

CITY OF OAKLAND

AGENDA REPORT

2010 DEC -2 PM 12: 59

To: Office of the City Administrator
Attn: Dan Lindheim
From: Department of Human Services
Date: December 14, 2010

RE: Resolution Adopting The Oakland Fund For Children And Youth Final Evaluation Reports For Fiscal Year 2009-2010

SUMMARY

Two final evaluation reports for grant activity in FY2009-10 have been prepared for the Oakland Fund for Children and Youth (OFCY) by independent evaluators and are submitted by the Planning and Oversight Committee (POC) to the Oakland City Council for acceptance.

The *Oakland Citywide After School Program Evaluation Findings Report* submitted by the firm Public Profit covers 64 school based and 8 community based after school programs. The *2009-10 Evaluation Report* submitted by the firm See Change covers the 64 programs within the OFCY strategy areas of early childhood, summer, older youth, and physical and behavioral health. The reports and attachments are included:

- Attachment 1:** Public Profit - *Oakland After School Program Evaluation Findings Report*
- Attachment 2:** Public Profit - *Oakland After School Program Site Level Program Briefs*
- Attachment 3:** See Change - *2009-10 Evaluation of Early Childhood, Older Youth, Physical & Behavioral Health and Summer Strategy Areas Final Report*
- Attachment 4:** See Change - *Appendix A – Individual Program Reports*
- Attachment 5:** See Change - *Appendices B - G: B - Service and Participation Tables, D - Program Quality Assessment Tables and Qualitative Data, G - Youth Evaluator's Society Youth-led Evaluation*
- Attachment 6:** Public Profit and See Change - *Grantee Performance Summary*
- Attachment 7:** After School Program Improvement Plans

FISCAL IMPACT

There are no fiscal impacts associated with this report.

BACKGROUND

OFCY's evaluations span 136 individual grantees within the OFCY program strategy areas. Public Profit and See Change began their contracts July 1, 2009, for the evaluation of grant services through June 30, 2010, and have completed their first full year of evaluation services. In April and May 2010, the mid-year evaluation reports were reviewed by the Planning and Oversight Committee and the Life Enrichment Committee. The POC received the final evaluation report and presentations in October, 2010.

KEY ISSUES AND IMPACTS

Citywide After School Program Evaluation (Public Profit Inc.)

Public Profit was jointly contracted by both the Oakland Unified School District (OUSD) and OFCY to develop a comprehensive, citywide evaluation system spanning the 95 publicly-funded after school programs for the 2009-10 year. OFCY funding (\$5.3 million) is used to leverage After School Education and Safety (ASES) funding (\$6.3 million) for the support of high quality after school programs at 64 elementary and middle schools. Public Profit also evaluated the 8 community based after school programs funded by OFCY in 2009-10.

The after school evaluation emphasizes the links between regular participation, high quality programming, and positive student outcomes and encompasses site visits, program quality assessments, survey administration, and analysis of program outcome and OUSD student data. The quality assessment focuses on the program elements of physical and emotional safety, enrollment and attendance, youth development, staff development, linkage with the school day, academic support, meaningful learning opportunities, equity and inclusion, and family involvement.

Public Profit found that nearly all of the school and community based after school programs were on track to meet their annual attendance goals and target number of young people served. The East Oakland Boxing Association will receive additional grant monitoring to support improvement in this area.

After School Program Improvement Plans

Several sites of concern from prior years were found to meet expectations for quality and participation in the final evaluation. In particular, the middle school after school programs consistently met or exceeded expectations in Public Profit's quality assessment.

All but three OFCY funded programs met expectations for program quality. Programs that were assessed as below expectations for quality are receiving technical assistance and support from the Oakland Unified School District's After School Programs Office. These include Learning for Life's program at Burkhalter Elementary School, Aspiranet's program at East Oakland Pride, and the East Bay Asian Youth Center's program at Manzanita Community School. Improvement plans are attached for these three sites.

Evaluation from See Change

The See Change evaluation covers 64 programs composing the early childhood, summer, physical and behavioral health, and older youth program strategy areas. See Change used a program quality assessment (PQA) tool for rating of key elements of program delivery such as physical and emotional safety, presence of caring adults, skill building, youth engagement, supportive peers, and diversity and identity. All grant programs met expectations for quality according to the evaluators; 37% exceeded expectations for quality.

The See Change evaluation documents each program's progress toward reaching the projected number of participants (or participant integrity) and projected service hours (service integrity). The first year of using Cityspan to track participation and service delivery indicates that further technical assistance, training, or adjustments are needed related to the Cityspan system. Additional grant monitoring is being provided to identify reporting challenges and technical assistance needed for a few programs.

Status of 2009-10 Grants for the 2010-2013 Cycle

Table 1 below indicates the evaluation finding for grants that were not approved for the 2010-13 cycle. Many grants were not approved due to the reduced funding level, high number of applications and competition for Kids First funding or changes under the new strategic plan. Several grants with low participation or performance concerns were not re-approved in the OFCY competitive funding process.

PROJECT DESCRIPTION

Each firm has developed logic models to identify the context, resources, inputs, and measurements required to assess the achievement of better outcomes for children and youth. The evaluator conducts site visits, administers surveys to parents, youth, and providers, and applies a quality assessment tool based on best practices for each grant program. The firm of Cityspan is engaged for online grant reporting and data management services. Participant tracking and linkage to OUSD student outcome data when applicable enables analysis at the strategy level as well as individual program evaluation.

Table 1: OFCY 2009-10 Grant Programs Not Re-Funded in 2010-13

Organization/Agency Name	Project Title	2009-10 Evaluation Finding
Early Childhood Programs: Parent-Child Learning Community Learning Opportunities		
City of Oakland Department of Human Services	San Antonio Even Start Family Literacy Program	on or above target
Museum Of Children's Art (MOCHA)	Little Studio Regency Program	low participation
La Clinica De La Raza, Inc.	Teens and Tots Program	on or above target
Summer Enrichment Programs		
Alta Bates Summit Foundation	Middle School Youth In Medicine Summer Camp	on or above target
Oakland Leaf	Oakland Peace Camp	on or above target
Oakland Parks and Recreation	Oakland Discovery Centers	on or above target
The American Indian Child Resource Center	Summer Urban Rez	on or above target
Physical and Behavioral Health Programs		
AMERICA SCORES Bay Area	Oakland Scores	low participation
American Lung Association Of California	Oakland Kicks Asthma	low participation
Big Brothers Big Sisters Of The Bay Area	Community Based Youth Mentoring Services	on or above
Oakland International High school	Refugee and Immigrant Wellness Project	on target
Project Re-Connect	Project Re-Connect	low participation
Sports4Kids	Sports4Kids After School Program	on target
Through the Looking Glass	Service to Children with Disability Issues	low participation
Youth Leadership Programs		
Alameda County Health Care Services Agency	Young Men In Leadership Project (YMILP)	low participation
East Bay Asian Youth Center	Wild Cats Wellness Center	on target
Family Violence Law Center	RAP (Relationship Abuse Program)	on or above target
Leadership Excellence	Youth Leadership Program	on or above target
Youth Together	Building Leadership, Building Community	low participation
Youth UpRising	Youth Grants 4Youth Action	on or above target
Career and College Readiness Programs		
Girls Incorporated Of Alameda County	Eureka Teen Achievement Internship Program	on or above target
Oakland Asian Students Education Services	Oases Soar New Immigrant Services	on or above target
Opera Piccola	Artgate Advance	low participation
Spanish Speaking Citizen's Foundation	Youth Leadership, Academic And Career Collaborative (YLACC)	on or above target
After School Programs - School-Based		
Aspiranet	Grass Valley	on or above target
Aspiranet	Peralta	on or above target
Bay Area Community Resources	Glenview	on or above target
OUSD Thurgood Marshall Elementary School	Elementary - Thurgood Marshall	performance
After School Programs - Community-Based		
Camp Fire USA, Oakland East Bay Council	Kids With Dreams	on or above target
Civicorps	Civicorps Charter	on or above target
East Oakland Youth Development Center	EOYDC Community After School Program	on or above target
Oakland Parks and Recreation	Inclusion Center	on or above target

SUSTAINABLE OPPORTUNITIES

Economic: Evaluators hired and trained approximately 20 youth to be youth evaluators. The OFCY evaluation system encourages grantees to increase productivity and cost effectiveness.

Environmental: The OFCY evaluation does not result in known environmental opportunities.

Social Equity: The OFCY evaluation system results in direct social benefits such as organizational capacity building, youth development, and employment opportunities for participating youth evaluators.

DISABILITY AND SENIOR CITIZEN ACCESS

Approval of the resolution has no direct impact on disability and senior citizen access issues.

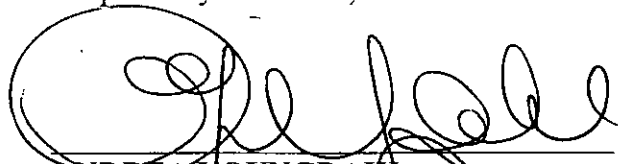
RECOMMENDATION(S) AND RATIONALE

The Planning and Oversight Committee has submitted the completed independent evaluation of the OFCY program in compliance with the requirements of the Kids First legislation. Staff and the POC recommend acceptance of the report and the adoption of the evaluation reports.

ACTION REQUESTED OF THE CITY COUNCIL

Staff and the Planning and Oversight Committee request that the Oakland City Council approve a resolution adopting the evaluations reports from Public Profit and See Change.

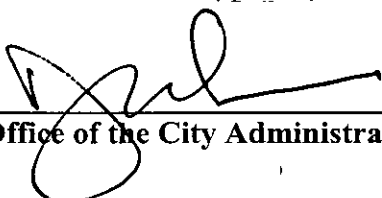
Respectfully submitted,



ANDREA YOUNGDAHL
Director, Department of Human Services

Prepared by: Sandra Taylor
Children and Youth Services Manager

FORWARDED TO THE
LIFE ENRICHMENT COMMITTEE:



Office of the City Administrator

Item: _____
Life Enrichment Committee
December 14, 2010

FILED
OFFICE OF THE CITY CLERK
OAKLAND

OAKLAND CITY COUNCIL


City Attorney

2010 DEC -2 PM 12:28 RESOLUTION No. _____ C.M.S.

RESOLUTION ADOPTING THE OAKLAND FUND FOR CHILDREN AND YOUTH FINAL EVALUATION REPORTS FOR FISCAL YEAR 2009-2010

WHEREAS, the Kids First! Oakland Fund for Children and Youth was reauthorized by voter approval of Measure D in July, 2009, for programs and services benefiting children and youth to help young people grow to become healthy, productive, and honorable adults; and

WHEREAS, the Kids First! Legislation (Article XIII. Oakland City Charter) requires the Planning and Oversight Committee (POC) of the Oakland Fund for Children and Youth to present the independent evaluation reports to the Oakland City Council for adoption; and

WHEREAS, the City contracted with the firms of See Change and Public Profit to conduct the independent evaluation for fiscal year 2009-2010 and report their findings; and

WHEREAS, for fiscal year 2009-2010 OFCY awarded \$11.6 million in grant funds and monitored 136 grant agreements with qualified organizations providing direct services to children and youth; and

WHEREAS, the firms of See Change and Public Profit conducted evaluations of all of the OFCY grant projects for fiscal year 2009-2010 to assess the quality of the programs and outcomes achieved; and

WHEREAS, the firms have presented their findings in the evaluation reports, "*Oakland Fund for Children and Youth 2009-10 Evaluation of Early Childhood, Older Youth, Physical & Behavioral Health and Summer Strategy Areas*" by See Change, and the "*Oakland After School Program Findings Report 2009-10*" by Public Profit, and these reports have been submitted to City Council; now therefore, be it

RESOLVED: That the City Council hereby accepts and adopts the Oakland Fund for Children and Youth final evaluation reports as completed by the independent evaluation firms and submitted by the Oakland Fund for Children and Youth Planning and Oversight Committee.

