Fe Shooting Stars scholars participate in the after school program and share high expectation for themselves. The program met all their performance goals and demonstrated cost effectiveness.

**Program and Staff Opportunities for Improvement:**

The program because of budget restrains saw a reduction of enrichment programs from 18 last year to 8 this year. The staff and the principal need to find a way build some enrichment activities into the academic activities. Fund development should also be implemented to assist in increasing the enrichment activities. The program should write up for dissemination the project "Drop Everything and Read" as an effective way to get children reading for pleasure. The effort to incorporate kindergarten into the after school plan should continue.



**Youth Evaluator Comments:**

Chris Milburn, Blanca Lopez

BACR-Santa Fe is located at 915 54<sup>th</sup> St. in Oakland. The hours of operation are from 2:40pm to 6:00pm Monday through Friday except on Wednesdays when it operates from 1:25pm to 6:00pm. They recruit students through the use of brochures, flyers, teacher's recommendations, and word of mouth from the students. They serve youth from grades first to fifth and the program has a daily schedule, which consists of snack, homework center, enrichment classes, and lastly parent pick up. BACR-Santa Fe offers many different types of enrichment activities to the youth such as seasonal sports, visual arts, cheerleading, dance, martial arts, youth yoga, and a cultural drumming class.

During our visit to BACR-Santa Fe we saw youth in the lunchroom having a snack and getting ready for role call. After snack and role call, the youth broke up into groups by grade level, to get ready for homework center. As we made our way around the school we walked into classrooms and saw the youth finishing up with homework or projects that they had for school. Some of the students who finished their homework sat and read books until the enrichment part of the program began. After homework center we walked to the yard to start enrichment time and we saw youth on the basketball courts playing against each other as a mentor refereed the game. Then we saw more youth on the playground playing four square against one another. Finally, we witnessed a couple of art classes where youth completed pictures to be auctioned off to the community.

According to Tunisha Baldwin McCrory, Site Coordinator for Shooting Stars at Santa Fe, the main goal is to offer the youth a very positive and structured day, that makes them able to feel safe and develop - which means that the youth will be able to speak up, ask questions, and be heard. She also mentioned that they need a lot of support from parents and the community because that will help the students be more responsible. BACR - Santa Fe Shooting Stars after school program is very helpful to the youth because they learn and grow in a safe environment and they have a place in where they feel safe and experience many things that helps them to grow and develop more on their skills.

**Initial Outcomes of OFCY-Funded Care and Service**


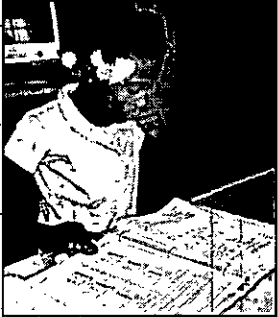





The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 64% This program makes my school work better:
- 66% This program helps me get along with adults better:
- 76% This program helps me learn new things better:
- 92% This program helps me stay safe better:
- 67% This program helps me get along with other kids better:
- 76% This program makes me feel good about myself (more):
- 73% This program helps me do my math and arithmetic better:
- 62% This program helps me read better:
- 73% This program gets me to turn in my homework (more):
- 62% This program makes me give something to others (more):
- 81% This program helps me set and reach my goals better:
- 74% This program helps me make healthy choices better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System							Met Performance Goals			
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR - Santa Fe Shooting Stars							
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants			
			\$112,500	\$100,134	\$212,634	89%	\$0			
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Total Funds Spent	Yes		
			\$112,500	\$100,136	\$212,636	100%	100%			
	Staff	Who were the staff providing services?	Staff Surveyed	Years Experience	Years Schooling	Male	Female	Yes		
			5	6.3	12.6	20%	80%			
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male	Female	Unknown			Yes	
			141	50%	49%	1%				
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent			
			0%	72%	28%	0%	0%			
African Americans			Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans				
84%			1%	3%	1%	4%				
Multiracial Americans	Other	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community							
7%	0%	MEDIUM	69%							
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes			
Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Staff-rated Growth in Expectation Level	Yes			
		55,703	65,123	117%	462	69%				
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Number of New Caring Adults Connected to Child/Youth	Yes			
		\$1.73	\$3.27	\$798	\$1,508	7.22				
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services	Yes Satisfaction > 70%		
			83%		93%		High			
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%		
			Asset development changes		68%	86%	76%			
			Grantee selected changes		64%	90%	61%			
		Academic selected changes		67%	86%	86%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600			
		1.5	1.2	0.77	Good	764				
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size			
		186	104	199	99	588				

## BACR - Learning Without Limits ASP

### Project Description:

The Learning without Limits After school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in Oakland's District 5. The program supplements ASES funding and community partner supports with OFCY resources to serve a core group of 90 students with more specialized activities. These activities address diverse student needs and build important assets that help to ensure student success in school and beyond.

### Program and Staff Strengths:

The staff have built a caring and learning culture with their after school program. Students participate at a high level and enjoy setting high expectations for themselves and their program. The leadership class is a model for other after school programs and should be shared. Fifth graders in the leadership class organized and executed events such as Spirit Week, Family Movie Nights, Cesar Chavez Celebration, End of the Year Carnival, elected the first student council, and developed the first Golden Eagles' After School Program Yearbook. The program met all their OFCY performance goals and demonstrated cost effectiveness.

### Program and Staff Opportunities for Improvement:

The coordination of the after school program with the three schools that share the former Jefferson campus is a challenge. The after school program should continue its excellent efforts to increase parental participation. Turnover in staff for next year suggests that efforts need to be made to continue the staff professional development and continue the teamwork and learning environmental culture developed this year.

### Youth Evaluator Comments:

Blanca Lopez, Jocel De Los Reyes, Janae Miller

On the day of our site visit we visited BACR- Learning Without Limits at 2035 40<sup>th</sup> Avenue. This program operates Monday to Friday from 2:40pm to 6:00pm, except on Wednesdays when it operates from 1:40pm to 6:00pm. They offer many classes like sports, dance, art, homework help, team building and technology. All these activities are offered to students from Global Family, Learning without Limits, and Jefferson Middle School as well as for students between kindergarten and 4<sup>th</sup> grade. The goal of this program is to help the students with everything that they need and to provide them a safe environment and fun activities.

The things that we saw involved the youth in every way. We observed a ratio of 19 students for every 1 staff member while students were participating in a kickball game. When we visited the music section of the program, we observed a ratio of 17 students to 1 staff. The boys and girls in this class were singing and dancing. It seemed as though all the youth were getting along really well and were cooperating in a way that was beneficial to the program. Lastly, during the Ballet Folkloric session, there were about 20 kids all dancing and stretching to the Latin music. According to Luisa Leija, the After School Program Coordinator, the obstacles that the program is facing are the need for more bilingual tutors in English-Spanish, and working with three different schools. In total they have 150 students daily. She also mentioned that all the kids enjoy their program because they receive a lot of support from their mentors. Ronaldo, age 10, said that the teachers are very helpful and that they care about the students. Overall, we think this is a great after school program because it provides the kids with a safe environment. We observed that the staffs are very helpful to all the students.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

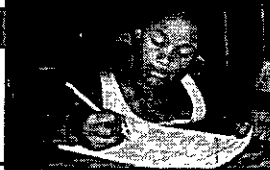



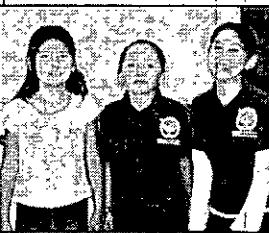
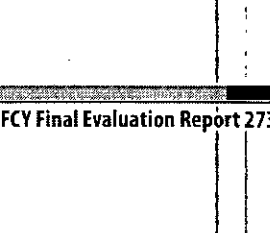
- 76% This program makes my school work better:
- 79% This program helps me get along with adults better:
- 88% This program helps me learn new things better:
- 87% This program helps me stay safe better:
- 79% This program helps me get along with other kids better:
- 88% This program makes me feel good about myself (more):
- 81% This program helps me do my math and arithmetic better:
- 85% This program helps me read better:
- 85% This program gets me to turn in my homework (more):
- 77% This program makes me give something to others (more):
- 92% This program helps me try new things (more):
- 88% This program helps me set and reach my goals better:
- 94% This program helps me make healthy choices better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

**OFCY Performance Logic Model Evaluation System**

Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions BACR-Learning Without Limits ASP					Met Performance Goals	Image
			OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants		
EFFORT	Inputs Grants	What did OFCY grant for services?	\$65,000	\$112,500	\$177,500	173%	\$0	Yes	
	Inputs Spent	What did OFCY spend on services?	\$65,000	\$100,136	\$165,136	100%	93%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed: 10	Years Experience: 5.7	Years Schooling: 13.6	Male: 0%	Female: 100%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers: 133	Male: 53%	Female: 47%	Unknown: 0%		Yes	
			0-5 yrs: 0%	6-10 yrs: 81%	11-14 yrs: 20%	15-20 yrs: 0%	Parent: 0%		
			African Americans: 18%	Latino Americans: 68%	Asian/Pacific Islander Americans: 8%	Native American: 0%	Caucasian Americans: 0%		
			Multiracial Americans: 7%	Other: 0%	RPR A Child/Youth Asset Level: N/A	Staff-rated Growth in Participation—Home, School, Community: 88%			
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service: 40,803	Actual Hours of Service: 42,745	Percent of Contracted Services Delivered: 105%	Hours of Service per Customer: 321	Staff-rated Growth in Expectation Level: 89%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds: \$1.52	Cost per Hour Total Funds: \$3.86	Cost per Customer OFCY Funds: \$489	Cost per Customer Total Funds: \$1,242	Number of New Caring Adults Connected to Child/Youth: 14,33	Yes	
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items): 88%		Average Satisfaction of Parents (0-100% on 4 items): 93%		Customer Level of Participation in Services: High	Yes Satisfaction > 70%		
EFFECT	Service Productivity Initial Outcomes	Service Productivity (% of targeted changes achieved minus % missed):	Children & Youth Report on Changes: 81%		Parent Report on Changes: 93%	Staff Report on Customer: 94%	Yes Service Productivity > 60%		
		Asset development changes	81%		93%	94%			
		Grantee selected changes	86%		88%	93%			
		Academic selected changes	81%		92%	90%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.4	Spring 09: 3.6	Reliability Score: 0.56	Reliability Level: Low	SPI Score: 842	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys: 99	Parent Surveys: 98	Staff Surveys: 101	RPR A Surveys: N/A	Total Surveys: 298	Good Sample Size		

## BACR –Lockwood/Futures ASP

### Project Description:

The Lockwood/Futures After school Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities addresses diverse student needs and build important assets that help ensure student success in school and beyond.

### Program and Staff Strengths:

This program operated after school programs for Futures (grades K-3) and Lockwood Elementary (grades 4-5) which share the Lockwood campus with Community United Elementary (grades K-3). Community United has its own write up in this report. The staff of the program is building a foundation in their students for life long learning. They model teamwork, learning, and caring for their students. The staff works well together and the after school program is helping make the two schools better. The programs partnership with Lawrence Hall of Science was a success. The program is commended for the collaborative partners that include Destiny Arts, MOCHA, Girls Inc., and Prescott Circus. Parent participation, a goal to increase this year was met. This is the first year that the program met all their OFCY service performance goals. The program had a high Service Performance Index score.

### Program and Staff Opportunities for Improvement:

The program should continue their collaboration with community based partners and continue to improve their operations that produced such good results this year. Parent participation should continue to be a goal to increase to new levels. The staff should continue to set clear expectations for behavior and performance for their students. To solve the problem of holding older students in the program the staff might consider a fifth grade leadership group.

### Youth Evaluator Comments:

El-iza El Henson & Jennifer Lopez

BACR-Lockwood is located at 6701 International Blvd. in Oakland. BACR-Lockwood/Futures is an after school program dedicated to serving the youth who attend their elementary school. This program operates Monday through Friday from 2:35pm to 6:00pm, except for Wednesday when it starts at 12:00pm and ends at 6:00pm. Their goal is for the students to want to learn. Their recruitment strategy comes mostly from word of mouth. The program offers homework help and enrichment classes such as science, dance and percussion. While observing this program we saw mostly classes dedicated to homework and literacy building. They served all grade levels at the school including kindergarten through fifth grade. After observing all of the homework help classes we observed the youth playing soccer. Also there were other outdoor recreational activities.

While we interviewed a couple of students we were able to notice that this program has an impact on the program participants. Zoey Alexander, the Site Coordinator expressed, "We like to be able to balance the enrichment classes and the academic sessions." We noticed that the teachers care very much about the education of the students but they also care about their students being able to balance it with some fun. When we asked a young boy named Isaiah what he would be doing if he weren't in the program he said, "I would be at my house watching TV." Overall, we feel that this program tries to provide the best for their students. They can use some more improvement in the area of organization. They have a nice system of enrichment classes and homework help. We feel that this program can help students meet their goals.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

#### Clowns Lockwood












100% This program makes my school work easier:  
 79% This program helps me get along with adults better:  
 100% This program helps me learn new things yes:  
 100% This program helps me stay safe yes:  
 95% This program helps me get along with other kids yes:  
 95% This program makes me feel good about myself yes:  
 95% This program helps me do my math and arithmetic better:  
 85% This program helps me read better:  
 95% This program gets me to turn in my homework more:  
 90% This program helps me understand science better:  
 100% This program helps me play sports better:  
 95% This program makes me feel strong, smart, and bold more:

#### Clowns Kindergarten

100% This program makes my school work easier:  
 100% This program helps me get along with adults better:  
 100% This program helps me learn new things yes:  
 100% This program helps me stay safe yes:  
 100% This program helps me get along with other kids yes:  
 100% This program makes me feel good about myself yes:  
 100% This program helps me do my math and arithmetic better:  
 80% This program helps me read better:  
 100% This program gets me to turn in my homework more:  
 100% This program makes me work with a team better:  
 90% This program encourages me to feel positive about myself more:  
 100% This program makes my circus skills better:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System										
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions BACR -Lockwood ASP				Met Performance Goals				
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0	Yes		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$100,136	Total Funds Spent \$172,886	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 93%	Yes		
	Staff	Who were the staff providing services?	Staff Surveyed 13	Years Experience 6.0	Years Schooling 14.9	Male 23%	Female 77%	Yes		
	Customers	Who are our youth customers?	Unduplicated Number of Customers 155	Male 46%	Female 54%	Unknown 1%			Yes	
			0-5 yrs 0%	6-10 yrs 72%	11-14 yrs 28%	15-20 yrs 0%	Parent 0%			
			African Americans 38%	Latino Americans 50%	Asian Pacific Islander Americans 6%	Native American 1%	Caucasian Americans 0%			
			Multiracial Americans 5%	Other 0%	RPR Child/Youth Asset Level LOW	Staff-rated Growth in Participation--Home, School, Community 76%				
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 45,404	Actual Hours of Service 46,466	Percent of Contracted Services Delivered 102%	Hours of Service per Customer 300	Staff-rated Growth in Expectation Level 77%		Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.57	Cost per Hour Total Funds \$3.72	Cost per Customer OFCY Funds \$469	Cost per Customer Total Funds \$1,115	Number of New Caring Adults Connected to Child/Youth 4.45		Yes		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 90%		Average Satisfaction of Parents (0-100% on 4 items) 93%		Customer Level of Participation in Services High	Yes Satisfaction > 70%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%		
			Asset development changes		79%	81%	85%			
			Grantee selected changes		80%	81%	89%			
Academic selected changes		71%	71%	66%						
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.3 2.8		Reliability Score 0.72	Reliability Level Good	SPI Score 836	Yes, Quality Score > 1 Yes Average SPI > 600			
Survey Sample	How many customers did they survey?	Children & Youth Surveys 187	Parent Surveys 182	Staff Surveys 190	RPR Surveys 146	Total Surveys 705	Good Sample Size			

## East Bay Agency for Children-Hawthorne FRC ASP

### Project Descriptions:

East Bay Agency for Children (EBAFC) – Hawthorne After School Program supports children's success in school with comprehensive, safe and high quality school-based after school programming that promotes excellence, diversity, respect, compassion and partnership. HFRC's Eagles Nest After School Programs serves 300 to 350 students each school year, providing academic, enrichment and recreation programs, youth leadership development and community service, mentoring and tutoring, training and curriculum, parents/caregivers as teachers and outreach to under performing students.

### Program and Staff Strengths:

EBAFC is commended for continuing to partner with other community based providers to offer a diversity of services to their participants such as Girls on the Run, Sports 4 Kids, and Girl SMART, to name a few. Hawthorne After School Program is commended for creating opportunities for parental involvement through volunteerism in program activities and for youth to involve their parents through a parent appreciation day. Staff's experience in teaching, their expertise in their program, helpful attitudes and ability to make connections with students and other staff contribute to the consistency and success of the program.

### Program and Staff Opportunities for Improvement:

Hawthorne Family Resource Center offers an array of after school program services targeting girls, specifically to increase their engagement in physical activity, leadership and academic success in an environment that is girl friendly. It is recommended that the program continue building similar program services that target boys. The program is also encouraged to offer more programs for students that are proficient and above and more sports and recreation programs. The program is encouraged to continue improving communication with the school.

### Youth Evaluator Comments:

Blanca Lopez, Brenda Dueñas

On the day of our site visit EBAC- Hawthorne, located at 1700 28<sup>th</sup> Avenue, offered different classes like homework intervention for third, fourth and fifth grades, Girls On the Run, percussion, capoeira, gardening and Early Bird for first and second grades. This program operates Monday, Tuesday, Thursday and Fridays from 3:00pm to 6:00pm and Wednesdays from 1:30pm to 4:30pm.

We had the opportunity to observe most of the classes. We saw the Girls On the Run program where the girls were running around the field and training for different marathons in which they participate. All of the homework intervention classes were working on strengthening the students' math abilities. They were playing math games and the teachers had the students fill out a math worksheet in which the students had one minute to complete one hundred addition problems. Capoeira class was in the cafeteria and the students were stretching in preparation for their performance. All Early Bird classes were making popsicles in honor of learning about Antarctica.

Allison Delgado, the Program Director, said that the main goal of the program is "to provide a safe environment for the children to come and express themselves. It's also here to supplement the regular school day." Allison has been working at EBAC-Hawthorne for eight years and one of the main reasons she continues to work with this program are the children. "They come from homes where they may not get the one-on-one attention they need to succeed. Also, I was an after school kid and I am where I am because of the after school programs that my school offered. So it only seems right to give back." We interviewed three after school participants; Jasna, age 9, Daniel, age 6, and Erica, age 7. The consensus was that the program helped them, the teachers were nice, they felt safe, and if it were not for this program they would have nothing to do after school.

Overall the students are happy with the program. The teachers are helpful, the activities engaging, and the eagerness to learn plentiful. We believe that the program is beneficial to the Oakland youth. Here they have an outlet for their creativity and a safe place to learn.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.


- 84% This program makes my school work better:
- 82% This program helps me get along with adults better:
- 89% This program helps me learn new things better:
- 82% This program helps me stay safe better:
- 77% This program helps me get along with other kids better:
- 87% This program makes me feel good about myself (more):
- 84% This program makes me do my homework better:
- 86% This program makes me work at things that are hard for me (more):
- 85% This program makes me want to go to school (more):





**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Bay Agency for Children- Hawthorne FRC ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$100,000	Match \$108,821	Total \$208,821	Percent Match 109%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$100,000	Matching Funds Spent \$52,000	Total Funds Spent \$152,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 73%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 7.8	Years Schooling 14.7	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 142	Male 36%	Female 64%	Unknown 0%		Yes
			0-5 yrs 50%	6-10 yrs 1%	11-14 yrs 0%	15-20 yrs 0%	Parent 20%	
			African Americans 0%	Latino Americans 100%	Asian Pacific Islander Americans 0%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 0%	Other 0%	RPR A Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 86%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 38,766	Actual Hours of Service 42,857	Percent of Contracted Services Delivered 111%	Hours of Service per Customer 302	Staff-rated Growth in Expectation Level 90%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.33	Cost per Hour Total Funds \$3.55	Cost per Customer OFCY Funds \$704	Cost per Customer Total Funds \$1,070	Number of New Caring Adults Connected to Child/Youth 6.46	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 89%		Average Satisfaction of Parents (0-100% on 4 items) 92%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes 82%	Parent Report on Changes 92%	Staff Report on Customer 90%	Yes Service Productivity > 60%
			Asset development changes		83%	87%	87%	
			Grantee selected changes		N/A	N/A	N/A	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score 0.68	Reliability Level Good	SPI Score 744	Yes, Quality Score >1 Yes Average SPI > 600
1.9			2.3					
Survey Sample	How many customers did they survey?	Children & Youth Surveys 203	Parent Surveys 201	Staff Surveys 204	RPR A Surveys 106	Total Surveys 714	Good Sample Size	



## East Bay Agency for Children - Sequoia

### Project Description:

East Bay Agency for Children (EBAC) - Sequoia Healthy Start (SHS) supports children's success in school with comprehensive school-based after school programming. The SHS after school program serves 95 elementary level students in a 5-day-a-week setting providing academic, enrichment and recreation programs; mentoring and tutoring; training and curriculum for parents/caregivers as teachers and outreach to under performing students.

### Program and Staff Strengths:

Sequoia is a very student-focused program that is creative in trying to address the non-academic growth needs of the child as well as the academic. For example, they incorporate a circle time and monthly themes that are conducive to team building and character development. The program is to be commended for getting student input in evaluating the activities and classes both through surveys and focus groups. The program has developed a strong following among parents and serves as a communication bridge for parents during "pick-up" time with the day-time teachers. The children as a group have a sense of community along with a culture of responsibility. When a new child comes in, he/she learns expectations through the behavior of other children. Other children show the new child "how it works" with regard to all of the logistical and behavioral issues like transition time. There is lots of word of mouth among students who recruit other kids—a real positive indicator of satisfaction of students. The staff communicates and works together well as a team and is student-focused.

### Program and Staff Opportunities for Improvement:

The program is encouraged to move forward with its plans to develop a youth advisory committee as well as providing students with more outside workshops. The program is also encouraged to increase more specific enrichment classes for the lower grades. The addition of a bilingual (Cantonese/English or Mandarin/English) staff person would be a plus for the program given its student population.



### Youth Evaluator Comments:

Blanca Lopez, Yohana W. Sebhatu

EBAC- Sequoia is located at 3730 Lincoln Avenue, Oakland. This program operates Monday to Friday from 3:00 to 6:00pm and on Wednesdays from 1:00pm to 6:00pm. It offers activities to youth who attend Sequoia Elementary School and are between the first and fifth grade. It offers snacks, enrichment and academic activities. For enrichment it offers boys' recreation, girls' recreation, arts and crafts, percussion, African dance, service learning, Eco - art, nutrition/cooking, collage, yoga, life skills, boys garden, sewing, Spanish, girls garden and science/magic classes. For academic support it focuses on writing and helping students with their homework. The program's goal is to "Empower student voices" in a positive way. On the day of our site visit we observed some of the classes. In the service learning class the youth were recycling and making recycled clay creatures. The nutrition/cooking class was in the computer lab where the students were writing down recipes and finding recipes for their favorite dishes on the Internet. Some of the youth mentioned that they had made smoothies, guacamole and nachos. We did have the opportunity to observe the African dance class as well. During the academic part we saw the first through fifth grade homework classes where students were practicing their writing and reading. Some of the students were taking spelling tests and writing journals.

Victor Flint, age 11, told us he was a very ambitious student who was willing to learn. He told us, "In this program you learn something new every day, and I come here to learn the things that I have not learned yet." When we asked him what is his favorite part of the program was he stated, "science and percussion, because I got to do an experiment on surface tension." He also said if he were not at this program he would be playing sports and studying harder. As youth evaluators, we noticed that this program helps the students reach their goals and dreams. The program is very organized and we like that it empowers the students by allowing them to pick the activities they want to partake in all the while helping them learn and experience new things.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 71% This program makes my school work easier:
- 67% This program helps me get along with adults better:
- 83% This program helps me learn new things yes:
- 87% This program helps me stay safe yes:
- 76% This program helps me get along with other kids yes:
- 73% This program helps me feel good about myself yes:
- 77% This program helps me do my math and arithmetic better:
- 69% This program helps me read better:
- 70% This program gets me to turn in my homework more:
- 68% This program helps me understand my culture and community better:
- 84% This program helps me be a team player, cooperate, and play well with others better:
- 83% This program helps me write better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Bay Agency for Children-Sequoia ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$159,575	Total \$232,325	Percent Match 219%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$50,000	Total Funds Spent \$122,750	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 53%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 13	Years Experience 10.1	Years Schooling 16.4	Male 23%	Female 77%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 98	Male 44%	Female 56%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 92%	11-14 yrs 8%	15-20 yrs 0%	Parent 0%		
			African Americans 39%	Latino Americans 11%	Asian Pacific Islander Americans 35%	Native American 0%	Caucasian Americans 3%		
			Multiracial Americans 10%	Other 2%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 91%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS				Yes		
	Activities	How much services did we provide?	Planned Hours of Service 45,262	Actual Hours of Service 54,108	Percent of Contracted Services Delivered 120%	Hours of Service per Customer 552	Staff-rated Growth in Expectation Level 92%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.34	Cost per Hour Total Funds \$2.27	Cost per Customer OFCY Funds \$742	Cost per Customer Total Funds \$1,253	Number of New Caring Adults Connected to Child/Youth 9.94	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 86%		Average Satisfaction of Parents (0-100% on 4 items) 94%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 72%		Children & Youth Report on Changes 76%	Parent Report on Changes 81%	Staff Report on Customer 96%	Yes Service Productivity > 60%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 3.0		Spring 09 2.1	Reliability Score 0.62	Reliability Level Good	SPI Score 816	Yes, Quality Score > 1 Yes Average SPI > 600
	Survey Sample	How many customers did they survey?	Children & Youth Surveys 149	Parent Surveys 99	Staff Surveys 163	RPRA Surveys	Total Surveys 411	Good Sample Size	



## East Bay Asian Youth Center – Bella Vista

### Project Descriptions:

EBAYC provides comprehensive after school programming at Bella Vista for 80 students. This was EBAYC's third year of providing after school programming at Bella Vista. Services include academic support, leadership skills development, and a teaching internship component. Services are provided five days a week with varying hours. The program also implements a parent/community engagement component. Partners include Oakland High School and Cycles for Change.

### Program and Staff Strengths:

The program provides opportunities for youth to build trusting and meaningful relationships with adults. These relationships help to facilitate changes in behavior and academic achievement. The high school interns, in particular, work to build leadership skills in youth by providing mentoring and counseling services. The interns are multilingual and are from the same neighborhoods as the students. The program is well supported by the school and works with the school to plan curriculum, especially for students who are new to the country. The program also does well in garnering and incorporating student feedback, such as adding the volleyball component.

### Program and Staff Opportunities for Improvement:

The program should explore ways to support high school interns build relationships with those students who are harder to reach. The mentors naturally gravitate to those students who are easier to reach. Ongoing training should be provided to the mentors in this area. The program may also want to work with the school and other resources to present to parents information about how "learning readiness" can happen and be supported in different ways. Recent immigrant parents may be too focused on time for homework and not enough on how other enrichment activities can facilitate academic achievement.

### Youth Evaluator Comments:

Jennifer Lopez, Chris Millburn

EBAYC-Bella Vista is located at 1025 E.28<sup>th</sup> St. in Oakland. This program runs Monday through Friday from 2:55p.m-6:00p.m except on Wednesday when it runs from 1:00p.m to 4:00p.m. EBAYC-Bella Vista offers multiple enrichment classes that runs on Wednesdays and Fridays such as basketball, soccer, arts and crafts, bicycle club, and football. Besides the enrichment classes they also offer homework help on Monday, Tuesdays and Thursdays all the while providing a nutritious snack to the students. This program recruits during the school registration when parents take their children to sign up for school, they inform them about the program and send home flyers for the families to read about the program. The goal of this program is to have student, parent, and community involvement in the child's education and to provide good role models for the students.

During our visit to EBAYC-Bella Vista we observed the students doing their homework along with other various activities. As we walked from class to class we saw third, fourth and fifth graders doing homework, reading, taking spelling tests, writing short stories, and playing educational games with the mentors and teachers. At 4:35 the students went outside for their daily exercise break, as we went outside we saw children doing arm rolls, jumping jacks, playing red light – green light and running around the track the field. All the children really enjoyed the mentors that ran the program; they were very playful and respectful to all the grown-ups.

According to William Wong, Program Manager, "This program is into getting parents involved in their child's education so when school hours are done the learning never stops it continues at home." This shows us that the program cares for the child's well being in and outside of school. Brandon is 10-years-old and in the third grade. When asked where he would be without this program he said, "If it wasn't for this program I would be at home bored not doing anything but watching T.V on the couch." As youth evaluators, we think that EBAYC-Bella Vista is a good program for the children because they receive homework help, which in turn, improves their grades. This program has a positive impact on our community because the participants are engaged and are enjoying what they are doing. This program also involves the parents, making it even better for our community.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 98% This program makes my school work better:
- 89% This program helps me get along with along adults better:
- 95% This program helps me learn new things yes:
- 91% This program helps me stay safe yes:
- 85% This program helps me get along with other kids better:
- 91% This program make me feel good about myself yes:
- 88% This program helps me do my math and arithmetic better:
- 88% This program helps me read better:
- 90% This program gets me to turn in my homework more:
- 94% This program helps me do sports, dance or the arts better:
- 88% This program make me treat others better:
- 88% This program makes me pay attention and work with others better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

Performance Account-ability Model		Answers to OFCY Evaluation Questions East Bay Asian Youth Center - Bella Vista ASP					Met Performance Goals	
Logic Model	OFCY Evaluation Questions							
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$95,134	Total \$207,634	Percent Match 85%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$192,310	Total Funds Spent \$304,810	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 147%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 5.0	Years Schooling 16.7	Male 67%	Female 33%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 177	Male 53%	Female 47%	Unknown 0%		Yes
			0-5 yrs 1%	6-10 yrs 83%	11-14 yrs 16%	15-20 yrs 0%	Parent 0%	
			African Americans 25%	Latino Americans 14%	Asian Pacific Islander Americans 57%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 3%	Other 0%	RPR Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 81%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Activities	How much services did we provide?	Planned Hours of Service 50,300	Actual Hours of Service 58,492	Percent of Contracted Services Delivered 116%	Hours of Service per Customer 330	Staff-rated Growth in Expectation Level 80%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.92	Cost per Hour Total Funds \$5.21	Cost per Customer OFCY Funds \$636	Cost per Customer Total Funds \$1,722	Number of New Caring Adults Connected to Child/Youth 15.68	Yes
	E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 95%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High
Service Productivity Initial Outcomes		Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed.)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		91%	91%	77%	
			Grantee selected changes		90%	92%	75%	
Academic selected changes		89%	91%	84%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 4.0 3.8		Reliability Score 0.71	Reliability Level Good	SPI Score 813	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 210	Parent Surveys 128	Staff Surveys 241	RPR Surveys	Total Surveys 579	Good Sample Size	



**East Bay Asian Youth Center – La Escuelita**

**Project Descriptions:**

EBAYC provides comprehensive after school services at La Escuelita Elementary School. The program provides services to 80+ students throughout the year. Services include leadership development, academic support, parent engagement, and teaching internships. The program provides services five days per week and works with Cycles for Change and other community partners to provide an array of enrichment programming for students, including hip hop dance, sports, and Asian cultural dance. The program also conducts an orientation for the parents so they understand what the expectations are, get feedback about program components, and rules related to safety and violence.

**Program and Staff Strengths:**

The program staff has worked closely with the school liaison which has helped to improve classroom management as well as to ensure that school curriculum is infused at all levels of academic programming. Mentors also receive training about not giving up on the students so quickly (e.g. sending youth to the director). The mentors work diligently with students and employ different strategies to engage youth. Mentors are trained to recognize and focus on the positive and strengths of each student.



**Program and Staff Opportunities for Improvement:**

Program should explore different ways to engage older youth in community involvement or giving back to the school. Older youth may need more sophisticated and interesting ways to become engaged in community involvement. Also, staff may need more support in handling snack time since managing 80+ students with two staff is challenging. Staff members should be creative about developing an incentive or reward system, such as an "incentive store" managed by the older youth.

**Youth Evaluator Comments:**

El-iza El Henson, Chris Milburn

EBAYC-La Escuelita is located at 1100 4<sup>th</sup> Avenue in Downtown Oakland. This program caters to youth from first through fifth grade. Also in order to attend the youth must be enrolled in the day school. Their hours of operation are Monday through Friday from 3:00pm to 6:00pm, except Wednesdays when they start at 1:30pm and end at 4:00pm. They recruit their students during parent meetings, teacher meetings, and flyer circulation. During our site visit to EBAYC La Escuelita, the first class we observed was art. In this class students were making picture frames out of plastic plates and yarn. The next class we observed was soccer. The students in this class were stretching to get ready for soccer practice. After soccer we saw their football class. The youth were participating in relay races to get warmed up. Next we saw the Asian dance class where the students demonstrated a fan dance. Another class we witnessed was Latin Dance.



While on our site visit we had the opportunity to interview the Managing Director, Maricela Dearda. We asked her what was the overall goal. She replied, "To get students' homework done, completed, and turned into their teacher." This shows us that the staff is committed to helping their students achieve academic success. In conclusion, EBAYC-La Escuelita was an outstanding program. They taught the youth the importance of getting good grades, as well as exposing them to different enrichment activities that they would have never known if not for the program.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.



- 75% This program makes my school work better:
- 84% This program helps me get along with along adults better:
- 76% This program helps me learn new things yes:
- 88% This program helps me stay safe yes:
- 68% This program helps me get along with other kids better:
- 77% This program make me feel good about myself yes:
- 84% This program helps me do my math and arithmetic better:
- 83% This program helps me read better:
- 80% This program gets me to turn in my homework more:
- 87% This program helps me do sports, dance or the arts better:
- 74% This program make me treat others better:
- 79% This program makes me pay attention and work with others better:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Bay Asian Youth Center - La Escuelita ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$95,134	Total \$190,134	Percent Match 100%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$112,500	Total Funds Spent \$207,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 109%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 2	Years Experience 5.5	Years Schooling 13.5	Male 50%	Female 50%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 117	Male 59%	Female 41%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 82%	11-14 yrs 18%	15-20 yrs 0%	Parent 0%	
			African Americans 11%	Latino Americans 60%	Asian Pacific Islander Americans 26%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 3%	Other 1%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 63%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 34,113	Actual Hours of Service 37,669	Percent of Contracted Services Delivered 110%	Hours of Service per Customer 322	Staff-rated Growth in Expectation Level 57%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.52	Cost per Hour Total Funds \$5.51	Cost per Customer OFCY Funds \$812	Cost per Customer Total Funds \$1,774	Number of New Caring Adults Connected to Child/Youth 13.19	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 86%		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes 72%	Parent Report on Changes 83%	Staff Report on Customer 69%	Yes Service Productivity > 60% Just missed staff service Productivity
			Asset development changes		75%	92%	59%	
			Academic selected changes		78%	87%	64%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.4 1.9		Reliability Score 0.64	Reliability Level Good	SPI Score 724	Yes, Quality Score >1 Yes Average SPI > 600
Survey Sample	How many customers did they survey?	Children & Youth Surveys 197	Parent Surveys 120	Staff Surveys 198	RPRA Surveys N/A	Total Surveys 515	Good Sample Size	



## East Bay Asian Youth Center - Franklin

### Project Description:

Franklin Higher Learning is a comprehensive after-school learning center dedicated to improving academic achievement and community involvement among students at Franklin Elementary School. Franklin Higher Learning provides an integrated array of academic support, cultural enrichment, and health education services. Enrichment services include martial arts, cultural dance, and cooking class. The program also offers a mentoring component with high school students serving as mentors.

