

Student Success in School:

School-based after school programming for elementary and middle school

2017-18 Evaluation Findings Overview



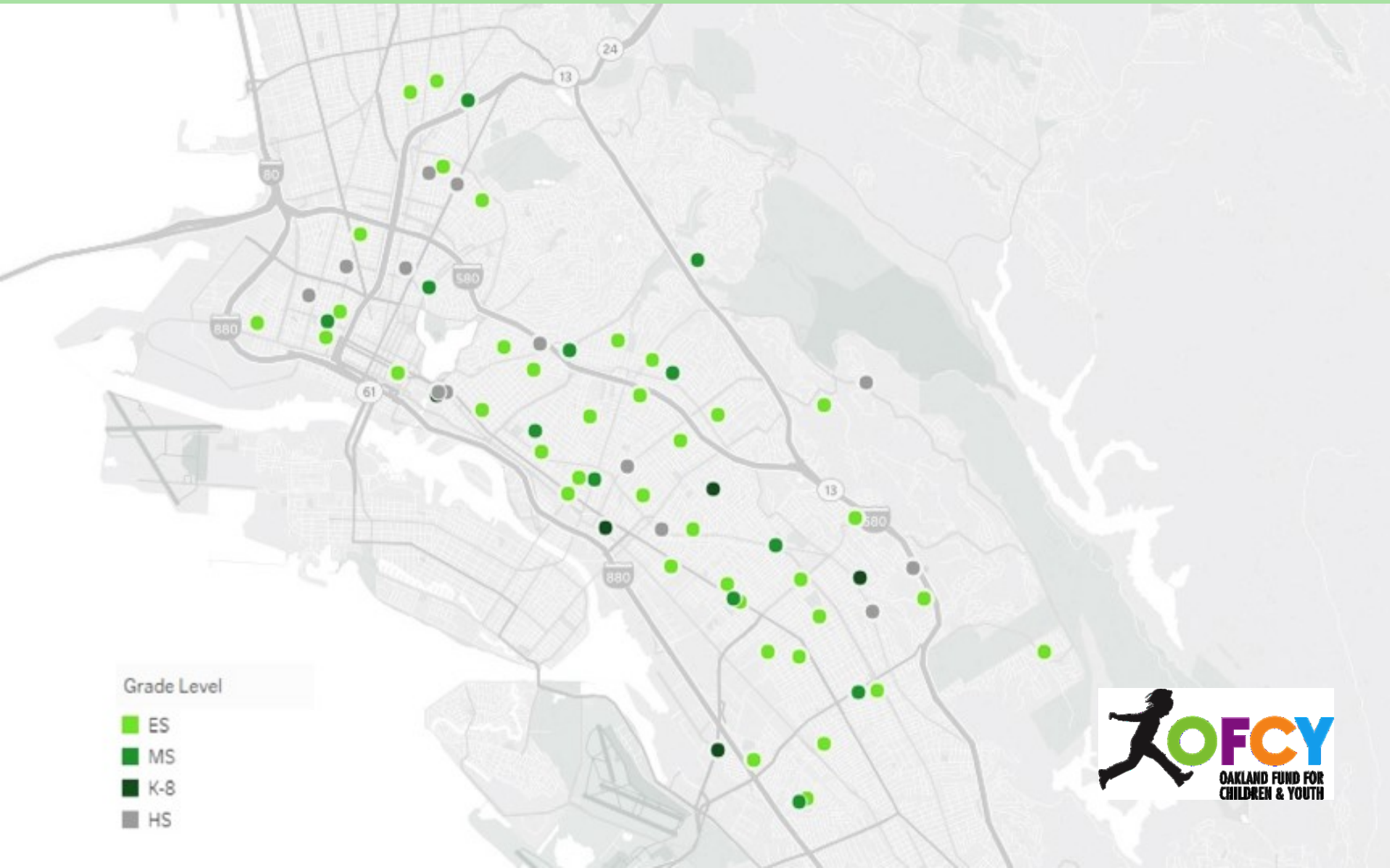
Presented to the
Life Enrichment Committee

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PROGRAMS ARE CONCENTRATED BELOW THE I-580 CORRIDOR



OFCY FUNDS 59 PROGRAMS IN THIS STRATEGY, SERVING 9K CHILDREN AND YOUTH

Pages 12-17

59

OFCY-funded programs
(81 in the Partnership)