IN COUNCIL, OAKLAND, CALIFORNIA, _____, 20____

PASSED BY THE FOLLOWING VOTE:

AYES- BROOKS, DE LA FUENTE, KAPLAN, KERNIGHAN, NADEL, QUAN, REID, and PRESIDENT BRUNNER

NOES-

ABSENT-

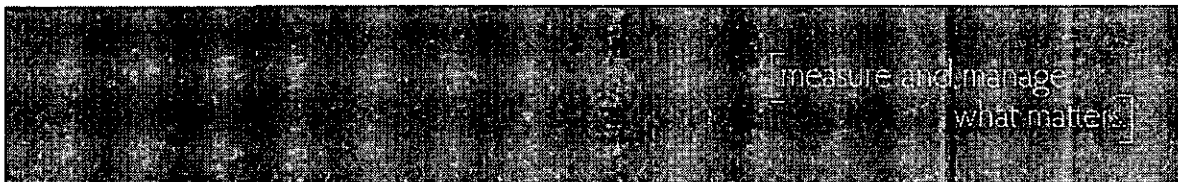
ABSTENTION-

ATTEST: _____
LATONDA SIMMONS
City Clerk and Clerk of the Council
of the City of Oakland, California

OAKLAND AFTER SCHOOL PROGRAM EVALUATION FINDINGS REPORT 2009-10

Oakland Fund for Children and Youth
&
OUSD After School Programs Office
October 2010

[public
profit]



Highlights from the 2009-10 Oakland After School Programs Evaluation

Positive findings from the evaluation:

- After school programs served 20,329 participants, about one in three school-aged youth in Oakland. School-based programs served 51% of the youth at their sites.
- Nearly all (96%) programs met evaluators' expectations for service quality, as observed in on-site visits.
- Nearly all youth agreed that they tried new things in after school, and teachers and principals agree that programs provide experiences unavailable during the school day.
- After school programs help youth to build social skills. Most participants agree that the programs help them to get along better with others and make new friends.
- Youth report that after school helps them improve their study skills, do better in class, and feel more confident about high school and college. Principals and teachers report that participants improved their study skills and academic content knowledge.
- Participants attended school an additional 33,696 days in 2009-10, valued at between \$788,486 and \$943,488 in additional revenue for OUSD.
- For older English Learners, regular participation improves their chances of mastering the language. Spending twenty-five days in after school increases the likelihood of re-designation by 24%; one hundred days increases the likelihood by 40%.
- Youth who attended after school for 100 or more days (just over half of all youth) are 10% more likely to score at Proficient or Advanced on the California Standards Test in English Language Arts or Math.
- Six in ten parents report that they are better able to keep a job or to stay in school since their child is in after school.

Areas for improvement:

- Youth describe after school as the safest environment in their lives. However, at least one in four has been physically or verbally abused while in after school. Programs should consider improving their policies and practices around physical and verbal interactions among youth.
- Although programs meet expectations for quality overall, they can further improve the quality of academic support provided to youth, and enhance skill-building opportunities available in ongoing activities.

See the Executive Summary and Findings Report for details.

Executive Summary

After school programs can serve as a “launching pad” for youths’ success. Young people who attend high quality after school programs regularly learn to get along better with peers and adults, experience new things, and are more connected to school. These improved attitudes and behaviors can in turn affect other outcomes, including grades and test scores.

This evaluation assesses the extent to which after school programs successfully recruit and retain youth and provide high quality programming for the young people who attend. The analysis then explores a variety of outcomes for participants to assess the extent to which youth benefit from attending Oakland after school programs.

Almost One-Third of Oakland Youth Attend After School Programs

Oakland after school programs operate in 85 schools and 10 community-based organizations and charter schools in 2009-10. After school programs in Oakland served 20,329 children and youth, accounting for roughly 31% of 5-18 year-olds in the city. School-based programs served an estimated 51% of the student population at their host schools.¹

Youth who attended after school broadly reflect the composition of the Oakland Unified School District (OUSD), though some modest differences exist. After school programs serve a somewhat smaller proportion of Asian/Pacific Islander and White students, and smaller proportion of English Learners. Programs serve a higher proportion of low-income students.

Youth Characteristic	After School Participants	Non-Participants
Race/Ethnicity		
<i>African American</i>	41%	37%
<i>Latino/a</i>	37%	34%
<i>Asian/Pacific Islander</i>	11%	17%
<i>White</i>	3%	7%
<i>Native American</i>	1%	.4%
<i>Multi-Racial/Other/Not Reported</i>	7%	5%
English Learner	29%	38%
Receives Special Education Services	9%	11%
Lives in Low Income Household	69%	61%

¹ Including 42% of students in elementary schools, 71% of students in middle and 56% of high school students.

Programs meet grant performance expectations.

In the 2009-10 year, 95% of programs have met or exceeded their target number of youth served. This indicates both that the programs are meeting funder-determined service goals and that after school programs have substantial “reach” in the neighborhoods and communities they serve.

Further, after school programs overall have good youth retention rates, meaning that youth come to programs nearly all of the days they are enrolled. Regular attendance is key to assuring that youth have the greatest chance of benefitting from their participation.

After school programs represent an investment of approximately \$5.6 million in OFCY funds, \$13.4 million in state and federal funds through OUSD, and an additional \$3.97 million in grant and in-kind funds leveraged by lead agencies.

OFCY’s grant making strategy is to *intentionally match* OUSD’s after school funding at the elementary and middle school level. This partnership allows these programs to meet their mandated match requirements and to provide a broader array of services to youth. In addition, some high school programs leverage OFCY funding from other strategies to directly support school-based after school, as noted in the table.

Program Area	OFCY Funds Granted	OFCY Funds Spent	ASES/21 st CCLC Funds	Programs	Youth Served	Total Hours of Service
Elementary	\$3,726,660	\$3,720,150	\$6,551,788	52	7,689	4,115,285
Middle	\$1,373,820	\$1,362,055	\$2,834,973	16	4,852	1,173,678
Charter/Community	\$863,512	\$863,512	NA	10	2,763	595,799
High	\$223,081	\$223,081*	\$3,963,650	17	5,025	898,329
Total	\$6,187,073	\$6,168,798	\$13,350,411	95	20,329	6,783,091

*Note: OFCY intentionally matches funding for elementary and middle schools as part of its larger investment strategy. For three high school-based after school programs that apply Older Youth strategy funding to school-based after school.

After school programs that offer a variety of activities are more likely to retain youth over time, and research suggests that youth benefit most when they participate in a variety of activities. Activity data demonstrate that after school programs in Oakland offer a balanced mix of academics, athletics, recreation, arts and cultural activities, and life skills (like career training or computer skills).

After School Programs Benefit Youth and Families

This evaluation looked at opportunities for youth to experience new things, build social skills, strengthen engagement with school and improve academic skills, as well as feel safe in after school activities. The 2009-10 evaluation found the following:

1. **Nearly all youth agreed that they tried new things in after school**, and teachers and principals agree that programs provide experiences unavailable during the school day. Youth who attend after school most often were more likely to report that they learned new things while in the program.²
2. **After school programs help youth to build social skills.** Teachers indicate that after school programs help students improve relationships with other, and principals report that after school programs help students improve their conflict management skills and help students build leadership skills. Most participants agree that the programs help them to get along better with others and make new friends.
3. **After school participants demonstrate a stronger connection to school.** Program participants had equivalent or better attendance rates than their peers, suggesting that after school helps some young people feel more connected to school. Gains in school days attended among participants are worth between \$788,486 and \$943,488 in additional District revenue.

Moreover, those who attend after school programs most often report the strongest connection to school and peers. Youth who attended after school for 100 or more days were almost twice as likely to report that after school has increased their sense of belonging at school.

4. **Youth improved their academic skills and confidence while in after school.** Participants report that after school helps them improve their study skills, do better in class, and feel more confident about high school and college. Parents and caregivers reported that their child's attitude toward school has improved since coming to the after school program. Principals and teachers report that participants improved their study skills and academic content knowledge.

² See Public Profit's *Supplemental Analysis* for more information on the characteristics of youth who attended after school for two or more years.

Benefits for Youth & Families, continued

5. **English learners benefit from after school participation.** There is some evidence that participation in after school helps English Learners in middle and high school to master the language faster than their peers. Participation of about 25 days in after school activities was associated with about 24% greater likelihood of being re-classified as English fluent. This increased to about 41% greater likelihood for attendees participating in 100 days of after school activities. This relationship does not appear to hold for elementary-aged youth, however.
6. **After school participation appears to benefit youth in some, but not all academic performance measures.** For example, youth who attend after school for 100 days or more are about 10% more likely to score at Proficient or Advanced on the CST in either English Language Arts or Math. On the other hand, there is limited evidence that CAHSEE³ Prep activities contribute to higher passage rates for youth who participate, though three programs appear to have more effective Prep courses.
7. **Parents report that after school benefits their families.** In surveys, parents of participants reported that they feel less stressed about their child's safety since enrolling in after school, and six of ten parents reported that they are better able to hold a job or stay in school since their child is in after school.

From the full report

Promising Practice - Promoting Pro-Social Skills in Gender-Specific Clubs

After school programs promote students' pro-social development in a variety of ways; gender-specific groups are one way to create emotional safety for youth, particularly for adolescents. Two examples from middle school-based after school programs highlight how programs help youth build pro-social skills.

At Frick, academic support activities are gender-specific. As part of its daily schedule, Frick's after school staff dedicate time to allow the students to discuss any social or personal issues that came up throughout the day. One girls' group talked about a fight that took place during the school day, while the staff member asked guiding questions about how the conflict arose and for alternate means to resolve the conflict.

The boys' empowerment class at Edna Brewer helps young men better understand the motivations of others. In one session, a student wanted to discuss why a teacher was being hard on him in class. The boys all brainstormed possibilities, such as the teacher might have been upset at the student for talking in class, performing badly on his homework or coming in late. The group leader acted as a facilitator providing students the opportunity to talk about sensitive issues openly and to learn from their peers.

³ All high school students are required to pass the California High School Exit Exam (CAHSEE) as a condition of graduation.

Programs Meet Evaluator and Stakeholder Quality Standards

Nearly all after school programs (96%) met or exceeded evaluators' quality expectations. Middle school-based programs are among the most highly rated, a notable contrast from prior years.

A sizable minority of programs (13%) did not meet expectations for the quality of their academic supports, however. Most of these programs are based in middle and high schools. Site Coordinators' reports indicate that a large number don't yet feel confident in providing strong academic support to participants, which may in part explain the lower-than-expected quality ratings in this domain.

Mostly positive site evaluations are backed up with a high degree of agreement in positive stakeholder reviews. In surveys, parents, youth, principals and school-day teachers are satisfied with after school program quality.

Site Coordinators were more critical of their programs than stakeholders or evaluators. Coordinators cited areas for improvement around academics, physical and emotional safety of participants, and building strong management practices and effective community partnerships. In these categories, while site evaluators reported positive findings, site staff reported more guarded impressions.

From the full report

Promising Practice - Quality Improvement in Middle School

Middle school-based after school programs are among the most highly rated programs in the Oakland after school programs evaluation, a notable contrast from prior years, in which middle school program quality lagged behind other programs.

The marked improvement in middle school program quality can be credited to sustained efforts to strengthen the academic supports available to youth, strengthened relationships between program and school-day staff, and more frequent inter-program collaboration and problem solving. Nearly all middle school program Site Coordinators returned to their programs in the 2009-10 school year, enabling them to build on the systems, relationships, and strategies developed in prior years. Moreover, monthly gatherings with middle school-based Coordinators facilitated site- and age-specific professional development and problem solving.

Oakland After School Programs Can Continue to Improve in Three Key Areas

Based on information collected for this report, the evaluation team has identified the following key findings:

- Participants report feeling safer in after school than any other place, yet at least one in four has been bullied in after school. This suggests that programs can further improve policies and group norms affecting physical and verbal interactions among youth.
- After school programs need continued assistance in providing high quality academic supports, including homework help and academically oriented enrichment. Similarly, programs can further improve meaningful learning opportunities for youth to promote higher levels of engagement and skill building for youth.
- Programs can benefit from stronger communication with school-day staff and with community members and support in building linkages with the community.

From the full report

Promising Practice - Focusing Academic Support

The after school program at Sequoia Elementary incorporates writing into its schedule every day, with the express goal of “helping students develop their own voice as writers and learning to love to write.”

This targeted focus is the result of intentional design. The school’s principal, Site Coordinator, and Academic Liaison worked together to find a skill that would help youth succeed in the classroom *and* was something that could be taught “after school style” that is, with lots of creative, hands-on activities that motivate and engage youth.