### Program and Staff Strengths:

Teachers at Franklin are supportive of the program and frequently offer to help program director. Mentors are trained and come from various neighborhoods of Oakland. Mentors work to bond with the students and use that relationship to build leadership skills, improve academic achievement, and engage youth with the community. Also, the program assists parents to understand how to read a report card, how to interpret test scores, and to understand the students' curriculum.

### Program and Staff Opportunities for Improvement:

Program staff members are challenged by how to manage youth from such diverse backgrounds, particularly students who are newcomers. Staff members have expressed concern about how to best meet the needs of ESL youth. The program should explore how to provide training for staff on working with ESL students, including connecting these students to other student partners, perhaps. Also, the program should explore how to make counseling services available to the high school mentors who need support. Obstacles for the high school students, either at home, school, or in the community may make it challenging for them to continue as mentors. The program should continue to support these mentors and help to remove barriers.

### Youth Evaluator Comments:

Joaquin De Anda, Jesus Jimenez

EBAYC-Franklin is located at 915 Foothill Blvd. It is an enrichment program that caters to elementary school students and offers classes such as Latin Dance, where students learn to dance to various musical genres such as Mariachi. Recorder class is where students learn how to read music and play an instrument. Arts and Crafts is a class in which students learn how to cut, paste, color, and draw figures such as little fish. Franklin also has a gardening program where the youth learn about plants and their ecosystems. They also learn how to plant and provide care for plants. The program also offers a Hip-Hop dance class where we saw girls dance modern hip-hop moves. Cooking class is where the youth learn to cut different types of food, prepare it, and then cook it. Afterwards they get to eat it. They have an Asian Cultural Dance class where girls learn the dances of their own culture. The sports section includes Basketball, Soccer, and Football. Finally, EBAYC-Franklin also provides a Homework Center where students who need the help can go to do their homework and get tutored as well. This after school program runs Monday through Friday from 3:15pm to 5:30pm, except Wednesdays when the program runs from 1:15pm to 5:30pm. The way that the program recruits is by giving their youth a sheet that they can sign so that they can only sign up for four different classes of their choice.

The youth that we interviewed expressed how they have benefited from and liked the program. When we asked Emma, age 10, what she would be doing if she were not in the program, she replied, "I would be asking for an information packet to get to this program." She further elaborated that without this after school program, she "would not have learned how to cook, dance, and make pizzas!" The one thing that she said she would change about the program would be for it to run for a longer period of time, so that they can take better advantage of the small staff that they have. When we interviewed Tommy, the site coordinator, he said the main goal of the program was to begin preparing the students for standardized tests. In addition, he told us that the program definitely needed more funding, so that the program could keep running. He also explained to us that the program needed more staff. During our site visit, we observed that the youth really appreciated and enjoyed the program immensely, this is why we have decided that it's a great program for the youth to benefit from.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.





- 63% This program makes my school work easier:
- 62% This program helps me get along with adults better:
- 75% This program helps me learn new things yes:
- 73% This program helps me stay safe yes:
- 55% This program helps me get along with other kids yes:
- 66% This program makes me feel good about myself yes:
- 72% This program helps me do my math and arithmetic better:
- 71% This program helps me read better:
- 72% This program gets me to turn in my homework more:
- 75% This program helps me do sports, dance, or the arts better:
- 68% This program makes me treat others better:
- 78% This program helps me be a team player, pay attention, and cooperate better:





**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System										
Performance Account-ability Model	Logic Model	Answers to OFCY Evaluation Questions East Bay Asian Youth Center- Franklin ASP				Met Performance Goals				
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$145,858	Total \$258,358	Percent Match 130%	Youth Stipends & Grants \$0	Yes		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$283,398	Total Funds Spent \$395,898	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 153%	Yes		
	Staff	Who were the staff providing services?	Staff Surveyed 2	Years Experience 12.5	Years Schooling 17.5	Male 33%	Female 67%	Yes		
	Customers	Who are our youth customers?	Unduplicated Number of Customers 295	Male 52%	Female 48%	Unknown 0%			Yes	
			0-5 yrs 0%	6-10 yrs 82%	11-14 yrs 18%	15-20 yrs 0%	Parent 0%			
			African Americans 8%	Latino Americans 22%	Asian Pacific Islander Americans 63%	Native American 0%	Caucasian Americans 0%			
			Multiracial Americans 0%	Other 6%	RPR A Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 69%				
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes		
	Activities	How much services did we provide?	Planned Hours of Service 72,480	Actual Hours of Service 89,902	Percent of Contracted Services Delivered 124%	Hours of Service per Customer 305	Staff-rated Growth in Expectation Level 66%	Yes		
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.25	Cost per Hour Total Funds \$4.40	Cost per Customer OFCY Funds \$381	Cost per Customer Total Funds \$1,342	Number of New Caring Adults Connected to Child/Youth 0.72	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 79%		Average Satisfaction of Parents (0-100% on 4 items) 87%		Customer Level of Participation in Services High	Yes Satisfaction > 70%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%		
			Asset development changes		62%	91%	74%			
			Grantee selected changes		71%	90%	69%			
	Academic selected changes		67%	90%	77%					
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.9, Spring 09: 1.8		Reliability Score 0.57	Reliability Level Low	SPI Score 777	Yes, Quality Score > 1 Yes Average SPI > 600			
Survey Sample	How many customers did they survey?	Children & Youth Surveys 419	Parent Surveys 174	Staff Surveys 411	RPR A Surveys	Total Surveys 1,004	Good Sample Size			

**East Bay Asian Youth Center - Garfield**

**Project Description:**

Garfield Higher Learning is a comprehensive after-school learning center dedicated to improving academic achievement and community involvement among Garfield Elementary School students. Garfield Higher Learning provides academic support, cultural enrichment, and health education services for 150 students, five-days-a-week. Garfield Higher Learning's strategic partners include Garfield's Elementary School, Prescott Circus Theatre, Oakland Youth Chorus and Sports4Kids, to name a few.

**Program and Staff Strengths:**

One of this program's strengths is the Town Hall conducted once per week. Since the program has a multitude of activities and groups during the week, the staff members bring all students together and incorporate a tribe agreement type format. The time together is used to recognize good behavior during an appreciation/awards ceremony. The strategy has helped with behavior management. Two to three students are rewarded each week and all recognized students attend a special field trip. The Town Hall is also used for students to recognize each other for strengths and achievements. This format has also helped to build a sense of team, sharing, and listening skills. Also, the program is also working to build a love for reading by setting program-wide goals such as reading 5,000 books during the year. The students, upon achieving their goal, are rewarded with a special field trip.



**Program and Staff Opportunities for Improvement:**

The program should improve its connection to the school to improve academic achievement. For example, the program has not had an academic liaison for most of the year. The program would also benefit from more meaningful ongoing training for the high school mentors. After the program ends each day, staff can share strategies about addressing difficult behavior or academic achievement issues may be helpful.

**Youth Evaluator Comments:**

El-iza El Henson, Blanca Lopez

EBAYC-Garfield is located at 1640 22<sup>nd</sup> Avenue in Oakland. Garfield is an after school program that serves youth from kindergarten to fifth grade that attend Garfield Elementary. This program operates Mondays, Tuesdays, and Thursdays from 3:00pm until 5:45pm. On Wednesdays they go from 2:00pm until 4:30pm, and on Fridays they start at 2:00pm and end at 5:45pm. The enrichment classes offered are cooking, gardening, African dance, drumming, art, board games, circus arts, and sports. The sports offered are basketball, soccer, tennis, and flag football. The only requirement for this program is that the youth must attend Garfield Elementary. During our site visit we had the opportunity to observe homework help, where the youth receive help with assignments they didn't understand. We also observed the computer class where the youth were using educational computer programs to learn independently at their own pace. Afterwards we saw the Spanish class and then community circle. While on this site visit we had the opportunity to interview some of the youth participants. We asked Gabriel, age 8, what his favorite part of the program was. He replied, "My favorite part is reading and writing in my journal." We asked the same question to Alysia, age 8, she replied, "I like community circle the most." Then we asked them if they improved in any school subjects. Alysia stated, "My math and spelling have improved." Gabriel followed up saying, "School has gotten easier." In conclusion, EBAYC-Garfield was an exceptional program. Their 33 youth interns were alumni of the school; therefore they really connected with the students in the program. Their site coordinator, Nikita, was very dedicated to serving the youth and had their best interest in mind.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

**(Child Survey)**


- 62% This program makes my schoolwork easier:
- 65% This program helps me get along with adults better:
- 68% This program helps me learn new things yes:
- 71% This program helps me stay safe yes:
- 61% This program helps me get along with other kids yes:
- 65% This program makes me feel good about myself yes:
- 73% This program helps me do my math and arithmetic better:
- 78% This program helps me read better:
- 74% This program gets me to turn in my homework more:
- 66% This program helps me enjoy reading yes:
- 67% This program makes me treat others kindly yes:
- 72% This program helps me be a team player, pay attention, and cooperate yes:

**(Youth Survey)**

- 64% My success at school (job/training) is better:
- 73% My understanding of who I am and what I can do is better:
- 59% My ability to communicate is better:
- 86% My ability to learn new things is better:
- 64% My ability to connect with adults is better:
- 68% My ability to work with others is better:
- 77% My ability to stay safe is better:
- 82% My ability to work with a team better:
- 68% My feelings about myself are better:
- 91% My circus skills are better:
- 50% My ability to use accurate self assessment is better:
- 77% My ability to solve problems with other students by talking to them is better:
- 86% My ability to listen and follow directions is better:
- 87% My confidence in myself is better:
- 78% I am happier since I joined the Circus program yes:
- 70% I am less shy since I joined this Circus program yes:
- 57% I am more of a leader since I joined this Circus program yes:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Bay Asian Youth Center-Garfield ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$195,068	Total \$307,568	Percent Match 173%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$224,776	Total Funds Spent \$337,276	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 110%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 2	Years Experience 10.0	Years Schooling 14.5	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 311	Male 52%	Female 48%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 81%	11-14 yrs 19%	15-20 yrs 0%	Parent 0%	
			African Americans 18%	Latino Americans 48%	Asian/Pacific Islander Americans 32%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 1%	Other 2%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 67%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 58,420	Actual Hours of Service 82,008	Percent of Contracted Services Delivered 140%	Hours of Service per Customer 264	Staff-rated Growth in Expectation Level 64%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.37	Cost per Hour Total Funds \$4.11	Cost per Customer OFCY Funds \$362	Cost per Customer Total Funds \$1,084	Number of New Caring Adults Connected to Child/Youth 2.15	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 83%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		63%	76%	69%	
			Grantee selected changes		65%	70%	62%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
2.1			1.6	0.64	Good	758		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 391	Parent Surveys 175	Staff Surveys 376	RPRA Surveys N/A	Total Surveys 942	Good Sample Size	

**East Bay Asian Youth Center - Manzanita**

**Project Description:**

Manzanita Higher Learning is a comprehensive after-school learning center designed to assist and support students at Manzanita Elementary School and Manzanita SEED Elementary School to improve academic achievement and become more engaged in the community. Manzanita Higher Learning provides an array of integrated academic support, cultural enrichment, and health education for 100 students, five-days-a-week. Manzanita Higher Learning's strategic partners include Manzanita Elementary School, Manzanita SEED Elementary School, Expedition, and Prescott Circus Theatre, to name a few.

**Program and Staff Strengths:**

The program had five returning mentors and 15 new mentors. Mentors are an essential part of the program. Mentors initially approach the opportunity strictly as an after school job, but the high school students become engaged in this meaningful work. Mentors work to establish a trusting relationship with the younger students. Mentors have two weeks of training before the school year begins and learn about tutoring and classroom management, among other topics.

**Program and Staff Opportunities for Improvement:**

The program would benefit from ongoing training with the high school mentors. The mentors would benefit from more frequent, meaningful, and ongoing feedback about performance and practicing continuous improvement. The program should also explore engaging parents in developing topics for the community/parent engagement activities, rather than the topics being strictly developed by staff.

**Youth Evaluator Comments:**

Janae Miller, Jesus Jimenez

EBAYC- Manzanita is located in East Oakland on 2409 E.27<sup>th</sup> Street. There are 120 students enrolled in this program and about 110 students attend on a daily basis. The program runs Monday through Friday from 2:50pm until 5:45pm. On Monday and Wednesday, the program offers gardening from 3:15pm to 4:15pm. The program starts early on Tuesdays due to early dismissal. On Tuesdays, the program starts at 1:30pm and ends at 5:45pm. Enrichment activities are offered on Tuesdays and Fridays and include: cooking, sports, circus, computer, dance, board games, and academic homework, as well as academic intervention. The program caters to youth in grades first through fifth grade. While at this site visit, we observed the youth in cooking class making food for the after school program. The youth in the board game class were playing chess and checkers. The students in the dance class were shy, but they were also really focused and engaged in what they were doing. In the sports portion of this program, many students were playing soccer, basketball, and kickball. In art class, they were making paper maché turtles out of paper plates and newspaper clippings. We really enjoyed the circus activity because, not only were the kids having a good time, but they were dancing and walking on stilts to their own circus music and practicing for an assembly. The two youth participants that were interviewed expressed how they have benefited from the program. Shirley, a fifth grader said, "This is a great program because it has cooking class, and it has helped me improve my grades." She also stated that she wouldn't change anything about the program because she thinks it's great the way it is. Adam, who is in charge of the program, stated that the program has a high school mentoring portion that the youth in the after school program can work with. He also stated that the high school mentors seem to really have a connection with the younger students in the program and it gives the children something positive to look forward to. We think that EBAYC-Manzanita is a great program for students because it keeps them off the streets and it teaches them essential tools they will need in the future such as cooking and great sportsmanship.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

**(Child Survey)**

- 67% This program makes my schoolwork easier:
- 65% This program helps me get along with adults better:
- 65% This program helps me learn new things yes:
- 79% This program helps me stay safe yes:
- 63% This program helps me get along with other kids yes:
- 60% This program makes me feel good about myself yes:
- 66% This program helps me do my math and arithmetic better:
- 79% This program helps me read better:
- 73% This program gets me to turn in my homework more:
- 81% This program helps me do sports, dance, or the arts better:
- 60% This program makes me treat others better:
- 69% This program helps me be a team player, pay attention, and cooperate yes:











**(Youth Survey)**

- 57% My success at school (job/training) is better:
- 50% My understanding of who I am and what I can do is better:
- 64% My ability to communicate is better:
- 85% My ability to learn new things is better:
- 71% My ability to connect with adults is better:
- 71% My ability to work with others is better:
- 86% My ability to stay safe is better:
- 71% My ability to work with a team better:
- 54% My feelings about myself are better:
- 86% My circus skills are better:
- 64% My ability to use accurate self assessment is better:
- 71% My ability to solve problems with other students by talking to them is better:
- 64% My ability to listen and follow directions is better:
- 71% My confidence in myself is better:
- 64% I am happier since I joined the Circus program yes:
- 71% I am less shy since I joined this Circus program yes:
- 69% I am more of a leader since I joined this Circus program yes:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

**OFCY Performance Logic Model Evaluation System**

Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Bay Asian Youth Center-Manzanita ASP					Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants		
			\$112,500	\$95,134	\$207,634	85%	\$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Total Funds Spent	Yes	
			\$112,500	\$112,500	\$225,000	100%	108%		
	Staff	Who were the staff providing services?	Staff Surveyed	Years Experience	Years Schooling	Male	Female	Yes	
			20	2.3	10.3	40%	60%		
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male	Female	Unknown		Yes	
		131	48%	52%	0%				
		0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent			
		0%	79%	21%	0%	0%			
		African Americans	Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans			
		26%	50%	18%	2%	0%			
		Multiracial Americans	Other	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community				
		5%	1%	N/A	61%				
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Staff-rated Growth in Expectation Level	Yes	
			43,440	49,599	114%	379	58%		
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Number of New Caring Adults Connected to Child/Youth	Yes	
			\$2.27	\$4.54	\$859	\$1,718	1.89		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services	Yes Satisfaction > 70%	
			79%		86%		High		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		71%	80%	84%		
			Grantee selected changes		72%	84%	89%		
		Academic selected changes		68%	82%	88%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Average SPI > 600		
		1.6	1.9	0.77	Good	773			
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size		
		317	156	386	244	1,103			

## East Bay Asian Youth Center – Roosevelt

### Project Description:

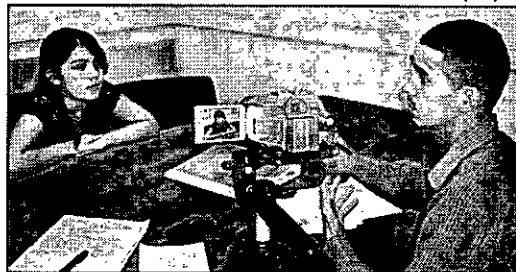
The Roosevelt Village Center is a comprehensive after-school learning center dedicated to improving academic achievement and student leadership at Roosevelt Middle School. The Roosevelt Village Center provides an integrated array of academic support, cultural enrichment, health education, and leadership development services to up to 200 students. The program partners with Cycles of Change, Chabot Science, and U.C. Berkeley, to name a few.

### Program and Staff Strengths:

College mentors tutor the students and provide informal counseling to support youth, share information about college and career planning. Students open up to the mentors and build trusting relationships with them. Students see mentors as both academic help, but also seek them out about issues related to their future, home life, and challenges in the neighborhood. Mentors are generally from Oakland and share their history and background with the students. Also, the program provides leadership opportunities for youth in the school-wide Urban Ecology School Beautification Project.

### Program and Staff Opportunities for Improvement:

The program should improve the way in which services are coordinated with partners, such as meeting formally on a regular basis to share information about what is happening with youth, mentors, etc. Also, since all partners do not begin the program at the same time of the year, coordination is particularly important. EBAYC may also want to get feedback from the students, teachers, and parents about the other program partners.



### Youth Evaluator Comments:

Chris Milburn

EBAYC-Roosevelt is located at 1926 19<sup>th</sup> Ave and is at Roosevelt Middle School. It operates Monday, Tuesday, Thursday and Friday from 2:40pm to 5:30pm. On Wednesday it operates from 1:15pm to 4:10pm because of the short day. In total the program has 213 students enrolled and a daily attendance of 180. EBAYC-Roosevelt has a daily program schedule that it follows everyday. It consists of a ten minute break after school so the youth can go to their lockers, after that they have registered, and make their way to homework session. The homework session is hosted by college students from colleges around the Bay Area such as Cal Berkeley, SF State, and Laney. After the homework session, they have a quick snack break and then go right into their enrichment classes. The youth can choose from activities such as, sports, dance, crafts, cooking, and a Bike club. The kids at EBAYC-Roosevelt seemed to be having lots of fun, even during the homework session. The youth really liked all the mentors and really wanted to hear what they had to say. On Fridays when students have no homework, the mentors make-up homework packets which students finish to get points that they can cash in for a prize. During the enrichment part of the program the youth were doing all kinds of activities from football to making their own digital stories. Another thing I saw was the students learning to cook and putting together a school news paper. The sixth graders were learning about middle school life such as the classes they would be taking and where to go. The seventh graders were learning about Oakland and where they are from. The eighth graders were learning about college and careers. The Managing Director Brenda Saecho said, "These kids don't only need support academically but they need support emotionally too." As we walked through the classes, we walked into a classroom where one of the mentors named Nicole said "Some of these students are already in gangs so we're just trying to get them out." My experience at EBAYC-Roosevelt was great, I really felt that the children were benefiting both academically and socially. This program teaches the youth what they are capable of and shows them a myriad of career paths available to them. Bike club teaches the kids how to build bikes, consequently teaching them mechanical skills. The computer program shows the students how to make digital movies.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

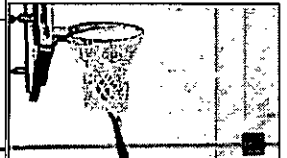
- 75% My success (job/training) is better:
- 75% My understanding of who I am and what I can do is better:
- 74% My ability to communicate is better:
- 80% My ability to learn new things is better:
- 64% My ability to connect with adults is better:
- 67% My ability to work with others is better:
- 64% My ability to stay safe is better:
- 72% I do math or arithmetic better:
- 66% My reading skills are better:
- 67% I turn in completed homework assignments more:
- 64% My confidence in myself is better:
- 78% I engage in several activities at once, such as sports, arts, dance, and cooking better:
- 74% I think about my future, such as college, career, job skills more:
- 74% I am benefiting from school more:
- 67% I understand my culture and other cultures better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Bay Asian Youth Center-Roosevelt ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$135,000	Match \$218,808	Total \$353,808	Percent Match 162%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$135,000	Matching Funds Spent \$281,122	Total Funds Spent \$416,122	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 118%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 20	Years Experience 3.8	Years Schooling 12.6	Male 40%	Female 60%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 378	Male 57%	Female 43%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 92%	15-20 yrs 8%	Parent 0%	
			African Americans 19%	Latino Americans 36%	Asian Pacific Islander Americans 41%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 1%	Other 3%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 74%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 76,917	Actual Hours of Service 135,886	Percent of Contracted Services Delivered 177%	Hours of Service per Customer 359	Staff-rated Growth in Expectation Level 78%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.99	Cost per Hour Total Funds \$3.06	Cost per Customer OFCY Funds \$357	Cost per Customer Total Funds \$1,101	Number of New Caring Adults Connected to Child/Youth 18,34	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 79%		Average Satisfaction of Parents (0-100% on 4 items) 86%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		71%	80%	84%	
			Grantee selected changes		72%	84%	89%	
	Academic selected changes		68%	82%	88%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.6 1.9		Reliability Score 0.77	Reliability Level Good	SPI Score 773	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 317	Parent Surveys 156	Staff Surveys 386	RPRA Surveys 244	Total Surveys 1,103	Good Sample Size	



**East Oakland Boxing Association – Smartmoves Education and Enrichment Program****Project Descriptions:**

The East Oakland Boxing Association, Smartmoves Program is a free comprehensive after school and summer program for children and youth, ages 6 to 13. Programming includes cross-curricular integrated academic tutoring, mentoring, arts and crafts, theater, photography, Afro-Cuban drumming, health and nutrition, computers, organic gardening, physical education and field trips. Smartmoves strives to provide a safe, friendly space for youth to receive academic help, mentorship from caring, adult role models and an opportunity to be involved in positive activities.

**Program and Staff Strengths:**

The Smartmoves Program is commended for encouraging their older youth participants to serve as mentors to the younger children in their program, particularly, for those youth have been with the program for several years. Through the strengthening of the Youth Intern Program component, Smartmoves has been able to provide selected participants, ages 13 to 20, with a paid summer internship that provides career and job development and additional academic monitoring as program staff visits youth on school campus to monitor their progress.

**Program and Staff Opportunities for Improvement:**

Program staff are encouraged to develop a relationship with school site administrators and teachers at targeted schools that their program participants attend. This will enable program staff to monitor the academic performance of participants and partner with targeted schools to ensure the school success of children and youth of EOBA. The program is commended for the growth in the fund development and partnerships. The program needs to continue to build support in the community and from the foundation community.

**Youth Evaluator Comments:**

Chris Milburn, Yohana S.

East Oakland Boxing Association is located at 816 98<sup>th</sup> Ave. Its hours of operation are Monday, Tuesday and Thursday from 3:00pm to 6:00pm. On Wednesdays and Fridays the program runs from 12:00pm to 6:00pm. On Saturdays it runs from 9:00am to 4:00pm. This program caters to youth ages 5 to 20. They offer the youth many activities such as homework help, gardening, cooking, fashion club, health and safety classes, martial arts, and physical education. They recruit the students by circulating flyers and through word of mouth. The program also has internships, where youth that have been through the program can get a job there and mentor other youth.

During our visit to the East Oakland Boxing Association we had the chance to witness the 5 to 12 year old class where students were participating in a mural making class depicting the fallen police officers in Oakland. Other students were reading books and finishing up their homework. After the youth participants were finished they went outside for a martial arts class. Then we went to the 13 to 20 year old class, which was located in the gym, where the youth were exercising and practicing boxing moves such as how to throw a punch while moving their feet. Diego, age 9, was very enthusiastic about being part of the program. He said, "I love being here because teachers help you learn new things everyday." When he was asked what his favorite part of the program was he said, "I like playing basketball." Kamay is also 9 years old and when she was asked what she would be doing if she was not in this program, she said, "I would be at home sitting and watching TV and I would be missing out in this opportunity that I have right now." As youth evaluators, we believe that this program is very successful and organized. This program helps youth stay out of the streets by giving them the opportunity to participate in the activities and become mentors to younger students.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 67% This program makes my school work better:
- 81% This program helps me get along with adults better:
- 94% This program helps me learn new things better:
- 87% This program helps me stay safe better:
- 76% This program helps me get along with other kids better:
- 84% This program makes me feel good about myself (more):
- 69% This program makes me eat healthy meals (more):
- 80% This program helps me respect myself, others, and property (more):
- 79% This program makes me want to exercise and improve my health (more):

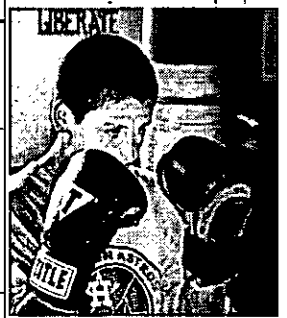




**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions East Oakland Boxing Association- Smart Moves Education Program					Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$100,000	Match \$253,310	Total \$353,310	Percent Match 253%	Youth Stipends & Grants \$2,000		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$100,000	Matching Funds Spent \$251,435	Total Funds Spent \$351,435	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 99%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 7.5	Years Schooling 15.7	Male 56%	Female 44%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 572	Male 71%	Female 28%	Unknown 1%			Yes
			0-5 yrs 3%	6-10 yrs 49%	11-14 yrs 29%	15-20 yrs 18%	Parent 1%		
			African Americans 51%	Latino Americans 44%	Asian Pacific Islander Americans 1%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 3%	Other 0%	RPR A Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 95%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 89,074	Actual Hours of Service 104,366	Percent of Contracted Services Delivered 117%	Hours of Service per Customer 182	Staff-rated Growth in Expectation Level 95%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.96	Cost per Hour Total Funds \$3.37	Cost per Customer OFCY Funds \$175	Cost per Customer Total Funds \$614	Number of New Caring Adults Connected to Child/Youth 2.91	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 93%		Average Satisfaction of Parents (0-100% on 4 items) 96%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		79%	96%	93%		
			Grantee selected changes		75%	100%	99%		
	Academic selected changes		N/A	N/A	N/A				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development, Fall 08, Spring 09 2.4, 2.1		Reliability Score 0.56	Reliability Level Low	SPI Score 690	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 136	Parent Surveys 77	Staff Surveys 127	RPR A Surveys N/A	Total Surveys 340	Good Sample Size		



## Girls, Inc. – Parker

### Project Descriptions:

The Girls Inc. Parker ASP is a collaborative between Girls, Inc., Super Stars and Prescott Circus Theatre. Girls, Inc. serving 120 under performing students in K-5th grades. The GIRLStart Program targets K-3<sup>rd</sup> grade girls who are reading below grade level or at grade level and WOW for 4<sup>th</sup> and 5<sup>th</sup> grade students. Super Stars offers a Literacy Program that is complementary in nature to the Girl Start Program targeting English as a second language population while Prescott Circus Theatre focuses on delivering services to students in 3<sup>rd</sup> – 5<sup>th</sup> grades.

### Program and Staff Strengths:

The GIRLStart program is infused with supportive language, encouragement and opportunities for girls to take positive risks and engage in leadership. There is a structured approach to building reading skills and comprehension along with math and science knowledge. WOW curriculum engages students in both academic and enrichment activities including physical fitness, nutrition, literacy, and social-emotional development. Staff participates in bimonthly staff development trainings that focus on curriculum implementation. Prescott Circus uses their clown curriculum to help children learn how to master skills totally new to them—how to master their own body movements. Much of the skill building is sequential in nature and the children learn to assess their own mastery of skills, a valuable skill that is transferable to other domains. The staff is passionate, which drives them to want to succeed with their work and see the kids grow. Staff models the sense of feeling “safe” with one another, are polite and respectful toward one another.

### Program and Staff Opportunities for Improvement:

The program is encouraged to maintain the variety of enrichment activities offered by the variety of providers in the face of pressure to align with the school curriculum through “paper and pencil” and “drill” approaches and less enrichment activities. The staff would benefit from Professional Development opportunities where all staff is together not just for information exchange, but given the time to create programs together, e.g. Reading Buddies with Super Stars.

### Youth Evaluator Comments:

Jose Peña, El-Iza E.

The program Girls-Power is located at 7929 Ney Avenue and runs from Monday through Friday. The program concentrates on encouraging girls to develop a high self-esteem and showing them how to take advantages of the opportunities that our society offers. The program is designed for girls in kindergarten through fifth grade. The program offers several activities such as tutoring and circus arts. The program's staff consists of regular school staff members and volunteers from community colleges that help lead the girls towards their goal, which is both academic and social excellence. When at the program, we noticed that the staff members' passion when it came to teaching these girls about academics, society, and personal development. The girls were very attentive when the adults were speaking. They were engrossed in talks the staff was giving. When interviewing the girls, they assured us that the program was benefiting them a lot since they were learning about both academics and themselves. The program encourages them to get to know themselves better by expressing themselves through art and academics and being comfortable among a large group. We also observed how the girls are being taught to be more well spoken by using more professional words. The participants remember these words by studying the dictionary. The staff is always there and ready to help those who have trouble.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

#### WOW Program

83% This program makes my school work easier:  
 87% This program helps me get along with adults better:  
 96% This program helps me learn new things yes:  
 100% This program helps me stay safe yes:  
 83% This program helps me get along with other kids yes:  
 91% This program makes me feel good about myself yes:  
 96% This program helps me do my math and arithmetic better:  
 96% This program helps me read better:  
 78% This program gets me to turn in my homework more:  
 83% This program helps me write better:  
 100% This program makes me play sports more:  
 86% This program helps me choose healthy foods more:  
 96% This program makes me feel strong, smart, and bold more:

#### Girls Start

69% This program makes my school work easier:  
 62% This program helps me get along with adults better:  
 89% This program helps me learn new things yes:  
 73% This program helps me stay safe yes:  
 64% This program helps me get along with other kids yes:  
 73% This program makes me feel good about myself yes:  
 69% This program helps me do my math and arithmetic better:  
 80% This program helps me read better:  
 78% This program gets me to turn in my homework more:  
 73% This program helps me understand science better:  
 76% This program makes me play sports more:  
 82% This program makes me feel strong, smart, and bold more:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Girls, Inc. - Parker ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$464,458	Total \$559,458	Percent Match 489%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$250,194	Total Funds Spent \$345,194	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 62%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 17	Years Experience 7.9	Years Schooling 15.8	Male 12%	Female 88%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 146	Male 45%	Female 55%	Unknown 1%		Yes
			0-5 yrs 6%	6-10 yrs 80%	11-14 yrs 12%	15-20 yrs 0%	Parent 0%	
			African Americans 70%	Latino Americans 25%	Asian Pacific Islander Americans 4%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 1%	Other 0%	RPRA Child/Youth Asset Level LOW	Staff-rated Growth in Participation—Home, School, Community 72%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 32,781	Actual Hours of Service 40,351	Percent of Contracted Services Delivered 123%	Hours of Service per Customer 276	Staff-rated Growth in Expectation Level 70%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.35	Cost per Hour Total Funds \$8.55	Cost per Customer OFCY Funds \$651	Cost per Customer Total Funds \$2,364	Number of New Caring Adults Connected to Child/Youth 4.35	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 88%		Average Satisfaction of Parents (0-100% on 4 items) 94%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes 69%	Parent Report on Changes 86%	Staff Report on Customer 89%	Yes Service Productivity > 60%
			Asset development changes		66%	85%	75%	
			Grantee selected changes		70%	88%	86%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.5 1.4		Reliability Score 0.27	Reliability Level Low	SPI Score 693	Yes, Quality Score > 1 Yes Average SPI > 600
Children & Youth Surveys 219			Parent Surveys 159	Staff Surveys 234	RPRA Surveys 181	Total Surveys 793	Good Sample Size	



**Higher Ground Neighborhood Development - Allendale**

**Project Descriptions:**

The grantee agency, Higher Ground Neighborhood Development Corporation, operates after school programs at four elementary school sites: Allendale (Tigers Roar After School Program), Brookfield Village (Lions Roar After School Program), New Highland Academy (Solar Rays After School Program), and Sobrante Park (Eagles Soar After School Program). While the four sites have programs that offer different activities and services in response to the communities they serve, all sites have the same team structure: a Site Coordinator, Program Assistant, Head Tutor and Core Team Members. All sites partner with Oakland Parks and Recreation enabling students to participate in the athletic/sports activities offered by the recreation staff. The four sites offer comprehensive and complimentary services using the same routines with customized strategies. Program service components include (1) tutoring focusing on academics and homework assistance and building relationships; (2) daily physical exercise; (3) Leadership/Service Learning component; and (4) enrichment activities including field trips

**Program and Staff Strengths:**

The Allendale site is to be commended for establishing a good, consistent structure to the program day and for building the accountability of the children for their choices. The program has developed a sense of community among children, parents and staff. The program staff has maximized the children's love to perform and show parents what they have learned by scheduling a drama class where the children wrote their own play, and were able to perform for their parents: dancing, singing, and drama, which was a great self-esteem and confidence builder.

**Program and Staff Opportunities for Improvement:**

The Allendale site is encouraged to continue improving its implementation of the data collection program, as well as organizing its space and activities and work on a quieter transition between activities. The program should continue in its intention to provide healthier snacks with no sugar. The program is encouraged to continue seeking better strategies with parents whereby children can participate after dark after switching from daylight savings time and so that children have a safe way to get home.



**Youth Evaluator Comments:**

Blanca Lopez, Christopher Milburn

Higherground – Allendale is located at 3670 Penniman Avenue in Oakland. Their hours of operation are Monday through Friday from 2:45pm to 6:00pm, except on Wednesdays when it runs from 1:20pm to 6:00pm. They offer their services to youth in kindergarten through fifth grade. They offer many activities like homework help, chess club, ballet folklorico, African dance, guitar, drama, Sports4Kids, Opera Piccola, and arts and crafts.

We had the opportunity to observe all the homework grades where the youth were receiving help with their math and reading. Later we saw the African dance class where the students were learning new steps, soon after the teacher showed them a video of her competing in a dance tournament. The arts and crafts class was making monochromatic paintings. Later, all the youth went together outside for some exercise. Amber Blackwell, Acting Coordinator, said, "We make sure they are having fun and getting their homework done." She also mentioned that the program's main goal is to work with children in order to enhance their academics as well their enrichment experiences. Overall, we think this is a good program because it provides the students with a safe place to stay. However we think that the program needs to be more organized and pay more attention to detail.