8,945

youth
(additional 5,876 served
through the Partnership)

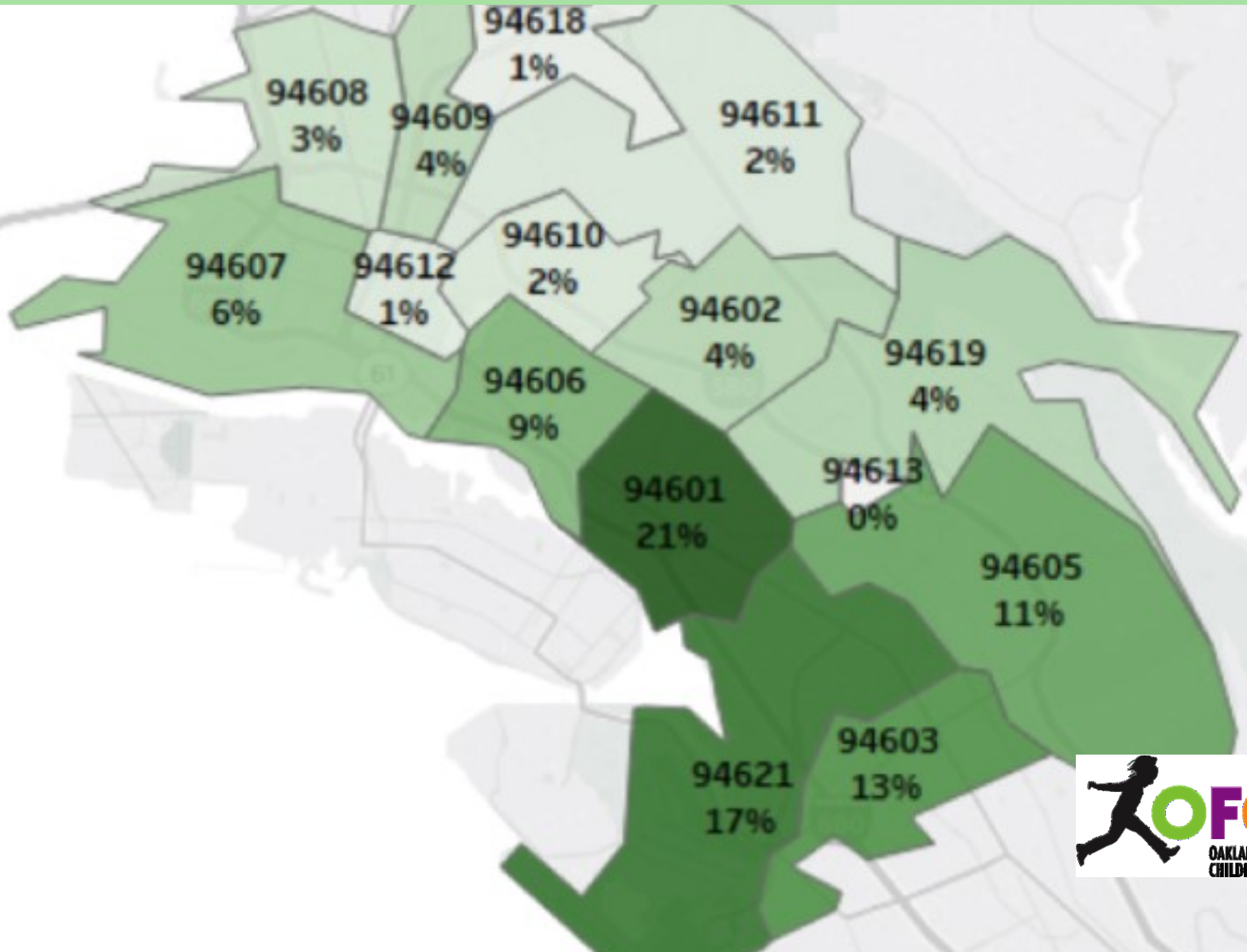
\$4.8

million in grant funding
(leverages approx. \$7 million
in state funding support)