Focusing on writing in after school has helped to inform staff recruitment and training, and allowed the Academic Liaison to focus his time on helping the program implement high quality, fun writing activities.

Acknowledgements

After school programs in Oakland are supported by the City of Oakland's Fund for Children and Youth and Oakland Unified School District's After School Programs Office, part of the Complementary Learning Department. School district support for after school programs comes from grants administered by the California Department of Education, including the After School Education and Safety (ASES) and 21st Century Community Learning Centers grants. The 2009-10 evaluation is funded jointly by OUSD and OFCY; Public Profit and Community Bridge Video are the evaluation contractors.

City of Oakland

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Nancy Nadel	Council Member, District 3
Jean Quan	Council Member, District 4
Ignacio De La Fuente	Council Member, District 5
Desley Brooks	Council Member, District 6
Larry Reid	Council Member, District 7
Rebecca Kaplan	Council Member, At-Large

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Oakland Unified School District

Tony Smith	Superintendent
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James Mathews	Youth Appointee, District 2
Lande Ajose	Adult Appointee, District 2
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Barley Anastos	Youth Appointee, District 4
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Rosa Govea	Youth Appointee, District 5
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Vacant	Youth Appointee, District 6
Renato Almanzor	Adult Appointee, District 6
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ShaCora Cowart	Youth Appointee, At-Large
Maya Dillard Smith	Adult Appointee, At-Large
Nina Horne	Mayoral Appointee

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Alberto Azurdia	Youth Evaluator
Kevin Gonzalez	Youth Evaluator
John Green	Youth Evaluator
Vu Truong	Youth Evaluator

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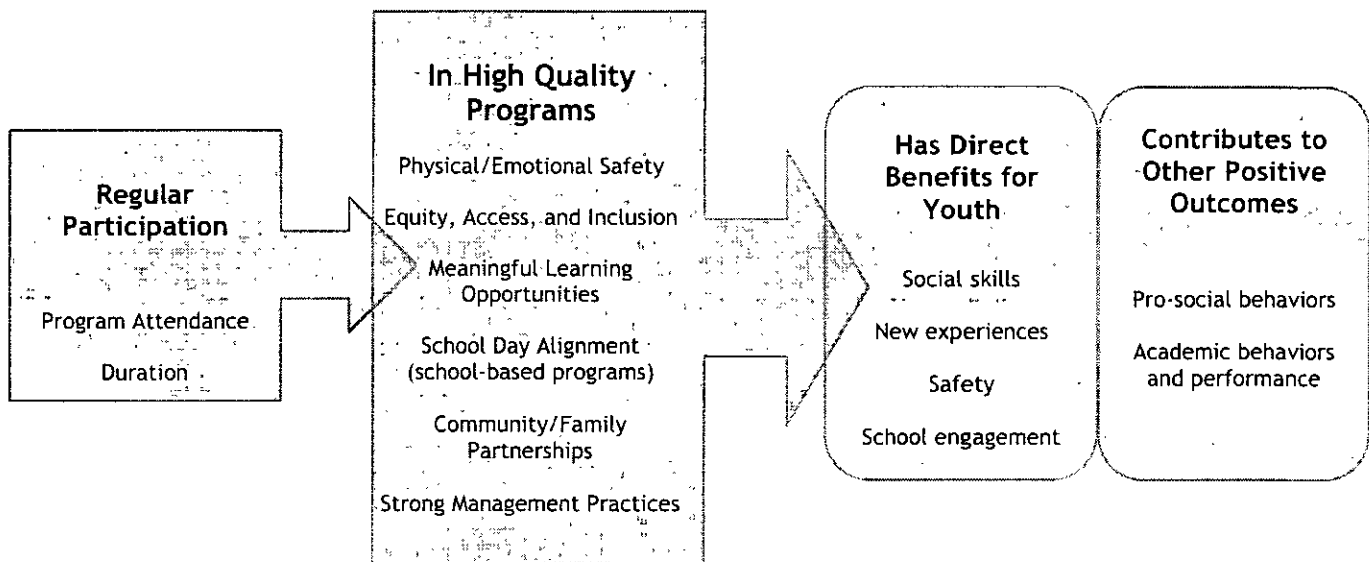
After School Programs Can Promote Youth Success

After school programs can serve as a “launching pad” for student success, providing additional time for young people to learn and practice important skills and to gain new experiences. Existing research in the field suggests that young people who come to high quality after school programs often are most likely to demonstrate positive outcomes in a variety of dimensions, including socio-emotional skills, engagement with school, and improved academic skills and performance.

Current research suggests that, for young people to benefit from after school programs, they need to regularly attend a high quality program. Youth who do this are more likely to demonstrate improved social skills, become more aware of the world around them, be safer, and be more engaged in school. These positive changes then support other positive outcomes for youth, such as increased pro-social behavior (i.e., fewer school suspensions, reduced conflicts with others) and enhanced school performance.

Figure 1 provides a visual model of the ways in which after school programs contribute to positive outcomes for young people.

Figure 1: Theory of Action for Oakland After School Programs



A more detailed description of this model is available in the Appendix.

Oakland After School Programs Scope of Service

Youth Served in 2009-10

After school programs managed by the Oakland Unified School District (OUSD) After School Programs Office and the Oakland Fund for Children and Youth operated in 85 schools and 10 community-based organizations and charter schools throughout Oakland, including 52 elementary schools, 16 middle schools, 17 high schools, and 10 community-based organizations or charter schools. (See Table 2 for a complete list.)

After school programs are grouped by type in this report:

School-based programs supported by OUSD are grouped based on type of school: elementary, middle, high.

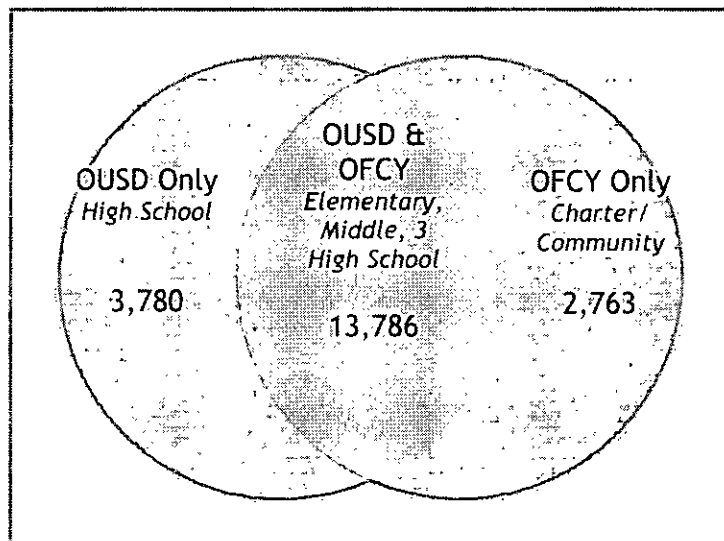
Comprehensive after school programs that receive OFCY funds, but are not supported by OUSD, are in the "charter/community" group.

After school programs in Oakland served 20,329 children and youth in 2009-10, accounting for roughly 31% of 5-18 year-olds in the city.⁴ School-based programs served an estimated 51% of the student population at their host schools.⁵

After school programs based in elementary schools served 7,689 youth, middle school-based programs served 4,852 youth, high school programs served 5,025, and community and charter-based programs served 2,763.

Figure 2 demonstrates the relationship between OFCY-funded and OUSD-funded programs, documenting the number of youth served by each organization. This figure shows that OFCY-funded programs served 16,549 youth, while OUSD-funded programs served 17,566.

Figure 2: Youth Served in 2009-10 by Program Funder



⁴ From the 3-year population estimate from the American Community Survey (2006-08): 65,007 people ages 5-18 live in Oakland. Downloaded November 30, 2009 from www.census.gov.

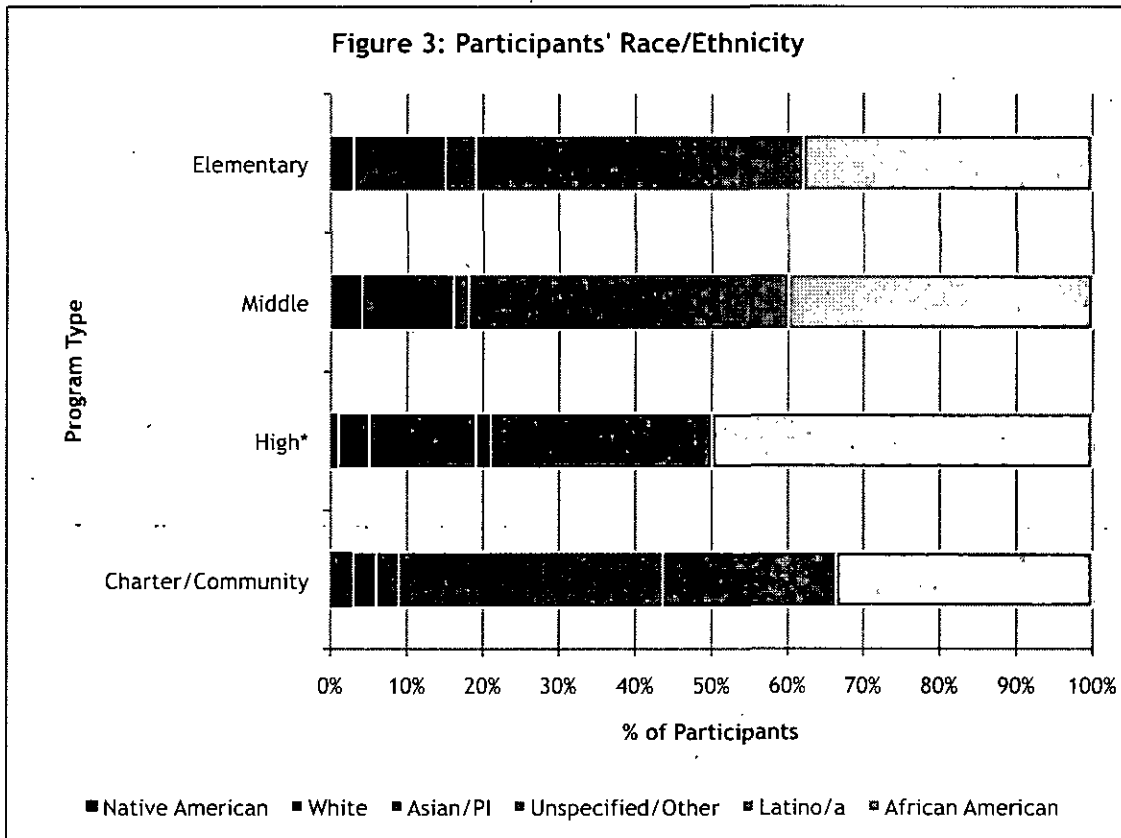
⁵ Based on 2008-09 enrollment figures for schools that host a school-based after school program. Including 42% of students in elementary schools, 71% of students in middle and 56% of high school students.

Of the children and youth served in 2009-10, 37% are Latino/a; 41% are African American; 11% are Asian/Pacific Islander; 3% are White; 1% are of Native American heritage; and 7% are multiracial, of another race, or have no reported race or ethnicity data.⁶

The racial/ethnic make up of youth served in after school programs broadly reflect the composition of OUSD with slightly more Latino/a and African American participants and fewer Asian/Pacific Islander and White participants.⁷

Charter/Community-based programs serve a notably higher proportion of Native American youth than other after school programs, largely because a program specifically for Native American youth is included among these programs.

The racial/ethnic heritage of youth served by program type is in Figure 3. A tabular version of this data is available in the Appendix.



*21st Community Learning Centers-funded programs only.
 Source: CitySpan attendance records for 20,185 program participants.

⁶ Race/ethnicity is available for 18,899 participants, approximately 90% of youth served.
⁷ The racial/ethnic makeup of OUSD is as follows: 34% Latino/a, 37% African American, 17% Asian/Pacific Islander, 7% White, and 0.4% Native American. This data is available at www.ousd.k12.ca.us, assessed July 20, 2010.

Among school-based after school programs⁸, boys and girls are evenly represented: 49% of attendees are girls and 51% are boys, compared to 47%/53% among non-participants. About 69% of participants are eligible for free or reduced-price lunches, slightly higher than the non-participant rate of 61%.