**Initial Outcomes of OFCY-Funded Care and Service**

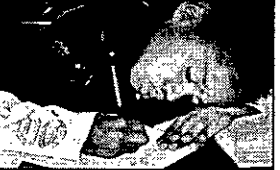
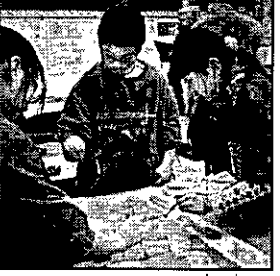

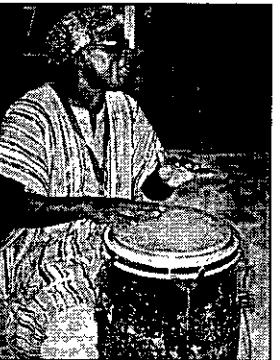


The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 74% This program makes my school work better:
- 76% This program helps me get along with along adults better:
- 80% This program helps me learn new things yes:
- 81% This program helps me stay safe yes:
- 69% This program helps me get along with other kids better:
- 74% This program make me feel good about myself yes:
- 71% This program helps me do my math and arithmetic better:
- 73% This program helps me read better:
- 78% This program gets me to turn in my homework more:
- 72% This program makes me appreciate the benefits of sports and fitness more:
- 74% This program helps me express myself through art, dance, or music better:
- 80% This program makes me pay attention and cooperate as a team member better:
- 82% This program helps me compete through games and organized sports better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

Performance Account-ability Model		Answers to OFCY Evaluation Questions Higher Ground Neighborhood Development - Allendale ASP					Met Performance Goals		
Logic Model	OFCY Evaluation Questions								
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$100,134	Total \$195,134	Percent Match 105%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$79,116	Total Funds Spent \$174,116	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 89%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 4.8	Years Schooling 12.0	Males 0%	Female 75%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 147	Male 55%	Female 42%	Unknown 3%		Yes	
			0-5 yrs 0%	6-10 yrs 78%	11-14 yrs 22%	15-20 yrs 0%	Parent 0%		
			African Americans 55%	Latino Americans 25%	Asian Pacific Islander Americans 12%	Native American 0%	Caucasian Americans 1%		
			Multiracial Americans 8%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 86%			
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 73,305	Actual Hours of Service 99,430	Percent of Contracted Services Delivered 138%	Hours of Service per Customer 676	Staff-rated Growth in Expectation Level 84%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.96	Cost per Hour Total Funds \$1.75	Cost per Customer OFCY Funds \$646	Cost per Customer Total Funds \$1,184	Number of New Caring Adults Connected to Child/Youth 1.95	Yes	
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 88%		Average Satisfaction of Parents (0-100% on 4 items) 94%		Customer Level of Participation in Services High	Yes Satisfaction > 70%		
E F F E C T	Service Productivity Initial Outcomes	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%		
		Asset development changes		70%	90%	86%			
		Grantee selected changes		74%	94%	88%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600		
		1.4	2.1	0.66	Good	803			
Survey Sample	How many customers did they survey?	Children & Youth Surveys 126	Parent Surveys 70	Staff Surveys 137	RPRA Surveys 133	Total Surveys 466	Good Sample Size		

**Higher Ground Neighborhood Development – Brookfield Village****Project Descriptions:**

The grantee agency, Higher Ground Neighborhood Development Corporation, operates after school programs at four elementary school sites: Allendale (Tigers Roar After School Program), Brookfield Village (Lions Roar After School Program), New Highland Academy (Solar Rays After School Program), and Sobrante Park (Eagles Soar After School Program). While the four sites have programs that offer different activities and services in response to the communities they serve, all sites have the same team structure: a Site Coordinator, Program Assistant, Head Tutor and Core Team Members. All sites partner with Oakland Parks and Recreation enabling students to participate in the athletic/sports activities offered by the recreation staff. The four sites offer comprehensive and complimentary services using the same routines with customized strategies. Program service components include (1) tutoring focusing on academics and homework assistance and building relationships; (2) daily physical exercise; (3) Leadership/Service Learning component; and (4) enrichment activities including field trips

**Program and Staff Strengths:**

The staff is to be commended for the successful "Lights On After Dark," which it organized with many local businesses contributing a lot, and the good parent turn out. This is especially commendable since the issue of safety in the surrounding community after dark is a community concern. This event helped build a stronger relationship with the parents benefitting their children. The program has a strong academic liaison that stays most days to communicate with staff. She does excellent bridging with teachers and facilitates communication.

**Program and Staff Opportunities for Improvement:**

The program experienced high turnover, which indicates the need for better staff recruitment and selection. As the Brookfield ASP site continues in the process of rebuilding, the program is encouraged to continue working with the principal to establish a coordinated effort and clear expectations of what the program should look like down to the basics. The program is encouraged to continue building consistent attendance and continue to improve use of positive reinforcement of program expectations.

**Youth Evaluator Comments:**

Blanca Lopez, Jesus Jimenez .

On the day of our site visit we visited Higher Ground – Brookfield at 401 Jones Avenue, in Oakland. This program operates Monday to Friday from 2:45pm to 6:00pm, except for Wednesdays when it operates from 1:30pm to 6:00pm. They offer many activities for kids from kindergarten to fifth grade. The program is only for students that attend Brookfield Elementary School. The activities include; health and fitness, art and crafts, sports, visual arts, homework center, SCORES Boys, SCORES Girls, poetry, Girl Scouts, choir, dance, team building and learning games.

On the day of our site visit we had the opportunity to observe different activities like the kindergarten homework class where participants were working on packets that taught them how to spell their names and learn their phone numbers. The first grade homework class was learning addition. The second and third grade homework class was learning how to multiply large numbers. SCORES Boys and SCORES Girls were creating literary poetry. The fourth and fifth grade homework class was learning vocabulary words. The African dance class was practicing for their show on Friday night. The football group was practicing for their game on Saturday. The basketball team was playing outside and the arts and crafts class was making decorations for Thanksgiving Day. Karen, age 10, told us that she would recommend this program because it has improved her grades and also because it helps her finish her homework. She also mentioned that in this program she learns manners and how to respect her elders. Tiffany Gipson, Operation Director from Higher Ground, said that she has faced obstacles, such as a change in principal. The new principal was trying to take the program in a different direction by including more physical activities such as football and soccer. Another obstacle was the replacement of three staff members, which she said, really affected the quality of new members she had to get to replace them. Overall, we think this is a good program because it provides a academic environment while teaching the youth other valuable life lessons, like respect their elders. What really caught my eye was that one particular student who said that this program helped him a lot and that he preferred to have more educational classes and outdoor activities.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

70% This program makes my school work better:

72% This program helps me get along with along adults better:

73% This program helps me learn new things yes:

74% This program helps me stay safe yes:

72% This program helps me get along with other kids better:

81% This program make me feel good about myself yes:

71% This program helps me do my math and arithmetic better:

68% This program helps me read better:

69% This program gets me to turn in my homework more:

72% This program helps me to listen better:

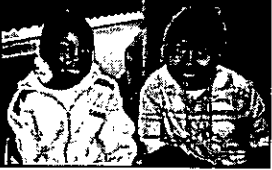



76% This program helps me to create things better:

74% This program helps me express myself through art, dance, or music better:

80% This program makes me pay attention and cooperate as a team member better:

**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System							Met Performance Goals		
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Higher Ground Neighborhood Development - Brookfield Village ASP						
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$100,133	Total \$195,133	Percent Match 105%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$79,116	Total Funds Spent \$174,116	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 89%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 5.6	Years Schooling 14.0	Male 25%	Female 75%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 202	Male 50%	Female 49%	Unknown 1%			Yes
			0-5 yrs 0%	6-10 yrs 65%	11-14 yrs 35%	15-20 yrs 0%	Parent 0%		
			African Americans 43%	Latino Americans 49%	Asian Pacific Islander Americans 4%	Native American 1%	Caucasian Americans 1%		
			Multiracial Americans 4%	Other 0%	RPRA Child/Youth Asset Level LOW	Staff-rated Growth in Participation—Home, School, Community 80%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 73,305	Actual Hours of Service 81,607	Percent of Contracted Services Delivered 111%	Hours of Service per Customer 404	Staff-rated Growth in Expectation Level 73%	Yes	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.16	Cost per Hour Total Funds \$2.13	Cost per Customer OFCY Funds \$470	Cost per Customer Total Funds \$862	Number of New Caring Adults Connected to Child/Youth 4.29	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 85%		Average Satisfaction of Parents (0-100% on 4 items) 88%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		72%	80%	82%		
			Grantee selected changes		68%	75%	70%		
	Academic selected changes		67%	79%	77%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.3 1.8		Reliability Score 0.78	Reliability Level Good	SRI Score 775	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 170	Parent Surveys 46	Staff Surveys 142	RPRA Surveys 165	Total Surveys 523	Good Sample Size		

**Higher Ground Neighborhood Development – New Highland****Project Descriptions:**

The grantee agency, Higher Ground Neighborhood Development Corporation, operates after school programs at four elementary school sites: Allendale (Tigers Roar After School Program), Brookfield Village (Lions Roar After School Program), New Highland Academy (Solar Rays After School Program), and Sobrante Park (Eagles Soar After School Program). While the four sites have programs that offer different activities and services in response to the communities they serve, all sites have the same team structure: a Site Coordinator, Program Assistant, Head Tutor and Core Team Members. All sites partner with Oakland Parks and Recreation enabling students to participate in the athletic/sports activities offered by the recreation staff. The four sites offer comprehensive and complimentary services using the same routines with customized strategies. Program service components include (1) tutoring focusing on academics and homework assistance and building relationships; (2) daily physical exercise; (3) Leadership/Service Learning component; and (4) enrichment activities including field trips.

**Program and Staff Strengths:**

Staff is to be commended for working closely with some teachers and counselors working with the children during the school day. Staff has developed a collegial relationship whereby feedback is exchanged in a positive manner. The program focuses on establishing clear expectations and routines, which help the children to know what to expect and act accordingly. The structure gives children who are uncertain or insecure more confidence that they know what they are supposed to do and they develop better ability to listen and follow directions. This is particularly commendable given the fact that the site is shared with another program.

**Program and Staff Opportunities for Improvement:**

Staff is encouraged to continue to build communication with parents. Some children have little or no structure or routine at home, which can lead to undisciplined behavior by the children. The staff is encouraged to continue to improve their behavior management strategies with the children.

**Youth Evaluator Comments:**

Daniel Cornejo, Jose Peña

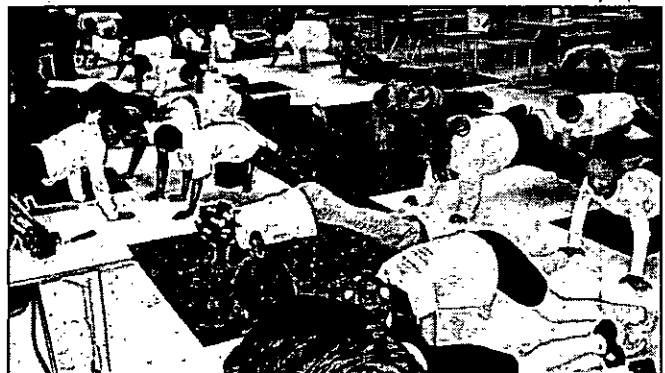
Higher Ground- New Highland is located at 8521 A Street in Oakland. This program operates Monday through Friday 3:30pm-6:00pm and Wednesday 1:30pm-6:00pm. The program has 100 youth enrolled, but 95 attend on a day-to-day basis. Higher Ground provides homework help, sports, critical thinking classes and art. The program provides services from kindergarten to the fifth grade. The program has young and enthusiastic staff members some of whom are interns and help the youth with both academics and enrichment activities. The way in which the program works is that the youth rotate from different activities and they all eventually come into the cafeteria for exercising.

We were able to observe the various activities such as art and exercise. The program looked organized and students were separated based on their grade level. Most of the classes had the students working on homework and whenever a question was brought up, the teacher answered it without complaints. The class that stood out to us was the critical thinking class since the youth were very energetic and were even asking us critical thinking questions. One of those questions was "There is a puddle of water and an iguana in it, how do you get the iguana on your shoulder without it touching you?" After several guesses, we gave up and while the youth kept telling us to think about it. When interviewing the youth, they were a little shy, but after a few questions they gained confidence and shared the valuable information that we were seeking. This information consisted of whether the youth were benefiting from the program and whether the staff members have been helpful. The youth claimed to have better academic success due to enrollment in the program. In the end, the program seemed to be meeting its goals of helping their youth with their academics. All the youth looked happy to be there and were enthusiastic when participating in the activities offered that day. The program is making a difference in the community and is shaping a brighter future for the youth enrolled.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 61% This program makes my school work easier:
- 69% This program helps me get along with adults better:
- 74% This program helps me learn new things yes:
- 74% This program helps me stay safe yes:
- 64% This program helps me get along with other kids yes:
- 73% This program makes me feel good about myself yes:
- 70% This program helps me do my math and arithmetic better:
- 70% This program helps me read better:
- 77% This program gets me to turn in my homework more:
- 67% This program makes me pay attention and listen better:
- 79% This program makes me feel strong, smart, and bold more:
- 74% This program helps me express myself through art, dance, or music more:
- 70% This program makes me cooperate as a team member better:
- 70% This program makes me behave better:

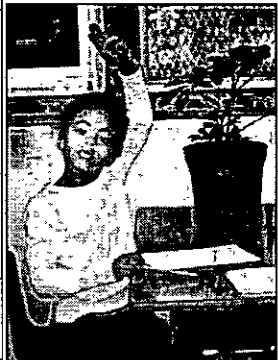




**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Higher Ground Neighborhood Development - New Highland ASP				Met Perform- ance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$100,133	Total \$172,883	Percent Match 138%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,500	Matching Funds Spent \$79,116	Total Funds Spent \$151,616	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 88%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 7.9	Years Schooling 15.8	Male 83%	Female 17%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 131	Male 45%	Female 55%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 86%	11-14 yrs 14%	15-20 yrs 0%	Parent 0%	
			African Americans 36%	Latino Americans 50%	Asian Pacific Islander Americans 5%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 8%	Other 0%	RPR Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 76%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 75,443	Actual Hours of Service 76,854	Percent of Contracted Services Delivered 102%	Hours of Service per Customer 587	Staff-rated Growth in Expectation Level 76%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.94	Cost per Hour Total Funds \$1.97	Cost per Customer OFCY Funds \$553	Cost per Customer Total Funds \$1,157	Number of New Caring Adults Connected to Child/Youth 6.18	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 80%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed.)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer...	No, Just Missed Service Productivity < 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
			2.1	1.4	0.86	Good	763	
	Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPR Surveys	Total Surveys	Good Sample Size
		172	98	163	168	601		



## Higher Ground Neighborhood Development – Sobrante Park

### Project Descriptions:

The grantee agency, Higher Ground Neighborhood Development Corporation, operates after school programs at four elementary school sites: Allendale (Tigers Roar After School Program), Brookfield Village (Lions Roar After School Program), New Highland Academy (Solar Rays After School Program), and Sobrante Park (Eagles Soar After School Program). While the four sites have programs that offer different activities and services in response to the communities they serve, all sites have the same team structure: a Site Coordinator, Program Assistant, Head Tutor and Core Team Members. All sites partner with Oakland Parks and Recreation enabling students to participate in the athletic/sports activities offered by the recreation staff. The four sites offer comprehensive and complimentary services using the same routines with customized strategies. Program service components include (1) tutoring focusing on academics and homework assistance and building relationships; (2) daily physical exercise; (3) Leadership/Service Learning component; and (4) enrichment activities including field trips.

### Program and Staff Strengths:

The program uses study groups and study buddies at homework completion time; the program focuses on improving homework completion habits, which serves the children well over time and these skills are transferable to the regular school day. The program has done well in encouraging children not used to enrichment activities and reluctant to "try something new" to get excited and be more confident about learning new things. The program staff is to be commended for creating a program where children feel safe emotionally to be themselves—to show their talents and ask for help when they don't know how to do something.

### Program and Staff Opportunities for Improvement:

Staff would benefit from professional development opportunities to learn a uniform conflict resolution process/strategy. The program is encouraged to create a peer conflict resolution team on site to eliminate the behavior of children always approaching staff to solve individual problems (tattle tales). The program is encouraged to continue an emphasis on teaching the children social skills that will carry over outside the program and build parent support and consistency with these. Since many of the parents are very young, a parent education component on positive behavior management and child development would be beneficial.

### Youth Evaluator Comments:

Jesus Jimenez, Chris Milburn

Higher Ground-Sobrante Park is located at 470 Paseo Dr. Their hours of operation are Monday, Tuesday, Thursday, and Friday from 3:15pm to 6:00pm. Except on Wednesday when it runs from 1:15pm to 6:00pm. This program offers many different enrichment activities such as arts and crafts, ballet folklorico, basketball, African dance, guitar, choir, outside sports, Hip-Hop dance, double dutch, and track. This program caters to students from first to fifth grade. It helps students with subjects that they are having trouble with in school. During our visit to Higher Ground-Sobrante Park the students were having a math race in which the students were competing to complete the math problems first. Soon after the students broke up into groups by grades for homework help. Some students were finishing their homework, while those who didn't have any work read a book. As soon as homework time was over the students went to their enrichment classes. Some students went to dance class, where a teacher was teaching them a dance routine. Other students went outside and did exercises and broke up into two sports: dodge ball and basketball. During our interview process we asked 10-year-old Dontrell why should students come to this program and he stated it will help kids with F's change it into an A or B. This shows us that students know how important it is to have programs like Higher Ground-Sobrante Park around teaching and keeping students on the right track. Higher Ground-Sobrante Park is a great program; the youth seemed to really enjoy the curriculum and the company of the staff.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 81% This program makes my school work better:
- 82% This program helps me get along with along adults better:
- 89% This program helps me learn new things yes:
- 87% This program helps me stay safe yes:
- 81% This program helps me get along with other kids better:
- 93% This program make me feel good about myself yes:
- 85% This program helps me do my math and arithmetic better:
- 77% This program helps me read better:
- 84% This program gets me to turn in my homework more:
- 82% This program helps me pay attention and listen better:
- 88% This program makes me feel strong, smart, and bold better:
- 84% This program helps me express myself through art, dance, or music better:
- 87% This program makes me cooperate as a team member better:
- 84% This program makes me behave better:
- 86% This program helps me compete through games and organized sports better:

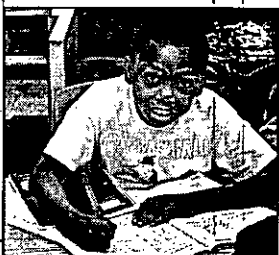


**Performance Logic Model – At A Glance Dashboard**

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**OFCY Performance Logic Model Evaluation System**

Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Higher Ground Neighborhood Development - Sobranite Park ASP					Met Performance Goals
			OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants	
E F F O R T	Inputs Grants	What did OFCY grant for services?	\$95,000	\$100,134	\$195,134	105%	\$0	Yes
	Inputs Spent	What did OFCY spend on services?	\$95,000	\$76,704	\$171,704	100%	88%	
	Staff	Who were the staff providing services?	Staff Surveyed	Years Experience	Years Schooling	Male	Female	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male	Female	Unknown		Yes
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent	
			African Americans	Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans	
			Multiracial Americans	Other	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community		
			2%	0%	MEDIUM			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Staff-rated Growth in Expectation Level	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Number of New Caring Adults Connected to Child/Youth	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		83%	94%	87%	
			Grantee selected changes		84%	92%	89%	
	Academic selected changes		80%	91%	88%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score >1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size	



## Learning for Life - Burkhalter

### Project Descriptions:

The Burkhalter After School Program offers enrichment and academic support activities to approximately 105 children in the elementary grades daily after school. Services include daily homework help, small group tutoring and enrichment activities encompassing performing arts, sports, computers and arts/crafts.

### Program and Staff Strengths:

The program has a structure that students have learned and gotten comfortable with, which engenders a sense of security because the children know what is coming next. Youth know what to expect every day, so that the after school program establishes consistency in study habits and social/recreational experiences for the participants. The program moves the children around – cafeteria, outdoors, classroom and they learn to adjust their behavior appropriately. . . and learn rewards. "Socializing" occurs. The staff is to be commended for playing a surrogate family role where needed. Staff makes time to talk with the child and listen, time that teachers may not have when teaching and concentrating on content areas. The children form a trusting relationship with the ASP staff who are approachable and there for the child.

### Program and Staff Opportunities for Improvement:

The program is encouraged to implement the 2<sup>nd</sup> Step Curriculum used during the day during the after school time to teach conflict resolution. The program is encouraged to continue in its efforts to find time and structure for sharing of feelings by children and building a peer support system. Staff would benefit from increased opportunity for professional development to increase their "tools" to respond to the needs of the children and gain more self-confidence in working with the children.

### Youth Evaluator Comments:

Marc Bland, Joy Coleman

The Learning For Life – Burkhalter program is located on the campus of Burkhalter Elementary School. This program operates Monday through Friday from 2:45pm to 6:00pm, with the exception of Wednesday when the program begins at 1:45pm and ends at 6:00pm. The program's goal is to develop and expand cultural, personal and academic growth through arts, sports, and cultural experiences. The program offers art classes, computer competence classes, sports, and reading classes, and caters to children in kindergarten through fifth grade. Children are eligible to join the free program as long as they are students of Burkhalter Elementary. They are recruited through classroom presentations, word of mouth, and the PTA.

We witnessed children participating in physical education sports such as kickball and basketball. Given a choice, some students enjoyed art classes and an educational movie about the sea, while others joined in on a silent reading circle in the library. Down the hall, a computer arts class was being occupied by the fifth grade after school program students. Although we did not have the chance to see all programs that are offered, students are eligible for more resources such as homework help and math tutoring.

We had the opportunity to interview two students and the Site Coordinator. One student who stood out in particular is Simone who is in the fifth grade. As a student whose parents are employed in the program, she feels that the program is an excellent opportunity for her to learn new things and a great alternative to being at home, watching television. She mentioned that her grades have improved and that the program makes her want to further her education and pursue college. When interviewing first year coordinator, Claude Crudup, he stated that his purpose for being in a position to lead a program such as this is to help children grow their self-esteem and increase homework completion. Claude was a teacher in the Harlem education system in New York and a former staff member of Burkhalter Elementary School. Based on student feedback and our observations, the program seems to be a significant resource for children in the community, and they all seem to want to learn the material being offered. There are many programs that contain students who are just there because their parents make them. These students, however, want to succeed for themselves, and that is something very valuable.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 64% This program makes my school work easier:
- 60% This program helps me get along with adults better:
- 71% This program helps me learn new things yes:
- 81% This program helps me stay safe yes:
- 72% This program helps me get along with other kids yes:
- 76% This program makes me feel good about myself yes:
- 66% This program helps me do my math and arithmetic better:
- 70% This program helps me read better:
- 67% This program gets me to turn in my homework more:
- 61% This program helps me understand my culture and my community better:
- 67% This program makes me feel good about going to school more:
- 57% This program helps me respect others more:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Learning for Life -Burckhalter ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$112,500	Total \$185,250	Percent Match 155%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,500	Matching Funds Spent \$86,496	Total Funds Spent \$158,996	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 86%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 1	Years Experience 13.0	Years Schooling 17.0	Male 100%	Female 0%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 151	Male 60%	Female 40%	Unknown 0%			Yes
			0-5 yrs 0%	6-10 yrs 77%	11-14 yrs 23%	15-20 yrs 0%	Parent 0%		
			African Americans 62%	Latino Americans 18%	Asian Pacific Islander Americans 9%	Native American 1%	Caucasian Americans 1%		
			Multiracial Americans 9%	Other 0%	RPR Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 63%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 53,652	Actual Hours of Service 59,296	Percent of Contracted Services Delivered 111%	Hours of Service per Customer 393	Staff-rated Growth in Expectation Level 64%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.22	Cost per Hour Total Funds \$2.68	Cost per Customer OFCY Funds \$480	Cost per Customer Total Funds \$1,053	Number of New Caring Adults Connected to Child/Youth 4.44	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 79%		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%	
			Asset development changes		65%	75%	85%		
			Grantee selected changes		56%	76%	85%		
	Academic selected changes		63%	73%	76%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 3.2 1.1		Reliability Score 0.80	Reliability Level Good	SPI Score 703	Yes, Quality Score >1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 187	Parent Surveys 91	Staff Surveys 201	RPR Surveys -	Total Surveys 479	Good Sample Size		



## Learning for Life – Horace Mann

### Project Descriptions:

Horace Mann After-School Program provides academic and enrichment activities from Monday- Friday to approximately 120 youth in grades K-5. Emphasis is placed on fostering interest among youth in learning throughout the life cycle. Enrichment activities reinforce the academic component by promoting physical activity within the context of team building and peer socialization. The program seeks to instill core values in young people that enable them to make ethical choices throughout their lives and to achieve their full potential.

### Program and Staff Strengths:

The program is commended for being intentional in teaching children incremental progress to master skills. For example, homework is now being successfully completed because homework mentors modeled how to ask the teacher for help when they had questions in working on a homework assignment with a child. This contrasts with a child giving up due to frustration. Another example is the exercise in listening that is used in drama – to listen to the silence... close mouth and use your ears to experience brief quiet moments.

The staff is commended for also emphasizing the appreciation of learning a second language by pairing English speakers with children learning English. Staff is dedicated and committed to children, which is communicated to the children. In turn, children seek to interact with all adults even when the adult is not their teacher. They are truly learning to connect with caring adults.

### Program and Staff Opportunities for Improvement:

The program is encouraged to continue in its efforts to improve collaboration across all staff in the work that their groups do toward achieving projects. The program is also encouraged to focus on skill building in a sequential way that is worked out with the day teacher especially in the primary (reading mechanics and writing mechanics). The program is encouraged to bring some Violence Prevention Resources to the parents and families.

### Youth Evaluator Comments:

Blanca Lopez

Learning For Life – Horace Mann is located at 5222 Ygnacio Avenue, in Oakland. This program operates Mondays, Tuesdays, Thursdays and Fridays from 2:45pm to 6:00pm. On Wednesday it operates from 1:55pm to 6:00pm. It is offered to students who attend Horace Mann and who are in kindergarten through fifth grade. The program's goal is to help students learn strong character traits, to offer a safe place to stay after school, and help them work hard for what they want. They offer many activities like homework center, Jiu-Jitsu, art, music, gardening, drama and social studies.

On the day of our site visit we had the opportunity to observe the gardening class where they were learning about insects and what they eat. The music class was learning how to play the drums. In the homework center for third through fifth grade, the students were working on their math and English homework. The Jiu-Jitsu class was outside stretching and exercising, and the art class was making crowns for their parent night next Friday.

Kate Wollner, After school Program Coordinator, told us that she feels great because their program provides youth with a safe place to stay after school. Students can get assistance with their homework, so they can do better and be motivated to keep up the good work. Overall, I think this is a good program because it provides the youth with the opportunity to have a safe place to stay after school. In addition, students can receive the help they need academically and personally.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 78% This program makes my school work easier:
- 75% This program helps me get along with adults better:
- 83% This program helps me learn new things yes:
- 80% This program helps me stay safe yes:
- 76% This program helps me get along with other kids yes:
- 79% This program makes me feel good about myself yes:
- 79% This program helps me do my math and arithmetic better:
- 74% This program helps me read better:
- 83% This program gets me to turn in my homework more:
- 85% This program helps me make good choices more:
- 80% This program gets me to work cooperatively as a team member more:
- 81% This program makes me enjoy learning more:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Learning for Life -Horace Mann ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$112,500	Total \$207,500	Percent Match 118%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$85,757	Total Funds Spent \$180,757	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 87%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 10	Years Experience 10.0	Years Schooling 12.7	Male 30%	Female 60%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 302	Male 48%	Female 52%	Unknown 0%			Yes
			0-5 yrs 0%	6-10 yrs 80%	11-14 yrs 20%	15-20 yrs 0%	Parent 0%		
			African Americans 36%	Latino Americans 49%	Asian Pacific Islander Americans 11%	Native American 1%	Caucasian Americans 1%		
			Multiracial Americans 2%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 57%			
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
	Strategies	What service strategies did we conduct?						Yes	
	Activities	How much services did we provide?	Planned Hours of Service 56,020	Actual Hours of Service 54,859	Percent of Contracted Services Delivered 98%	Hours of Service per Customer 182	Staff-rated Growth in Expectation Level 61%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.73	Cost per Hour Total Funds \$3.29	Cost per Customer OFCY Funds \$315	Cost per Customer Total Funds \$599	Number of New Caring Adults Connected to Child/Youth 1.04	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 87%		Average Satisfaction of Parents (0-100% on 4 items) 92%		Customer Level of Participation in Services Average	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		74%	82%	66%		
			Grantee selected changes		79%	88%	67%		
Academic selected changes		73%	81%	61%					
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.3 2.1		Reliability Score 0.68	Reliability Level Good	SPI Score 796	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 183	Parent Surveys 89	Staff Surveys 228	RPRA Surveys	Total Surveys 500	Good Sample Size		



## Lighthouse Community Charter School

### Project Descriptions:

Lighthouse Community Charter School was successful this year in expanding its services almost doubling the number of children and youth being served at the elementary site, K-6 and the middle school site, 7-8<sup>th</sup> grades. The program is committed to ensuring that all students are prepared, motivated and inspired by their connections with caring adults; quality academic support when they need it; and an array of engaging and enriching learning opportunities.

### Program and Staff Strengths:

Lighthouse is characterized by the depth of enrichment activities offered to its students. The elementary site contracted with one teacher who brought instruments to 12 children who were avidly learning to play the violin. The children take the instruments home to practice and are engaged during the class. Amazing! The curriculum is planned by the teachers, is thematic and often project-based.

The staff is diverse and masters of their subject area content who communicate their enthusiasm and knowledge to the students.

### Program and Staff Opportunities for Improvement:

The program should incorporate more strategies that are focused on second language learners.

The staff would benefit from professional development in the area of English Language Development and literacy (at all levels). The program as it gains experience in serving the additional students should look carefully again at scheduling and logistics.

### Youth Evaluator Comments:

Chris Milburn, Jesus Jimenez

Safe Harbor-Lighthouse is located at 345 12<sup>th</sup> St. and runs Monday through Friday from 3:00pm to 6:00pm except Wednesday when it runs from 1:30pm to 6:00pm. The program caters to youth from kindergarten through sixth grade. It has 140 youth enrolled and 120 attend on a daily basis. Lighthouse recruits students at the beginning of the school year when parents are signing their children for school. During the course of the program youth are offered various academic activities such as homework help, reading development, and math and logic skills practice. After the academic classes the students divide up to attend their enrichment class of choice! Classes include violin lessons, arts and crafts, youth chorus, jazz, creative writing, Latin dance, and a peer rap group, which is a class where fifth and sixth grade students get to discuss issues like racism and oppression in their community.

During our visit to Lighthouse-Safe Harbor, the first thing we saw was a class called academic intervention. This class is for the youth who need to improve in certain academic areas. Right after we saw fifth grade homework help where the students were reading books and working on their homework packets. The next class we saw was the violin class where the youth were learning to play the cords of a song. As we walked around more we saw the kindergarten homework help class where they were making paper hearts for their parents. Next we saw the arts and crafts class here the youth were making a bouquet of flowers for their guardians. Lastly, we saw the youth chorus, which consisted of two staff members and ten youth singing along together. During our interview with a very bright third grader named Ethan, we asked him if he felt safe at this program and he responded, "Yes, this is the safest place I've been here in Oakland." Then we asked him why he felt there should be more programs like this in Oakland and he said "Oakland is a great city, and the children are even greater." As youth evaluators we believe that the students at Lighthouse-Safe Harbor are very bright and, because of this program, hold a successful future.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 67% This program makes my school work easier:
- 71% This program helps me get along with adults better:
- 79% This program helps me learn new things yes:
- 83% This program helps me stay safe yes:
- 70% This program helps me get along with other kids yes:
- 71% This program makes me feel good about myself yes:
- 63% This program helps me do my math and arithmetic better:
- 60% This program helps me read better:
- 67% This program gets me to turn in my homework more:
- 80% This program makes me cook, dance, do art, or stay fit better:
- 72% This program makes me want to go to college more:
- 68% This program helps me take care of my community and classmates better:

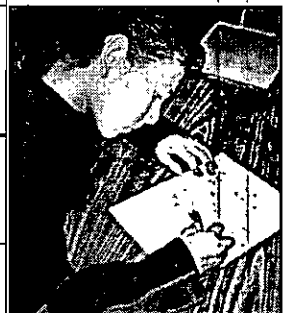




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OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Lighthouse Community Charter School ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$271,971	Total \$384,471	Percent Match 242%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$111,000	Total Funds Spent \$223,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 58%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 11	Years Experience 4.6	Years Schooling 15.0	Male 17%	Female 83%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 176	Male 48%	Female 52%	Unknown 0%		Yes
			0-5 yrs 2%	6-10 yrs 52%	11-14 yrs 40%	15-20 yrs 5%	Parent 0%	
			African Americans 23%	Latino Americans 53%	Asian Pacific Islander Americans 14%	Native American 0%	Caucasian Americans 4%	
			Multiracial Americans 1%	Other 5%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 85%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 46,977	Actual Hours of Service 58,246	Percent of Contracted Services Delivered 124%	Hours of Service per Customer 331	Staff-rated Growth in Expectation Level 84%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.93	Cost per Hour Total Funds \$3.84	Cost per Customer OFCY Funds \$639	Cost per Customer Total Funds \$1,270	Number of New Caring Adults Connected to Child/Youth 3.38	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 82%		Average Satisfaction of Parents (0-100% on 4 items) 88%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		70%	77%	83%	
			Grantee selected changes		71%	78%	88%	
	Academic selected changes		60%	71%	77%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.6 1.9		Reliability Score 0.64	Reliability Level Good	SPI Score 750	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 160	Parent Surveys 133	Staff Surveys 233	RPRA Surveys N/A	Total Surveys 526	Good Sample Size	



**Oakland Leaf - ASCEND**

**Project Description:**

The ASCEND Sunset Warriors (ASW) program serves over 180 students from Kindergarten through 8<sup>th</sup> grade. The program builds a strong sense of community; the program has a daily observance of "the Gathering," a ritual that takes place during the 15 minute snack time after the school day ends and the after school program begins. In addition to a nutritious snack, the program director briefly greets, addresses and engages the student body as a whole in a conversation regarding various subject matters dealing with community accountability, campus concerns, expectations, upcoming events, and student concerns. ASCEND Sunset Warriors offers each student (1) homework support, small group instruction and intensive academic remediation as needed; (2) enrichment in visual and performing arts and garden ecology; (3) sports and physical fitness opportunities; (4) character development through peer education, community service, team building, and other activities that empower youth as agents of change. Class offerings include gardening/ecology, separate mentoring/empowerment classes for boys and girls, middle school girl and boy team sports, photography, 3-dimensional art and sculpture, West African percussion, Capoeira and recreation for elementary students, creative play, art-making and hip-hop dance.

**Program and Staff Strengths:**

The program continues to be extremely well-organized and creates a very positive environment for the students. The structure enables students to focus on what is being offered—from homework assistance to creative arts. Students have the opportunity to select among the enrichment classes, also giving them the opportunity to pursue their own interests and hobbies. The staff demonstrates caring attitudes and willingness to get to know the students individually. There is a strong community spirit, and parents are present as volunteers. The program is to be commended for introducing "Hood Games" in which skateboarding is used to introduce engineering concepts to the middle school grade-level students. The program does a good job of connecting with youth services providers to organize and conduct enrichment activities after school.

**Program and Staff Opportunities for Improvement:**

It is recommended that the program continue its efforts to improve the programming of the enrichment activities for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. The staff would benefit from more time together to communicate about individual students, curriculum development, and planning. It is recommended that the program continue to build the participation of students in the enrichment activities.