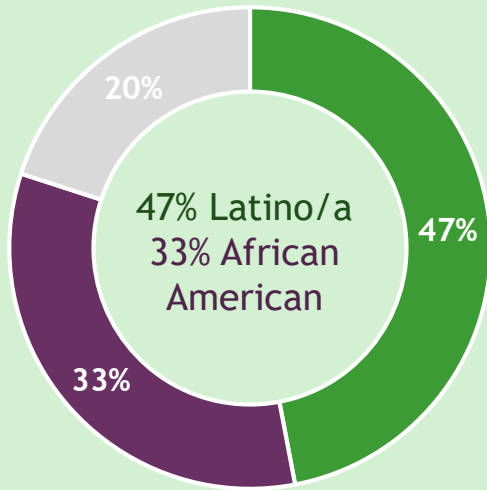
- OFCY-funded programs at school sites with 49% or higher Free and Reduced Price Meal (FRPM) eligibility
- Supplemental funding to 16 high-need sites with extreme rates of FRPM eligibility (85% or greater)
- Programs are comprehensive, serving children and youth whenever school is in session, from 3-6pm with a range of academic, social and emotional, wellness, enrichment, and other programming.



MOST PARTICIPANTS LIVE IN FRUITVALE AND EAST OAKLAND



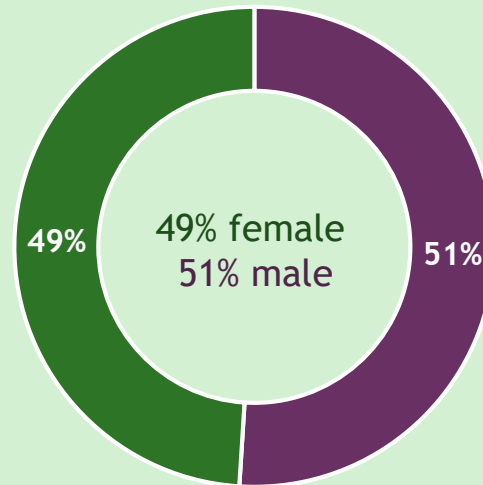
PROGRAMS SERVE A GREATER PROPORTION OF AFRICAN AMERICAN STUDENTS THAN OUSD



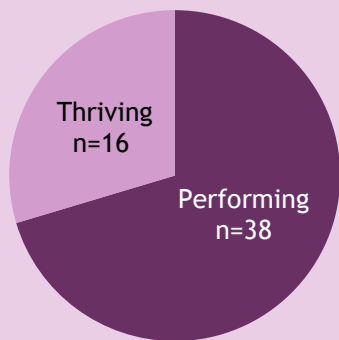
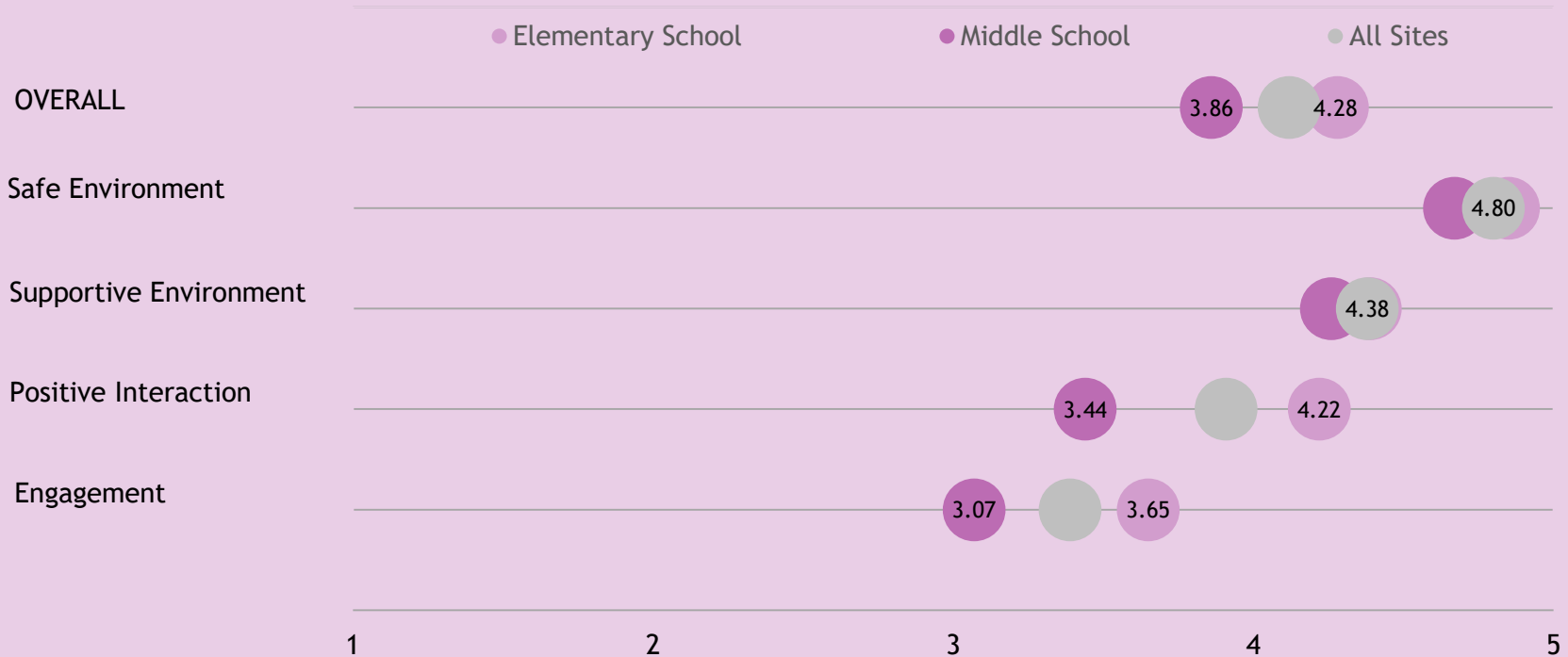
Latino/a participants make up the highest proportion of students serve. This closely reflects the proportion of Latino students at the host schools.