After school programs have a smaller proportion of English Learners: 29% of after school program participants were classified as English Learners, compared to 38% of non-participants. Approximately 9% of program participants have an identified learning disability of some kind (identified special education student), compared to about 11% of non-participants.

Table 1: Demographic Characteristics of Participants and Non-Participants

Youth Characteristic	After School Participants	Non-Participants
Race/Ethnicity		
<i>African American</i>	41%	37%
<i>Latino/a</i>	37%	34%
<i>Asian/Pacific Islander</i>	11%	17%
<i>White</i>	3%	7%
<i>Native American</i>	1%	4%
<i>Multi-Racial/Other/Not Reported</i>	7%	5%
English Learner	29%	38%
Receives Special Education Services	9%	11%
Lives in Low Income Household	69%	61%

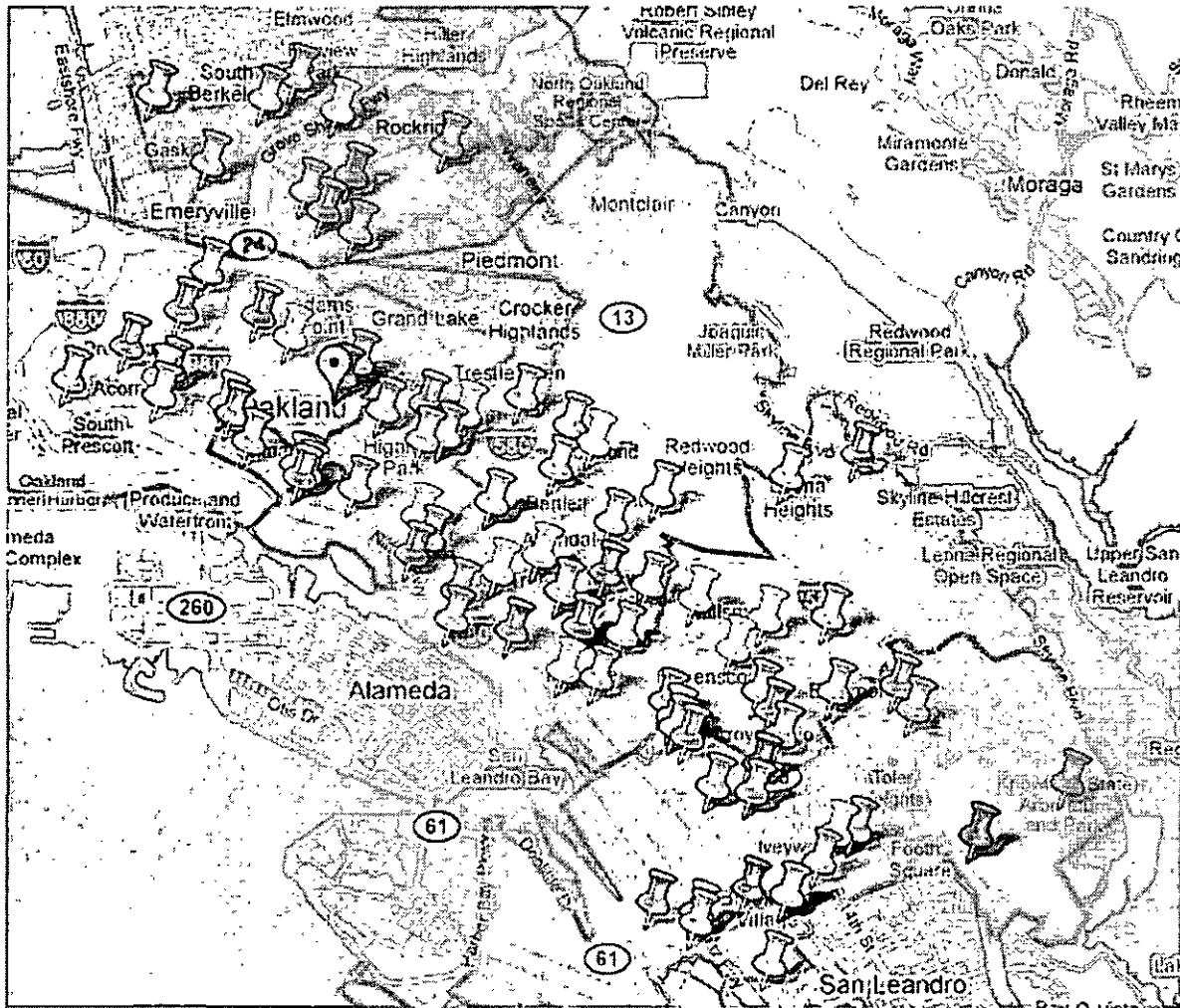
Source: CitySpan attendance records for 16,914 program participants, matched with OUSD student records.

School-based after school programs operated for an average of 171 school days in 2009-10 (up from 168 school days in 2008-09). Elementary school programs operated for an average of 171 days (up from 169 days in 2008-09), middle schools for 170 days (up from 164 in 2008-09), and high schools for 171 days (up from 170 in 2008-09). Community and charter school-based programs operated for an average of 184 days in 2009-10.

⁸ For the 16,914 school-based after school participants for whom data is available.

Figure 4 maps the after school programs included in this evaluation. The map was developed by the Oakland Youth Evaluation Team Interns (YETI), a group of five students from Met West High School who conducted a youth-led evaluation of the programs included in this evaluation. To view an interactive version of the map and video case studies developed by YETI team members, visit www.oaklandasp.blogspot.com.

Figure 4: Map of Oakland After School Programs



Source: Youth Evaluation Team Intern (YETI) map of Oakland after school. www.oaklandasp.blogspot.com
 "Push pins" indicate program locations. Multi-color shapes are Oakland City Council Districts.

Key	
■	Green = School based, elementary
■	Yellow=School based, middle
■	Red= School based, high
■	Purple - Charter and community
■	Turquoise - OFCY and OUSD offices

Funding

Oakland's after school programs are supported through approximately \$19.8 million annually in public funds, including \$13.35 million in state and federal after school funds administered by the Oakland Unified School District, \$5.62 million in OFCY grants that directly co-fund comprehensive after school programming at OUSD programs. An additional \$863,500 in OFCY supports comprehensive after school programs in charter and community based programs. These grant funds are further leveraged by \$3.97 million in grants and in-kind contributions obtained through the community based organizations (CBOs) that manage nearly all after school programs in this study.

Figure 5 describes the annual per student investment in Oakland after school, based on site-level grants and self-reported matching funds. Elementary and Charter/Community based programs invested more than \$1,000 per participant per year, on average, while middle and high school based programs invested about \$800 per youth participant.

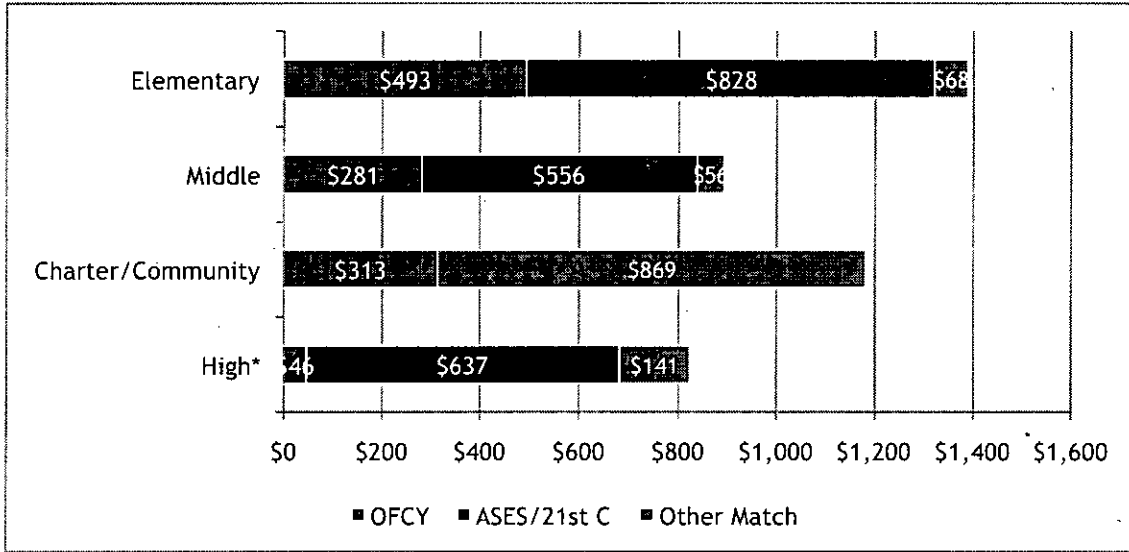
Charter and community programs have a higher match than other programs in the study, as noted in the following figure. This difference is driven largely by the two programs in this group that serve children with special needs, and therefore draw down substantial state dollars to serve this population.

OFCY's grant making strategy is to *intentionally match* OUSD's after school funding at the elementary and middle school level. This partnership allows these programs to meet their mandated match requirements and to provide a broader array of services to youth. In addition, some high school programs leverage OFCY funding from other strategies to directly support school-based after school, as noted in the figure.

Based on estimates developed for the "ideal after school program" by the San Francisco Department of Children Youth and their Families, the per youth cost for school-based after school programs is approximately \$3,200 per youth for elementary-aged participants (estimates were not calculated for other program types). Though budgeting methods and staffing patterns vary, the gap between the "ideal" per youth budget and funds available to Oakland after school is notable.⁹

⁹ Estimate derived from *Cost Estimate for K-5 Afterschool Program* prepared by San Francisco Afterschool for All. http://www.dcyf.org/Content.aspx?id=4424&ekmense=14_submenu_22_link_6

Figure 5: Annual After School Investment, Per Youth



**Note: OFCY intentionally matches funding for elementary and middle schools as part of its larger investment strategy. Per-youth OFCY funding for high school is lower than for other program types, because just three programs receive grants through the Older Youth strategy area. In this figure, these grants are amortized across all high school program participants. Source: ASES 21st Century Community Learning Centers grants for school-based programs reported by OUSD; OFCY funds spent reported by OFCY; matching funds reported by individual grantees to OFCY.

Staffing

School-based after school programs

School-based after school programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. Shared features include a Site Coordinator and Academic Liaison position, along with youth development workers and certificated teachers. Many after school programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance, as well.

The Site Coordinator is responsible for the day-to-day operations of the program, for supervising staff, for recruiting and retaining youth, and for establishing and maintaining relationships with school administrators and faculty. Academic Liaisons are, a member of the host school's faculty who promote integration with the school day through aligning after school activities with state curricular standards, providing professional development for staff, and facilitating ongoing communication with school day staff.

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

At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for after school participants through extended contracts. Available evidence suggests that about 22% of school-day teachers also serve as program staff at OUSD-based after school programs.¹⁰

Charter and community-based programs

Charter and community-based programs have a full- or part-time Site Coordinator, responsible for responsible for day-to-day management of the project. Youth workers, usually drawn from local colleges and surrounding neighborhoods, engage directly with participants. In many cases, the host organization has a distinct staff training process through which all youth workers proceed, generally focusing on the basics of child development, positive behavioral guidance strategies, and active learning.

Some charter-based programs incorporate certificated teachers onto the staff, either in an advisory capacity or as direct service providers.

¹⁰ Based on a survey of 716 school-day teachers at OUSD schools with an active after school program.

Program Operations and Oversight

The majority of Oakland after school programs are managed by local community based organizations, colloquially known as lead agencies, which provide services ranging from content-specific activities for youth, such as tutoring or sports activities, to overseeing large groups of after school programs at multiple sites.

This management model offers several benefits, including lower staffing and overhead costs and demonstrated experience in developing and implementing after school programs. Moreover, as most lead agencies are relatively large organizations, they bring substantial managerial, resource development, and administrative resources to the table. Grantees at this level bear primary responsibility for every aspect of the after school program, including staffing, budgeting, program design, managing extensive compliance and reporting requirements, and managing daily operations of the program.

In addition, many lead agencies subsequently sub-contract with content-area specialists to provide targeted services for youth, including visual and performing arts, sports and recreation, and tutoring.