**Youth Evaluator Comments:**

Jocel De los Reyes and Jennifer Lopez

Ascend is located at 3709 East 12<sup>th</sup> St. and is held Monday through Friday from 3:30pm to 6:15 pm. This program provides various academic and enrichment activities like Hip Hop, sports, Girls Inc., Tech Class, theatre, and homework help. The goals of this program are to provide as much homework help to students as they need, have a safe environment for students, and keep them productively involved and out of trouble. The program serves students in grades kindergarten through eighth grade. The program's recruiting system is they introduce the program during school registration. One of the activities we saw was Hip Hop. During this enrichment activity, the students were practicing dance moves for a future presentation. Students were formed into groups and each of them had a different set of dance moves. All students were participating. Another activity that stood out to us was the Tech Class; we were impressed with how well these students worked with the software program. The students were assigned to make a game about anything they wanted. One student was making a game in which to win the player must collect and throw away cigarettes. The player goes around the whole page, which is designed as a maze, and collects all the cigarettes and in the end throws them away. This was an interesting class. When interviewing the program participants, they expressed how they felt about the program and how much the program had helped them. Paola, an 11-year-old girl stated, "In this program they help me with my homework because I have been having trouble with the math homework." We noticed that Paola really appreciated the program and she seemed excited to be a part of it. When interviewing Reyna, a 13-year-old girl, she told us that this program has helped her succeed when she said, "If it wasn't for this program, I would be at home not doing my homework because I get too distracted." We feel that this program has a positive impact on the program participants. Ascend - Oakland Leaf is a good program because they provide the students with a positive environment where they are able to get their homework done, a variety of enrichment classes that they enjoy and are well organized and efficient at helping the students improve their academics.

**Initial Outcomes of OFCY-Funded Care and Service**

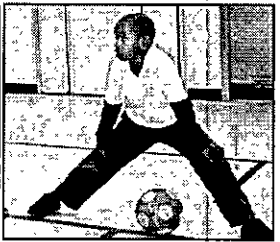
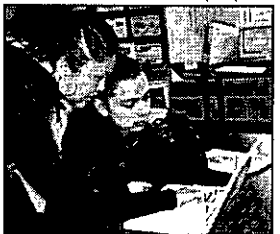





The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 81% This program makes my school work easier:
- 84% This program helps me get along with adults better:
- 92% This program helps me learn new things yes:
- 83% This program helps me stay safe yes:
- 81% This program helps me get along with other kids yes:
- 78% This program makes me feel good about myself yes:
- 87% This program helps me do my math and arithmetic better:
- 86% This program helps me read better:
- 88% This program gets me to turn in my homework more:
- 84% This program makes me get involved in my community more:
- 93% This program helps me develop leadership skills better:
- 88% This program makes me understand other cultures in my community better:

- (Youth Survey)
- 59% My success at school (job/training) is better:
  - 73% My understanding of who I am and what I can do is better:
  - 69% My ability to communicate is better:
  - 66% My ability to learn new things is better:
  - 66% My ability to connect with adults is better:
  - 69% My ability to work with others is better:
  - 68% My ability to stay safe is better:
  - 70% I do math or arithmetic is better:
  - 61% My reading skills are better:
  - 71% I turn in completed homework assignments more:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Oakland Leaf- Ascend ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$295,091	Total \$407,591	Percent Match 262%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$295,091	Total Funds Spent \$407,591	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes 
	Staff	Who were the staff providing services?	Staff Surveyed 18	Years Experience 6.3	Years Schooling 13.8	Male 14%	Female 81%	Yes 
	Customers	Who are our youth customers?	Unduplicated Number of Customers 226	Male 47%	Female 53%	Unknown 0%		Yes 
			0-5 yrs 0%	6-10 yrs 45%	11-14 yrs 55%	15-20 yrs 0%	Parent 0%	
			African Americans 10%	Latino Americans 78%	Asian Pacific Islander Americans 9%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 3%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 82%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes 
	Activities	How much services did we provide?	Planned Hours of Service 85,106	Actual Hours of Service 85,795	Percent of Contracted Services Delivered 101%	Hours of Service per Customer 380	Staff-rated Growth in Expectation Level 83%	Yes 
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.31	Cost per Hour Total Funds \$4.75	Cost per Customer OFCY Funds \$498	Cost per Customer Total Funds \$1,804	Number of New Caring Adults Connected to Child/Youth 8.09	Yes 
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 84%		Average Satisfaction of Parents (0-100% on 4 items) 88%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed.)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		74%	88%	94%	
			Grantee selected changes		78%	87%	95%	
	Academic selected changes		77%	83%	91%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.4, Spring 09: 2.2		Reliability Score 0.69	Reliability Level Good	SPI Score 802	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 342	Parent Surveys 258	Staff Surveys 346	RPRA Surveys	Total Surveys 946	Good Sample Size	

## Oakland Leaf – Urban Promise Academy

### Project Description:

UPA Arts is conducted at the Urban Promise Academy, a small, public middle school community of student advocates including artists, educators, and parents who work together to offer students a quality after school experience to 140 students. The program is offered Monday through Friday after school until 6:00 PM with some sports teams' activities on Saturday. Students participate in (1) homework support, small group instruction and intensive academic remediation as needed; (2) enrichment in visual and performing arts and garden ecology; (3) sports and physical fitness opportunities; and (4) character development through peer education, community service, team building, and other activities that empower youth as agents of change. The program is well-organized and participants are engaged in the activities they have chosen to participate in. All students participate in homework assistance. Students who are below grade level receive academic support in small groups where the ratio of student/teacher is quite low. Students enroll in enrichment activities and can switch at the second semester, thus, they have the opportunity to sign up for at least four activities. Saturday sports are offered with competitive games played on Saturday against other schools. The student population is primarily low-income and more than half are English language learners.

### Program and Staff Strengths:

Homework assistance and academic support are coordinated with the classroom teachers to accomplish the greatest targeted assistance to the student. The program has a very effective parent liaison, an individual hired from the community, who does excellent outreach. There is a consistent presence of parents on campus; students see the program more as an extension of the family (vs. authority figures) and help them develop a sense of belonging. The program organizes frequent showcases for student performances, activities which draw in parents. Youth are increasing their leadership skills in the after school program and teachers report that they are transferring those leadership skills to their activities in the regular school day. There is a climate of safety and order when the program is operating.

### Program and Staff Opportunities for Improvement:

The program is encouraged to continue its efforts to build a closer working understanding with and respect of school personnel—a closer relationship with instructional staff and others in meeting the needs of the students. Staff would benefit from additional opportunities for professional development related to improving literacy and language development.

### Youth Evaluator Comments:

Joaquin De Anda, Donovan Allen

Urban Promise Academy is located at 3031 E.18 St. in East Oakland. This is an after school program that helps young people improve their homework skills. UPA offers eighteen workshops including, Sports4Kids, Project Phoenix#1 and #2, Girls Inc, graffiti art, Jui Jitsu, Girls Moving Forward, martial arts, kick boxing, leadership, and cheerleading. They work on a block schedule. UPA has 140 students enrolled and approximately 100 students come on a daily basis. On the day of the site visit, we observed 65 students. The after school program runs Monday through Friday. On Mondays, Tuesdays, and Thursdays the program runs from 3:25pm to 6:00pm. On Wednesdays and Fridays, it runs from 1:20pm to 4:30pm. UPA recruits through the word of mouth and the distributino of program flyers to their students.

Frederick Mesa, the Program Director, expressed how the program is an opportunity for the youth to learn about their community. "This after school program not only helps students with their homework but it also helps them get involved in workshops that are beneficial to them." Mr. Mesa also told to us that the after school program helps the youth stay away from gangs. The day of our site visit was a very special day because we had the opportunity to witness an assembly in honor of Caesar Chavez day. The assembly was very interesting. They had a presentation on cultural dancing, martial arts, and a short play from Don Quixote. The play showed the injustices that immigrants face on the work field. The youth were very involved and interested in their cultural values. The program is a good opportunity for youth to be involved in a cultural learning environment. The youth and staff are greatly invested in the program and they both work hard to provide a good, safe environment for learning.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

79% My success at school (job/training) is better:

89% My understanding of who I am and what I can do is better:

82% My ability to communicate is better:

83% My ability to learn new things is better:

75% My ability to connect with adults is better:

86% My ability to work with others is better:

74% My ability to stay safe is better:

60% I do math or arithmetic is better:

54% My reading skills are better:

62% I turn in completed homework assignments more:

87% I believe in myself more:

70% I am involved in my community more:

81% My leadership skills increased:

76% I understand other cultures in my community better:

65% I resolve my conflicts better:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Oakland Leaf -UPA Urban Arts ASP					Met Performance Goals
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants	
			\$112,500	\$222,014	\$334,514	197%	\$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Total Funds Spent	Yes
			\$112,500	\$212,014	\$324,514	100%	97%	
	Staff	Who were the staff providing services?	Staff Surveyed	Years Experience	Years Schooling	Male	Female	Yes
			5	9.0	15.0	0%	100%	
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male	Female	Unknown		
			305	46%	40%	14%		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent	
			0%	0%	82%	18%	0%	
African Americans			Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans		
8%			69%	6%	0%	3%		
		Multiracial Americans	Other	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community			
		14%	0%	N/A	89%			
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Staff-rated Growth in Expectation Level	Yes	
		55,145	79,481	144%	261	90%		
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Number of New Caring Adults Connected to Child/Youth	Yes	
		\$1.42	\$4.08	\$369	\$1,064	2,04		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services	Yes Satisfaction > 70%
			89%		94%			
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		82%	91%	90%	
			Grantee selected changes		74%	91%	85%	
Academic selected changes		67%	86%	85%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600	
		1.6	2.2	0.74	Good	818		
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size	
		137	167	108	N/A	412		



## Oakland Parks and Recreation-Oakland Discovery Centers ASP

### Project Descriptions:

The Oakland Discovery Center (ODC) is a model after school program designed to serve low-income at-risk students in the Central East and West neighborhoods of Oakland. The students are offered homework assistance, hands-on science activities, computer skills, woodwork, gardening, art, music, recreation, environmental science and video exercises. Due to the nature of the participants' background, the ODC incorporates into its program a conflict resolution component to solve issues of communication and violence prevention. The Oakland Discovery Center has become a safe haven for many of the students in the program; students, ages 6 to 13, feel safe from the outside violence of their communities. The Center operates Tuesday through Saturday from 3 p.m. to 7 p.m., 39 weeks per year. The Discovery Center is unique in that it operates on weekends; their philosophy is that children at-risk are more vulnerable on the weekends, when there is nothing for them to do and no place to go for safety.

### Program and Staff Strengths:

The students at the Discovery Center develop strengths and positive values that they can use for their personal development. At the Center, the students practice good communication skills and learn to be tolerant with each other. Problem solving is a positive value the students practice at the Center and appreciate the adult guidance. The Discovery Center continues to build on the interests of the youth being served. The pre-apprenticeships developed by the centers facilitate more advanced skill development in carpentry, bike repair and computer technology. The Outreach conducted at different recreation sites has been well received and more children are served through the mini-project format. The program design is modeled after the San Francisco Exploratorium where students are able to touch and enjoy science equipment not available to them at their local schools—this and the quality of the staff are its greatest strengths. The curriculum at the Discovery Center is extensive and very creative.

### Program and Staff Opportunities for Improvement:

The students involved in the pre-apprenticeships would benefit from more opportunities to be involved in real projects that benefit the Centers and other agencies or associations. With assistance from the City, it is recommended that the pre-apprenticeships incorporate stipends, perhaps through the Mayor's Summer Jobs Program or collaboration with other Career Readiness programs.

### Youth Evaluator Comments:

Chris Milburn

Oakland Discovery Center is located at 2521 High St in Oakland. Its hours of operation are Tuesday through Friday from 3:00pm to 7:00pm and on Friday and Saturday they stay open from 3:00pm to 8:00pm. It caters to youth ages 6 to 14 years old. Oakland Discovery Center has been around for many years so it recruits its students by word of mouth from the community it also goes to schools to promote the program. The program has 307 students enrolled and 75 come on a daily basis. They offer homework help to students who need it as well as a myriad of other enrichment activities. The activities include art, pottery, science class, woodshop, bike repair class, computer class, and gardening when the weather allows. During our visit to Oakland Discovery Center we had the opportunity to see young people learning as well as having fun. The first students we saw were in a woodshop class and they were cutting and shaving down wood to make a birdhouse. Then we observed an art and pottery class where the youth were drawing pictures while others were making bowls out of the ceramic clay. The next thing we saw was a science class where the youth were taught how electricity works by using batteries and wires. Then we witnessed a computer class where the youth were playing games on the computer. The last class we saw was a gardening class where the youth went outside and planted some plants. During the interview process we were spoke to the Site Coordinator, Rich Bolecek, and he said to us, "We're also open during school breaks, so we keep the kids off the street." It is great to have a program that cares so much that it would stay open just to ensure that the youth have somewhere to go during their free time. This will decrease the chance of these youth getting into trouble. Overall, I really liked Oakland Discovery Center. It not only lets the students have fun, it allows the to learn at the same time. The students seemed to really get along with the staff members and the staff seemed to really enjoy the youth's presence. There should be more programs like this around Oakland.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 78% Because of this program, my success at school (job/training) is better:
- 75% Because of this program, my understanding of who I am and what I can do is better:
- 71% Because of this program, my ability to communicate is better:
- 86% Because of this program, my child's ability learn new things is better:
- 67% Because of this program, my ability to connect with adults is better:
- 79% Because of this program, my ability to work with others is better:
- 87% Because of this program, my ability to stay safe is better:
- 74% Because of this program, my self-confidence is better:
- 83% Because of this program, my ability to use tools is better:
- 78% Because of this program, my ability to solve problems is better:
- 75% Because of this program, my ability to listen is better:
- 90% Because of this program, my desire to be really good at something (increased):
- 84% Because of this program, my interest in science and making things has (increased):



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Oakland Parks and Recreation- Oakland Discovery Centers ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds	Match	Total	Percent Match	Youth Stipends & Grants		
			\$157,000	\$121,647	\$278,647	77%	\$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Total Funds Spent	Yes	
			\$152,839	\$91,451	\$244,290	97%	88%		
	Staff	Who were the staff providing services?	Staff Surveyed	Years Experience	Years Schooling	Male	Female	Yes	
			6	10.8	12.5	50%	50%		
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male	Female	Unknown			Yes
			176	54%	46%	0%			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent		
			0%	32%	46%	21%	0%		
African Americans			Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans			
76%			9%	5%	0%	3%			
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes		
Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Staff-rated Growth in Expectation Level	Yes		
		58,780	59,835	102%	340	74%			
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Number of New Caring Adults Connected to Child/Youth	Yes		
		\$2.55	\$4.08	\$868	\$1,388	3,68			
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services	Yes Satisfaction > 70%	
			95%		97%		Low		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		82%	90%	82%		
			Grantee selected changes		86%	93%	92%		
		Academic selected changes							
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score >1 Yes Average SPI > 600		
		2.8	3.7	0.71	Good	849			
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size		
		150	77	148	34	409			



**OASES – Cleveland (QUEST)**

**Project Descriptions:**

The OASES – Quest Cleveland Elementary ASP provides a structured, safe space for youth and their families to participate in meaningful activities that develop and strengthen social and academic skills. Students in the after school program are encouraged to explore new topics/subjects while honoring the community agreements of: Respect Myself, Respect Others, Respect the Environment.

**Program and Staff Strengths:**

The program strives to know who their youth are and makes it a priority to know the families and environment they come from. The program has done this so successfully that they have held two successful family events with the biggest turnout of families the program has experienced. This demonstrates the support from parents and family that the program has earned. The program has instituted a practice of having older youth "buddy up" with a younger child (primary grade) to lessen the race to the playground when it is time for recreation. This has engendered a climate of care and support as older youth watch out for the younger buddy after school and at other times. Instead of big kids running over younger ones on their way to the playground, they take them hand in hand and walk them safely to their part of the play yard.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to continue to expand its methods for supporting academic growth that are not as traditional, e.g. Spoken Word, Boys' Peer Leadership Groups. These liven up the learning process and engage the development of the whole child. It is recommended that program find time to capture the tremendous creativity of the staff in the form of brainstorming and program planning. By focusing the creative power of its coordinator and staff, the program will achieve nothing less than outstanding.

**Youth Evaluator Comments:**

Jennifer Lopez, Yohana Sebhatsu

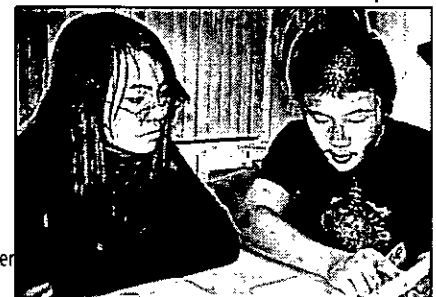
Oases- Quest is located at 745 Cleveland St. This program operates Monday through Friday from 2:00pm to 6:30pm and on Wednesdays from 1:30pm to 6:30pm. Oases- Quest provides activities like financial literacy, back to the past, owo-goowy, mad science, educate GQ (learn how to communicate better with people), team building, arts and crafts, and Spanish club. There are about 50 students enrolled and approximately 80 to 85 attend on a daily basis. The age range is 5 to 11 years old. This program is open to any student attending Cleveland Elementary. The main goal of this program is to give youth the type of experience they don't get during school and to help them learn how to interact with other people. While on the site visit we were able to observe different workshops. The first class we observed was the Spanish workshop in which students were making a traditional Spanish dish called Guacamole. They were mixing the ingredients together while saying their names in Spanish. The students seemed to be enjoying the activity. We were also able to observe another class called Save the Earth, in which students were brainstorming ways to recycle. We also observed the Weird Science class where the students made crystal out of salt; the students seemed to be having a lot of fun. We also saw the students during homework help and they were all well focused and were asking for help when they had trouble understanding their work.

When interviewing the students we noticed how much they gained from this program. A young boy named Oscar said, "This program helps us have manners like for example how to greet our elders." By being in this program the students are also able to use their time wisely and appropriately, a young girl named Faith said, "If I wasn't at this program then I would probably be at home playing games." A girl named Maggie said, "I like this program because we are able to have fun and our teachers help us with our homework." We were able to see that the students really enjoy this program and gained more knowledge by doing their homework. Oases-Quest is a good program because it helps students with their homework while providing a fun and enjoyable environment. We feel that this program is well structured and organized.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.






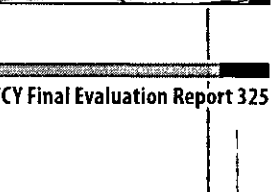
- 64% This program makes my school work better:
- 52% This program helps me get along with along adults better:
- 73% This program helps me learn new things yes:
- 81% This program helps me stay safe yes:
- 61% This program helps me get along with other kids better:
- 66% This program make me feel good about myself yes:
- 72% This program helps me do my math and arithmetic better:
- 73% This program helps me read better:
- 61% This program gets me to turn in my homework more:
- 73% This program makes me practice the 4R's (reduce, reuse, recycle, rot/compost) at school, at OASES, and at home better:
- 69% This program helps me express myself through art better:
- 63% This program makes me express my opinions better:
- 63% This program makes me want to help others yes:





**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance/Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OASES -Cleveland (QUEST) ASP				Met Performance Goals		
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$196,583	Total \$269,333	Percent Match 270%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$196,451	Total Funds Spent \$269,201	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 5.0	Years Schooling 14.0	Male 40%	Female 60%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 95	Male 60%	Female 39%	Unknown 1%		Yes	
			0-5 yrs 0%	6-10 yrs 86%	11-14 yrs 14%	15-20 yrs 0%	Parent 0%		
			African Americans 18%	Latino Americans 3%	Asian Pacific Islander Americans 63%	Native American 0%	Caucasian Americans 6%		
			Multiracial Americans 10%	Other 0%	RPR Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 92%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes	
	Activities	How much services did we provide?	Planned Hours of Service 44,259	Actual Hours of Service 54,005	Percent of Contracted Services Delivered 122%	Hours of Service per Customer 568	Staff-rated Growth in Expectation Level 91%	Yes	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.35	Cost per Hour Total Funds \$4.98	Cost per Customer OFCY Funds \$766	Cost per Customer Total Funds \$2,834	Number of New Caring Adults Connected to Child/Youth 11,38	Yes		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 82%		Average Satisfaction of Parents (0-100% on 4 items) 91%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%	
			Asset development changes		65%	85%	95%		
			Grantee selected changes		63%	84%	89%		
	Academic selected changes		68%	83%	92%				
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.5 1.5		Reliability Score 0.76	Reliability Level Good	SPI Score 755	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 178	Parent Surveys 154	Staff Surveys 161	RPR Surveys N/A	Total Surveys 493	Good Sample Size		

## OASES – Lincoln (LEAP)

### Project Description:

The Oakland Asian Students Educational Services (OASES) LEAP provides comprehensive and personalized academic, enrichment, recreation and leadership programs to 125 youth, ages 6-10, in Oakland Chinatown/Central Empowerment Zone. The children served by the collaborative face academic, socio-economic and language barriers. Since 2003, the LEAP Collaborative has improved academic achievement because of the following program elements: (a) low tutor to student ratio, that ranges from 1:1 to 1:4; (b) volunteers are carefully matched to meet the needs of students, with many tutors following the same student year to year; (c) and the holistic approach to meet academic and social needs of youth and their families.

### Program and Staff Strengths:

OASES has formed a strong alliance with Lincoln Elementary School, where most of its participants attend, Americorps, and UC Berkeley where it draws many of its volunteer tutors. One of OASES – LEAP's greatest strengths are their staff members and volunteers who are culturally competent and bilingual. They are empowered to go the extra mile to speak with teachers and tutor students to ensure that their immediate academic needs are met. LEAP's volunteer recruitment, training, retention and appreciation efforts serve as a model for other community serving organizations to emulate.

### Program and Staff Opportunities for Improvement:

The OASES – LEAP program is encouraged to continue in its efforts to provide more opportunities for their youth to receive greater exposure to diversity issues as well as the greater Oakland/Bay Area communities. It is recommended that OASES – LEAP begin by inviting guest speakers and community organizations that are directly connected to the diverse communities of Oakland to provide workshops that introduce youth to the variety of cultures and experiences. The staff would benefit from increased time for staff development in such areas as English Language Development and Literacy and increased time for lesson planning and curriculum building.

### Youth Evaluator Comments:

Daneisha Combs, Yohana Sebhatsu

OASES- LEAP is located at 225 11<sup>th</sup> street in Oakland. It offers help for students who need academic assistance. The program runs Monday to Friday from 3:00pm to 6:00pm and Wednesday from 1:30pm to 6:00pm. This program offers a variety of enrichment programs including cash money, movement, girls sport, visual art, computer, hands on science, cooking, and traditional art. Tutors from UC Berkeley mentor the children on their homework and journal writing. The classes are broken down into different colors. There are 120 students enrolled in the program and on average 118 come on a day-to-day basis. On our site visit we only saw the journal writing and silent reading time. We weren't able to see the enrichment part of the program, but we were able to see the students' projects from the cash money shop. The students made piggy banks using paper and glue they then decorated them with different colored papers. It took the youth about a week to finish their project. After they were done with the enrichment classes, half of the students went to recess and half of them stayed outside. We observed the students making a single file line and going to their classes to do their homework, silent reading, journal, or writing and tutoring. The students in each class were divided up evenly so that the teachers would have the opportunity to help each student before they were released to go home.

Amy Hung a fourth grader at Lincoln was very enthusiastic about being at the program and the different classes. She said that, "I loved being able to do my homework." She also elaborated that her grades have improved a lot since she has been a part of this program, but she wishes the program could have an indoor swimming pool. Charles Zhang, a fourth grader, also felt the same way. He said, "I would want more people to join the program." Overall, the kids like the program and are excited about it. As youth evaluators, we believe that this program may not reach all of the students but there are a lot of students who benefit from it. We believe that the program does make a difference for those who want to learn and that it gives them opportunities.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

88% This program makes my school work better:

86% This program helps me get along with along adults better:

92% This program helps me learn new things yes:

100% This program helps me stay safe yes:

92% This program helps me get along with other kids better:

94% This program make me feel good about myself yes:

92% This program helps me do my math and arithmetic better:

86% This program helps me read better:

97% This program gets me to turn in my homework more:

91% This program makes me practice the 4R's (reduce, reuse, recycle, rot/compost) at school, at OASES, and at home better:

91% This program helps me express myself through art better:

93% This program makes me express my opinions better:

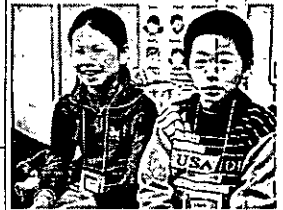
91% This program makes me want to help others yes:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System							Met Performance Goals	
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OASES-Lincoln (LEAP) ASP					
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$357,724	Total \$470,224	Percent Match 318%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$358,722	Total Funds Spent \$471,222	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 5	Years Experience 6.0	Years Schooling 15.6	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 174	Male 49%	Female 51%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 74%	11-14 yrs 26%	15-20 yrs 0%	Parent 0%	
			African Americans 2%	Latino Americans 0%	Asian Pacific Islander Americans 97%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 0%	Other 0%	RPR A Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 66%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS				Yes	
	Activities	How much services did we provide?	Planned Hours of Service 57,053	Actual Hours of Service 63,381	Percent of Contracted Services Delivered 111%	Hours of Service per Customer 364	Staff-rated Growth in Expectation Level 66%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.77	Cost per Hour Total Funds \$7.43	Cost per Customer OFCY Funds \$647	Cost per Customer Total Funds \$2,708	Number of New Caring Adults Connected to Child/Youth 9.86	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 94%		Average Satisfaction of Parents (0-100% on 4 items) 96%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		92%	99%	94%	
			Grantee selected changes		92%	94%	91%	
	Academic selected changes		92%	97%	87%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 6.2 6.5		Reliability Score 0.08	Reliability Level Low	SPI Score 806	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 213	Parent Surveys 141	Staff Surveys 214	RPR A Surveys N/A	Total Surveys 568	Good Sample Size	



## OASES – Westlake

### Project Description:

Westlake Eagle Village Community Center (EVCC) provides academic, cultural, recreational, leadership and mental health counseling to 150 low-income students per year. EVCC successfully collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming for the past five years. In EVCC's academic classes, students receive instruction and tutorial assistance from credentialed teachers who teach at Westlake during the school day, as well as highly trained adult tutors, with a student to staff ratio of 15:1 to 5:1. The EVCC Extended Day program is an extremely effective approach to target students performing below grade level because it is scheduled so that it is part of the school day (7th & 8th period).

### Program and Staff Strengths:

This program year in and year out is one of the highest performing middle school after school programs. The program is run by a very professional, dedicated, and passionate staff. The program is well structured and each student is given the attention to set high participation and expectation levels for success. The program also models how to build a very strong collaboration with community based organizations and resources. This year program offerings are listed followed by their collaborative partner: Leadership – Digital Media & Technology (OASES), 6<sup>th</sup>/7<sup>th</sup> Grade Study Hall (OASES), Chinese Mandarin (East Bay Chinese School), Girls Moving Forward (Girls Moving Forward), Yoga (Niroga Yoga), Young Entrepreneurs At HAAS (UC Berkeley HAAS School of Business), Science LHS (Lawrence Hall of Science), Streetside Stories (Streetside Stories), Track & Field (100 Black Men), Club 96 (Young Life Oakland). This rich collaboration is one reason for the success of this after school program.

### Program and Staff Opportunities for Improvement:

The program should look for some funding to document their policy, procedures, strategies, methods, and structure to document how this program has continued over the last number of years to produce such a successful program. The funding should also provide for dissemination and professional development for other after school providers. Evaluators comment the staff for operating such a model program.

### Youth Evaluator Comments:

Chris Milburn, Jesus Jimenez

OASES-Westlake is located at 2629 Harrison St. in Oakland. OASES-Westlake's hours of operation are Monday through Friday 2:30pm to 6:00pm except on Wednesdays where it operates from 2:00pm to 6:00pm. The program caters to youth ages 10 to 14 years of age. OASES-Westlake runs their program as a seventh and eighth period class; they try to work the program into the regular school schedule so students will take it seriously. The seventh period class is a study hall that focuses on academic learning. After their seventh period, the students get a fifteen-minute snack break and then break up into their enrichment groups. OASES-Westlake offers many different activities to the youth such as African dance, science explore, Mandarin, HAAS business class, comic book class, boys/girls basketball, soccer, anime, jazz, and turf dancing. The program has 220 youth enrolled; however, the average daily attendance is 180 students. During our visit to OASES-Westlake we had the opportunity to witness a very well maintained program. As we made our way through the program, we saw a study hall class where students were writing their own rules for the school. We also viewed the science explore class in which the students were using a leverage device to pick up and move heavy things. We observed a small routine from the African dance class. The dance was designed to drive bad spirits away. Then we saw the Mandarin class where the youth had to fill-in sentences with the correct character. Soon after we viewed the students creating their own comic strips. Afterwards we viewed the HAAS business class where the youth were enlightened about how the business world works. We also viewed the sports program offered to the youth. One group of boys were playing a game of 21, while the other group was playing a six-on-six soccer match. Then we went inside the gymnasium where the girls were having a team building activity in the form of a race which they had to get from the starting point to the end using cardboard. They couldn't step off of the cardboard. Then we observed the jazz and turf dance class.

When we were interviewing Justin McDowell, a thirteen-year-old eighth grader, we asked him what would he tell his friends to convince them to join this program he responded, "If they want to pass they should come and if they want to stay out of trouble they should come." This showed us that this is a safe haven for youth to stay out of trouble and learn more things. We think this is one of the most organized programs that we have visited the whole year. The students and staff really seem to get along with each other. This is a prime example of how after school programs should be conducted. All the students really love this program; they are all on the same page and seem to be striving for the same goal.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

69% My success (job/training) is better:

63% My understanding of who I am and what I can do is better:

61% My ability to communicate is better:

70% My ability to learn new things is better:

62% My ability to connect with adults is better:

62% My ability to work with others is better:

61% My ability to stay safe is better:

60% I do math or arithmetic better:

64% My reading skills are better:

64% I turn in completed homework assignments more:

64% My confidence in myself is better:

71% I ask for help when I need it more:

70% I am acquiring useful skills better:

62% My attendance and participation in 7th and 8th period is better:

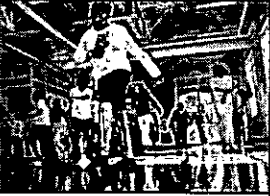




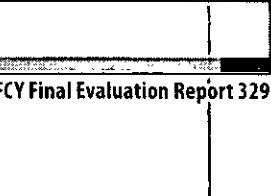
65% I understand my homework better:

66% My ability to help others like myself is better:

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

**OFCY Performance Logic Model Evaluation System**

Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OASES -Westlake ASP					Met Performance Goals		
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$135,000	Match \$230,237	Total \$365,237	Percent Match 171%	Youth Stipends & Grants \$0			
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$135,000	Matching Funds Spent \$230,237	Total Funds Spent \$365,237	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes		
	Staff	Who were the staff providing services?	Staff Surveyed 20	Years Experience 10.1	Years Schooling 16.2	Male 43%	Female 57%	Yes		
	Customers	Who are our youth customers?	Unduplicated Number of Customers 420	Male 56%	Female 44%	Unknown 1%			Yes	
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 89%	15-20 yrs 11%	Parent 0%			
			African Americans 59%	Latino Americans 16%	Asian Pacific Islander Americans 19%	Native American 0%	Caucasian Americans 4%			
			Multiracial Americans 2%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 72%				
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes			
Activities	How much services did we provide?	Planned Hours of Service 55,455	Actual Hours of Service 88,019	Percent of Contracted Services Delivered 159%	Hours of Service per Customer 210	Staff-rated Growth in Expectation Level 72%	Yes			
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.53	Cost per Hour Total Funds \$4.15	Cost per Customer OFCY Funds \$321	Cost per Customer Total Funds \$870	Number of New Caring Adults Connected to Child/Youth 4.52	Yes			
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 77%		Average Satisfaction of Parents (0-100% on 4 items) 81%		Customer Level of Participation in Services High	Yes Satisfaction > 70%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%		
			Asset development changes		65%	69%	90%			
			Grantee selected changes		69%	70%	86%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score - Asset Development Fall 08 Spring 09		Reliability Score 0.66	Reliability Level Good	SPI Score 779	Yes, Quality Score > 1 Yes Average SPI > 600			
		1.8	2.1							
Survey Sample	How many customers did they survey?	Children & Youth Surveys 295	Parent Surveys 172	Staff Surveys 331	RPRA Surveys 173	Total Surveys 971	Good Sample Size			

## OUSD - Laurel Community Partnership ASP

### Project Descriptions:

Laurel Community Partnership After-School Program seeks to offer safe, age appropriate youth development programs and services to the youth and families of the Laurel community. The program provides academic and enrichment activities from Monday-Friday to approximately 85 youth in grades 1-5. The program promotes academic achievement, leadership, and an appreciation for lifelong learning skills among its participants through service learning. An emphasis is placed on personal accountability and the demonstration of leadership through service to the community and environment.

### Program and Staff Strengths:

Laurel Community Partnership is a recognized youth development program that has the support of school site personnel, parents, and collaborating partners. The staff demonstrates a genuine commitment to partner with youth, parents, and school site personnel to facilitate youth development and promote self-discovery. An emphasis is placed on literacy development and inspiring an interest in reading/writing which includes opportunities for youth to explore their own creativity in the process of writing their own books after completing other modules of the literacy curriculum. Skill development is integrated with homework completion, though an added emphasis is placed on the development of skills rather than finishing assignments. The collaborating partners that deliver services to youth are creative in their approach to working with youth and families and coordinate programming based on customer needs.

### Program and Staff Opportunities for Improvement:

Laurel Community Partnership After-School Program has worked with school site personnel to disseminate information regarding the services available to the school site, parent, and local community. The program continues to emphasize that an appropriate balance must be achieved between skill development and homework completion. Program staff recognize the importance of increasing and sustaining communication with parents to inform them of and reinforce the program emphasis on skill development rather than simply homework completion. Increasing the number of training opportunities in the areas of early childhood education, child development, lesson planning, behavior management, and assessing student learning may increase the capacity of program staff to meet the needs of youth and families.

### Youth Evaluator Comments:

Chris Milburn, Jennifer Lopez, Yohana Sebhatu

Laurel is an after school program located at 3750 Brown Ave. Its hours of operation are Monday through Friday from 3:00pm to 6:00pm except on Wednesdays when it operates from 1:10pm to 6:00pm. The program offers many activities to the youth such as an academic part called Kidzlite in which first, second, third, fourth and fifth graders participate. This program also offers enrichment classes such as Capoeira, arts & crafts, Spanish class, Prescott Circus Theater, basketball, track & field, board games, computer games and general recreation (contingent on the season). This program targets students who are below average on their academic skills. They recruit their students during registration, back to school night, through teacher referral, and open house. One obstacle that this program is facing is parent participation because not all the parents are involved. The vision of this program is to help students become conscientious leaders and develop life-long skills to support their achievement.

During our site visit to the academic class we were able to observe youth participants reading out loud to the whole class. After reading the book the students would then develop small discussions about what they were reading. The students seemed to be well focused and engaged in their class. Afterwards while the students were in their enrichment classes we saw how enthusiastic they were. For example, in the arts and crafts class the students were making jewelry boxes using Popsicle sticks and glue, while some students were making fans out of paper. At the beginning of Capoeira class the students were stretching then they began dancing by crossing their feet and by jumping. During the computer games class the students had headphones on and they were playing games. After computer games we made our way outside to the yard where we saw a boys and girls basketball game. These students were playing one on one basketball with each other and the staff. Then we saw the general recreation class where the students were split up into two groups. One group was playing dodge ball and the other was playing football.