African American participants are 33% of participants, compared to only 24% of OUSD students at these host schools. This difference is particularly strong in the elementary schools.

Boys and **girls** are equally represented overall and among racial/ethnic groups



OAKLAND AFTER SCHOOL PROGRAMS CAN PROVIDE AND SUPPORT YOUTH WITH HIGH QUALITY PRACTICES Pages 28-33



- Elementary program scored well compared to middle school programs.
- Most programs scored in an acceptable range (above 3.0 on all domains).
- All OFCY-funded programs were Thiving or Performing.



PARTICIPANTS FELT SAFER IN THEIR PROGRAMS COMPARED TO IN-SCHOOL MEASURES

Pages-35-36

Youth in Oakland after school programs are asked similar questions as the California Healthy Kids Survey (CHKS) asks of in-school youth. This allows for a rough comparison of youth experiences.



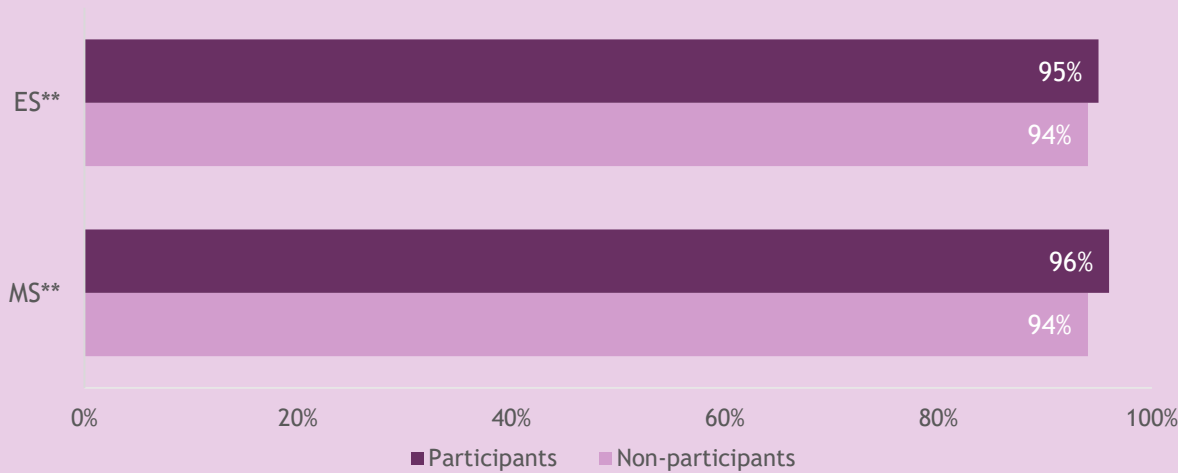
In general, more after school youth across all grade levels felt safer in their programs compared to how their in-school counterparts felt during the school day.