After school programs co-funded by the Oakland Unified School District are supported by the OUSD After School Programs Office (ASP Office), a part of the Complementary Learning division of OUSD. The primary activities of the OUSD ASP Office are to assure that the fiscal and contracting requirements of funders and the District are met, to provide professional development opportunities for staff, and to work with individual sites to promote quality.

The OFCY grants coordination unit provides program oversight, monitoring and support to ensure compliance with all OFCY and City of Oakland requirements.

Promising Practice - Program Development

Fremont High School's *Eye of the Tiger* after school program design represents the input of 12 youth leaders who came together at the Eastlake YMCA 2009 Summer Institute to provide input about the activities of the after school program. Three activities generated from these youth leaders have become an integral part of *Eye of the Tiger*, and the students who helped develop these activities now serve as youth ambassadors for the program.

As one Site Coordinator stated, "I've learned that sometimes my ideas about what I'm excited about and would like to the after school program end up not being liked by students and no one shows up. I've learned now that the key is really being intentional about getting youth input and letting them lead in deciding what they would like to see in their own program."

After School Program Activities

Publicly-funded after school programs in Oakland are school-based programs that provide a mix of academic, recreational/physical, and enrichment activities¹¹ that are open to all students at the host school at low or no cost. In some cases, schools may determine specific criteria for priority student enrollment, such as poor academic performance or social needs. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population. This model is associated with positive outcomes for youth in both socio-emotional and academic dimensions, as described in the Theory of Action. Table 2 provides examples of after school activities.

CATEGORY	EXAMPLES OF ACTIVITIES
Academic Support	Homework help Tutoring Intervention for students below grade level Project-based learning CAHSEE test prep Credit recovery
Enrichment	Arts and cultural activities Youth leadership and service learning Health and nutrition education
Recreation/Physical Activity	Cooperative games Dance Martial arts Intramural sports Sports leagues
Family Involvement and Support	Parent education workshops Family literacy events Parent volunteer & leadership opportunities Links to basic needs supports and counseling

In general, elementary school programs have a set schedule that includes homework assistance, recreational activities, and enrichment activities. Middle school programs include a greater element of choice for youth; participants may self-select into a number of activities offered but are expected to remain with the program until closing (usually 6pm).

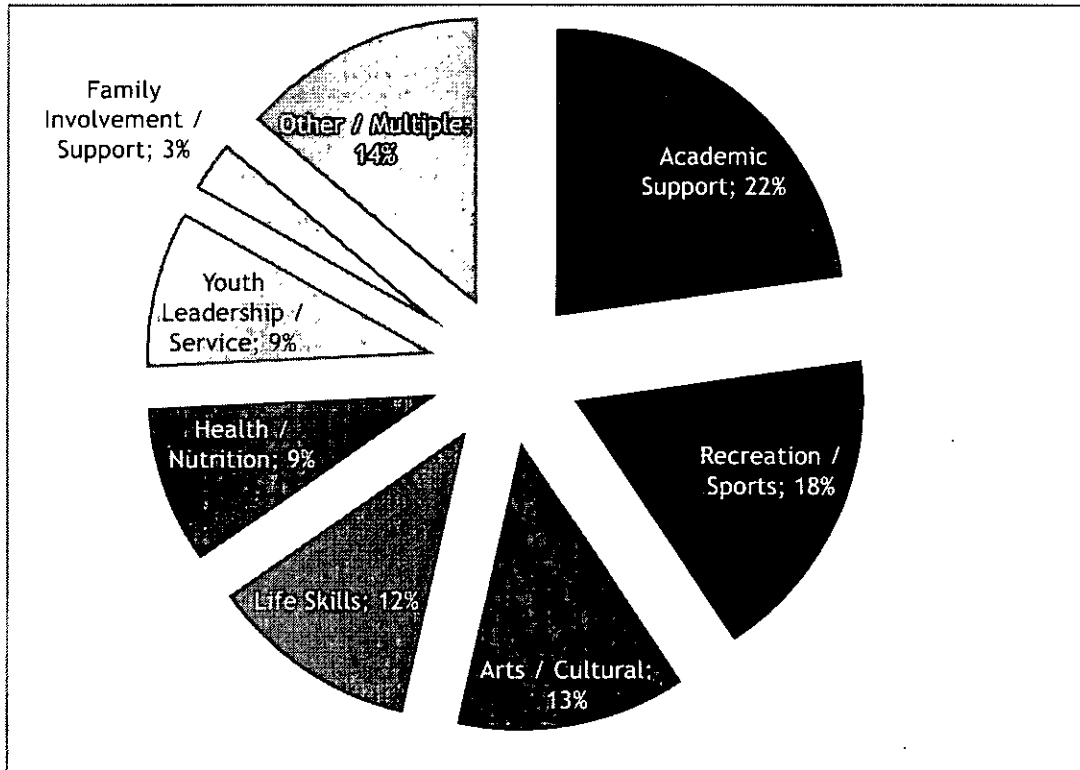
High school after school programs offer youth the most choice, in which participants blend activities in after school with other commitments, such as work, internships, sports teams, and family responsibilities. Further, high school after school programs have a more targeted academic focus, offering test preparation and courses-for-credit (i.e., credit recovery) to participants.

Charter and community-based programs are more varied, serving a school-age youth of a wide range of ages. These programs tend to organize activities around a common theme, such as participants' shared cultural heritage, hands-on science exploration, or sports. This provides cross-curricular learning opportunities for participants, such as exploring Native American traditions around tobacco use in health class, or tapping young people's interest in making things to build their understanding of basic science concepts. Most programs in this cluster offer activities an enrollment based model (requiring youth to attend for a set period), while some are strictly drop-in based.

¹¹ "Enrichment" is used to describe activities that stop short of more academically-focused pursuits (homework help, tutoring) but are more intentional about skill building than strictly recreational activities. Clubs are a common kind of enrichment in after school.

Available attendance information shows that after school program participants shared their time primarily between academic support activities (23% of hours attended), athletics/recreational activities (18%) and arts activities (13%) as shown in Figure 6.¹²

Figure 6: Proportion of Hours Spent in After School by Activity Type



Source: CitySpan units of service by activity type n=85,839 activity participation records for 20,003 participants.

Activities varied somewhat by school type. Academics and recreational activities were the most popular activities across all program types; however, high school participants spent a greater share of time as compared to other programs on service and leadership activities and less time on arts and cultural activities.

High school and middle school participants spent a greater share of time on life skills and leadership and service activities than other programs. Youth in charter and community-based programs had activity patterns similar to both elementary and middle school participants; however, a greater share of their activities (about 23%) was classified as other or combined activities.

Across program types, between one-quarter and one-third of program activities were classified as academic support.

¹² Percentages are based on total attendances in each activity category in the 2009-10 school year.

Table 3: Time in After School by Activity Type, by Site

Lead Agency	Program Site	Avg. Hrs in ASP	Academic	Arts	Recreation	Health	Family Support	Life Skills	Leadership / Service	Other / Mult.
Elementary										
AspiraNet	Acorn Woodland	458	15%	27%	35%	8%	1%	0%	15%	0%
Higher Ground	Allendale	443	28%	13%	19%	18%	1%	2%	12%	8%
Oakland LEAF	Ascend	505	27%	21%	20%	8%	0%	11%	6%	7%
East Bay Asian Youth Center (EBAYC)	Bella Vista	392	79%	0%	21%	0%	0%	0%	0%	0%
Bay Area Community Resources (BACR)	Bridges Academy	350	21%	15%	11%	18%	0%	13%	10%	12%
Higher Ground	Brookfield	436	25%	28%	16%	7%	1%	0%	6%	16%
Learning for Life	Burckhalter	455	20%	10%	23%	25%	0%	3%	3%	16%
AspiraNet	Carl Munck	488	32%	16%	17%	4%	0%	8%	5%	18%
Oakland Asian Student Educational Services (OASES)	Cleveland	485	27%	8%	19%	15%	5%	7%	10%	10%
AspiraNet	Community United	627	13%	12%	15%	4%	0%	0%	5%	50%
AspiraNet	East Oakland Pride	483	37%	0%	33%	21%	0%	0%	9%	0%
BACR	Emerson	634	19%	12%	20%	6%	10%	8%	12%	13%
AspiraNet	Encompass Academy	378	35%	24%	0%	0%	0%	0%	20%	21%
BACR	Esperanza Academy	516	23%	12%	30%	11%	0%	0%	5%	18%
EBAYC	Franklin	424	60%	0%	40%	0%	0%	0%	0%	0%
BACR	Korematsu	498	21%	9%	41%	10%	0%	0%	6%	14%
Learning for Life	Fruitvale	482	28%	13%	24%	6%	0%	10%	6%	13%
AspiraNet	Futures	1,053	28%	3%	9%	2%	0%	1%	24%	33%
EBAYC	Garfield	349	59%	0%	41%	0%	0%	0%	0%	0%
BACR	Glenview	506	36%	14%	15%	23%	0%	0%	12%	0%
BACR	Global Family	376	19%	13%	20%	9%	0%	0%	23%	16%
AspiraNet	Grass Valley	425	18%	15%	8%	0%	0%	17%	15%	27%
BACR	Greenleaf	357	32%	16%	18%	16%	0%	0%	9%	9%
BACR	Hoover	432	34%	8%	13%	12%	0%	8%	10%	16%
Learning for Life	Horace Mann	362	42%	29%	0%	8%	0%	0%	7%	14%

Lead Agency	Program Site	Avg. Hrs in ASP	Academic	Arts	Recreation	Health	Family Support	Life Skills	Leadership / Service	Other / Mult.
AspiraNet	Howard	396	31%	18%	19%	22%	0%	0%	0%	10%
AspiraNet	International Community	462	22%	22%	25%	8%	0%	7%	6%	9%
EBAYC	La Escuelita	390	60%	0%	40%	0%	0%	0%	0%	0%
BACR	Lafayette	525	39%	0%	15%	15%	0%	11%	21%	0%
Ujima Foundation	Lakeview	485	37%	35%	12%	6%	0%	0%	0%	9%
PMA Consulting	Laurel	478	33%	15%	16%	9%	0%	9%	8%	11%
Spanish Speaking Citizens' Foundation	Lazear	407	33%	12%	21%	11%	0%	0%	18%	6%
BACR	Learning Without Limits	374	28%	10%	24%	11%	0%	0%	12%	16%
OASES	Lincoln	442	38%	10%	8%	16%	1%	8%	11%	9%
BACR	M.L. King, Jr.	476	22%	11%	40%	7%	0%	5%	6%	9%
EBAYC	Manzanita Community	324	60%	0%	40%	0%	0%	0%	0%	0%
OUSD	Manzanita Seed	911	17%	28%	32%	0%	0%	0%	5%	19%
BACR	Markham	448	26%	5%	17%	4%	0%	5%	7%	37%
Learning for Life	Marshall	420	44%	17%	7%	16%	0%	0%	6%	9%
Learning for Life	Maxwell Park	391	45%	8%	7%	16%	0%	6%	13%	6%
Higher Ground	New Highland Academy	401	30%	12%	30%	9%	0%	0%	8%	11%
Girls, Inc.	Parker	340	40%	12%	21%	11%	0%	0%	0%	15%
AspiraNet	Peralta	379	20%	14%	20%	24%	0%	0%	12%	10%
AspiraNet	Piedmont Avenue	337	35%	15%	19%	0%	0%	0%	4%	27%
BACR	Place @ Prescott	247	27%	13%	14%	16%	0%	7%	22%	0%
OUSD	Reach Academy	217	30%	0%	9%	0%	33%	0%	28%	0%
AspiraNet	Rise Community	380	53%	8%	19%	11%	0%	9%	0%	0%
BACR	Sankofa	430	24%	14%	37%	8%	1%	0%	9%	8%
BACR	Santa Fe	343	33%	17%	8%	13%	0%	0%	16%	12%
East Bay Agency for Children	Sequoia	562	47%	11%	20%	4%	0%	0%	6%	12%
Higher Ground	Sobrante Park	376	23%	13%	16%	8%	2%	14%	9%	15%
AspiraNet	Think College Now	950	48%	0%	0%	0%	0%	10%	0%	42%
Average/Total		468	33%	12%	20%	9%	1%	4%	9%	12%