When interviewing the students we noticed how the program has helped the students in their academics. A young girl named Sammie said, "Since the time that I have been in this program my grades have improved." We also noticed that the students have fun at this program because Katelin, a young girl said, "I tell my friends to come to this program because it's fun." As youth evaluators, we noticed that this program helps students in their academics and they have many activities that keep the students busy. The staff members seem to be very nice and organized and they serve as good role models for the students. Overall, we think that this is a good program because it will help students become advocates for themselves.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

#### (Child Survey)

- 69% This program makes my school work easier:
- 72% This program helps me get along with adults better:
- 74% This program helps me learn new things yes:
- 88% This program helps me stay safe yes:
- 72% This program helps me get along with other kids yes:
- 72% This program makes me feel good about myself yes:
- 63% This program helps me do my math and arithmetic better:
- 75% This program helps me read better:
- 57% This program gets me to turn in my homework more:
- 69% This program makes me respect others by listening and using nice language more:
- 70% This program helps me learn about people that are different from me more:
- 71% This program helps me express myself through the arts more:
- 75% This program makes me play as a team member better:
- 75% This program makes me ask for help when I need it more:

#### (Youth Survey)

Laurel

- 59% My success at school (job/training) is better:
- 56% My understanding of who I am and what I can do is better:
- 59% My ability to communicate is better:
- 80% My ability to learn new things is better:
- 55% My ability to connect with adults is better:
- 68% My ability to work with others is better:
- 64% My ability to stay safe is better:
- 54% I do math or arithmetic is better:
- 68% My reading skills are better:
- 55% I turn in completed homework assignments more:
- 74% My confidence in myself more:
- 61% I respect others by listening and using nice language more:
- 64% I like trying new things more:
- 71% I eat vegetables and make healthy food choices more:
- 62% I am making new friends more:
- 66% My ability to do for myself and be independent is better:
- 61% I understand people who are different from me better:
- 74% My ability to express myself through the arts is better:
- 72% I can play sports and games with others better:
- 61% My skills as a team member (cooperate, play together, good team work) are better:
- 75% I pay attention and listen better:



**SUMMARIES**

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OUSD - Laurel Community Partnership ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$112,500	Match \$156,153	Total \$268,653	Percent Match 139%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$112,500	Matching Funds Spent \$99,136	Total Funds Spent \$211,636	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 79%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 8	Years Experience 6.6	Years Schooling 14.1	Male 25%	Female 75%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 137	Male 49%	Female 51%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 68%	11-14 yrs 32%	15-20 yrs 0%	Parent 0%	
			African Americans 39%	Latino Americans 12%	Asian Pacific Islander Americans 47%	Native American 1%	Caucasian Americans 2%	
			Multiracial Americans 0%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 80%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 62,483	Actual Hours of Service 62,653	Percent of Contracted Services Delivered 101%	Hours of Service per Customer 361	Staff-rated Growth in Expectation Level 86%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.49	Cost per Hour Total Funds \$4.07	Cost per Customer OFCY Funds \$821	Cost per Customer Total Funds \$1,545	Number of New Caring Adults Connected to Child/Youth 5.93	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 80%		Average Satisfaction of Parents (0-100% on 4 items) 83%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%
			Asset development changes		71%	78%	96%	
			Grantee selected changes		69%	76%	94%	
	Academic selected changes		57%	66%	93%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.1 1.9		Reliability Score 0.79	Reliability Level Good	SPI Score 762	Yes, Quality Score > 1 Year Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 194	Parent Surveys 166	Staff Surveys 363	RPRA Surveys 145	Total Surveys 868	Good Sample Size	







## OUSD - Maxwell Park ASP

### Project Descriptions:

Maxwell After-School Program provides academic and enrichment activities from Monday-Friday to approximately 100 youth in grades K-5. Maxwell International Academy leverages the after school academic and enrichment programming with interventions being deployed during the school day. Enrichment activities reinforce the academic component by promoting physical activity, team building, and performing arts. Particular emphasis is placed on incorporating arts and crafts related activities to provide youth engagement that has been significantly reduced during the normal school day.

### Program and Staff Strengths:

The program serves the highest need youth within the school without singling them out, but rather promotes a sense of community responsibility to help one another be successful. The staff is passionate regarding serving children and the community, and is responsive and resourceful in addressing emerging needs. The program staff encourages and supports youth in exploring their talents and taking risks to engage in new experiences. The program increases the contact that participants have with caring adults through a combination of paid and volunteer staff who provide service on an on-going basis. Caring adults model for youth how to respond to challenges and provide alternatives to disruptive or unhealthy behaviors that are demonstrated by youth.

### Program and Staff Opportunities for Improvement:

Increasing the involvement of parents is a continuing challenge that the program is seeking to address by making parents feel welcome. The perception by parents that the after-school program is a day-care program rather than a youth development program poses a challenge that the school continues to address through an on-going informational campaign that is school-wide. Professional development opportunities on topics such as math interventions, working with families, classroom management, health, wellness, nutrition, youth developmental assets, and engaging parents as partners in learning may benefit the program staff in having a greater impact on the needs of youth and families. The program is seeking to strike a balance between homework help and supplementary instruction to stimulate student academic performance.

### Youth Evaluator Comments:

El-iza El Henson, Blanca Lopez

Maxwell is located at 4730 Fleming Avenue in Oakland. Maxwell is an after school program offered exclusively to students who attend Maxwell Park School. They operate from 2:45pm to 6:00pm Monday through Friday, except for Wednesdays when the program runs from 1:45pm to 6:00pm. This program focuses on providing students with a safe environment to do their homework, along with other activities, such as gardening, Spanish, arts and crafts, Sports4Kids, cheerleading, yoga, music, and drumming.

When we arrived to Maxwell we had the chance to observe the youth receiving a snack and socializing amongst themselves. The youth seemed to be enjoying their after school program and all appeared to get along with the staff. We also observed homework club, where the youth were doing their homework and asking questions. Then we went to the gardening class and watched the students prepare homemade ranch dressing. We also observed the arts and crafts class, writing class, and Spanish class that at that time they were doing homework. Later the students transitioned to do their activities according to their class. We didn't have the opportunity to observe the music and drumming class because the teacher was out sick. Taleah, age 9, told us that this program was great for her and that she recommended to all her friends because she said the staff help her to do better in school and also to be more courteous to other people. Overall, Maxwell is a good program because it provides the students with a safe place to stay after school and different classes that help them to do better academically.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 61% This program makes my school work easier:
- 63% This program helps me get along with adults better:
- 66% This program helps me learn new things yes:
- 63% This program helps me stay safe yes:
- 58% This program helps me get along with other kids yes:
- 63% This program makes me feel good about myself yes:
- 65% This program helps me do my math and arithmetic better:
- 60% This program helps me read better:
- 69% This program gets me to turn in my homework more:
- 57% This program helps me prevent and stay away from violence more:
- 61% This program makes me physically active more:
- 69% This program helps me understand playing sports better:
- 54% This program gets me to cooperate when I play sports more:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OUSD - Maxwell Park ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$136,271	Total \$231,271	Percent Match 143%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$112,500	Total Funds Spent \$207,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 90%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 1	Years Experience 0.0	Years Schooling 20.0	Male 0%	Female 100%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 166	Male 57%	Female 43%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 82%	11-14 yrs 18%	15-20 yrs 0%	Parent 0%	
			African Americans 73%	Latino Americans 14%	Asian Pacific Islander Americans 10%	Native American 1%	Caucasian Americans 0%	
			Multiracial Americans 2%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 95%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 42,655	Actual Hours of Service 47,625	Percent of Contracted Services Delivered 112%	Hours of Service per Customer 287	Staff-rated Growth in Expectation Level 95%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.99	Cost per Hour Total Funds \$4.36	Cost per Customer OFCY Funds \$572	Cost per Customer Total Funds \$1,250	Number of New Caring Adults Connected to Child/Youth 5.04	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 75%		Average Satisfaction of Parents (0-100% on 4 items) 86%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes 51%	Parent Report on Changes 73%	Staff Report on Customer 96%	No, Service Productivity < 60%
			Asset development changes		47%	80%	95%	
			Academic selected changes		51%	66%	95%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.5, Spring 09: 0.8		Reliability Score 0.80	Reliability Level Good	SPI Score 708	No, Quality Score < 1 Yes Average SPI > 600
Survey Sample	How many customers did they survey?	Children & Youth Surveys 155	Parent Surveys 198	Staff Surveys 330	RPRA Surveys 157	Total Surveys 840	Good Sample Size	



**OUSD -West Oakland Middle School ASP****Project Descriptions:**

West Oakland Middle School After-School Program provides academic and enrichment activities from Monday-Friday to approximately 85 youth in grades 6-8. The focus of the program is on exposing children to diverse cultural experiences that foster the development of their creative and physical talents. Emphasis is placed on academic performance and development, complemented by enrichment activities intended to reinforce the content that the youth are learning. Enrichment activities such as sports, fashion & design, and performing arts are offered in eight-week intervals so that youth participants can rotate throughout the year.

**Strengths:**

The West Oakland Middle School After-School Program staff is solution-driven and creative in leveraging their resources, talents, skills, and abilities. The staff models teamwork and promotes an appreciation for community building by pointing out the ways that individuals and groups can connect with one another to collaborate toward the achievement of short- and long-term goals. The incorporation of current events and contemporary issues in society into skill development activities provides youth the opportunity to connect with and transform that world around them.

**Opportunities for Improvement:**

West Oakland Middle School After-School Program may increase their effect on the development of their youth by increasing the number of training opportunities in the areas of youth development, assessing student learning, classroom management, pedagogy & methodology, and conflict resolution. Increasing communication and coordination with the school site leadership may mitigate the challenges of integrating the extended day program with the day program. Increasing the consistency in program attendance may allow staff to plan more effectively. The program is encouraged to build a youth leadership component to assist in improving youth satisfaction, youth service productivity scores, staff service productivity scores, and service quality. The program might also consider that a very efficient cost per hour of \$1.58 is not producing the needed effectiveness of services.

**Youth Evaluator Comments:**

Blanca Lopez, Marc Bland

West Oakland Middle School after school program is located at 991 14<sup>th</sup> Street. This program operates Mondays to Fridays from 2:30pm to 6:00pm. They offer a variety of activities like, dance, drama, flag football, basketball, art, drumming, computer, capoeira and homework help. It is offered to youth between sixth and seventh grade. Their goal is to help the students visualize their goals by exposing them to more than "basketball and football." They offer academics from 2:30pm to 4:00pm and enrichment activities from 4:00pm to 6:00pm. When we arrived, we had the opportunity to observe the seventh grade extended day class. In this class, the youth were receiving help with their math and English homework. We also visited the one-on-one class, which caters to students who speak English as a second language. There was also a multimedia class, which we saw, where the students watched a documentary and took notes to prepare to write about the movie later. Then, in the drama class, the students wrote their own play and later they performed it for us. The football and baseball teams were practicing outside. In the drumming class they were making their own instruments.

When interviewing the students, Riana, age 12, told us that this program has helped her a lot, especially when it comes to dance. She mentioned that she uses dance as a way to escape from reality. Another student, Angela, said that the students have established a good relationship with the staff and that they are always helpful academically. Furthermore, Angela mentioned that she feels that her academic skills are exceptional and that she likes to help other students if needed. These children are examples of the reason why Bathsheba Harambe, Site Coordinator, does what she does. Ms. Harambe mentioned that she is proud to "be a part of something for free that exposes (students) to different things." She makes sure that the program exposes children to all different areas of art, sports, and technology to which they would not have otherwise been exposed. This program is a great program for the middle school students to whom it caters. The students have an excellent opportunity within this program to broaden their horizons and reach new heights.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 56% My success at school (job/training) is better:
- 47% My understanding of who I am and what I can do is better:
- 47% My ability to communicate is better:
- 65% My ability to learn new things is better:
- 47% My ability to connect with adults is better:
- 46% My ability to work with others is better:
- 45% My ability to stay safe is better:
- 55% I do math or arithmetic is better:
- 49% My reading skills are better:
- 53% I turn in completed homework assignments more:
- 47% My confidence in myself is more:
- 32% I am eating high quality, nutritious foods more:
- 51% I am making responsible choices more:
- 55% My awareness of other cultures is better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OUSD -West Oakland Middle School ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$70,500	Match \$75,000	Total \$145,500	Percent Match 106%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$70,500	Matching Funds Spent \$75,000	Total Funds Spent \$145,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 7	Years Experience 7.1	Years Schooling 13.1	Male 57%	Female 43%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 85	Male 46%	Female 54%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 100%	15-20 yrs 0%	Parent 0%	
			African Americans 88%	Latino Americans 9%	Asian Pacific Islander Americans 0%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 2%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation--Home, School, Community 33%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 67,748	Actual Hours of Service 92,173	Percent of Contracted Services Delivered 136%	Hours of Service per Customer 1,084	Staff-rated Growth in Expectation Level 33%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$0.76	Cost per Hour Total Funds \$1.58	Cost per Customer OFCY Funds \$829	Cost per Customer Total Funds \$1,712	Number of New Caring Adults Connected to Child/Youth 0.59	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 62%		Average Satisfaction of Parents (0-100% on 4 items) 86%		Customer Level of Participation in Services Average	No Satisfaction < 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%
			Asset development changes		49%	89%	58%	
			Grantee selected changes		43%	79%	27%	
	Academic selected changes		49%	84%	35%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 0.9 0.9		Reliability Score 0.64	Reliability Level Good	SPI Score 697	No, Quality Score < 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 147	Parent Surveys 49	Staff Surveys 138	RPRA Surveys 110	Total Surveys 444	Good Sample Size	



## OUSD -Alliance ASP

### Project Descriptions:

The Alliance After-school Program aims to teach instrumental music and performing arts as well as sports (i.e., soccer) and physical education to students by offering programming from Monday through Thursday, and on Saturdays. Youth participants receive intensive music and sports instruction after regular school hours. Intervention and tutoring programs are targeted to meet specific needs and enrichment programs are dedicated to excite students to find their passion whether it be in sports, performing arts, or another activity. Emphasis is placed on encouraging youth to get out of their comfort zone and to try new experiences. The program is offered in collaboration with Standing Ovation Performing Arts.

### Program and Staff Strengths:

The Alliance ASP staff are caring and supportive adults who are passionate about the arts. The range of staff experience and expertise provide youth access to individuals who are accomplished performers and can assist them in further developing their own talents. Activities such as music, dance, community service, leadership development, nutrition, tutoring and soccer are available for students to choose from during their extended day. During Saturday activities, high school youth are brought in as tutors to work with program participants on academic activities. The staff is responsive to the needs of the campus and local community and is creative in developing new strategies to engage youth in pursuing new experiences (i.e., launching of the Mariachi).

### Program and Staff Opportunities for Improvement:

The Alliance ASP is seeking to increase participation among Latino males in the music program to achieve more of a representative balance as compared to the sports program. Staff may benefit from training opportunities related to conducting, lesson planning, classroom management, pedagogy & methodology, curriculum design and delivery, and assessing student learning outcomes. The staff continues to seek ways to reduce the adult to youth ratio to increase the amount of instruction that youth participants receive in playing their respective instrument. Given the high cost of instruments and equipment, the staff continues to look for ways to leverage resources so that all youth have access to an instrument.

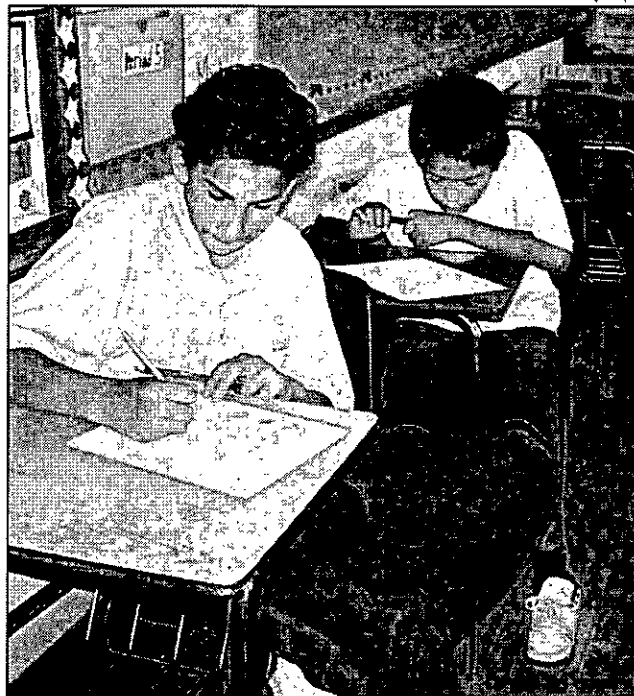
### Youth Evaluator Comments:

El-iza El Henson, Blanca Lopez, Jennifer Lopez

On the day of our site visit, we observed Alliance at 1800 98<sup>th</sup> Avenue in Oakland. Alliance is an after school program that serves youth attending the sixth, seventh, and eighth grade. This program offers a variety of activities to their students like ELA Intervention for 6<sup>th</sup> grade, computers, Girls In Charge, ELA Intervention for 8<sup>th</sup> grade, film appreciation, Math Intervention for 7<sup>th</sup> grade, games, Math Intervention 8<sup>th</sup> grade, and art. Other offered classes include Spanish ELD, 6<sup>th</sup> grade soccer, girls soccer, softball; volleyball, SFK, wrestling, golf, guitar, dance, percussion, brass, move, vocal, Theatre, woodwinds and violin all these classes are combined with students from Elmhurst middle school. Alliance operates Monday to Friday from 2:30 to 5:30pm and Wednesdays from 12:30 to 3:30pm.

In the 8<sup>th</sup> grade intervention class, students seemed to be learning something because they were taking notes and underlining sentences from their papers. We also observed how focused the students were in order to complete their tasks. For example, in the Girls in Charge class we saw how the girls were getting prepared to do yoga. When we entered the computer room with the students, they were learning new techniques on PowerPoint. According to Rosaura Altamirano, Site Coordinator, the program's goal is to get more students to stay in the program, help them to bring up their grades and their self-esteem so that they can be leaders for the new comers. She also mentioned that one of the obstacles that this program faces is that they have to work with two principals and each one has different a perspective about what they want offered to their children in the after school program. While interviewing a girl from Girls in Charge named Kyla, we asked her what made her come back to the program and she said, "It's fun, I like it here and we learn how to do yoga and cooking."

Overall, we think this program could help the community because they have good goals, which are used to keep students in school. The program also teaches them to be responsible and most importantly it helps build the youth's confidence.



### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

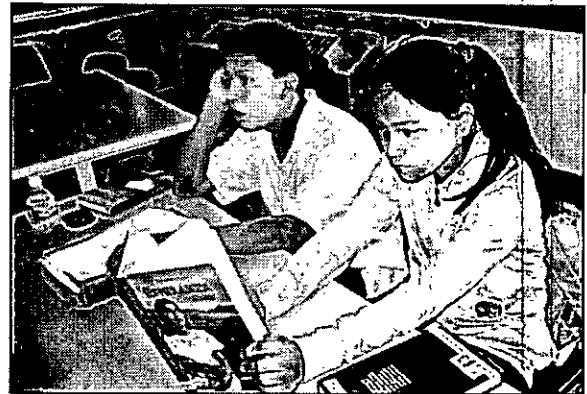
#### OUSD – Alliance Academy Middle School

- 61% My success at school (job/training) is better:
- 63% My understanding of who I am and what I can do is better:
- 52% My ability to communicate is better:
- 63% My ability to learn new things is better:
- 51% My ability to connect with adults is better:
- 55% My ability to work with others is better:
- 42% My ability to stay safe is better:
- 43% I do math or arithmetic better:
- 48% My reading skills are better:
- 48% I turn in completed homework assignments more:
- 57% My confidence in myself is more:
- 56% I play cooperatively as a team member more:
- 58% I take new challenges better:
- 54% My ability to express myself creatively is better:
- 63% I keep an open mind when exploring new subjects better:



#### Performing Arts Program

- 64% My success at school (job/training) is better:
- 69% My understanding of who I am and what I can do is better:
- 60% My ability to communicate is better:
- 71% My ability to learn new things is better:
- 62% My ability to connect with adults is better:
- 62% My ability to work with others is better:
- 52% My ability to stay safe is better:
- 29% I do math or arithmetic better:
- 50% My reading skills are better:
- 38% I turn in completed homework assignments more:
- 69% My confidence in myself is more:
- 71% I want to show others my skill in performing arts more:
- 62% I can work with youth of different racial/ethnic backgrounds better:
- 64% My appreciation of cultural diversity is better:
- 67% My ability to tutor other youth is dance/music/performance is better:
- 71% My ability to remember musical ideas, melodies, rhythms, and arrangements is better:
- 62% I can express myself better:



**SUMMARIES**

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OUSD -Alliance ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$138,360	Total \$233,360	Percent Match 146%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$175,000	Total Funds Spent \$270,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 116%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 4.7	Years Schooling 17.3	Male 17%	Female 83%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 283	Male 46%	Female 54%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 94%	15-20 yrs 5%	Parent 0%	
			African Americans 22%	Latino Americans 72%	Asian Pacific Islander Americans 4%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 0%	Other 2%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 69%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service 47,948	Actual Hours of Service 68,037	Percent of Contracted Services Delivered 142%	Hours of Service per Customer 240	Staff-rated Growth in Expectation Level 64%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.40	Cost per Hour Total Funds \$3.97	Cost per Customer OFCY Funds \$336	Cost per Customer Total Funds \$954	Number of New Caring Adults Connected to Child/Youth 2,82	Yes
	EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 73%		Average Satisfaction of Parents (0-100% on 4 items) 83%		Customer Level of Participation in Services High
Service Productivity Initial Outcomes		Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 57%		Children & Youth Report on Changes 81%	Parent Report on Changes 81%	Staff Report on Customer 80%	No, Service Productivity < 60%
			Grantee selected changes 64%		81%	81%	78%	
			Academic selected changes 50%		79%	79%	71%	
Service Quality and Reliability		Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall '08 1.5		Spring '09 1.6	Reliability Score 0.87	Reliability Level Good	SPI Score 752
Survey Sample	How many customers did they survey?	Children & Youth Surveys 407	Parent Surveys 236	Staff Surveys 411	RPRA Surveys N/A	Total Surveys 1,054	Good Sample Size	





**OUSD -Elmhurst ASP**

**Project Descriptions:**

The Elmhurst Community Prep After-school Program aims to teach instrumental music and performing arts as well as sports (i.e., soccer) and physical education to students by offering programming from Monday through Thursday, and on Saturdays. Youth participants receive intensive music and sports instruction after regular school hours. Intervention and tutoring programs are targeted to meet specific needs and enrichment programs are dedicated to excite students to find their passion whether it be in sports, performing arts, or another activity. Emphasis is placed on encouraging youth to get out of their comfort zone and to try new experiences. The program is offered in collaboration with Standing Ovation Performing Arts.

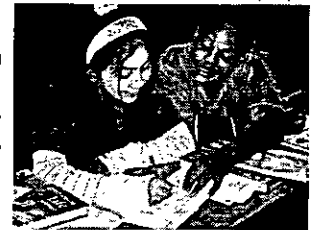
**Program and Staff Strengths:**

The Elmhurst ASP staff is caring and supportive adults who are passionate about the arts. The range of staff experience and expertise provide youth access to individuals who are accomplished performers and can assist them in further developing their own talents. Activities such as music, dance, community service, leadership development, nutrition, tutoring and soccer are available for students to choose from during their extended day. During Saturday activities, high school youth are brought in as tutors to work with program participants on academic activities. The staff is responsive to the needs of the campus and local community and is creative in developing new strategies to engage youth in pursuing new experiences (i.e., launching of the Mariachi).



**Program and Staff Opportunities for Improvement:**

The Elmhurst ASP is seeking to increase participation among African-American males in the music program to achieve more of a representative balance as compared to the sports program. Staff may benefit from training opportunities related to conducting, lesson planning, classroom management, pedagogy & methodology, curriculum design and delivery, and assessing student learning outcomes. The staff continues to seek ways to reduce the adult to youth ratio to increase the amount of instruction that youth participants receive in playing their respective instrument. Given the high cost of instruments and equipment, the staff continues to look for ways to leverage resources so that all youth have access to an instrument.



**Youth Evaluator Comments:**

Blanca Lopez, El-Iza El Henson

Elmhurst after school program is located at 1800 98<sup>th</sup> Avenue in Oakland. This after school program offers different activities including art, computers, games, gardening, Spanish ELD, study hall, soccer, softball, volleyball, SFK, wrestling, golf, football, soccer, dance, guitar, percussion, brass, movie-vocal-theatre, woodwinds, and violin. This program operates Monday to Friday from 2:30pm to 5:00pm and on Wednesdays from 1:30pm to 5:00pm. The program is offered to students from Elmhurst and Alliance school.

On the day of our site visit we had the opportunity to observe most of the activities that this program has to offer. When we first entered the program the youth were actively engaged in after school tutoring and enrichment. The youth were studying and asking their instructors questions to better understand the work they were assigned. There were also physical activities available. We witnessed the youth playing multiple sports, including flag football, softball, soccer, and wrestling. There were also computer classes, dance, and various music classes. Juan stated, "My favorite part of this program is doing homework." When asked why homework is his favorite part of the program, he replied, "Doing homework is my favorite part of the program because I don't have to do my homework at home." Omar also agreed with Juan, stating that "the homework help is what keeps me coming back." Overall we would say this program is a success. We counted 247 students in attendance. Not only were their numbers good, but also all the youth seemed to be interested in actively learning. The staff was also very helpful towards the youth. As a former student of Elmhurst middle school, I, El-iza have personally noticed a definite change for the better in terms of enrichment, music, and art.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 62% My success at school (job/training) is better:
- 78% My understanding of who I am and what I can do is better:
- 75% My ability to communicate is better:
- 83% My ability to learn new things is better:
- 67% My ability to connect with adults is better:
- 78% My ability to work with others is better:
- 65% My ability to stay safe is better:
- 55% I do math or arithmetic is better:
- 58% My reading skills are better:
- 53% I turn in completed homework assignments more:

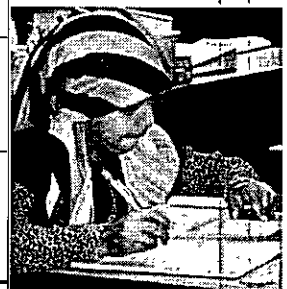
- 75% My confidence in myself is more:
- 86% I want to show others my skill in the performing arts more:
- 71% I can work with youth of different racial/ethnic backgrounds better:
- 77% My appreciation for cultural diversity is better:
- 65% My ability to tutor other youth is dance/music/performance is better:
- 82% My ability to remember musical ideas, melodies, rhythmis, and arrangements is better:
- 70% I can express myself better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions OUSD -Elmhurst ASP				Met Performance Goals			
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$133,513	Total \$228,513	Percent Match 141%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$173,700	Total Funds Spent \$268,700	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 118%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 11	Years Experience 13.5	Years Schooling 15.2	Male 48%	Female 55%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 318	Male 52%	Female 48%	Unknown 0%			Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 97%	15-20 yrs 3%	Parent 0%		
			African Americans 29%	Latino Americans 65%	Asian Pacific Islander Americans 4%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 0%	Other 1%	RPR Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 74%			
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS						Yes
	Activities	How much services did we provide?	Planned Hours of Service 48,203	Actual Hours of Service 86,869	Percent of Contracted Services Delivered 180%	Hours of Service per Customer 273	Staff-rated Growth in Expectation Level 76%		Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.09	Cost per Hour Total Funds \$3.09	Cost per Customer OFCY Funds \$299	Cost per Customer Total Funds \$845	Number of New Caring Adults Connected to Child/Youth 4.21		Yes
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 79%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	No, Just Missed Service Productivity < 60%	
			Asset development changes		65%	88%	85%		
			Grantee selected changes		67%	87%	82%		
Academic selected changes		57%	85%	72%					
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.4 1.6		Reliability Score 0.88	Reliability Level Good	SPI Score 747	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 449	Parent Surveys 253	Staff Surveys 417	RPR Surveys N/A	Total Surveys 1,119	Good Sample Size		



**OUSD –Lakeview ASP****Project Descriptions:**

Lakeview (Ujima) After-School Program provides academic and enrichment activities from Monday-Friday to approximately 120 youth in grades 1-5. Emphasis is placed on fostering interest among youth in learning throughout the life cycle through culture and the arts. Enrichment activities reinforce the academic component by promoting physical activity within the context of team and community building. The program provides youth new learning experiences such as martial arts to introduce the concept of wellness as relates to mind, body, and spirit. The program seeks to promote cultural awareness and pride in the youth as a means of validating the life experiences and assets that the youth bring to the program. Fostering curiosity and the spirit of exploration among program participants reinforces the development of critical thinking skills.

**Program and Staff Strengths:**

The staff demonstrates a profound interest in building trust-based relationships with the youth and making them feel part of the community. The staff is trained in martial arts and wellness exercises which are then shared with program participants through organized activities. The staff place high expectations on youth to rise to the challenges they encounter while leveraging the support network they are developing through their participation in program activities. The incorporation of song and dance as a means of engaging and refocusing the large group of youth is a common and effective practice that has been observed. Behavior management incorporates physical activity with reflection toward the goal of youth identifying alternatives to conflict or disruptive behavior.

**Program and Staff Opportunities for Improvement:**

Program staff is seeking to expand parent involvement in on-going program activities. Staff continues to work toward shifting the general perception of the program from "after school day care" to a value-added, learning rich after-school opportunity for youth. Increased coordination between school site staff/faculty and the after-school program may increase the effectiveness of the program in meeting the academic needs of the youth and increasing parent participation. Training opportunities in the areas of youth development, developmental assets, creative facilitation, lesson planning, and assessing student learning may increase the capacity of program staff to meet the needs of youth and families.

**Youth Evaluator Comments:**

Jennifer Lopez and Blanca Lopez

Lakeview after school program is located at 746 Grand Ave. This program operates Monday through Friday from 3:00pm to 6:00pm. Lakeview after school program provides different enrichment classes for its participants between first and fifth grade, such as drama, music, dance/aerobics, recreational activities, capoeira, art, gardening, BAM, and life skills. This program also offers homework support and math intervention classes every day for students. The main goal of this program is to help students learn, shape them to be positive role models, and to ensure that the youth feel as if they have the support they need to succeed not only academically but in other areas as well.

The first thing we observed was snack time where all the program participants were in the cafeteria. We then saw the first, second, and fifth grade classrooms in which the students were working on their homework. Then we observed the math intervention class, which focused on math homework for all grades; the student teacher ratio in this class was 1 to 2. Zhane, age 10, told us that she likes this program because it has helped her with her homework and because it has taught her about her heritage and culture. She likes this program because she also gets help on math, reading, and writing. She then went on to say, "If it wasn't for this program I would be home watching TV". Brother Blue, Site Coordinator/ Executive Director for the program, told us that one of the obstacles that the program is facing is the inconsistency from parents. "There is not enough participation from them." Overall, Lakeview is a good program because it helps the students. Also, we think that the staff members who work here care about the youth and they are not just here for a job, but to support the kids and be positive role models.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

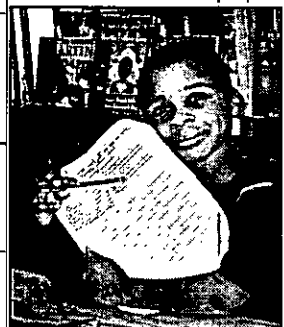
- 68% This program makes my school work easier:
- 75% This program helps me get along with adults better:
- 88% This program helps me learn new things yes:
- 88% This program helps me stay safe yes:
- 66% This program helps me get along with other kids yes:
- 72% This program makes me feel good about myself yes:
- 80% This program helps me do my math and arithmetic better:
- 65% This program helps me read better:
- 69% This program gets me to turn in my homework more:
- 79% This program makes my pride in my culture increased:
- 73% This program makes me like the cultures of others more:
- 75% This program makes me feel confident more:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OUSD –Lakeview ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$112,500	Total \$207,500	Percent Match 118%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$112,500	Total Funds Spent \$207,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 7.3	Years Schooling 10.8	Male 60%	Female 40%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 139	Male 56%	Female 44%	Unknown 0%		Yes
			0-5 yrs 0%	6-10 yrs 86%	11-14 yrs 14%	15-20 yrs 0%	Parent 0%	
			African Americans 76%	Latino Americans 4%	Asian Pacific Islander Americans 7%	Native American 0%	Caucasian Americans 2%	
			Multiracial Americans 10%	Other 0%	RPRC Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 72%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes
	Activities	How much services did we provide?	Planned Hours of Service 66,974	Actual Hours of Service 43,660	Percent of Contracted Services Delivered 65%	Hours of Service per Customer 314	Staff-rated Growth in Expectation Level 86%	Yes
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.18	Cost per Hour Total Funds \$4.75	Cost per Customer OFCY Funds \$683	Cost per Customer Total Funds \$1,493	Number of New Caring Adults Connected to Child/Youth 5.07	Yes
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 84%		Average Satisfaction of Parents (0-100% on 4 items) 93%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed):		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		71%	84%	75%	
			Grantee selected changes		71%	80%	79%	
	Academic selected changes		68%	80%	77%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score: Asset Development Fall 08: 2.0 Spring 09: 1.8		Reliability Score 0.59	Reliability Level Low	SPI Score 768	Yes, Quality Score > 1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 181	Parent Surveys 124	Staff Surveys 181	RPRC Surveys	Total Surveys 486	Good Sample Size	



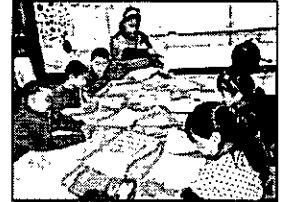
## OUSD-Manzanita Seed ASP

### Project Descriptions:

Manzanita SEED After-School Program is a comprehensive after-school learning center dedicated to improving academic achievement and community involvement among Manzanita SEED Elementary School students. The program provides an array of integrated academic support, cultural enrichment, and health education for students, five-days-a-week. Emphasis is placed on fostering a life-long appreciation for learning among participants and creating opportunities for youth to receive additional academic assistance toward the goal of improving their academic performance.

### Program and Staff Strengths:

Manzanita SEED ASP staff are caring and supportive adults who create a safe, inclusive environment for youth to learn and grow. The team of paid staff and volunteers from the community include older youth who serve as caring, supportive peer role models for student participants (many of whom are from the same communities as student participants). The strong academic focus of the program is complimented by enrichment activities intended to expose youth to new learning experiences.



### Program and Staff Opportunities for Improvement:

Manzanita SEED ASP is seeking to increase the consistency in attendance among after-school participants. Staff may benefit from training opportunities related to lesson planning, project-based learning, classroom management, and assessing student learning.

### Youth Evaluator Comments:

Diyana Crawford

This site visit began with the program coordinator, Simon, giving us a short description of what we may see and what the students do on a day-to-day basis. We started off in the auditorium where the dance class took place. Then we went to three homework groups. After we saw the homework groups we saw Sports4Kids. All the children participated in homework and Sports4Kids. The program is located at Manzanita Elementary School in East Oakland and runs Monday through Friday from 4:00 to 6:00. There are now 104 students enrolled from the 110 that were enrolled at the beginning of the year and 95-101 come on a day-to-day basis.