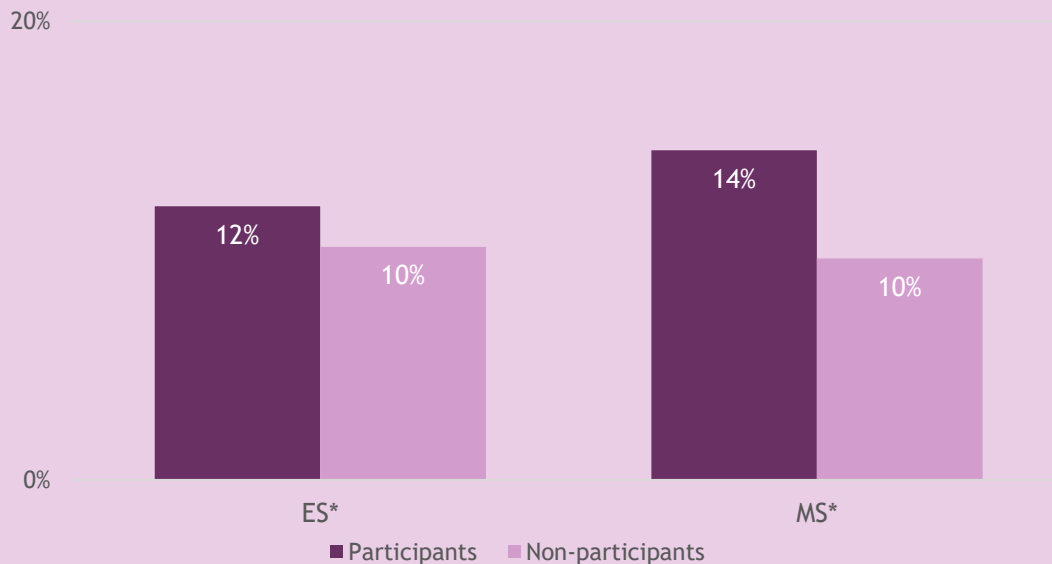
Compared to their in-school counterparts, fewer middle youth in after school programs reported that adults listened to them.



AFTER SCHOOL PARTICIPATION ASSOCIATED WITH INDICATORS OF ACADEMIC SUCCESS



Elementary and middle school students attended more school than their non-participant peers.



Elementary and middle school students were more likely to be redesignated than their non-participant peers.



WHEN DESCRIBING THE NEED AND DEMAND FOR PROGRAMS, STAFF CITED A RANGE OF THEMES

Pages 38-39

- NEED CAN VARY BY SOCIOECONOMIC FACTORS
 - Some schools have a high proportion of working families and need a safe and enriching place for their students until they get off work.
 - Some families, however, have non-working adults in the home who can care for children after school.
- PARENTS APPRECIATE ACCESS TO HIGH QUALITY ACTIVITIES
 - Across socioeconomic and family factors, families appreciate the opportunity to provide high quality enrichment for their child when they otherwise could not.
- PROGRAM IDENTIFIED ADDITIONAL POSSIBLE NEEDS
 - Additional staff capacity (training, staff positions) in order to serve TK and Kinder students.
 - Trauma-informed care.



PROGRAMS USE SUPPLEMENTAL FUNDS TO IMPROVE ACCESS TO HIGH QUALITY PROGRAMMING

Pages 42-46

- INCREASE HIGH QUALITY ENRICHMENT

“For a child to be able to participate in a full year of beat making and knowing how to produce music or a composition, or for kids to know how to do their own drum circle...they are programs that parents probably would not have been able to afford had it not been for us having it in our program.... It just brings so much light to our after school program that’s severely needed in Oakland.”

- COORDINATE ACROSS A SHARED SITE TO BUILD EQUITABLE COMMUNITY

“We wanted to be intentional about providing programs to both [schools on a shared site]. They get to see each other’s work in progress and are able to discuss and have a similar language because they are getting the same kind of services. That was impressive to see; on a shared campus, it felt more equitable.”

- PROVIDE PERSONALIZED ATTENTION

“It impacted program quality by allowing us to serve smaller amounts of children at one time... so it allowed us to increase our interaction with them. It also allowed us to have richer engagement types of conversations [about the] future, goal setting, and how STEM integrates in with air quality, illegal dumping - that happens a lot over in that area.”



Thank you!