Lead Agency	Program Site	Avg. Hrs in ASP	Academic	Arts	Recreation	Health	Family Support	Life Skills	Leadership / Service	Other / Mult.
Middle										
BACR	Alliance Academy	862	15%	18%	17%	15%	0%	17%	18%	0%
Murphy and Associates	Bret Harte	775	19%	24%	21%	9%	0%	21%	6%	0%
BACR	Claremont	247	15%	14%	12%	13%	14%	16%	12%	3%
AspiraNet (ASES) Safe Passages (OFCY)	Coliseum College Prep Academy	315	30%	18%	22%	18%	0%	0%	3%	9%
Safe Passages	Edna Brewer	215	23%	9%	28%	8%	0%	0%	13%	19%
BACR	Elmhurst Community Prep	955	16%	16%	17%	15%	0%	22%	14%	0%
YMCA of the East Bay	Explore College Prep	820	20%	19%	27%	0%	0%	18%	17%	0%
Safe Passages	Frick	483	23%	14%	33%	16%	0%	0%	11%	4%
BACR	Madison	912	13%	14%	27%	4%	0%	22%	17%	4%
AspiraNet	Melrose Leadership	982	11%	16%	16%	9%	0%	7%	15%	26%
EBAYC	Roosevelt	433	57%	0%	0%	0%	0%	0%	0%	43%
AspiraNet (ASES) Safe Passages (OFCY)	Roots	358	44%	7%	18%	6%	0%	0%	12%	12%
Safe Passages	United For Success	375	30%	15%	10%	0%	0%	24%	14%	7%
Oakland LEAF	Urban Promise Academy	371	18%	20%	33%	0%	0%	9%	12%	7%
Ujimaa Foundation	West Oakland Middle	446	24%	25%	26%	10%	0%	6%	4%	5%
Eagle Village Community Center	Westlake	223	15%	12%	20%	5%	2%	24%	11%	11%
Average/Total		519	24%	15%	21%	8%	1%	12%	11%	8%
Charter/Community										
Ala Costa Center	Ala Costa Centers	372	12%	12%	21%	28%	7%	0%	9%	10%
Civicorps	Civicorps Charter	158	0%	18%	7%	0%	0%	0%	0%	75%
Lighthouse Community Charter	Lighthouse Community Charter	410	31%	18%	21%	21%	0%	0%	9%	0%
East Oakland Youth Development Center	Community After School Program	1,010	38%	22%	11%	1%	0%	18%	10%	0%
EBAC	Hawthorne Family	418	46%	16%	11%	0%	0%	0%	4%	24%

Lead Agency	Program Site	Avg. Hrs in ASP	Academic	Arts	Recreation	Health	Family Support	Life Skills	Leadership/Service	Other/Mult.
	Resource Center									
Oakland Parks and Recreation	OPR Inclusion Center	259	0%	0%	9%	0%	0%	0%	9%	82%
Camp Fire USA	Kids With Dreams	132	42%	0%	14%	18%	0%	0%	9%	17%
American Indian Child Resource Center	Nurturing Native Pride	381	37%	14%	18%	3%	3%	7%	4%	13%
Oakland Parks and Recreation	Oakland Discovery Centers	128	16%	17%	18%	0%	0%	23%	25%	0%
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	469	16%	9%	36%	15%	0%	3%	9%	11%
Average/Total		374	24%	13%	17%	9%	1%	5%	9%	23%
High*										
BACR	Bunche	142	11%	0%	25%	3%	4%	21%	24%	12%
AspiraNet	Coliseum College Prep Academy	363	25%	0%	13%	0%	0%	22%	29%	11%
YMCA	College Prep & Architecture	1,045	23%	0%	34%	6%	0%	3%	22%	13%
YMCA	Dewey	197	33%	0%	29%	6%	0%	22%	11%	0%
Alternatives in Action	EXCEL	108	19%	0%	53%	6%	0%	0%	20%	2%
BACR	Far West	209	32%	0%	61%	0%	0%	0%	8%	0%
Alternatives in Action	Life Academy	412	20%	6%	19%	20%	0%	25%	11%	0%
YMCA	Mandela	324	28%	0%	0%	0%	0%	0%	49%	23%
YMCA	Media Academy	656	33%	0%	14%	11%	0%	10%	19%	14%
OUSD	Met West	352	13%	0%	18%	3%	0%	59%	6%	0%
EBAYC	Oakland High	145	74%	0%	0%	0%	0%	0%	0%	26%
BACR	Oakland Technical	781	34%	0%	18%	8%	0%	14%	0%	27%
YMCA	Robeson	1,225	15%	0%	14%	0%	0%	0%	66%	6%
BACR	Rudsdale Continuation	210	23%	0%	33%	16%	0%	24%	1%	4%
Youth Together	Skyline	217	38%	0%	37%	0%	0%	0%	25%	0%
BACR	Street Academy	771	18%	13%	8%	0%	0%	38%	14%	9%
Youth Together	Youth Empowerment	282	25%	0%	49%	0%	0%	0%	26%	0%
Average/Total		438	27%	1%	25%	5%	0%	14%	19%	9%

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

Program Performance

This section summarizes three inter-related performance indicators: enrollment, attendance, and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- **Enrollment** is the number of unduplicated children and youth served by an after school program; it describes for the “reach” of the program. The phrase “**program integrity**” is used to describe sites' progress toward their targeted number of youth served.
- **Attendance** is the number of unique visits to the after school program, a key measure of program capacity. The yearly projected attendances should be greater than 85% for school-based programs, per the California Department of Education, a primary funding source for school-based programs.
- **Retention** is the average participant attendance rate in the after school program. It measures the frequency with which youth attend after school.

Both the Oakland Fund for Children and Youth and California Department of Education set goals for the number of youth served and overall attendances; tracking site progress toward these measures is a key measure of program accountability.

Existing research suggests that ongoing participation in after school increases the likelihood that youth will benefit from attending after school. While Oakland after school programs do not have pre-determined metrics for participant retention, tracking this measure is one way to estimate program quality and helps to describe the extent to which after school programs have the opportunity to benefit participants.

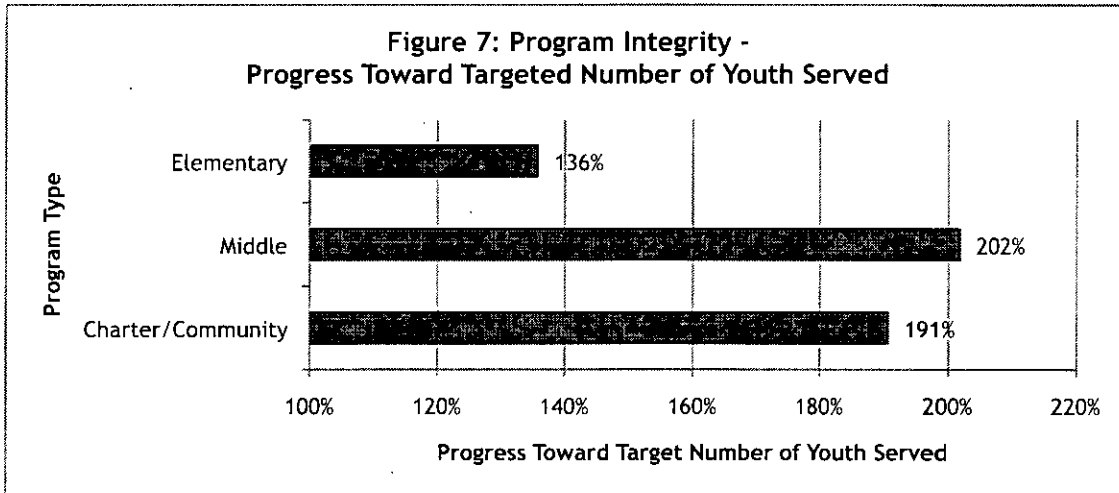
Enrollment and Attendance

After school programs supported by OFCY set goals for the number of young people they plan to serve each year, as one measure of the programs' reach in the community. After school programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole, and 95% of programs have met or exceeded their target number of youth served.

Available evidence suggests that programs are exceeding their annual youth-served attendance targets for a variety of reasons. In most cases, programs are simply serving a larger number of youth than anticipated, demonstrating a strong desire for out-of-school time programming for youth in Oakland. These programs are characterized by high program integrity and high youth retention.

Some programs, however, appear to have a high level of “churn,” serving a large number of youth for a relatively short time. These programs are characterized by high program integrity (youth served) and low youth retention rates. Finally, some participant records were potentially duplicated in error by program staff and subsequently reported in CitySpan; this is particularly likely for the charter/community based sites, as they were not required to match participant records against a common database.

High school programs are excluded from this analysis since so few have targets for youth served set by OFCY. These programs are evaluated in the report prepared by See Change Evaluation. Site-by-site results are available in Table 4 on page 29.



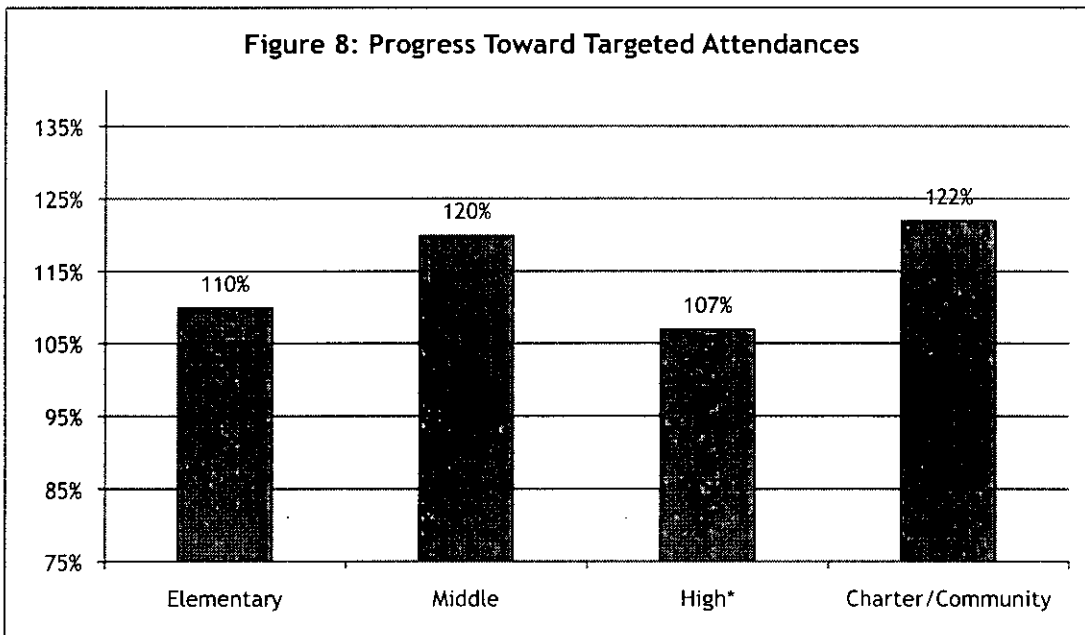
Source: CitySpan attendance records for 77 after school programs that receive OFCY funds.

After school programs in Oakland are expected to meet specific attendance targets based on their grant funding amounts. OUSD school-based after school programs must meet an 85% attendance target established by the California Department of Education. Charter and community-based programs' targets are based on their OFCY Scope of Work.

In the 2009-10 program year, Oakland after school programs earned 111% of their target attendances for the year, including 110% for elementary school-based programs, 120% for programs in middle schools, 107% for high school-based programs and 122% for charter and community-based programs.

Among school-based after school programs, six programs (7%) failed to meet their CDE-defined annual attendance goals of 85% of their targeted annual attendance, including one elementary (which reached 78% of its targeted attendances), one middle (82%), and four high schools (84%, 42%, 49%, and 83%).

Of the ten charter and community-based programs, three did not meet their service unit goals established in their OFCY Scope of Work (they met 91%, 71%, and 75% of their units of service goals, respectively).