The first class we saw was the performing arts class in the auditorium where there were 16 kindergartner students and one adult. There were five different kinds of dances that the children learned: regular dance, yoga, positive affirmation meditation, negative movement, and free style. All the children were comfortable with the exercises they did. The children listened to the teacher and responded to her very well when she asked a question. The teacher was very firm, but also very kind with the children. The class was diverse with Asian, African-American, Middle Eastern, and Hispanic children. We then observed the homework classes. The first one was a second grade class in the library with 12 children and 2 adults. One thing that we noticed about this class was that the children corporated with each other and the adults very well. The second class was a combination of kindergartners and first graders. The staff collectively helped the children with their homework and kept them quiet. The third homework club was a combination of second and third graders. Once they completed their homework, the students in this classroom began to read a book. When asked by a student why the class needed to read, Simon, the teacher, explained that they needed time to practice their reading. After the homework groups were finished with their homework the teachers took their kids to the field to play and do the sport activity for the day, which was kick ball. The students who were interviewed included a fifth grader, age 10, and a fourth grader, age 9. They felt comfortable with their answers and didn't mind sharing what they disliked about the program. They also didn't have many things about the program that they wanted to change. Simon explained about the many effects that the program has had on the students and its goals.

### Initial Outcomes of OFCY-Funded Care and Service







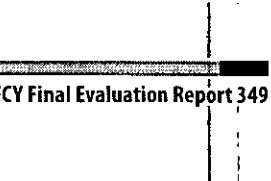
The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 51% This program makes my school work easier:
- 67% This program helps me get along with adults better:
- 79% This program helps me learn new things yes:
- 79% This program helps me stay safe yes:
- 70% This program helps me get along with other kids yes:
- 76% This program makes me feel good about myself yes:
- 67% This program helps me do my math and arithmetic better:
- 74% This program helps me read better:
- 71% This program gets me to turn in my homework more:
- 72% This program helps me express myself through the arts better:
- 61% This program makes me understand people who are different from me better:
- 66% This program makes me fell proud of my family's language and culture more:
- 72% This program makes me want to do my homework better:
- 71% This program makes me look forward to going to school more:



**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OUSD-Manzanita Seed ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$85,141	Total \$180,141	Percent Match 90%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$85,141	Total Funds Spent \$180,141	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes 
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 9.8	Years Schooling 10.5	Male 0%	Female 75%	Yes 
	Customers	Who are our youth customers?	Unduplicated Number of Customers 110	Male 55%	Female 45%	Unknown 1%		Yes 
			0-5 yrs 0%	6-10 yrs 78%	11-14 yrs 22%	15-20 yrs 0%	Parent 0%	
			African Americans 19%	Latino Americans 45%	Asian Pacific Islander Americans 19%	Native American 1%	Caucasian Americans 1%	
			Multiracial Americans 15%	Other 1%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 81%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes 
	Activities	How much services did we provide?	Planned Hours of Service 46,585	Actual Hours of Service 57,739	Percent of Contracted Services Delivered 124%	Hours of Service per Customer 525	Staff-rated Growth in Expectation Level 83%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.65	Cost per Hour Total Funds \$3.12	Cost per Customer OFCY Funds \$864	Cost per Customer Total Funds \$1,638	Number of New Caring Adults Connected to Child/Youth 4.61	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 82%		Average Satisfaction of Parents (0-100% on 4 items) 96%		Customer Level of Participation in Services High	Yes Satisfaction > 70% 
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600 
			Fall 08 1.6	Spring 09 1.3	0.81	Good	710	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 169	Parent Surveys 129	Staff Surveys 207	RPRA Surveys 171	Total Surveys 676	Good Sample Size	

**OYC - AWESOME****Project Description:**

AWESOME is a comprehensive collaborative program serving 120 Acorn Woodland K-5th grade students, providing 15-18 hours per week of academic, arts enrichment, service learning, leadership, and recreation activities for each student. The program includes a menu of 20 classes addressing the academic and social needs of its students, over 65% of whom are English-language learners. AWESOME concentrates on academic success through homework and tutoring support, targeted interventions, bilingual instruction, and arts with literacy and math integration. The program also enhances the students' multicultural awareness, connection to adults, and sense of safety and self-esteem. Programs include exhibitions and field trips.

**Program and Staff Strengths:**

The program provides a wide variety of enrichment classes to engage and respond to the interests of the children. The program has worked to establish continuity between the day and after school program by focusing on the needs of the child and the programming services. The program is commended for establishing a Read Aloud time that is practiced daily. The need of children with English Language Development Needs and their need for academic language in English has been recognized and services are being provided in response to those needs. There are consistent expectations set by the adult staff. In addition, planning and organization of the schedule and structure has been given lots of time and incorporates the feedback from staff.

**Program and Staff Opportunities for Improvement:**

The program is encouraged to follow through on its intention to keep better track of the academic progress of children receiving academic interventions. The "Read Alouds" can be improved by increase observations and check-ins with mentors on the "Read Alouds" and provide needed support. The staff would benefit from opportunities for professional development in classroom management and is encouraged to practice continuous improvement in their roles, e.g. lesson plans.

**Youth Evaluator Comments:**

Jesus Jimenez

OYC-Awesome is located at 1025 81<sup>st</sup> Street. This program runs Monday through Friday. Mondays through Thursdays the program runs from 2:55pm to 6:00pm and Fridays from 1:30pm to 6:00pm. OYC-Awesome offers multiple activities including ballet folklórico, arts and crafts, drawing class, and free time where the students decide what sport they want to play. This program caters to students who attend Acorn Elementary School, more specifically for students in kindergarten through fifth grade. OYC-Awesome recruits students through teacher recommendations and at the beginning of the school year when parents come in for registration. The program also has academic intervention. The enrichment part starts with kindergarten through second graders while the third through fifth graders have academic intervention and then they switch off. There are 150 students enrolled and 120-130 come on a daily basis; however, we only saw 75 students.

During our visit to OYC-Awesome the first thing we witnessed were the students having their free time playing various sports such as kickball, basketball, racing, and soccer. Soon after the youth went to their selected enrichment classes. We saw the ballet folklórico class where the students were practicing a routine that they are planning to show to their parents. Right after, we went to arts and crafts where the kids were making their favorite animals. Then we went to the drawing class where the students were making posters for the new movie "Monster vs. Aliens." During the second part of enrichment we saw the same activities with older student participants.

During an interview with one of the participants, Jorge Robles, he stated, "If I wasn't here I would be probably be at home not doing my homework being bored." Also when we interviewed another youth, Miguel Romero, he said, "I had bad grades when I wasn't here and when I came here I started to get better grades." As a youth evaluator, I think this program was fairly good and felt that everyone is trying his or her best to make this a very successful program. I felt that the students really respected their program coordinator because he has a personal relationship with his students.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

50% My success at school (job/training) is better:

61% My understanding of who I am and what I can do is better:

50% My ability to communicate is better:

67% My ability to learn new things is better:

56% My ability to connect with adults is better:

50% My ability to work with others is better:

56% My ability to stay safe is better:

59% I do math or arithmetic is better:

56% My reading skills are better:

67% I turn in completed homework assignments more:

57% My confidence in myself is more:

63% I want to attend school more:

86% I am learning about art, music, and dance, more:

79% I perform and share what I've learned with friends, family, and teachers more:

63% I am responsible for my behavior more:







59% I am getting support from my parents and teacher better:





**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System										
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions OYC - Awesome Extended Learning Program ASP				Met Performance Goals				
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$138,308	Total \$233,308	Percent Match 146%	Youth Stipends & Grants \$0	Yes		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$138,308	Total Funds Spent \$233,308	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes		
	Staff	Who were the staff providing services?	Staff Surveyed 9	Years Experience 9.4	Years Schooling 15.7	Male 22%	Female 78%	Yes		
	Customers	Who are our youth customers?	Unduplicated Number of Customers 199	Male 56%	Female 43%	Unknown 1%			Yes	
			0-5 yrs 7%	6-10 yrs 77%	11-14 yrs 17%	15-20 yrs 0%	Parent 0%			
			African Americans 15%	Latino Americans 80%	Asian Pacific Islander Americans 1%	Native American 0%	Caucasian Americans 1%			
			Multiracial Americans 0%	Other 4%	RPRC Child/Youth Asset Level N/A	Staff-rated Growth in Participation--Home, School, Community				
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes		
	Activities	How much services did we provide?	Planned Hours of Service 56,194	Actual Hours of Service 65,185	Percent of Contracted Services Delivered 116%	Hours of Service per Customer 328	Staff-rated Growth in Expectation Level 76%	Yes		
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.46	Cost per Hour Total Funds \$3.58	Cost per Customer OFCY Funds \$477	Cost per Customer Total Funds \$1,172	Number of New Caring Adults Connected to Child/Youth 4.84	Yes		
	EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 82%		Average Satisfaction of Parents (0-100% on 4 items) 93%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
Service Productivity Initial Outcomes		Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%		
Service Quality and Reliability		Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 2.8 2.1		Reliability Score 0.67	Reliability Level Good	SPI Score 772	Yes, Quality Score > 1 Yes Average SPI > 600		
Survey Sample		How many customers did they survey?	Children & Youth Surveys 211	Parent Surveys 131	Staff Surveys 253	RPRC Surveys 81	Total Surveys 676	Good Sample Size		

## OYC - Fruitvale

### Project Description:

OYC-Fruitvale After School Program (FASP) is a comprehensive after school program that serves 125 students at Fruitvale School from K-5, providing 15-18 hours per week of academic, arts enrichment, and recreation activities for each student. FASP focuses on improving academic achievement, increasing multicultural awareness, enhancing leadership skills, and strengthening children's connections to adults. Its enrichment activities include Junior Storytellers, Sports and Recreation, Leadership, Visual Art, Theater Production, Junior Theater and Newsletter. The program contracts with Bay Area SCORES and Girls, Inc. SMART for some of the services.

### Program and Staff Strengths:

The consistency of the teachers and their professional skills in their fields enable them to support high skill development of the children over time. The performing arts instructors are artists in their own right and perform professionally, which enriches the experiences and knowledge they bring to the children. Learning for Life Staff is dedicated and enthusiastic and willing to adapt their roles as they gain time at the site.

The program structure and the experience of staffs contribute to the program working well. The program has been resilient and adaptable to changes in the face of reduced funding in the second year from OFCY.

### Program and Staff Opportunities for Improvement:

The program is encouraged to continue its efforts to provide additional choices and additional variety of activities, specifically for boys with high energy with the addition of some unisex classes.

The program is also encouraged to explore how children who have been with the program over time can focus and deepen their skills in a particular area (percussion, etc.). The Learning for Life staff (collaborating agency) are new to this school and are encouraged to continue making communication consistent across all staff and consistency of practices (new and old).

### Youth Evaluator Comments:

El-iza El Henson, Janae Miller

OYC Fruitvale is located in Oakland at 3200 Boston Avenue. This program offers a variety of classes, including African dance, Latin percussion, and choir. Their recruitment strategy is word of mouth. Their target population is elementary school youth. The only requirement is that youth attend Fruitvale Elementary school. The days of operation are Monday through Friday 2:30pm to 6:00pm, except for Wednesdays when they operate from 1:30pm to 6:00pm.

On the day of our site visit we had the opportunity to observe all three of their activities. During the first half of the day the kindergarten through second grade were participating in the OYC activities. Then they switched with the third through fifth graders. The first class we observed was African Dance, where the students were practicing different moves that originate in different parts of Africa. In Latin percussion, the participants were playing drums and making different beats and rhythms that are derived from various parts of Latin America. When we observed the choir portion of this program, the students were learning different notes and different ways to work with their voices.

The two participants that were interviewed expressed how they felt, and how they have benefitted from the program. Jonel, a fifth grader, stated, "This program shows you the right thing to do with your life as well as keep you away from all the bad people and the gang bangers." Her favorite part of the program was being a choir member and she mentioned that there wasn't anything that she would change. John Dean, another fifth grader, mentioned that he would recommend this program to his friends because he doesn't want to see them in any kind of trouble or hurt in the streets.

Overall, we liked this program because it offers what many other programs don't, such as choir and African dance. We feel that many youth in Oakland can benefit from this program because it teaches them new things, and gives them something positive to look forward to after school, instead of getting caught up in the streets.



### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

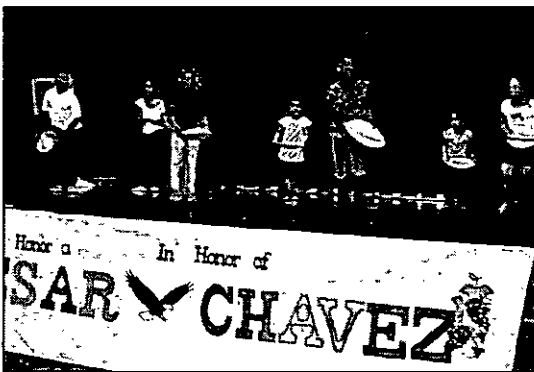
(Child Survey)

- 77% This program makes my schoolwork easier:
- 87% This program helps me get along with adults better:
- 84% This program helps me learn new things yes:
- 91% This program helps me stay safe yes:
- 70% This program helps me get along with other kids yes:
- 93% This program makes me feel good about myself yes:
- 73% This program helps me do my math and arithmetic better:
- 77% This program helps me read better:
- 71% This program gets me to turn in my homework more:
- 89% This program makes me enjoy drumming, dancing, and singing yes:
- 84% This program helps me talk or perform in front of an audience better:
- 87% This program helps me understand people who are different from me better:



(Youth Survey)

- 52% My success (job/training) is better:
- 48% My understanding of who I am and what I can do is better:
- 59% My ability to communicate is better:
- 81% My ability to learn new things is better:
- 48% My ability to connect with adults is better:
- 62% My ability to work with others is better:
- 59% My ability to stay safe is better:
- 41% I do math or arithmetic better:
- 57% My reading skills are better:
- 64% I turn in completed homework assignments more:
- 64% My confidence in myself is better:
- 68% I want to attend school more:
- 73% I express myself through dance, drumming, or singing more:
- 55% I understand other cultures more:
- 64% My confidence in speaking and/or performing in front of an audience is better:



**SUMMARIES**

**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System													
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions OYC - Fruitvale ASP				Met Performance Goals						
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$112,500	Total \$207,500	Percent Match 118%	Youth Stipends & Grants \$0						
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$112,500	Total Funds Spent \$207,500	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes					
	Staff	Who were the staff providing services?	Staff Surveyed 8	Years Experience 14.1	Years Schooling 14.1	Male 11%	Female 89%	Yes					
	Customers	Who are our youth customers?	Unduplicated Number of Customers	138	Male 50%	Female 50%	Unknown 0%		Yes				
			0-5 yrs	1%	6-10 yrs	80%	11-14 yrs	20%		15-20 yrs	0%	Parent	0%
			African Americans	52%	Latino Americans	33%	Asian Pacific Islander Americans	8%		Native American	0%	Caucasian Americans	2%
			Multiracial Americans	0%	Other	4%	RPR A Child/Youth Asset Level	N/A		Staff-rated Growth in Participation—Home, School, Community	87%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes					
	Activities	How much services did we provide?	Planned Hours of Service 45,255	Actual Hours of Service 47,218	Percent of Contracted Services Delivered 104%	Hours of Service per Customer 342	Staff-rated Growth in Expectation Level 89%	Yes					
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.01	Cost per Hour Total Funds \$4.39	Cost per Customer OFCY Funds \$688	Cost per Customer Total Funds \$1,504	Number of New Caring Adults Connected to Child/Youth 4.91	Yes					
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 89%		Average Satisfaction of Parents (0-100% on 4 items) 89%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%					
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%					
			Asset development changes		75%	82%	98%						
			Grantee selected changes		78%	91%	95%						
	Academic selected changes		68%	69%	95%								
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08: 1.6, Spring 09: 2.2		Reliability Score 0.54	Reliability Level Low	SPI Score 762	Yes, Quality Score > 1 Yes Average SPI > 600						
Survey Sample	How many customers did they survey?	Children & Youth Surveys 182	Parent Surveys 128	Staff Surveys 186	RPR A Surveys N/A	Total Surveys 496	Good Sample Size						



## Safe Passages - Coliseum College Prep Academy (CCPA) ASP

### Project Descriptions:

Safe Passages, partnering with Coliseum College Preparatory Academy, San Francisco State University College of Extended Learning, Bay Area Video Coalition, Citizen Schools and Destiny Arts proposes provide OFCY programming at CCPA. These services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building and apprenticeships. Goals include improving engagement in school, skill-building and exposure to the arts.

### Program and Staff Strengths:

The program and staff have very high expectations for their students to prepare them for UC and CSU schools and provide them with a real world learning experiences. The staff treats every student as an individual and attempts give students the gift of life long learners. The program strives to assist students to be reflective and to work to continually improve. The staff works hard to build supportive and caring relationships with their youth and parent customers.

### Program and Staff Opportunities for Improvement:

The program struggle this year to meet the OFCY performance goals for their after school programs. The program just missed meeting their planned hours of service, missed their youth customer satisfaction goal, missed their youth and parent performance goals for service productivity changes, and missed their overall SPI score. The staff of the after school program should work with the school staff to use the techniques for assisting youth to be reflective and to see how they are improving. The program should build on the success of soccer and graffiti arts programs by finding other program and activities of interest to the youth. One suggestion is for the program to expand the youth leadership component of the program to assist in the design and implementation of the program.

### Youth Evaluator Comments:

Jesus Jimenez, Miguel Peña

Safe passage – CCPA Y.E. is located at 1390 66<sup>th</sup> Avenue. Safe passage is an enrichment program that provides children with several different classes. The Program is only for the children who attend that school. Ages range from 10 to 14. This program runs Monday through Friday from 3:00pm to 5:30pm everyday, except for Wednesdays when it runs from 1:15pm to 5:30pm. This program helps students sharpen their math skills and develop better homework habits. They also provide physical activities, which help their students build character. Flag Football and martial arts are the activities which the student said they liked the most. This program is a balance of learning and fun.

As we walked around the school, we went to seven different rooms. The first room we went to was an enrichment class. Some of the students were doing their work while others were talking. The second room was another enrichment class, where the students were getting help with their homework and school activities. The other class was working on sharpening their math skills. They were doing math problems while being timed. The other two consecutive rooms were coloring. The youth were also playing flag football. The students enjoyed this program and they were really participating. Another good class they have is martial arts. The students seemed really in sync with their instructor

The instructor said, "I believe this is a very successful program it benefits both the kids and parents, because the parents might not have time to pick them up." The youth also said, "this program really helps me do the homework and if I wasn't here I would probably be at my house watching TV or just playing with my friends." As a youth evaluator, I feel this is a good program, but I think they need to get more staff members because they have a lot of students.

### Initial Outcomes of OFCY-Funded Care and Service


The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 44% My success at school (job/training) is better:
- 37% My understanding of who I am and what I can do is better:
- 33% My ability to communicate is better:
- 41% My ability to learn new things is better:
- 40% My ability to connect with adults is better:
- 44% My ability to work with others is better:
- 41% My ability to stay safe is better:
- 33% I do math or arithmetic is better:
- 41% My reading skills are better:
- 37% I turn in completed homework assignments more:
- 37% My confidence in myself is more:
- 37% I am making new friends more:
- 48% I am looking forward to attending school more:
- 48% I set goals for myself better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System							Met Performance Goals		
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Safe Passages -CCPA ASP						
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$150,000	Total \$222,750	Percent Match 206%	Youth Stipends & Grants \$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$150,000	Total Funds Spent \$222,750	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes	
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 3.5	Years Schooling 15.0	Male 100%	Female 0%	Yes	
	Customers	Who are our youth customers?	Unduplicated Number of Customers 157	Male 53%	Female 47%	Unknown 0%		Yes	
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 96%	15-20 yrs 4%	Parent 0%		
			African Americans 23%	Latino Americans 72%	Asian Pacific Islander Americans 5%	Native American 0%	Caucasian Americans 0%		
			Multiracial Americans 1%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 60%			
			COMPREHENSIVE AFTER SCHOOL PROGRAMS						
			Strategies	What service strategies did we conduct?					
	Activities	How much services did we provide?	Planned Hours of Service 33,320	Actual Hours of Service 30,560	Percent of Contracted Services Delivered 92%	Hours of Service per Customer 195	Staff-rated Growth in Expectation Level 62%	No, Just missed goal for planned hours of service	
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.38	Cost per Hour Total Funds \$7.29	Cost per Customer OFCY Funds \$463	Cost per Customer Total Funds \$1,419	Number of New Caring Adults Connected to Child/Youth 3.11	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 59%		Average Satisfaction of Parents (0-100% on 4 items) 77%		Customer Level of Participation in Services High	No, Youth Satisfaction < 70%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed) Asset development changes 43%		Children & Youth Report on Changes 53%	Parent Report on Changes 64%	Staff Report on Customer 62%	No, Service Productivity < 60%	
			Grantee selected changes 49%		63%	62%			
			Academic selected changes 34%		57%	48%			
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 1.8		Spring 09 1.0	Reliability Score 0.77	Reliability Level Good	SPI Score 591	Yes, Quality Score > 1 No, Average SPI < 600
Survey Sample	How many customers did they survey?	Children & Youth Surveys 52	Parent Surveys 17	Staff Surveys 100	RPRA Surveys -	Total Surveys 169	Good Sample Size		



## Safe Passages -Edna Brewer ASP

### Project Descriptions:

Safe Passages, partnering with Brewer Middle School, San Francisco State University, Bay Area Video Coalition, and Opera Piccola proposes to provide OFCY programming at Edna Brewer Middle School. Services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building. Goals include improving engagement in school, skill-building and exposure to the arts.

### Program and Staff Strengths:

The strength of the program many of their collaborative partners. Brothers on the Rise is an example of a partner that has a very impressive youth development program that empowers males to succeed and act as leaders both within the school and their community as a whole. All the after school program staff are effective at building good relationships with the youth served. The program uses technology is excellent and the program has a strong relationship with the parents of the youth.

### Program and Staff Opportunities for Improvement:

The program started the year with a waiting list of youth for the after school program but by the end of the year the program missed their planned hours of service. How to hold middle school youth interest is always difficult. The program should consider using its capacity for youth development and leadership to engage the youth in the design and operation of the after school program. The program should consider doing more debriefing and discussions with youth about the target changes the program expects youth to achieve throughout the year. The program missed all their youth service productivity goals this spring. The program should continue to work on their transitions from one program to another during after school programming.

### Youth Evaluator Comments:

El-iza El Henson and Jennifer Lopez

Safe Passages-Edna Brewer is located at 3748 13<sup>th</sup> Avenue in Oakland. This program operates Monday through Friday from 3:00pm to 6:00pm, except on Wednesdays when it operates from 1:19pm to 6:00pm. This program is exclusively for youth who attend Edna-Brewer Middle School. The classes offered by this program are Panthers in Action, Intervention, mathletes, Street Side Story, medieval history, peer tutoring, geometry, algebra help, creative writing, Brothers on the Rise, and music production. While on the site visit we observed academic activities as well as enrichment activities. Panthers in Action was the first class we observed. The goal of this class was to raise awareness of our planet's health and to teach the students the importance of recycling and cleaning up the school. In the intervention classes, the youth were doing their homework and helping each other along the way. Another interesting class we observed was the algebra help class, particularly because algebra is a high school level course. However, the students' instructors offered this class so that the youth could enter high school ahead of their peers. The students in that class seemed to be well focused. They also seemed to have good communication with their teacher because they weren't afraid to ask questions.

When interviewing the youth, we noticed that they really liked the program. Kiash, a 13-year-old boy, stated, "If it wasn't for this program I would most likely be at home watching TV." This demonstrates that this program helps the students get their work done and be active. When interviewing another young boy named Elysse, he expressed, "My grades have improved since the time that I have been in this program because the teachers help me with my homework." This shows that this program has an impact on the participants because the students' academics have improved. Overall, Safe Passages-Edna Brewer is a successful program because it helps the participants academically all the while providing a safe environment. Safe Passages-Edna Brewer helps the students learn new things like how to keep our community clean. This program is also helping the students develop their talents, and the students seem to be enjoying it.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.





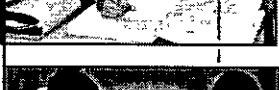







- 48% My success at school (job/training) is better:
- 48% My understanding of who I am and what I can do is better:
- 48% My ability to communicate is better:
- 58% My ability to learn new things is better:
- 41% My ability to connect with adults is better:
- 45% My ability to work with others is better:
- 41% My ability to stay safe is better:
- 37% I do math or arithmetic is better:
- 38% My reading skills are better:
- 37% I turn in completed homework assignments more:
- 44% My confidence in myself is more:
- 65% I am making new friends more:
- 51% I am looking forward to attending school more:
- 53% I set goals for myself better:





**Performance Logic Model – At A Glance Dashboard**

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OFCY Performance Logic Model Evaluation System							Met Performance Goals		
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Safe Passages -Edna Brewer ASP						
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds Spent	Match	Total	Percent Match	Youth Stipends & Grants	Yes	
			\$112,500	\$168,749	\$281,249	150%	\$0		
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Total Funds Spent	Yes	
			\$112,500	\$168,749	\$281,249	100%	100%		
	Staff	Who were the staff providing services?	Staff Surveyed	Years Experience	Years Schooling	Male	Female	Yes	
			8	9.9	15.9	63%	38%		
	Customers	Who are our youth customers?	Unduplicated Number of Customers	Male	Female	Unknown		Yes	
			372	55%	44%	1%			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Parent		
			0%	0%	91%	9%	0%		
			African Americans	Latino Americans	Asian Pacific Islander Americans	Native American	Caucasian Americans		
		43%	16%	24%	1%	15%			
		Multiracial Americans	Other	RPRA Child/Youth Asset Level	Staff-rated Growth in Participation—Home, School, Community				
		2%	0%	N/A	57%				
Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes		
Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Staff-rated Growth in Expectation Level	No, missed planned hours of service		
		43,298	36,088	83%	97	60%			
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Number of New Caring Adults Connected to Child/Youth	Yes		
		\$3.12	\$7.79	\$302	\$756	1.42			
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents (0-100% on 4 items)		Customer Level of Participation in Services	Yes Satisfaction > 70%		
		72%		90%		High			
Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%		
		Asset development changes		50%	75%	72%			
		Grantee selected changes		58%	74%	73%			
		Academic selected changes		38%	68%	60%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600		
		Fall 08	Spring 09	0.60	Good	651			
Survey Sample	How many customers did they survey?	Children & Youth Surveys	Parent Surveys	Staff Surveys	RPRA Surveys	Total Surveys	Good Sample Size		
		169	100	193	N/A	462			

## Safe Passages -Frick ASP

### Project Descriptions:

Safe Passages, partnering with Frick Middle School, San Francisco State University, Bay Area Video Coalition, Destiny Arts, Art Esteem proposes to continue to provide and expand OFCY programming at Frick Middle School. Services will include instruction in cutting-edge technologies such as animation & digital music, and arts & recreation programming. Goals include improving engagement in school, skill-building and exposure to the arts.

### Program and Staff Strengths:

The program and staff have built a culture where kids come first. Bigger kids look out for smaller kids and everyone in the after school program works at getting along. The staff's level of dedication is high. The youth are exposed to computer technology and the program has an excellent media lab run by San Francisco State University for students to learn state of the art software to create animation projects. The collaboration with Destiny Arts works well with dance, theater, martial arts, and youth leadership. The program has modeled an effective site based professional development program for staff. The Spring Sports and Fitness Festival is also a celebration that should be disseminated.

### Program and Staff Opportunities for Improvement:

The program could use more resources to meet the needs of the after school program. The program is encouraged to continue their fund development efforts. The changing demographics of the students require the hiring additional bilingual staff. The program missed their grantee selected service productivity and service quality performance goals. The program should continue to listen and assist students to become aware of their growth and changes in behaviors and skills.

### Youth Evaluator Comments:

Brenda Dueñas, Dainisha Combs

Safe Passage- Frick is located at the Frick Middle School at 2045 64<sup>th</sup> Avenue. The program runs every Monday through Friday from 3:00p.m. to 6:00p.m. and every Wednesday from 1:30 to 6:00p.m. On Tuesdays and Thursdays the program offers the following activities, step, seasonal sports, cheerleading, and digital animation. The academic component of the program runs everyday. The total enrollment at Safe Passages-Frick is 155 with an average daily attendance of 117; however on the day of the visit we saw only 63 students in the program.

Justin Gaines, age 14, has been in the program for three years and said that his favorite part of the program is the academic portion. "If it weren't for this program I wouldn't have a place to do my homework. I'd probably go home and sleep and forget about my assignments." Justin also said that if he could change the program he would simply add field trips. Julio Garcia is a seventh grader whose favorite part of the program is moving forward because he can do his homework, write in his journal, and sometimes create raps concerning topics that are germane to his homework.

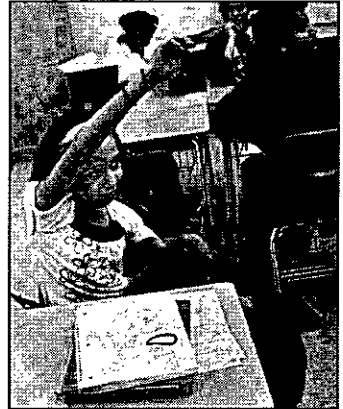
Kamilah Shuaibe, Site Coordinator said that she has been involved in this program for four years. The program in her eyes has grown from the bottom up because the youth have grown with the progress of the school. She also said "the opportunity to help the youth with something that they wanted to do" was a good experience. She continued with a success story of an alumni of the program coming back to visit.

Overall we believe that the program is a successful program. It gives the youth something to do after school, which keeps them off the street. The only thing I would change about the program is to allow more students to enroll thus ensuring success for as many students as possible.

### Initial Outcomes of OFCY-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 67% This program makes my schoolwork easier:
- 55% This program helps me get along with adults better:
- 71% This program helps me learn new things yes:
- 73% This program helps me stay safe yes:
- 62% This program helps me get along with other kids yes:
- 72% This program makes me feel good about myself yes:
- 73% This program helps me do my math and arithmetic better:
- 69% This program helps me read better:
- 58% This program gets me to turn in my homework more:
- 39% This program makes me want to help others like myself yes:
- 46% This program makes my overall health better:
- 23% This program makes me express myself through the arts yes:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Safe Passages -Frick ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$150,000	Total \$245,000	Percent Match 158%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$150,000	Total Funds Spent \$245,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 9	Years Experience 7.2	Years Schooling 16.1	Male 44%	Female 56%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 213	Male 41%	Female 57%	Unknown 1%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 89%	15-20 yrs 11%	Parent 0%	
			African Americans 64%	Latino Americans 30%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 2%	Other 0%	RPR A Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 77%		
	Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS				Yes	
	Activities	How much services did we provide?	Planned Hours of Service 42,146	Actual Hours of Service 42,000	Percent of Contracted Services Delivered 100%	Hours of Service per Customer 197	Staff-rated Growth in Expectation Level 80%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.26	Cost per Hour Total Funds \$5.83	Cost per Customer OFCY Funds \$446	Cost per Customer Total Funds \$1,150	Number of New Caring Adults Connected to Child/Youth 2,52	Yes	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 88%		Average Satisfaction of Parents (0-100% on 4 items) 81%		Customer Level of Participation in Services High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%
			Asset development changes		63%	73%	76%	
			Grantee selected changes		27%	74%	75%	
	Academic selected changes		65%	80%	58%			
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.4 0.5		Reliability Score 0.74	Reliability Level Good	SPI Score 668	No, Quality Score <1 Yes Average SPI > 600	
Survey Sample	How many customers did they survey?	Children & Youth Surveys 150	Parent Surveys 64	Staff Surveys 140	RPR A Surveys 127	Total Surveys 481	Good Sample Size	



**Safe Passages -ROOTS ASP**

**Project Descriptions:**

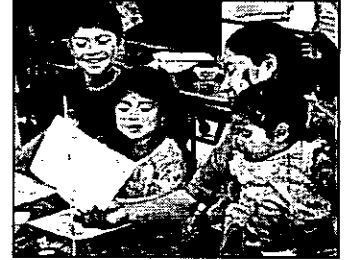
Safe Passages, partnering with Roots International (ROOTS) School, San Francisco State University, Bay Area Video Coalition, Destiny Arts, Citizen Schools proposes provide OFCY programming at ROOTS. These services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building and apprenticeships. Goals include improving engagement in school, skill-building and exposure to the arts.

**Program and Staff Strengths:**

The program and staff work with a student population that have extremely high need in context of socio-economic status and educational attainment. The program provides a range of experiential learning opportunities for their middle school students. The program provided seasonal sports, music production, digital animation, performing arts, and academic enrichment.

**Program and Staff Opportunities for Improvement:**

The program struggle all year to met their planned activities, to involve more students in the program, to retain staff, and to met the goals of their proposed after school program. The program should develop a leadership group of youth and the staff to redesign the program with youth input that will encourage the youth participation in the after school program. Because the participation level was low the cost per hour was higher than planned at ten dollars an hour. The program missed their performance goal for change in youth skills and behaviors and their survey sample size was small. The program has an opportunity next year to build a program that the students will attend by involving them in the planning, operations, and evaluation of the after school program.



**Youth Evaluator Comments:**

Marc Bland, Janae Miller

Safe Passages-Roots is located at 1390 66<sup>th</sup> Avenue in Oakland. The hours of operation are Monday through Friday 3:00pm to 6:00pm and on Wednesdays, they operate from 1:15pm to 2:30 pm. This program caters to middle school students who attend Havenscourt Middle School. The goal of the program is to expose children to more than the regular "reading, writing, and arithmetic." This is why they offer many extra-curricular activities including computer gaming, animation, soccer, yearbook, Girls Inc. WOW, homework help, and board games. One of the ways the program recruits its students is to visit feeder schools and speak to the younger students about joining the program at the middle school level.

When we visited the computer animation class, the students were extremely engrossed in creating their characters, designing their personalities, and constructing their animations. One of the students even expressed that he would like to become a professional movie director. We then moved on to the soccer class where the children were diligently playing soccer warm up games. After that, we moved on to the Girls Inc. WOW class where they were studying and doing homework. On our way to conducting the interview, we passed a smaller class consisting of two students who were playing board games. I spoke to the Coordinator during the interview, he stated that one of his largest obstacles is engaging the students, which is why they serve pizza on Tuesdays and Thursdays. This is apparently working, because two of the students expressed that the pizza gesture is one of the things that they really appreciate about the program. Tyiesha, a seventh grader, says that the thing she enjoys most is going to the Girls Inc. program at Lockwood Elementary and speaking to those students about the Middle School Girls Inc. WOW program. Jesus, also a seventh grader, said that he really enjoys the Scratch program because it allows him to create and animate his own characters. When he grows up he wants to be a movie director. In conclusion, we feel that other than the low attendance, this is a great program that benefits the youth in Oakland. However, building the attendance will take a community effort to combat the "street" pull. Nevertheless, the students involved really appreciate what the program has to offer and they are encouraged to dream BIG.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

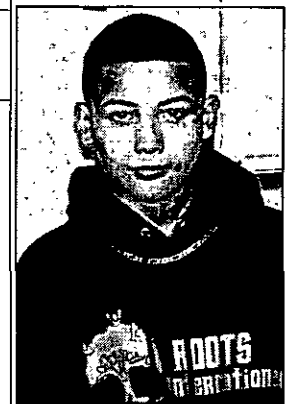
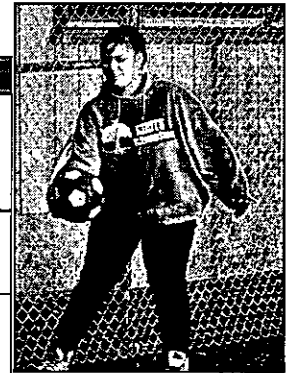
- 73% My success at school (job/training) is better:
- 73% My understanding of who I am and what I can do is better:
- 64% My ability to communicate is better:
- 73% My ability to learn new things is better:
- 60% My ability to connect with adults is better:
- 64% My ability to work with others is better:
- 46% My ability to stay safe is better:
- 64% I do math or arithmetic is better:
- 55% My reading skills are better:
- 36% I turn in completed homework assignments more:
- 55% My confidence in myself is more:
- 64% I am making new friends more:
- 64% I am looking forward to attending school more:
- 73% I set goals for myself better:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Safe Passages -ROOTS ASP				Met Performance Goals	
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$150,000	Total \$222,750	Percent Match 206%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,750	Matching Funds Spent \$150,000	Total Funds Spent \$222,750	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 3	Years Experience 3.5	Years Schooling 15.0	Male 100%	Female 0%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 203	Male 57%	Female 42%	Unknown 1%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 85%	15-20 yrs 15%	Parent 0%	
			African Americans 32%	Latino Americans 64%	Asian Pacific Islander Americans 3%	Native American 0%	Caucasian Americans 1%	
			Multiracial Americans 1%	Other 0%	RPRA Child/Youth Asset Level N/A	Staff-rated Growth in Participation—Home, School, Community 63%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 33,551	Actual Hours of Service 22,121	Percent of Contracted Services Delivered 66%	Hours of Service per Customer 109	Staff-rated Growth in Expectation Level 64%	No
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$3.29	Cost per Hour Total Funds \$10.07	Cost per Customer OFCY Funds \$358	Cost per Customer Total Funds \$1,097	Number of New Caring Adults Connected to Child/Youth 3.33	Yes
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 70%		Average Satisfaction of Parents (0-100% on 4 items) 82%		Customer Level of Participation in Services High	Yes Satisfaction > 70%	
EFFECT	Service Productivity Initial Outcomes	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%	
		Asset development changes		62%	75%	63%		
		Grantee selected changes		67%	67%	72%		
		Academic selected changes		50%	67%	59%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 No, Average SPI < 600	
		2.6	1.5	0.89	Good	558		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 39	Parent Surveys 18	Staff Surveys 47	RPRA Surveys N/A	Total Surveys 104	Need to increase sample size	



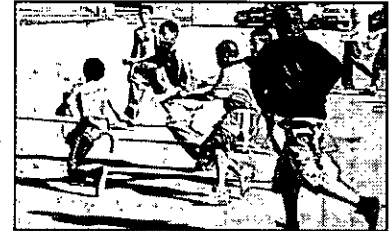
**Safe Passages -United for Success ASP**

**Project Descriptions:**

Safe Passages, partnering with United For Success (UFS) Middle School, Citizen Schools, Friends of Peralta Hacienda Historical Park, and Spanish Speaking Citizens Foundation proposes to provide OFCY programming at UFS Middle School. These services will include mentoring programs, arts, music, exposure to higher education, and recreational programming. Goals include improving engagement in school, skill-building and exposure to the arts

**Program and Staff Strengths:**

The program staff was dedicated and passionate caring professionals. The staff operated a program that included Citizen Schools, academic enrichment, seasonal sports, visual arts, performing arts, digital storytelling, and soccer. The Citizen Schools is an unique service that has a proven track record of over 12 years and is an effective, evaluated and proven model of coaching and mentoring students to successfully high school completion and the advancement to college, and full participation in the civic and economic life of their communities. This program should be considered for other Safe Passages Middle School After School Programs. It is well designed, highly structured, and effective.



**Program and Staff Opportunities for Improvement:**

The program youth participation level was behind plan with the program completing 79% of their plan. The program did build up participation by the fourth quarter a good trend. The program missed their target changes in behaviors and skills for their youth service productivity goals. The program should continue to expand the role of youth leadership and the role of youth in setting and assessing their completion of goals set for each of the programs.

**Youth Evaluator Comments:**

Jennifer Lopez

Safe Passages-United for Success is located at 2101 35th Ave. This program operates Monday to Friday from 3:00pm to 6:00pm, and on Wednesdays it operates from 1:00pm 4:00pm. Safe Passages-United for Success provides students with various activities like animation, citizen school, hip hop song writing, digital story telling, graffiti arts, Raza leadership, girls' club, making beats, radio production, flag football and double dutch. This program has different types of recruitment methods including class-by-class announcements of the different types of activities in the program. Another recruitment method is posting fliers around the school campus. Safe Passages-United for Success is open to all the students in their school.

During this site visit we observed how the students seemed to be focused in their classes. When we entered the Raza leadership class, we saw that most of the students were raising their hands to respond to the questions and to give their own opinion. We also observed in the Flag Football team in which everyone was participating and focusing on the ball. The students were laughing, sweating, and having fun. While at the Making Beats class, we noticed that whenever a student would had a question the teacher didn't hesitate to answer. Instead the teacher would try to make the student understand the concept. We also noticed that students seemed to be having fun while making the beats. They would experiment with different keys to make a new beat. When interviewing a student named Sharon from the Raza leadership program, she expressed her love for the after school program by saying, "I love this after school program. I feel that the people in this program are like my family and the teachers seem to be more like friends than teachers." While interviewing another student named Jamal, a participant in the flag football program, we noticed that he felt comfortable at the program when he said, "I feel very safe because there's security." Overall, we feel this is a good program because students seem to enjoy it and learn from it. We noticed that students were focused on their classes and were engaged because they would ask questions and participate in the discussions.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 70% My success at school (job/training) is better:
- 66% My understanding of who I am and what I can do is better:
- 55% My ability to communicate is better:
- 64% My ability to learn new things is better:
- 56% My ability to connect with adults is better:
- 54% My ability to work with others is better:
- 52% My ability to stay safe is better:
- 49% I do math or arithmetic is better:
- 52% My reading skills are better:
- 56% I turn in completed homework assignments more:
- 56% My confidence in myself is more:
- 62% I am making new friends more:
- 55% I am looking forward to attending school more:
- 59% I set goals for myself better:



### Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System													
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Safe Passages -United for Success ASP				Met Performance Goals						
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$150,000	Total \$245,000	Percent Match 158%	Youth Stipends & Grants \$0						
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$150,000	Total Funds Spent \$245,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes					
	Staff	Who were the staff providing services?	Staff Surveyed 9	Years Experience 4.1	Years Schooling 14.6	Male 20%	Female 80%	Yes					
	Customers	Who are our youth customers?	Unduplicated Number of Customers	158	Male 46%	Female 40%	Unknown 14%		Yes				
			0-5 yrs	0%	6-10 yrs	0%	11-14 yrs	82%		15-20 yrs	18%	Parent	0%
			African Americans	19%	Latino Americans	55%	Asian Pacific Islander Americans	7%		Native American	2%	Caucasian Americans	1%
			Multiracial Americans	16%	Other	0%	RPRC Child/Youth Asset Level			Staff-rated Growth in Participation—Home, School, Community		67%	
			COMPREHENSIVE AFTER SCHOOL PROGRAMS										
	Strategies	What service strategies did we conduct?						Yes					
	Activities	How much services did we provide?	Planned Hours of Service 66,753	Actual Hours of Service 52,739	Percent of Contracted Services Delivered 79%	Hours of Service per Customer 95	Staff-rated Growth in Expectation Level 70%	No					
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.60	Cost per Hour Total Funds \$4.65	Cost per Customer OFCY Funds \$172	Cost per Customer Total Funds \$443	Number of New Caring Adults Connected to Child/Youth 3,89	Yes						
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 72%		Average Satisfaction of Parents (0-100% on 4 items) 83%		Customer Level of Participation in Services High	Yes Satisfaction > 70%					
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%					
			Asset development changes		55%	86%	89%						
			Grantee selected changes		53%	81%	78%						
	Academic selected changes		49%	82%	79%								
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 0.9 0.9		Reliability Score 0.86	Reliability Level Good	SPI Score 667	No, Quality Score < 1 Yes Average SPI > 600						
Survey Sample	How many customers did they survey?	Children & Youth Surveys 138	Parent Surveys 87	Staff Surveys 212	RPRC Surveys	Total Surveys 437	Good Sample Size						



**Spanish Speaking Citizen's Foundation - Lazear**

**Project Descriptions:**

The Pathways After School Program at Lazear School is designed to offer enrichment activities for students, beyond the traditional classroom and to allow students to broaden their academic perspectives, and applying different lenses from which to learn. The Pathways Program is dedicated to exposing students to new ways of thinking about themselves and their communities. Students 2<sup>nd</sup> through 5<sup>th</sup> grade participate in homework assistance, sports, music, art, dance, and writing activities with the support of teachers, tutors, and consultants.

**Program and Staff Strengths:**

The program underwent a reorganization of schedule and programming from the previous year. As a result, the attendance has increased over last year and they have a wait list of 24 students.



The program prides itself on its communications with parents, and has been constantly improving. The program is commended for initiating a series of bimonthly Parent Meetings to increase parent involvement in the program and to link them to needed services.

Parent Meetings include guest speakers from local human service organizations. Lastly, a Leadership class was instituted and has been successful in organizing events such as a Halloween party and Lights On After School (a big family celebration with 30-40 families attending).

**Program and Staff Opportunities for Improvement:**

The program is encouraged to follow through in having older students as homework tutors to develop leadership skills and cultivate in them a spirit of giving back to the community. The program is also encouraged to increase the link between the Pathway curriculum and the day teachers.



**Youth Evaluator Comments:**

El-iza El Henson and Blanca Lopez

SSCF-Lazear is located at 1824 29<sup>th</sup> Avenue in Oakland. This program offers an assortment of after school classes, including homework help, math and science, English, computer/leadership, photojournalism, sports, S.E.S, dance, health and fitness, and visual arts. This program caters to youth who attend the elementary school. The days of operation are Monday through Friday 2:45pm to 6:00pm, except for Wednesdays when the program operates from 1:10pm to 6:00pm.

On the day of our site visit we had the opportunity to observe all of the academic classes as well as the enrichment classes. First, we observed the academic classes. In these classes the youth were actively listening, as well as asking their instructor questions when they didn't understand a concept or had a question about the material. Next we observed the enrichment part of the program. The youth were all relieved to go outside and play after a hard day's work. Gema, age 7, told us that she likes this program because her grades have improved and also because she feels that it has helped her become healthier and smarter. Aurora Barajas, Site Coordinator, told us that the main goal is to build confidence and develop leadership, making sure that the students learn and improve academically, and promote higher education. SSCF – Lazear is a good program because the youth have a positive and healthy environment around them; thus ensuring that they have the opportunity to succeed academically.

**Initial Outcomes of OFCY-Funded Care and Service**

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- 71% This program makes my schoolwork easier:
- 80% This program helps me get along with adults better:
- 79% This program helps me learn new things yes:
- 86% This program helps me stay safe yes:
- 72% This program helps me get along with other kids yes:
- 72% This program makes me feel good about myself yes:
- 74% This program helps me do my math and arithmetic better:
- 75% This program helps me read better:
- 78% This program gets me to turn in my homework more:
- 86% This program helps me understand sports, art, health, or music better:
- 79% This program builds my skills to work with my team or group better:
- 80% This program makes me get along with other students at school yes:





**Performance Logic Model – At A Glance Dashboard**

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Performance Account-ability Model		Answers to OFCY Evaluation Questions					Met Performance Goals						
Logic Model	OFCY Evaluation Questions	Spanish Speaking Citizens' Foundation - Lazear ASP											
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$72,750	Match \$144,666	Total \$217,416	Percent Match 199%	Youth Stipends & Grants \$0						
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$72,749	Matching Funds Spent \$144,666	Total Funds Spent \$217,415	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes					
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 8.7	Years Schooling 14.7	Male 33%	Female 67%	Yes					
	Customers	Who are our youth customers?	Unduplicated Number of Customers	172	Male 50%	Female 49%	Unknown 1%		Yes				
			0-5 yrs	0%	6-10 yrs	81%	11-14 yrs	19%		15-20 yrs	0%	Parent	0%
			African Americans	1%	Latino Americans	91%	Asian Pacific Islander Americans	0%		Native American	1%	Caucasian Americans	1%
			Multiracial Americans	6%	Other	0%	RPPA Child/Youth Asset Level	N/A		Staff-rated Growth in Participation—Home, School, Community	78%		
			Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS					Yes			
	Activities	How much services did we provide?	Planned Hours of Service 48,263	Actual Hours of Service 46,785	Percent of Contracted Services Delivered 97%	Hours of Service per Customer 272	Staff-rated Growth in Expectation Level 77%	Yes					
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.55	Cost per Hour Total Funds \$4.65	Cost per Customer OFCY Funds \$423	Cost per Customer Total Funds \$1,264	Number of New Caring Adults Connected to Child/Youth 4,66	Yes					
	EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 83%		Average Satisfaction of Parents (0-100% on 4 items) 88%		Customer Level of Participation in Services High	Yes Satisfaction > 70%				
Service Productivity Initial Outcomes		Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%					
			Asset development changes		67%	90%	78%						
			Grantee selected changes		74%	95%	90%						
Academic selected changes		65%	87%	67%									
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 - Spring 09 2.6 - 1.6		Reliability Score 0.71	Reliability Level Good	SPI Score 736	Yes, Quality Score > 1 Yes Average SPI > 600						
Survey Sample	How many customers did they survey?	Children & Youth Surveys 195	Parent Surveys 143	Staff Surveys 182	RPPA Surveys N/A	Total Surveys 520	Good Sample Size						



**Spanish Speaking Citizen's Foundation – Peralta Creek MS**

**Project Descriptions:**

The Spanish Speaking Citizen's Foundation (SSCF) Urban Arts at Peralta Creek offers after school enrichment activities for the campus' middle school students. The program includes academic support and enrichment: three academic classes, media, cooking, dance and a computer class that runs the associated student government blog. The program is offered as an optional extended day with grades given and extra credit given in relation to regular classes the student is enrolled in.

**Program and Staff Strengths:**

The SSCF Urban Arts staffs are its greatest strength. They demonstrate cultural competence (3 of the 4 primary program staff grew up in the same neighborhood as the students). Staffs demonstrate strong relationships with students, in which the teen-aged students trust and show respect for the adults. Staff members have a good communication and working relationship and do more work than they are required to do--all are team players. Staffs are innovative, experimental, flexible and provide exciting lessons/topics as was evidenced in a boys and girls "Iron chef" cooking competition observed by the Evaluation Coach.

The students enjoy the academic classes, which are project-based, hands on "disguised learning" that students think are really fun--like the aforementioned cooking class and the media production/computers/chess class which produces an online blog and videos.



**Program and Staff Opportunities for Improvement:**

While the staff has developed a strong relationship with the principal and school administration, they could form a stronger connection with school day teachers. The program is encouraged to implement its plans to train staff members on how to use NetTrek for possible activities, EduSoft that practice CST test and other activities that align with standards.

**Youth Evaluator Comments:**

Blanca Lopez, Christopher Milburn

SSCF – Peralta is located at 2101 35<sup>th</sup> Avenue in Oakland. This program operates Monday through Friday form 3:00pm to 6:00pm and Wednesdays from 1:30pm to 6:00pm. They offer different activities like cooking, homework tutoring, visual arts, graffiti, sports, games, dance, a yearbook committee, and movie class. They serve only eighth graders who attend Peralta Creek Middle School. The program's goal is to make sure that the students have a safe place to go and that they be confident in their abilities so that they can become leaders in their community.

During our visit we observed the first cooking class. The students were having a cooking competition in which they divided into two groups and the challenge consisted of them having to work and communicate in teams, and present a better meal than their opponents. In the second cooking class, the youth were doing pseudo-science experiments in which they compared store bought twinkies and homemade muffins. The visual arts and graffiti class was making a mural about characters, which represent their individual personality. The physical activity classes such as basketball and jumprope were outside playing. The dance class was practicing its choreography. Ana Martinez, Site Coordinator, mentioned that the staff members were able to pull these students out of drugs, gangs and whatever they were going through. She also mentioned that they helped youth become leaders in the community and supported their friends and family whenever they faced problems. Overall, we think this is a great program because it teaches the youth how to cook and eat in a healthy manner. It is also a support system for the youth because they know they have someone at the program that cares about them.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes a

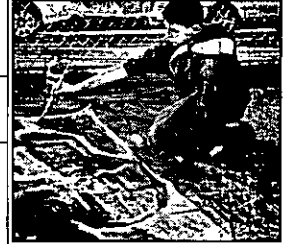
- 87% My success at school (job/training) is better:
- 97% My understanding of who I am and what I can do is better:
- 97% My ability to communicate is better:
- 90% My ability to learn new things is better:
- 90% My ability to connect with adults is better:
- 93% My ability to work with others is better:
- 90% My ability to stay safe is better:
- 87% I do math or arithmetic is better:
- 83% My reading skills are better:
- 90% I turn in completed homework assignments more:
- 93% My confidence in myself is more:
- 83% I appreciate other cultural ethnicities more:
- 97% I make responsible choices more:
- 93% I ask for help when I am stuck more:
- 93% I am committed to doing well in school and graduating more:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions Spanish Speaking Citizens' Foundation Peralta ASP				Met Performance Goals	
E F F O R T	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$83,000	Total \$178,000	Percent Match 87%	Youth Stipends & Grants \$0	
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$95,000	Matching Funds Spent \$83,000	Total Funds Spent \$178,000	Percent of OFCY Funds Spent 100%	Percent of Total Funds Spent 100%	Yes
	Staff	Who were the staff providing services?	Staff Surveyed 4	Years Experience 7.5	Years Schooling 10.8	Male 75%	Female 25%	Yes
	Customers	Who are our youth customers?	Unduplicated Number of Customers 54	Male 54%	Female 44%	Unknown 2%		Yes
			0-5 yrs 0%	6-10 yrs 0%	11-14 yrs 65%	15-20 yrs 35%	Parent 0%	
			African Americans 26%	Latino Americans 63%	Asian Pacific Islander Americans 9%	Native American 0%	Caucasian Americans 0%	
			Multiracial Americans 2%	Other 0%	RPRA Child/Youth Asset Level MEDIUM	Staff-rated Growth in Participation—Home, School, Community 96%		
			COMPREHENSIVE AFTER SCHOOL PROGRAMS					
	Strategies	What service strategies did we conduct?						Yes
	Activities	How much services did we provide?	Planned Hours of Service 14,819	Actual Hours of Service 14,063	Percent of Contracted Services Delivered 95%	Hours of Service per Customer 260	Staff-rated Growth in Expectation Level 97%	Yes
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$6.76	Cost per Hour Total Funds \$12.66	Cost per Customer OFCY Funds \$1,759	Cost per Customer Total Funds \$3,296	Number of New Caring Adults Connected to Child/Youth 7.90	Yes	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 92%		Average Satisfaction of Parents (0-100% on 4 items) 95%		Customer Level of Participation in Services Very High	Yes Satisfaction > 70%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report on Changes	Parent Report on Changes	Staff Report on Customer	Yes Service Productivity > 60%
			Asset development changes		93%	93%	100%	
			Grantee selected changes		92%	87%	100%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09		Reliability Score	Reliability Level	SPI Score	Yes, Quality Score > 1 Yes Average SPI > 600
3.6			4.1	0.81	Good	744		
Survey Sample	How many customers did they survey?	Children & Youth Surveys 59	Parent Surveys 56	Staff Surveys 59	RPRA Surveys 57	Total Surveys 231	Good Sample Size	



**Urban Services YMCA of the East Bay - Explore**

**Project Description:**

The YMCA Explore Extended Day program is an after school enrichment program in operation since 1999. The object of the program is to provide academic support, increase self-esteem, provide arts education and train students in cooperative learning techniques in order to improve his/her academic performance and avoid violence. The program offers classes as varied as computers, salsa, low rider arts, graffiti, break dance, cooking, girls club, basketball and web page design to 100 youth per day. These classes have been taught by enthusiastic teachers, wishing to connect with students outside of the traditional 8AM to 3PM setting, as well as by community groups.

**Program and Staff Strengths**

The programs homework help continues to be the core component of the after school program. The program field trips were well received and should continue. The end of the year celebrations were successful. The programs sports program was very successful this year and the yearbook produced by the students is impressive. The staff continues to be dedicated and builds relationships with their students.

**Program and Staff Opportunities for Improvement:**

The program should build on their successful programs to expand their youth development and self assessment skills of their students. The students continue to indicate that they did not see the targeted changes being met at the same level as the staff and their parents. By building in more cognitive behavioral debriefing activities the program should assist the youth to be more aware of what new skills behaviors and attitudes they are developing because of the programs.

**Youth Evaluator Comments:**

El-iza El Henson, Blanca Lopez

YMCA-Explore is located on 3550 64<sup>th</sup> Avenue in Oakland. YMCA-Explore operates Monday through Friday, from 2:30 pm to 5:30 pm. The classes offered include drumming, health & wellness, art, photography, drama, studio production, home economics, computers, dance, and leadership. In order to attend the classes the student must be in sixth through eighth grade and attending the school. While observing this program we noticed all the youth were actively participating in activities and asking their instructors questions. We also had the opportunity to see all ten activities offered. The students were working on art projects and computer projects. The photography class was also working on collages and the school yearbook. We also had the chance to look at their health and wellness class. The teachers were teaching the students about the nutritional facts of everyday foods.

During our site visit we also had the opportunity to interview some participants. We asked them to identify their favorite program components. Sydney, age 14 replied, "My favorite part of the program is the sports class." We also interviewed another youth named Malik, age 13. We asked him what he thought about the program. He replied, "I think art and college work is really fun and interesting." In conclusion, YMCA- Explore is an exceptional program. Although funding was a major issue for them, they still make do. The youth seemed really inspired by their teachers because several of them grew up in Oakland just like them.

**Initial Outcomes of OFCY-Funded Care and Service**

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of the OFCY services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees service productivity initial outcomes and survey sample size.

- 48% My success at school (job/training) is better:
- 51% My understanding of who I am and what I can do is better:
- 45% My ability to communicate is better:
- 56% My ability to learn new things is better:
- 38% My ability to connect with adults is better:
- 45% My ability to work with others is better:
- 34% My ability to stay safe is better:
- 29% I do math or arithmetic is better:
- 28% My reading skills are better:
- 37% I turn in completed homework assignments more:
- 51% My confidence in myself is more:
- 38% I respect others by listening and using nice language more:
- 45% I understand people who are different from me better:
- 33% My ability to express myself through the arts is better:
- 40% My ability to play sports and games with others is better:
- 40% I make new friends better:
- 36% I understand nutrition better:
- 40% I can handle peer pressure better:
- 48% I ask for help when I need it more:
- 49% I am physically active more:



**Performance Logic Model – At A Glance Dashboard**

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of OFCY-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the OFCY performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

OFCY Performance Logic Model Evaluation System													
Performance Accountability Model	Logic Model	Answers to OFCY Evaluation Questions Urban Services YMCA of the East Bay - Explore ASP				Met Performance Goals							
EFFORT	Inputs Grants	What did OFCY grant for services?	OFCY Funds \$95,000	Match \$150,000	Total \$245,000	Percent Match 158%	Youth Stipends & Grants \$0						
	Inputs Spent	What did OFCY spend on services?	OFCY Funds Spent \$79,625	Matching Funds Spent \$74,034	Total Funds Spent \$153,659	Percent of OFCY Funds Spent 84%	Percent of Total Funds Spent 63%	Yes					
	Staff	Who were the staff providing services?	Staff Surveyed 6	Years Experience 7.3	Years Schooling 14.3	Male 67%	Female 33%	Yes					
	Customers	Who are our youth customers?	Unduplicated Number of Customers	185	Male 41%	Female 58%	Unknown 1%		Yes				
			0-5 yrs	0%	6-10 yrs	0%	11-14 yrs	98%		15-20 yrs	2%	Parent	0%
			African Americans	75%	Latino Americans	17%	Asian Pacific Islander Americans	4%		Native American	0%	Caucasian Americans	1%
			Multiracial Americans	3%	Other	0%	RPRA Child/Youth Asset Level	MEDIUM		Staff-rated Growth in Participation--Home, School, Community	55%		
			Strategies	What service strategies did we conduct?	COMPREHENSIVE AFTER SCHOOL PROGRAMS							Yes	
	Activities	How much services did we provide?	Planned Hours of Service 31,581	Actual Hours of Service 44,144	Percent of Contracted Services Delivered 140%	Hours of Service per Customer 239	Staff-rated Growth in Expectation Level 53%		Yes				
	Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$1.80	Cost per Hour Total Funds \$3.48	Cost per Customer OFCY Funds \$430	Cost per Customer Total Funds \$831	Number of New Caring Adults Connected to Child/Youth 1.59		Yes				
	EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 71%		Average Satisfaction of Parents (0-100% on 4 items) 72%		Customer Level of Participation in Services	Yes Satisfaction > 70%				
Service Productivity Initial Outcomes		Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Children & Youth Report of Changes	Parent Report on Changes	Staff Report on Customer	No, Service Productivity < 60%					
			Asset development changes		46%	77%	61%						
			Grantee selected changes		40%	69%	67%						
Academic selected changes		35%	66%	66%									
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Fall 08 Spring 09 1.2 1.1		Reliability Score 0.85	Reliability Level Good	SPI Score 722	Yes, Quality Score > 1 Yes Average SPI > 600						
Survey Sample	How many customers did they survey?	Children & Youth Surveys 223	Parent Surveys 48	Staff Surveys 110	RPRA Surveys 226	Total Surveys 607	Good Sample Size						



**Program Quality Assessment**  
**(Addendum to the See Change Interim Report)**  
for Early Childhood, Older Youth,  
Physical and Behavioral Health, & Summer Programs

**Oakland Fund for Children and Youth**

**May, 2010**

Page 1

Presented to: The Oakland Fund for Children and Youth

Presented by:

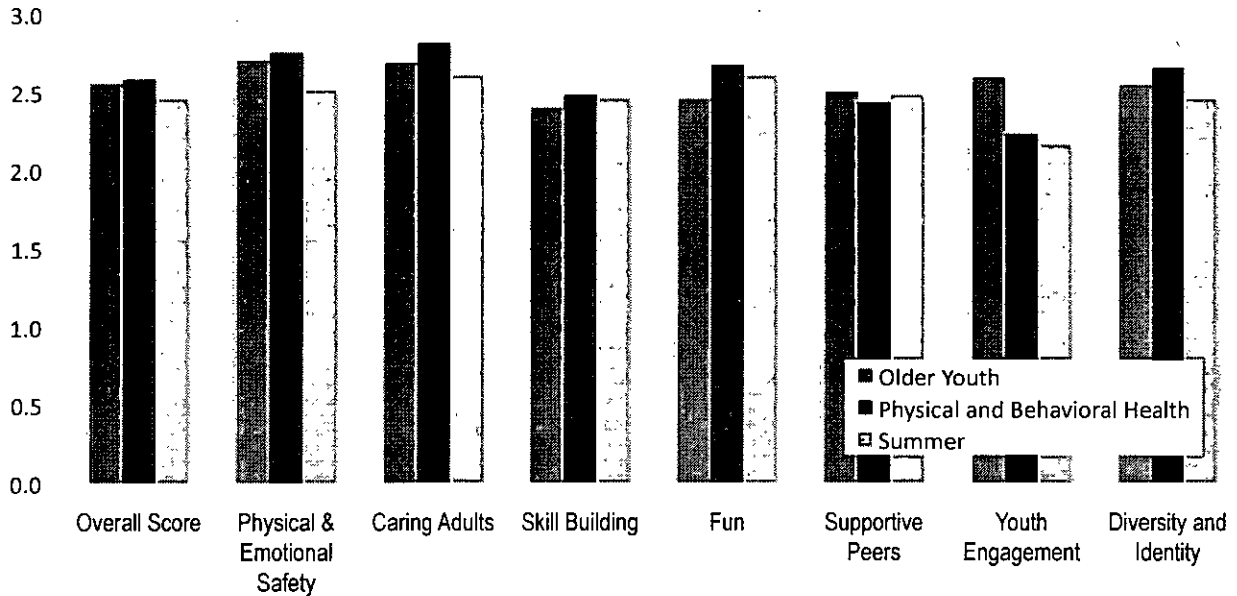




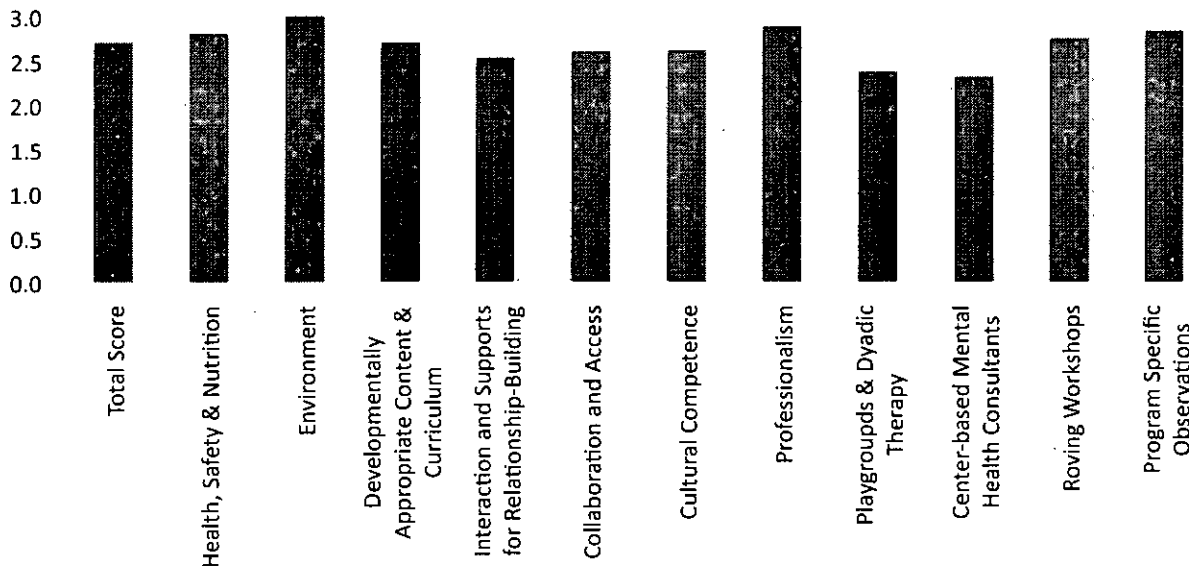
see change

### Graphical Summary of Program Quality Assessment - See Change OFCY Evaluation

## Youth PQA Results by Category



## Early Childhood PQA Results by Category



Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.



**Summer Program Quality Assessment - See Change OFCY Evaluation**

Program Name	Overall Score	PHYSICAL & EMOTIONAL SAFETY	CARING ADULTS	SKILL BUILDING	FUN	SUPPORTIVE PEERS	YOUTH ENGAGEMENT	DIVERSITY/IDENTITY*
<b>Summer Strategy Area**</b>	<b>2.45</b>	<b>2.5</b>	<b>2.6</b>	<b>2.5</b>	<b>2.6</b>	<b>2.5</b>	<b>2.2</b>	<b>2.5</b>
Aim High	2.25	2.4	2.0	2.3	2.0	2.2	2.7	not observed
Alta Bates Summit Foundation	2.16	2.2	2.7	2.8	2.0	2.0	1.3	not observed
American Indian Child Resource Center - Summer Urban Rez	2.19	2.2	2.3	1.8	3.0	1.8	1.3	3.0
Destiny Arts	2.50	2.8	2.5	2.7	3.0	2.5	2.0	2.0
East Bay Asian Youth Center - San Antonio Summer Sports Initiative SASSI	2.32	2.2	2.3	2.5	3.0	2.2	2.0	2.0
East Oakland Youth Development Center - SCEP	2.42	2.6	2.3	2.3	2.0	3.0	2.3	not observed
Family Support Services of the Bay Area (FSS) - Kinship Summer Youth Program	2.35	2.2	2.5	1.8	3.0	2.7	2.3	2.0
Girls Inc. of Alameda County - Concordia Park Young Girls Summer Program	2.04	1.8	2.5	2.3	2.0	2.0	1.7	not observed
Girls Inc. - Eureka Teen Achievement Summer Program	2.32	2.6	2.5	2.5	3.0	2.2	1.5	2.0
Leadership Excellence - Oakland Freedom School	2.66	2.8	2.8	2.8	2.0	2.7	2.7	3.0
Marcus A. Foster Educational Institute - Prescott Circus Theatre Summer Program	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Oakland Leaf - Oakland Peace Camp	2.78	2.8	3.0	3.0	2.0	2.7	3.0	3.0
OASES - Summer Playhouse	2.79	2.8	3.0	2.8	3.0	3.0	2.5	2.5
OPR - Oakland Discovery Center (Summer)	2.82	3.0	3.0	2.8	3.0	3.0	3.0	2.0
OPR - Summer Camp Explosion!	2.16	2.2	2.8	1.8	3.0	2.3	1.0	not observed

\*Because of the limited observations originally in the Diversity/Identity category of the PQA tool, this category was not observed for all summer programs. The PQA tool was updated with additional observational items for Fall and Spring programs (Older Youth and Physical and Behavioral Health Strategy Areas.)

\*\*YEP was not observed in summer 2009, due to confusion about whether this was a Summer or Older Youth program.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.





**Older Youth Program Quality Assessment - See Change OFCY Evaluation**

Program Name	Suggested follow-up:	Overall Score	PHYSICAL & EMOTIONAL SAFETY	CARING ADULTS	SKILL BUILDING	FUN	SUPPORTIVE PEERS	YOUTH ENGAGEMENT	DIVERSITY/IDENTITY
<b>Older Youth Strategy Area</b>		<b>2.60</b>	<b>2.7</b>	<b>2.7</b>	<b>2.4</b>	<b>2.5</b>	<b>2.5</b>	<b>2.6</b>	<b>2.5</b>
Alameda County Health Care Services Agency: Young Men in Leadership (YMIL) Project	No substantial concerns	2.19	2.8	1.7	1.8	2.0	2.5	2.3	2.3
Alameda County Medical Center: Model Neighborhood Program	No substantial concerns	2.58	2.8	2.5	2.4	2.0	2.4	3.0	3.0
Alameda Family Services: Dreamcatcher	No substantial concerns	2.40	2.8	3.0	1.8	2.0	2.5	2.5	2.2
Alternatives in Action: HOME Project Oakland Program (HPOP)	No substantial concerns	2.44	2.6	2.8	2.6	2.0	2.5	2.3	2.3
Asian Community Mental Health Services: AYPAL	No substantial concerns	2.62	3.0	2.5	2.2	3.0	2.8	2.5	2.3
Centro Legal de la Raza: Youth Law Academy	No substantial concerns	2.88	2.8	3.0	3.0	3.0	2.6	2.8	3.0
East Bay Asian Youth Center: Wildcats Wellness Center	No substantial concerns	2.73	2.8	3.0	2.6	3.0	2.6	2.6	2.5
Eastside Arts Alliance: ESAA Youth Arts Program	No substantial concerns	2.67	2.8	2.3	2.8	3.0	2.6	2.7	2.6
Family Violence Law Center: RAP Project: Relationship Abuse Prevention Project	No substantial concerns	2.45	2.6	2.8	2.4	2.0	2.2	2.8	2.3
Girls Inc of Alameda County: Eureka! Teen Internship Program	No substantial concerns	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Leadership Excellence: Youth Leadership Program	No substantial concerns	2.81	2.8	3.0	2.4	3.0	2.7	2.8	3.0
Next Step Learning Center: Success at Seventeen Plus	No substantial concerns	2.32	2.4	2.8	2.6	2.0	2.2	2.3	2.0
Oakland Kids First: Real Hard	No substantial concerns	2.92	3.0	3.0	3.0	3.0	2.9	2.9	2.7
OASES SOAR New Immigrant Services (NIS) High School	No substantial concerns	2.27	2.0	2.5	2.4	2.0	2.3	2.2	2.6
Opera Piccola: Artgate Advance	No substantial concerns	2.49	2.4	2.3	2.6	3.0	2.4	2.4	2.4
SSCF: Libre	No substantial concerns	2.18	2.4	2.8	1.8	1.0	2.3	2.3	2.7
SSCF: Youth Leadership, Academic and Career Collaborative (YLACC)	No substantial concerns	2.37	2.8	3.0	2.0	2.0	2.4	2.1	2.3
Youth ALIVE!: Teens on Target Prevention	No substantial concerns	2.65	2.4	3.0	2.4	3.0	2.3	2.7	2.7
Youth Together, Inc.: Building Leadership, Building Community	No substantial concerns	2.56	2.8	2.5	2.2	3.0	2.3	2.6	2.5
Youth UpRising: Youth Grants 4Youth Action	See Change's only concern is the consistency of youth involved in the program.	2.44	2.8	2.8	2.2	2.0	2.5	2.3	2.5

\*YEP was not observed in summer 2009, due to confusion about whether this was a Summer or Older Youth program.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.