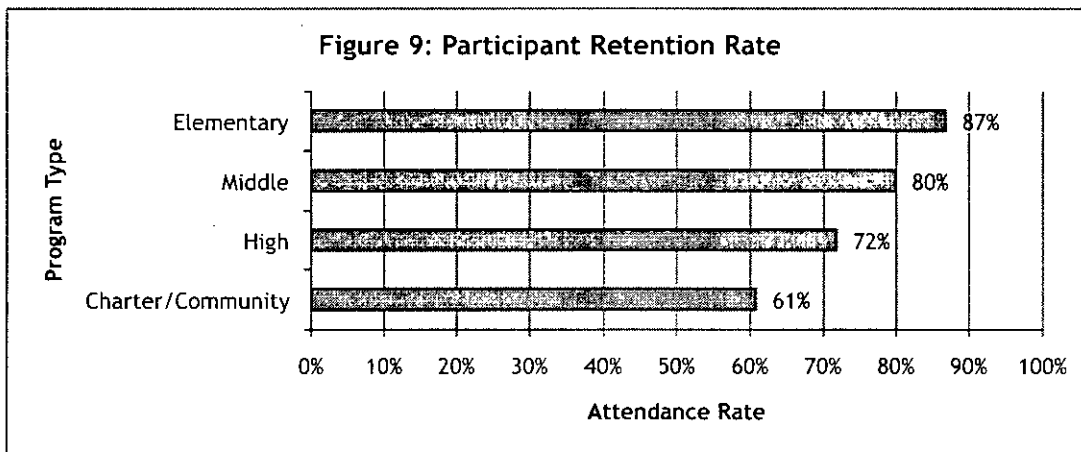


*21st Century Community Learning Centers-funded programs only.

Source: CitySpan attendance records for the 2009-10 school year and programs' grant information, which determines annual attendance goals.

Figure 9 describes the average retention rate by program type, calculated as the number of days attended divided by the number of days enrolled in after school. Younger children tend to attend after school more often, as youth have more alternative choices and responsibilities in middle and high school.

School-based after school programs have moderate to high overall attendance rates, ranging from 72% in high school to 87% in elementary school. Charter and community-based programs have a somewhat lower attendance rate (61%), reflecting the drop-in model that many programs in this category use, in which youth may choose to attend as often as they prefer.



Source: CitySpan attendance records for 20,978 youth.

Table 4: Enrollment, Attendance & Retention by Program

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
Elementary							
AspiraNet	Acorn Woodland	212	177%	28,116	114%	133	92%
Higher Ground	Allendale	131	146%	16,275	108%	125	89%
Oakland LEAF	Ascend	226	105%	31,034	89%	140	96%
East Bay Asian Youth Center (EBAYC)	Bella Vista	104	139%	13,465	90%	131	96%
Bay Area Community Resources (BACR)	Bridges Academy	124	118%	14,618	97%	117	87%
Higher Ground	Brookfield	145	107%	17,724	118%	123	72%
Learning for Life	Burckhalter	151	137%	18,284	122%	122	85%
AspiraNet	Carl Munck	153	122%	21,206	150%	140	97%
Oakland Asian Student Educational Services (OASES)	Cleveland	98	109%	15,645	104%	160	98%
AspiraNet	Community United	155	129%	16,103	107%	105	85%
AspiraNet	East Oakland Pride	168	157%	20,696	138%	122	92%
BACR	Emerson	120	120%	16,512	110%	139	82%
AspiraNet	Encompass Academy	138	138%	16,060	107%	117	89%
BACR	Esperanza Academy	137	137%	16,795	105%	123	75%
EBAYC	Franklin	157	131%	22,064	104%	141	92%
BACR	Korematsu	147	147%	16,456	110%	113	68%
Learning for Life	Fruitvale	161	123%	17,452	116%	109	82%
AspiraNet	Futures	140	140%	13,333	89%	95	81%
EBAYC	Garfield	232	193%	26,674	89%	115	91%
BACR	Glenview	89	98%	13,212	88%	150	94%
BACR	Global Family	144	135%	16,910	113%	118	90%
AspiraNet	Grass Valley	145	111%	22,521	150%	156	91%
BACR	Greenleaf	125	137%	14,468	97%	117	89%
BACR	Hoover	179	149%	21,693	145%	122	82%
Learning for Life	Horace Mann	174	145%	19,870	133%	114	88%
AspiraNet	Howard	107	112%	13,667	91%	129	89%
AspiraNet	International Community	147	122%	17,549	117%	120	83%
EBAYC	La Escuelita	108	154%	13,922	93%	130	94%
BACR	Lafayette	130	103%	19,498	131%	151	95%

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
Ujimaa Foundation	Lakeview	148	127%	17,463	117%	118	88%
PMA Consulting	Laurel	132	132%	16,448	110%	125	91%
Spanish Speaking Citizens' Foundation	Lazear	157	157%	15,669	104%	100	89%
BACR	Learning Without Limits	125	120%	14,365	96%	116	89%
OASES	Lincoln	184	153%	26,139	97%	143	96%
BACR	M.L. King, Jr.	166	166%	18,267	122%	111	69%
EBAYC	Manzanita Community School	154	205%	14,901	100%	97	91%
OUSD	Manzanita Seed	120	108%	17,788	119%	147	79%
BACR	Markham	112	118%	14,825	99%	134	80%
Learning for Life	Marshall	114	114%	14,904	99%	131	88%
Learning for Life	Maxwell Park	119	119%	15,367	103%	130	89%
Higher Ground	New Highland Academy	329	336%	18,119	121%	55	99%
Girls, Inc.	Parker	143	117%	13,611	91%	96	86%
AspiraNet	Peralta	190	121%	20,130	135%	105	68%
AspiraNet	Piedmont Avenue	138	111%	18,588	124%	136	88%
BACR	Place @ Prescott	140	146%	12,692	78%	90	70%
OUSD	Reach Academy*	140	NA	16,015	107%	115	77%
AspiraNet	Rise Community School	169	169%	15,312	102%	91	91%
BACR	Sankofa	131	131%	16,835	85%	130	89%
BACR	Santa Fe	119	119%	13,879	93%	118	85%
East Bay Agency for Children	Sequoia	102	107%	15,213	101%	149	93%
Higher Ground	Sobrante Park	148	111%	18,957	127%	129	97%
AspiraNet	Think College Now	162	106%	23,511	157%	146	86%
Average/Total		7,938	136%	920,820	110%	121	87%
Middle							
BACR	Alliance Academy	322	106%	32,915	165%	103	85%
Murphy and Associates	Bret Harte	215	154%	26,088	130%	122	98%
BACR	Claremont	355	296%	17,612	88%	49	78%

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
AspiraNet (ASES) Safe Passages (OFCY)	Coliseum College Prep Academy	159	133%	20,750	104%	135	93%
Safe Passages	Edna Brewer	343	245%	19,492	97%	55	59%
BACR	Elmhurst Community Prep	328	105%	33,364	167%	102	87%
YMCA of the East Bay	Explore College Prep	170	91%	23,100	115%	139	94%
Safe Passages	Frick	350	294%	17,699	88%	51	81%
BACR	Madison	305	235%	43,500	291%	143	74%
AspiraNet	Melrose Leadership	249	123%	31,770	82%	127	93%
EBAYC	Roosevelt	257	234%	30,999	93%	121	89%
AspiraNet (ASES) Safe Passages (OFCY)	Roots	214	238%	12,830	89%	60	82%
Safe Passages	United For Success	337	281%	18,674	103%	55	79%
Oakland LEAF	Urban Promise Academy	292	195%	18,840	94%	65	44%
Ujimaa Foundation	West Oakland Middle	248	115%	23,182	116%	94	67%
Eagle Village Community Center	Westlake	708	315%	37,376	93%	59	70%
Average/Total		4,603	202%	408,191	120%	83	80%
Charter/Community							
Ala Costa Center	Ala Costa Centers	225	265%	42,955	91%	93	85%
Civicorps	Civicorps Charter	219	110%	24,959	71%	68	81%
Lighthouse Community Charter	Lighthouse Community Charter	236	126%	63,356	142%	114	79%
East Oakland Youth Development Center	Community After School Program	241	193%	148,442	216%	135	65%
EBAC	Hawthorne Family Resource Center	163	190%	39,179	111%	77	87%
Oakland Parks and Recreation	OPR Inclusion Center	199	111%	36,927	150%	33	58%
Camp Fire USA	Kids With Dreams	125	147%	17,769	75%	44	25%

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
American Indian Child Resource Center	Nurturing Native Pride	110	110%	19,785	130%	45	40%
Oakland Parks and Recreation	Oakland Discovery Centers	866	433%	57,046	115%	9	40%
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	379	63%	145,700	118%	129	50%
Average/Total		2,763	191%	596,118	122%	65	61%
High*							
BACR	Bunche	318	NR	12,206	90%	38	65%
AspiraNet	Coliseum College Prep Academy	125	NR	13,091	84%	106	91%
YMCA	College Prep & Architecture	181	NR	21,085	112%	117	94%
YMCA	Dewey	338	NR	23,479	94%	70	84%
Alternatives in Action	EXCEL	311	NR	8,854	42%	31	32%
BACR	Far West	178	NR	12,489	93%	71	66%
Alternatives in Action	Life Academy	354	118	17,856	119%	55	77%
YMCA	Mandela	257	NR	21,320	113%	83	72%
YMCA	Media Academy	203	NR	23,293	123%	115	86%
OUSD	Met West	149	NR	13,490	88%	91	91%
EBAYC	Oakland High	580	NR	24,814	100%	44	28%
BACR	Oakland Technical	843	NR	75,351	303%	89	78%
YMCA	Robeson	66	NR	9,314	49%	143	87%
BACR	Rudsdale Continuation	235	NR	17,863	83%	76	77%
Youth Together	Skyline	493	NR	14,424	85%	28	26%
BACR	Street Academy	145	NR	21,135	157%	147	93%
Youth Together	Youth Empowerment School	249	NR	20,818	89%	84	73%
Average/Total		5,025	NR	350,882	107%	70	72%

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

Service Quality

This section is organized according to the Theory of Action discussed earlier in this report, and presents particularly notable findings about program quality.

Overall, the majority of after school programs (at least 80% in each quality dimension) meet or exceed expectations. Positive program observations are supported by mostly positive stakeholder (parents, teachers, youth and principal) reviews and positive site self-assessments.

A few programs (reported in Table 10 on page 52) will require assistance to encourage growth in areas with program deficits. Further, Site Coordinators have reported areas of skill growth or areas where they will need support in the coming academic year.

In comparison to the 2008-09 program year, program quality indicators have stayed the same or improved. Site Coordinators report higher scores for Meaningful Learning Opportunities and site evaluators report that greater than 80% of programs meet or exceed expectations in all evaluation dimensions. Site visit results were tabulated differently this year, making direct comparisons with prior year data difficult.

In site evaluation visits, the sites scored highest on Physical & Emotional Safety and Equity & Inclusion. The lowest-scoring category was Meaningful Learning Opportunities (though the average program scored within the "Acceptable" range on this indicator). Middle schools tended to score much higher than other programs on all indicators except for Meaningful Learning Opportunities. High schools tended to score the lowest due to low average scores in Equity & Inclusion and Academic Support. Again, the average high school scored in the "Acceptable" range.

Tables 5 and 6 provide snapshots of site evaluator's feedback regarding program quality in Oakland and site coordinator's own self-assessments in these areas, respectively.

Based on evidence gathered in site visits and programs' self-assessments, the areas in which sites could most improve are:

- Providing high-quality academic support and engaging, meaningful activities.
- Assuring the physical safety of youth.
- Implementing strong management practices.
- Forming and sustaining partnerships with families and forming effective collaborative relationships.

Table 5: Program Sites that Meet or Exceed Expectations in Site Visit Quality Ratings




QUALITY ELEMENT	Elementary	Middle	High	Community / Charter
Overall Rating	94%	100%	93%	100%
Physical & Emotional Safety	94%	100%	100%	100%
Equity, Access, and Inclusion	100%	100%	86%	100%
Meaningful Learning Opportunities	88%	81%	93%	100%
Academic Support	90%	81%	79%	100%

Source: N=90 Site evaluation visits (representing 96 after school programs) conducted by ASPO and Program Evaluation staff. The data in each cell is the total number of programs that meet or exceed quality expectations.