**Physical and Behavioral Health Program Quality Assessment - See Change OFCY Evaluation**

Program Name	Suggested follow-up:	Total Score	PHYSICAL & EMOTIONAL SAFETY	CARING ADULTS	SKILL BUILDING	FUN	SUPPORTIVE PEERS	YOUTH ENGAGEMENT	DIVERSITY/IDENTITY
<b>Physical and Behavioral Health Strategy Area</b>		<b>2.59</b>	<b>2.8</b>	<b>2.8</b>	<b>2.5</b>	<b>2.7</b>	<b>2.4</b>	<b>2.2</b>	<b>2.7</b>
AIDS Project of the East Bay: SMAAC	No substantial concerns	2.40	2.4	2.8	2.0	2.0	2.2	2.5	3.0
America SCORES Bay Area: Oakland SCORES	No substantial concerns	2.54	2.8	3.0	2.6	3.0	2.4	1.7	2.3
American Lung Association: Oakland Kicks Asthma	No substantial concerns	2.23	2.4	2.5	2.2	2.0	2.1	1.9	2.5
Bay Area Outreach and Recreation Program: Sports and Recreation for Disabled Youth	No substantial concerns	2.79	3.0	3.0	3.0	3.0	2.6	2.5	2.5
Big Brothers Big Sisters of the Bay Area: Community Based Youth Mentoring Services	No substantial concerns	2.64	2.8	3.0	2.6	3.0	2.3	2.3	2.5
First Place for Youth: Healthy Transitions Project	No substantial concerns	2.43	3.0	3.0	2.6	2.0	2.0	2.0	n/a
Native American Health Center: Indigenous Youth Voices	No substantial concerns	2.87	3.0	3.0	2.8	3.0	2.7	2.6	3.0
Oakland Based Urban Garden OBUGS: Planting A Future	No substantial concerns	2.30	1.8	2.3	2.6	3.0	2.2	2.3	2.0
Oakland International High School	No substantial concerns	2.93	3.0	3.0	3.0	3.0	2.7	2.8	3.0
Playworks: Sports4Kids After School Program	No substantial concerns	2.76	3.0	2.8	2.4	3.0	2.7	2.5	3.0
Project Re-Connect	No substantial concerns	2.40	2.8	2.5	2.0	2.0	2.2	2.5	2.8
Unity Council: Neighborhood Sports Initiative	No substantial concerns	2.77	3.0	3.0	2.6	3.0	2.6	2.5	2.7
<b>Early Childhood Strategy Area*</b>									
La Clinica de La Raza: Teens and Tots Program	No substantial concerns	2.51	2.8	2.8	2.4	2.0	2.0	3.0	2.7

\*Through the Looking Glass was evaluated using the Early Childhood Program Quality Assessment tool because of its focus on early childhood programming.

\*\*La Clinica de La Raza was evaluated using the Youth Program Quality Assessment tool because of its focus on helping teen parents.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.



## Early Childhood Program Quality Assessment

The Early Childhood Program Quality Assessment tool was created in partnership with the programs themselves. Because of the diversity of programs in the Early Childhood Strategy Area, not all categories applied to every program. Categories which did not match the type of program intervention were scored as "Not applicable", or "NA".

Program Name	Suggested follow-up:	Overall Score	Health, Safety & Nutrition	Environment	Developmentally Appropriate Content & Curriculum	Interaction and Supports for Relationship-Building	Collaboration and Access	Cultural Competence	Professionalism	Playgroups & Dyadic Therapy	Center-based Mental Health Consultants	Roving Workshops	Program Specific Observations
<b>Early Childhood Strategy Area*</b>		<b>2.70</b>	<b>2.8</b>	<b>3.0</b>	<b>2.7</b>	<b>2.5</b>	<b>2.6</b>	<b>2.6</b>	<b>2.9</b>	<b>2.4</b>	<b>2.3</b>	<b>2.8</b>	<b>2.8</b>
Bring Me a Book Foundation	No substantial concerns about program quality	<b>2.49</b>	2.6	3.0	2.5	2.3	2.2	3.0	3.0	1.3	NA	NA	NA
Children's Hospital & Research Center at Oakland	No substantial concerns about program quality	<b>2.76</b>	2.8	3.0	2.5	2.8	3.0	3.0	2.8	2.7	NA	NA	2.3
City of Oakland - San Antonio Even Start	No substantial concerns about program quality	<b>2.78</b>	3.0	3.0	3.0	2.5	2.6	2.3	3.0	NA	NA	NA	NA
East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support	No substantial concerns about program quality	<b>2.78</b>	3.0	3.0	2.5	2.8	3.0	2.0	3.0	3.0	NA	NA	NA
Family Paths, Inc. - The Oakland Early Childhood Mental Health Collaborative	No substantial concerns about program quality	<b>2.60</b>	2.0	NA	2.3	2.8	2.0	3.0	3.0	2.5	2.8	NA	3.0
Jumpstart	No substantial concerns about program quality	<b>2.82</b>	3.0	3.0	2.8	2.5	NA	2.5	3.0	NA	NA	NA	3.0
Mocha	No substantial concerns about program quality	<b>2.55</b>	NA	3.0	2.8	2.0	2.3	2.3	2.5	NA	NA	2.8	2.8
OPR - Sandboxes	No substantial concerns about program quality	<b>2.80</b>	3.0	3.0	2.8	2.8	2.8	2.3	3.0	NA	NA	NA	NA
The Link to Children	No substantial concerns about program quality	<b>2.75</b>	NA	NA	3.0	NA	3.0	3.0	2.7	NA	1.8	NA	3.0
<b>Physical and Behavioral Health Strategy Area**</b>													
Through the Looking Glass	No substantial concerns about program quality	<b>2.74</b>	NA	NA	2.3	2.3	3.0	3.0	2.8	NA	NA	NA	3.0

\*La Clinica de La Raza was evaluated using the Youth Program Quality Assessment tool because of its focus on helping teen parents.

\*\*Through the Looking Glass was evaluated using the Early Childhood Program Quality Assessment tool because of its focus on early childhood programming.

Rating Scale: (3) Ample Evidence - Program exceeds expectations and demonstrates excellence; (2) Sufficient Evidence - Program meets expectations and demonstrates quality; (1) Limited Evidence - Program does not meet expectations.

## Oakland After School Programs

### Point-of-Service Quality Observation -- Site-Level Ratings Guide

Service/Quality Matrix Element	Description
Number of Ratings	Observations completed for the individual site by April 16, 2010. For school based sites, the maximum number of visits to date is 2. For charter/community, 1.
Overall Rating	Average score for all quality rating items.
Physical and Emotional Safety	Based on 12 observational items to assess progress in reaching best practices in this domain. Defined as: <i>Youth and staff are physically safe while in the program, and participants build skills to help them make good decisions about their own and others' safety. Participants have the opportunity to use pro-social conflict mediation skills and to share their thoughts and feelings.</i>
Equity, Access, and Inclusion	Based on 3 observational items to assess progress in reaching best practices in this domain. Defined as: <i>Youth of all cultural, racial, linguistic, and developmental backgrounds participate in after school, and participants are actively encouraged to interact with a variety of peers. Staff model inclusive attitudes and behaviors.</i>
Meaningful Learning Opportunities	Based on 8 observational items to assess progress in reaching best practices in this domain. Defined as: <i>After school programs engage students as active learners in challenging, relevant, and enriching learning experiences that provide rich opportunities for youth to learn new skills that draw on their personal interests.</i>
Academic Support	For activities with a clearly academically-oriented component. Based on 7 observational items to assess progress in reaching best practices in this domain. Defined as: <i>Academic support activities (including homework help, tutorials, and academic enrichment) extend upon key skills and concepts covered during the school day, incorporate multiple learning styles, and help youth build targeted academic skills.</i>
Evaluator's Notes - Program's Areas of Strength and Areas of Improvement	Unedited notes from Evaluation Team member who observed the program. In some cases, the Evaluation Team has not visited the site. For these programs, additional detail is provided to explain whether the site never responded to requests for a visit, or if a visit has yet to take place.

## Oakland After School Programs

### Point-of-Service Quality Observation Scores for Programs Observed between October 1, 2009 - April 16, 2010

See prior page for heading definitions.

OCY Grantee	Program Site	Number of Ratings	Overall Rating	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<b>Elementary</b>							
AspiraNet	Acorn Woodland	2	2.02	2.09	2.00	2.00	2.00
Higher Ground	Allendale	1	1.95	2.00	2.00	1.80	2.00
Oakland LEAF	Ascend	2	2.18	2.26	2.17	2.25	2.14
East Bay Asian Youth Center (EBAYC)	Bella Vista	1	2.00	2.00	2.00	Not yet rated.	2.00
Bay Area Community Resources (BACR)	Bridges Academy	2	1.83	1.98	1.75	1.88	1.72
Higher Ground	Brookfield	1	2.00	2.00	2.00	2.00	2.00
Learning for Life	Burckhalter	2	1.87	1.94	2.00	1.75	1.80
AspiraNet	Carl Munck	2	2.00	2.00	2.00	2.00	2.00
Oakland Asian Student Educational Services (OASES)	Cleveland	1	2.00	2.00	2.00	2.00	2.00
AspiraNet	Community United	2	2.11	2.00	2.00	2.00	2.43
AspiraNet	East Oakland Pride	2	1.82	1.95	2.00	1.60	1.72
BACR	Emerson	2	2.05	1.99	2.00	2.00	2.22
AspiraNet	Encompass Academy	2	2.14	2.08	2.10	2.03	2.34
BACR	Esperanza Academy	1	1.80	1.67	2.00	1.80	1.71
EBAYC	Franklin	1	2.00	2.00	2.00	Not yet rated.	2.00
BACR	Fred T. Korematsu	1	1.80	1.67	2.00	1.80	1.71
Learning for Life	Fruitvale	0	NA	NA	NA	NA	NA
AspiraNet	Futures Elementary	1	2.00	2.00	2.00	2.00	2.00
EBAYC	Garfield	2	2.00	2.00	2.00	2.00	2.00
BACR	Glenview	2	1.96	1.90	2.00	1.92	2.00
BACR	Global Family School	2	1.94	2.00	2.00	1.75	2.00
AspiraNet	Grass Valley	1	1.77	1.58	2.00	1.50	2.00
BACR	Greenleaf	2	2.00	2.00	2.00	2.00	2.00
BACR	Hoover	2	1.99	1.97	2.00	2.00	2.00
Learning for Life	Horace Mann	2	2.02	2.00	2.00	2.06	2.00
AspiraNet	Howard	1	1.63	1.58	2.00	1.38	1.57
AspiraNet	International Community School	2	1.89	2.00	2.00	1.84	1.72
EBAYC	La Escuelita	2	1.93	1.94	2.00	2.00	1.84
BACR	Lafayette	2	2.00	2.00	2.00	2.00	2.00
Ujima Foundation	Lakeview	1	2.08	2.33	2.00	2.00	2.00
PMA Consulting	Laurel	2	2.05	2.13	2.00	2.00	2.17
Spanish Speaking Citizens' Foundation	Lazear	2	1.98	2.00	2.00	1.92	2.00
BACR	Learning Without Limits	2	1.94	2.00	2.00	1.75	2.00
OASES	Lincoln	2	2.20	2.47	2.25	2.00	2.07

Based on a three-point rating scale.  
 1 = Limited evidence  
 2 = Sufficient evidence  
 3 = Ample evidence

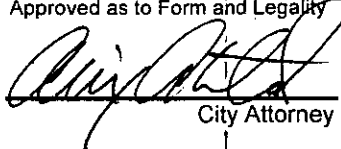
OCY/Grantee	Program Site	Number of Ratings	Overall Rating	Physical and Emotional Safety	Equity, Access and Inclusion	Academic Support	Meaningful Learning Opportunities
BACR	M.L. King, Jr.	1	2.02	2.08	2.00	2.00	2.00
EBAYC	Manzanita Community School	2	1.87	2.00	2.00	1.70	1.79
Learning for Life	Manzanita Seed	1	2.00	2.00	2.00	2.00	2.00
BACR	Markham	1	2.00	2.00	2.00	2.00	2.00
Learning for Life	Marshall	2	2.07	2.06	2.00	2.00	2.22
Learning for Life	Maxwell Park	2	2.00	2.00	2.00	2.00	2.00
Higher Ground	New Highland Academy	2	1.95	1.96	2.00	1.94	1.93
Girls, Inc.	Parker	2	2.01	2.00	2.00	1.97	2.07
BACR	Peralta	2	1.98	2.09	2.00	2.00	1.84
AspiraNet	Piedmont Avenue	1	2.00	2.00	2.00	2.00	2.00
BACR	Place @ Prescott	1	1.76	1.92	2.00	1.29	1.86
NA	Reach Academy	1	2.18	2.33	2.00	2.38	2.00
AspiraNet	Rise Community School	2	2.01	2.09	2.00	1.94	2.00
BACR	Sankofa	1	2.00	2.00	2.00	2.00	2.00
BACR	Santa Fe	1	1.93	2.00	2.00	2.00	1.71
East Bay Agency for Children	Sequoia	2	2.17	2.29	2.00	2.25	2.15
Higher Ground	Sobrante Park	2	2.08	2.29	2.00	2.00	2.00
AspiraNet	Think College Now	1	2.00	2.00	2.00	2.00	2.00
Average			1.98	2.01	2.01	1.93	1.97
<b>Middle</b>							
Higher Ground	Alliance Academy	2	2.27	2.25	2.50	2.00	2.34
Murphy and Associates	Bret Harte	2	1.92	1.84	2.17	1.75	1.92
BACR	Claremont	2	1.92	2.13	2.25	1.50	1.79
AspiraNet/Safe Passages	Coliseum College Prep Academy	2	2.28	2.36	2.50	2.06	2.22
Safe Passages	Edna Brewer	2	2.30	2.37	2.50	2.00	2.34
BACR	Elmhurst Community Prep	1	1.97	1.94	2.00	1.94	2.00
YMCA of the East Bay	Explore College Prep	1	1.68	1.75	2.67	1.00	1.29
Safe Passages	Frick	2	2.07	2.34	2.44	1.73	1.76
BACR	Madison	1	1.77	1.90	2.00	Not yet rated.	1.40
AspiraNet	Melrose Leadership	2	2.26	2.19	2.50	1.93	2.42
EBAYC	Roosevelt	1	2.64	2.75	3.00	2.25	2.57
AspiraNet/Safe Passages	Roots	1	2.01	2.00	2.00	2.00	2.04
Safe Passages	United For Success	2	2.16	2.38	2.50	1.75	2.00
Oakland LEAF	Urban Promise Academy	1	2.96	2.92	3.00	Not yet rated.	Not yet rated.
Ujima Foundation	West Oakland Middle	1	2.34	2.75	3.00	1.62	2.00
Eagle Village Community Center	Westlake	2	2.21	2.35	2.50	1.88	2.13
Average			2.17	2.26	2.47	1.82	2.01

Based on a three-point rating scale.  
1 = Limited evidence  
2 = Sufficient evidence  
3 = Ample evidence

OFCCY Grantee	Program Site	Number of Ratings	Overall Rating	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<b>Charter/Community</b>							
Ala Costa Center	Ala Costa Centers	1	2.03	2.11	2.00	2.00	2.00
Civicorps.	Civicorps Charter	0	NA	NA	NA	NA	NA
Lighthouse Community Charter	Lighthouse Community Charter	1	2.00	2.00	2.00	2.00	2.00
East Oakland Youth Development Center	Community After School Program	1	1.98	2.00	2.00	2.00	1.93
EBAC	Hawthorne Family Resource Center	1	2.00	2.00	2.00	2.00	2.00
Oakland Parks and Recreation	OPR Inclusion Center	1	2.00	2.00	2.00	Not applicable.	2.00
Camp Fire USA	Kids With Dreams	1	2.00	2.00	2.00	2.00	2.00
American Indian Child Resource Center	Nurturing Native Pride	1	2.00	2.00	2.00	2.00	2.00
Oakland Parks and Recreation	Oakland Discovery Centers	1	2.17	2.00	2.00	Not applicable.	2.50
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	1	2.00	2.00	2.00	2.00	2.00
<b>Average</b>			<b>2.02</b>	<b>2.01</b>	<b>2.00</b>	<b>2.00</b>	<b>2.05</b>
<b>High</b>							
NA	Bunche	1	1.74	2.00	2.00	1.57	1.38
NA	Coliseum College Prep Academy	1	2.03	2.00	2.00	2.00	2.10
NA	College Prep & Architecture	1	1.91	1.96	1.60	2.00	2.08
NA	Dewey	0	NA	NA	NA	NA	NA
NA	EXCEL	2	1.93	2.02	2.06	2.00	1.75
NA	Far West	1	1.96	2.00	1.86	2.00	2.00
NA	Life Academy	1	2.09	2.05	2.11	2.18	2.00
NA	Mandela	2	1.91	1.98	1.80	1.92	1.94
NA	Media Academy	2	2.00	2.02	1.80	2.00	2.18
NA	Met West	1	2.08	2.03	2.00	2.00	2.29
NA	Oakland High	2	1.90	2.00	1.92	1.86	1.84
NA	Oakland Technical	1	1.80	2.00	2.00	1.71	1.50
NA	Robeson	2	1.85	1.98	1.80	1.90	1.73
NA	Rudsdale Continuation	1	2.01	2.00	2.00	2.00	2.05
NA	Skyline	1	1.95	2.00	1.67	2.00	2.13
NA	Street Academy	1	1.99	1.95	2.00	2.00	2.00
NA	Youth Empowerment School	1	2.05	2.00	2.00	2.00	2.20
<b>Average/Total</b>			<b>1.95</b>	<b>2.00</b>	<b>1.91</b>	<b>1.95</b>	<b>1.95</b>

Based on a three-point rating scale.  
1 = Limited evidence  
2 = Sufficient evidence  
3 = Ample evidence

2010 MAY 27 AM 10: 25

  
City Attorney

## OAKLAND CITY COUNCIL

RESOLUTION No. \_\_\_\_\_ C.M.S.

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**RESOLUTION APPROPRIATING AND ALLOCATING \$31,354 IN INTEREST INCOME EARNED TO THE OAKLAND FUND FOR CHILDREN AND YOUTH; AND AUTHORIZING THE CITY ADMINISTRATOR TO NEGOTIATE AND EXECUTE GRANT AGREEMENTS BETWEEN THE CITY OF OAKLAND AND VARIOUS NON-PROFIT AND PUBLIC AGENCIES TO PROVIDE DIRECT SERVICES FOR CHILDREN AND YOUTH FOR FISCAL YEAR 2010-2011 IN AN AMOUNT NOT TO EXCEED \$10,729,000 WHICH GRANT AGREEMENTS ARE RENEWABLE FOR TWO ONE YEAR PERIODS WITH COUNCIL APPROVAL**

**WHEREAS**, Measure K/Kids First! Initiative established the Oakland Fund for Children and Youth ("OFCY") in 1996 to help young people grow to become healthy, productive, and honorable adults; and

**WHEREAS**, the passage of Measure D revised the Kids First Charter Amendment and established a second 12 year life cycle for the Kids First! Children's Fund administered through the Oakland Fund for Children and Youth; and

**WHEREAS**, the Planning and Oversight Committee ("POC") provides oversight and direction for the OFCY planning and funding review process; and

**WHEREAS**, the City Council approved the OFCY Strategic Plan as developed by the Planning and Oversight Committee and submitted in November, 2009; and

**WHEREAS**, the POC released Requests for Proposals based on the adopted OFCY Strategic Plan 2010-13 and conducted an "open and fair" competitive review process for the selection of grants for the OFCY 2010-13 grant cycle; and

**WHEREAS**, the revenue appropriation for FY10-11 to the Kids First! Oakland Children's Fund (1780) is approved in the FY 2009-11 Adopted Budget and 90% of the appropriation in the amount of \$10,364,136 will be available for grants and is located in Kids First! Oakland Children's Fund (1780) OFCY Contracts FY 2010-11 P364130; and

**WHEREAS**, any interest earned and amounts unspent or uncommitted by the fund at the end of any fiscal year are to be made available for future grants as specified in the Kids First! Charter Amendment; and



**WHEREAS**, interest income earned from March 1, 2008 to February 28, 2009 in the amount of \$179,418 is located in OFCY FY 2008-09 Int. Earned-Grants P304731 and is available for these grants; and

**WHEREAS**, the City Council wishes to appropriate the interest income of \$31,354, and to allocate 90% portion of said funds to selected grant awards resulting from the November 2009 Request for Proposals for direct services for children and youth in FY 2010-11, and 10% to the administration and evaluation of OFCY, in accordance with the terms of Kids First! Charter Amendment; and

**WHEREAS**, prior interest and revenue appropriations for services that are now completed have resulted in an unspent project balance of \$227,940 in Kids First! Oakland Children's Fund (1780) from OFCY FY 2002-03 Grants Contracts Project (P157730), and these funds are available for allocation to grants; and

**WHEREAS**, the Request for Proposals from private non-profit and public entities to provide services for the OFCY grant cycle 2010-13 was released in November, 2009; and

**WHEREAS**, OFCY staff and trained reviewers have evaluated 256 proposals for the Oakland Fund for Children and Youth in accordance with the criteria in the Request for Proposals; and

**WHEREAS**, in November 2009, the City Council approved the fourth OFCY Strategic Plan with priority areas: 1) Early Childhood, 2) Out of School Time Programs, 3) Older Youth Academic and Career/Job Success and Comprehensive Programs, and 4) Wellness Programs for Youth Leadership, Transitions and Conflict Resolution; and

**WHEREAS**, the POC has complied with the goals, objectives and service priorities in the Strategic Plan; and

**WHEREAS**, the POC recommends the following 123 agencies for funding in the amounts not to exceed those specified below for 2010-11, and as renewable with City Council approval for 2011-12 and 2012-13:

<b>OAKLAND FUND FOR CHILDREN &amp; YOUTH 2010-2013 FUNDING RECOMMENDATIONS</b>			
	<b>Organization/Agency Name</b>	<b>Project Title</b>	<b>OFCY Award Amount</b>
1	East Bay Agency for Children	EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings	\$125,000
2	Family Paths	The Early Childhood Mental Health Collaborative	\$200,000
3	Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	\$200,000
4	Lincoln Child Center	Early Childhood Mental Health Consultation	\$125,000
5	The Link to Children	Early Childhood Mental Health Consultation	\$105,000
<b>TOTAL</b>			<b>\$755,000</b>
<b>Early Childhood Programs: Community Playgroups .</b>			
6	Bring Me A Book Foundation	Community Play and Learn Groups	\$130,000
7	Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	\$200,000

<b>OAKLAND FUND FOR CHILDREN &amp; YOUTH 2010-2013 FUNDING RECOMMENDATIONS</b>			
	<b>Organization/Agency Name</b>	<b>Project Title</b>	<b>OFCY Award Amount</b>
8	City of Oakland - Office of Parks and Recreation	T.U.D.A. Inclusion Center	\$47,339
9	City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	\$60,000
10	East Bay Agency for Children	Parent Child Education Support Program	\$80,000
11	Jumpstart for Young Children, Inc.	Jumpstart Oakland	\$75,000
12	Lawrence Hall of Science	Preschool Scientists of Oakland	\$25,000
13	Lotus Bloom Child & Family Center	Multicultural Playgroups	\$50,000
14	Safe Passages	Safe Passages Baby Learning Communities	\$125,000
<b>TOTAL</b>			<b>\$792,339</b>
<b>After School Programs: School-Based</b>			
15	Aspiranet	Carl B. Munck	\$87,049
16	Aspiranet	Community United/ Lockwood Futures	\$103,999
17	Aspiranet	East Oakland Pride	\$73,050
18	Aspiranet	EnCompass Academy	\$121,000
19	Aspiranet	Howard	\$63,050
20	Aspiranet	International Community School/Think College Now	\$97,000
21	Aspiranet	Piedmont	\$63,050
22	Aspiranet	RISE/New Highland Academy	\$111,000
23	Aspiranet	Melrose Leadership Academy	\$90,000
24	Bay Area Community Resources	Bridges Academy	\$87,050
25	Bay Area Community Resources	Emerson	\$73,050
26	Bay Area Community Resources	Esperanza/Korematsu	\$97,000
27	Bay Area Community Resources	Greenleaf	\$87,050
28	Bay Area Community Resources	Hoover	\$87,050
29	Bay Area Community Resources	Lafayette	\$63,050
30	Bay Area Community Resources	Learning Without Limits/Global Family	\$126,000
31	Bay Area Community Resources	Markham	\$70,050
32	Bay Area Community Resources	Martin Luther King, Jr.	\$87,050
33	Bay Area Community Resources	Prescott (a.k.a. Preparatory Literary Academy of Cultural Excellence)	\$73,050
34	Bay Area Community Resources	Sankofa Academy	\$87,050
35	Bay Area Community Resources	Santa Fe	\$87,050
36	Bay Area Community Resources	Alliance Academy/Elmhurst Community Prep	\$125,000
37	Bay Area Community Resources	Bret Harte	\$90,000
38	Bay Area Community Resources	Claremont	\$90,000
39	Bay Area Community Resources	Madison	\$90,000
40	Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc. (Westlake)	\$90,000
41	East Bay Agency for Children	Sequoia	\$73,050
42	East Bay Agency for Children	World Academy/Achieve Academy	\$87,050
43	East Bay Asian Youth Center	Bella Vista	\$63,050
44	East Bay Asian Youth Center	Franklin	\$63,050
45	East Bay Asian Youth Center	Garfield	\$87,050
46	East Bay Asian Youth Center	La Escuelita	\$80,050
47	East Bay Asian Youth Center	Manzanita Community School/Manzanita SEED	\$126,000
48	East Bay Asian Youth Center	Roosevelt	\$90,000
49	Girls, Inc.	Parker	\$87,050
50	Higher Ground Neighborhood Development Corp.	Allendale	\$63,050
51	Higher Ground Neighborhood Development Corp.	Brookfield	\$63,050

<b>OAKLAND FUND FOR CHILDREN &amp; YOUTH 2010-2013 FUNDING RECOMMENDATIONS</b>			
	<b>Organization/Agency Name</b>	<b>Project Title</b>	<b>OF CY Award Amount</b>
52	Higher Ground Neighborhood Development Corp.	Sobrante Park	\$63,050
53	Lighthouse Community Charter School	Lighthouse Community Charter	\$90,000
54	Oakland Leaf	ASCEND	\$90,000
55	Oakland Leaf	Urban Promise Academy	\$90,000
56	Oakland Asian Students Educational Services	Cleveland	\$63,050
57	Oakland Asian Students Educational Services	Lincoln	\$80,050
58	San Francisco Bay Area Boy Scout Council	Laurel	\$63,050
59	Safe Passages	Edna Brewer	\$90,000
60	Safe Passages	Frick	\$90,000
61	Safe Passages	Roots International Coliseum College Prep	\$125,000
62	Safe Passages	United For Success (@ Simmons)	\$90,000
63	San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	\$63,050
64	San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	\$87,050
65	San Francisco Bay Area Council of Boy Scouts of America	Maxwell Park	\$87,050
66	Spanish Speaking Citizens' Foundation	Lazear	\$63,050
67	Ujimaa Foundation	Burckhalter	\$63,050
68	Ujimaa Foundation	Lakeview	\$70,050
69	Urban Services YMCA	West Oakland Middle School	\$90,000
<b>TOTAL</b>			<b>\$4,658,648</b>
<b>After School Programs: Community-Based</b>			
70	Ala Costa Centers	Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs	\$85,050
71	Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	\$45,600
72	City of Oakland- Office of Parks and Recreation	Oakland Discovery Centers	\$140,000
73	Dimensions Dance Theater, Inc.	Rites of Passage	\$47,500
74	East Oakland Boxing Association	SmartMoves Education and Enrichment Program	\$85,000
75	Museum of Children's Art	Library Education and Art Program (LEAP)	\$65,781
76	OBUGS	OBUGS Out of School Time	\$40,000
77	The American Indian Child Resource Center	Nurturing Native Pride	\$75,000
78	The Green Stampede	Homework Club	\$10,000
79	Unity Council	Neighborhood Sports Initiative	\$85,000
<b>TOTAL</b>			<b>\$678,931</b>
<b>Summer Programming</b>			
80	Destiny Arts Center	Camp Destiny	\$46,621
81	Leadership Excellence	Oakland Freedom School	\$88,441
82	Family Support Services of the Bay Area	Kinship Summer Youth Program	\$50,000
83	Aim High for High School	Aim High / Oakland - 3 Sites	\$120,000
84	East Bay Asian Youth Center	San Antonio Summer Learning Initiative	\$47,907
85	Oakland Asian Students Educational Services	OASES Summer Science Series	\$23,750
86	College Track	College Track Summer Program	\$32,300

<b>OAKLAND FUND FOR CHILDREN &amp; YOUTH 2010-2013 FUNDING RECOMMENDATIONS</b>			
	<b>Organization/Agency Name</b>	<b>Project Title</b>	<b>OFCY Award Amount</b>
87	Prescott Circus Theatre	Prescott Circus Theatre Summer Program	\$28,500
88	Girls Incorporated of Alameda County	Eureka! Summer Program	\$39,900
89	Girls Incorporated of Alameda County	Concordia Park Summer Program	\$47,500
90	City of Oakland- Office of Parks and Recreation	Summer Camp Explosion	\$100,000
91	East Oakland Youth Development Center	Summer Cultural Enrichment Program	\$115,000
<b>TOTAL</b>			<b>\$739,919</b>
<b>Wellness and Healthy Transitions: Transitions Programming</b>			
92	Aspiranet	LEAP - Learners Engaged in Awesome Programming	\$66,708
93	Bay Area Community Resources	Bret Harte Bridges Program	\$58,500
94	East Bay Asian Youth Center	Bridge To Success	\$30,496
95	Oakland Kids First	PASS-2 Peer Mentoring Program	\$118,000
96	Safe Passages	Safe Passages Transitions Program	\$125,000
97	Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	\$120,000
<b>TOTAL</b>			<b>\$518,704</b>
<b>Wellness and Healthy Transitions: Youth Leadership Programs</b>			
98	AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	\$125,000
99	Asian Community Mental Health Services	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	\$175,000
100	Asian Health Services	Taking Charge: API Youth Leaders	\$25,000
101	La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	\$125,000
102	Loto Taha Pasifika (fiscal agency: ARC Associates)	Healthy Heart Healthy Mind (HHHM)	\$46,541
103	Native American Health Center	Indigenous Youth Voices	\$125,000
104	Youth ALIVE!	Teens On Target Violence Prevention Program	\$100,000
<b>TOTAL</b>			<b>\$721,541</b>
<b>Wellness and Healthy Transitions: Conflict Resolution Programs</b>			
105	McCullum Youth Court	PEACE Program	\$23,594
106	Oakland Unified School District - Instructional Services	OUSD Conflict Resolution	\$125,082
<b>TOTAL</b>			<b>\$148,676</b>
<b>Older Youth: Academic and Career/Job Success</b>			
107	Alameda County Medical Center	Model Neighborhood Program	\$140,000
108	Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	\$85,000
109	Centro Legal de la Raza	Youth Law Academy	\$85,797
110	College Track	College Track Oakland	\$140,000
111	First Place for Youth	Steps to Success	\$106,249
112	Next Step Learning Center	Success at Seventeen	\$72,000
113	Youth Employment Partnership	Career Try-Out	\$75,000
114	Youth Radio	Pathways to Higher Education and Careers	\$120,000
115	Pivotal Point Youth Services	Project EEVE	\$72,391
116	East Side Arts Alliance	ESAA Youth Arts Program	\$70,137
<b>TOTAL</b>			<b>\$966,574</b>
<b>Older Youth: Comprehensive Programming</b>			
117	Alameda Family Services	DreamCatcher	\$120,000
118	Alternatives in Action	McClymonds and Life Academy Youth &	\$175,000

OAKLAND FUND FOR CHILDREN & YOUTH 2010-2013 FUNDING RECOMMENDATIONS			
	Organization/Agency Name	Project Title	OFCY Award Amount
		Family Centers	
119	City of Oakland, Office of Parks and Recreation	TOOLS: Transforming Ordinary Obstacles into Life Skills	\$126,936
120	Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	\$47,500
121	First Place for Youth	First Steps Community Resource Center	\$127,499
122	Refugee Transitions	Refugee and Immigrant Wellness Project	\$75,232
123	Youth ALIVE!	Caught in the Crossfire Comprehensive Services	\$76,500
<b>TOTAL</b>			<b>\$748,667</b>
<b>GRAND TOTAL AMOUNT FOR FISCAL YEAR 2010-2013</b>			<b>\$10,729,000</b>

now, therefore, be it

**RESOLVED:** That the City Council hereby appropriates \$31,354 in interest earned and allocates \$28,846 in interest income to Kids First! Fund (1780) Department of Human Services Organization (78251) for grants for direct services to children and youth, and allocates \$2,508 to Kids First! Children's Fund (1780) Department of Human Services Organization (78251) for administration and evaluation of the Oakland Fund for Children and Youth, and revenues will be increased by these same amounts to the same fund and organization numbers; and be it

**FURTHER RESOLVED:** That the City Council approves the allocation of unspent monies from prior years in the amount of \$227,940 from Kids First! Oakland Children's Fund (1780), from projects OFCY Grants FY 2002-03 (P157730) for OFCY grants for FY 2010-11; and be it

**FURTHER RESOLVED:** That the City Administrator is authorized to execute agreements with the aforementioned 123 service providers in the amounts specified above for a total amount not to exceed \$10,729,000 for FY 2010-11, and is authorized to conduct all negotiations, execute and submit all documents, including but not limited to applications, agreements, amendments, modifications, payment requests, and related actions which may be necessary in accordance with the basic purpose of this resolution without returning to City Council; and be it

**FURTHER RESOLVED:** That staff must return to the City Council for its approval prior to the renewal of any of the agreements with the aforementioned 123 service providers after FY 2010-11; and be it

**FURTHER RESOLVED:** That said agreement(s) shall be approved as to form and legality by the Office of the City Attorney and placed on file in the Office of the City Clerk.

IN COUNCIL, OAKLAND, CALIFORNIA, \_\_\_\_\_, 2010

**PASSED BY THE FOLLOWING VOTE:**

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

NOES-

ABSENT-

ABSTENTION-

ATTEST: \_\_\_\_\_

LATONDA SIMMONS  
Interim City Clerk and Clerk of the Council  
of the City of Oakland, California