Table 6: Program Sites with Self-Identified Strengths in Key Areas

QUALITY ELEMENT	Elementary	Middle	High	Community / Charter
Physical Safety (# with first aid, emergency plan & drills)	78%	73%	45%	67%
Physical & Emotional Safety	85%	87%	73%	100%
Equity, Access, and Inclusion	81%	67%	55%	83%
Meaningful Learning Opportunities	85%	93%	91%	100%
Academic Support	58%	60%	64%	33%
Family & Community Partnerships	75%	47%	55%	83%
Management Practices	79%	67%	73%	33%

Source: N=81 site self-assessment surveys completed by site coordinators. Unless noted, program rankings are the number of sites reporting area as a "program strength" using a composite ranking. "Physical Safety" reports the number of sites with first aid supplies, an emergency response plan and yearly emergency drills.

Key	
	Dark - 80% or more agreement
	Medium=50-80% agreement
	Light= Less than 50% agreement

Point of Service Site Visit Quality Ratings Guide

Quality ratings were assigned to sites based on evaluation visits performed by the After School Program Office and Evaluation Team staffs. The After School Program Office completed two site visits per school in the fall and spring, and the Evaluation Team conducted one visit per school over the entire program year. Community and charter based sites were visited once by the Evaluation Team.

Ratings were averaged across site visit observations and scores were assigned within each program quality element (e.g. Physical and Emotional Safety) in the form of “Limited Evidence” or failing to meet expectations, “Sufficient Evidence,” or meeting expectations, and “Ample Evidence,” or exceeding expectations. Sites were assigned a numerical code of 1 for “Limited Evidence,” 2 for “Sufficient Evidence” and 3 for “Ample Evidence.”

Multiple observations within each element are then averaged to generate an omnibus score for each dimension of program quality. Programs with an average score of 0 to 1.85 are categorized as “Below Expectations.” Sites with an average score of 1.86 to 2.49 are categorized as “Meeting Expectations,” and sites with average scores of 2.50 and above are categorized as “Exceeding Expectations.”

In order for sites to receive a score of “Below Expectations” within an indicator category (1.85 or below in composite score) about 20% of site observation scores would need to fall into the “Limited Evidence” category.

Physical and Emotional Safety

Research shows that young people are more likely to thrive in a physical environment that is safe and well maintained. In addition, psychological and emotional safety is critical for youth to feel safe to be themselves, take risks, share, get to know each other, and learn.

Data sources used to assess sites' progress in this practice area include direct observation of sites during evaluation visits, surveys of youth taking part in program activities, and surveys of parents, teachers, principals and site coordinators.

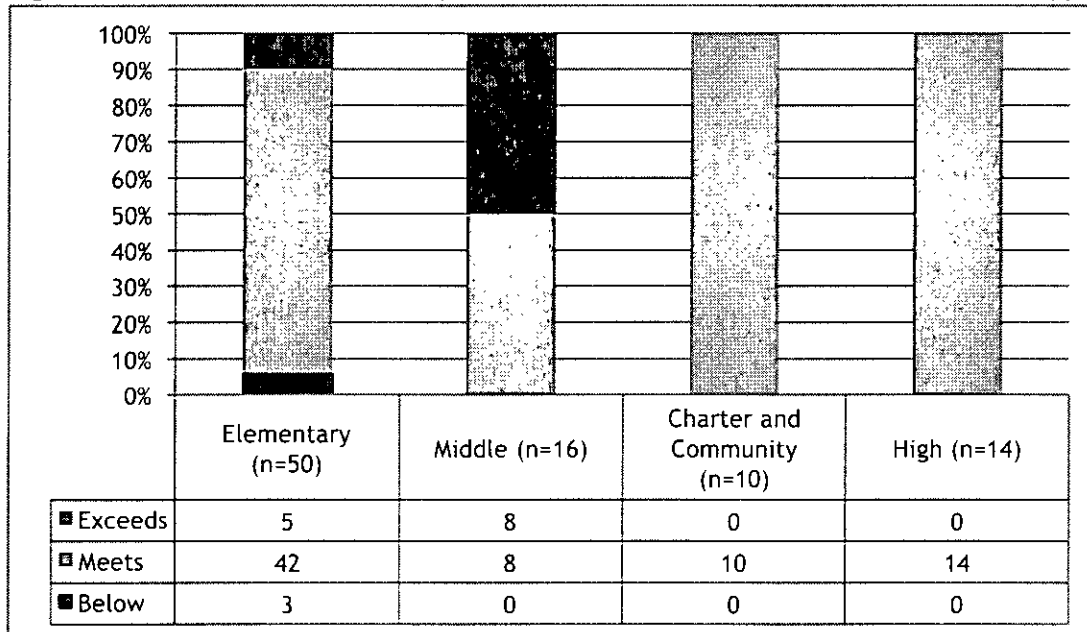
Available evidence suggests that most programs meet or exceed expectations on Physical and Emotional Safety. In particular, all High School and Charter and Community Schools met expectations. Half of all Middle Schools exceeded expectations and three elementary schools did not meet expectations. In youth surveys, participants report largely positive responses to survey questions dealing with emotional safety; however, a large number of youth report being the victim of bullying or having a physical confrontation in after school.

Site visit results indicate that programs excel in assuring youth's emotional safety, as they tended to score highest on the indicator "staff members make an effort to get to know youth personally" and "staff members intentionally encourage positive interactions." In the program-specific scores for the first indicator, twenty-four sites exceeded expectations while only two programs scored below expectations. For the second indicator, twenty-five sites exceeded expectations while only four sites scored below expectations.

Likewise, after school programs received the lowest ratings in the indicator "program expectations are posted and reinforced by staff." Eleven sites scored below expectations on this indicator based on site visits.

Figure 10 summarizes the overall point-of-service observations in Physical and Emotional safety. Most programs either meet or exceed Physical and Emotional Safety expectations. Middle schools, in particular, score highly on these criteria. About 5% of elementary schools, on the other hand, are classified as failing to meet expectations for Physical and Emotional Safety using the combined site visits classification.

Figure 10: Point of Service Quality - Physical and Emotional Safety by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office. Site evaluations were combined for two elementary school-based programs (there are 52 total elementary programs), and five high school programs (for 18 total high school programs). See Table 10 on page 54 for details.

Site level ratings are presented in Table 10 on page 52.

Site Coordinators were asked to report on practices and policies that support youths' physical and emotional safety that were not easily observable during site visits. Overall, most sites report having basic safety considerations including first aid supplies, a disaster response plan, and yearly safety drills; however, a significant number of sites, especially high school programs, did not have these basic safety elements in place (see table 5 above).

In addition, coordinators at most sites (greater than 80%) report that "staff develop positive, emotionally-supportive relationships with youth," "the program promotes positive peer interactions," "participants and staff feel physically secure," and "staff members pro-actively address conflict among youth."

Site Coordinators reported lower overall scores in two indicators: "[sites] practice emergency response drills at least once per school year" and "staff know students' personal interests." In the first case, only three-quarters of sites report holding emergency response drills while in the second only 70% of Site Coordinators felt this was a programmatic strength.

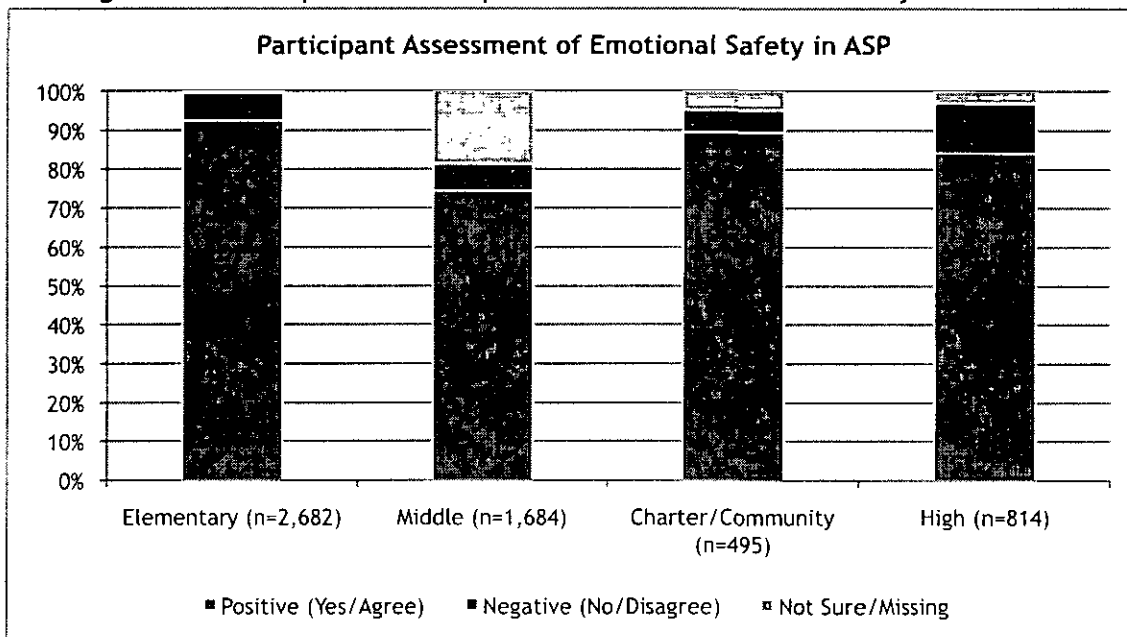
Site principals and teachers had mostly positive reports about after school program safety. Most (72% of) principals and (67% of) teachers said that the after school program "always" keeps students safe or that this was a high program priority. However, over one-quarter of principals and teachers felt that after school programs less frequently prioritize program safety or do not always provide a safe atmosphere.

In surveys of program participant’s parents, most parents rank after school programs highly in providing safe activities. Ninety-seven percent of parents report that “the after school program is a safe place for my student.”

Program participants completed surveys in spring 2010 that assessed their perceptions of their own physical and emotional safety. Overall, participants reported positive feelings about the emotional safety present in their after school program. A large number of participants, however, are subject to some form of bullying or physical confrontation, especially in elementary-based programs.

Figure 11 describes the pattern of youth responses to a set of questions exploring participants’ self-reported sense of emotional safety and positive relationships with others by program type.¹³ Program participants report largely positive feelings about the emotional safety of their after school programs. Over 80% of participants in elementary, high school and community programs or charter schools report positive feelings in this area. Participants in middle school-based programs were more qualified in their responses to this question; however, they were also allowed in their survey responses to answer “not sure” to questions about emotional safety. This accounts for the large number of responses in this category for middle school students.

Figure 11: Participants’ Self-Reported Sense of Emotional Safety in After School



Source: Youth participant surveys administered in spring, 2010.

¹³ Questions include: *There is an adult at this program who pays attention to me and my life; There is an adult at this program who tells me when I do a good job; There is an adult at this after school program who takes time to help me when I don't understand something; There is an adult at this after school program who listens when I have something to say; There is an adult at this program who wants me to do my best; There is an adult who I can go to for help.*

Program participants were also asked to report any incidents of physical violence or bullying. Table 6 lists the percentage of youth in the year-end survey that reported being physically confronted or bullied. While participants overall reported feeling safe in their after school program, a large percentage of youth, especially in elementary school, reported being the victim of bullying or having a physical confrontation in after school.

Table 7: Participants' Self-Reported Physical Safety in After School

	Elementary (n=2,682)	Middle (n=1,684)	Charter/ Community (n=495)	High (n=814)
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around.	40%	26%	30%	Not Asked
I have been made fun of because of my looks or the way I talk.	41%	25%	30%	Not Asked
% reporting they feel safe in after school	83% ¹⁴	93%	92%	95%

Source: Youth participant surveys administered in spring, 2010.

Promising Practice - Quality Improvement in Middle School

Middle school-based after school programs are among the most highly rated programs in the Oakland after school programs evaluation, a notable contrast from prior years, in which middle school program quality lagged behind other programs.

The marked improvement in middle school program quality can be credited to sustained efforts to strengthen the academic supports available to youth, strengthened relationships between program and school-day staff, and more frequent inter-program collaboration and problem solving. Nearly all middle school program Site Coordinators returned to their programs in the 2009-10 school year, enabling them to build on the systems, relationships, and strategies developed in prior years. Moreover, monthly gatherings with middle school-based Coordinators facilitated site- and age-specific professional development and problem solving.

¹⁴ Elementary students were allowed to answer "don't know" to whether they felt safe in after school making comparisons across grades somewhat problematic.

Equity, Access and Inclusion

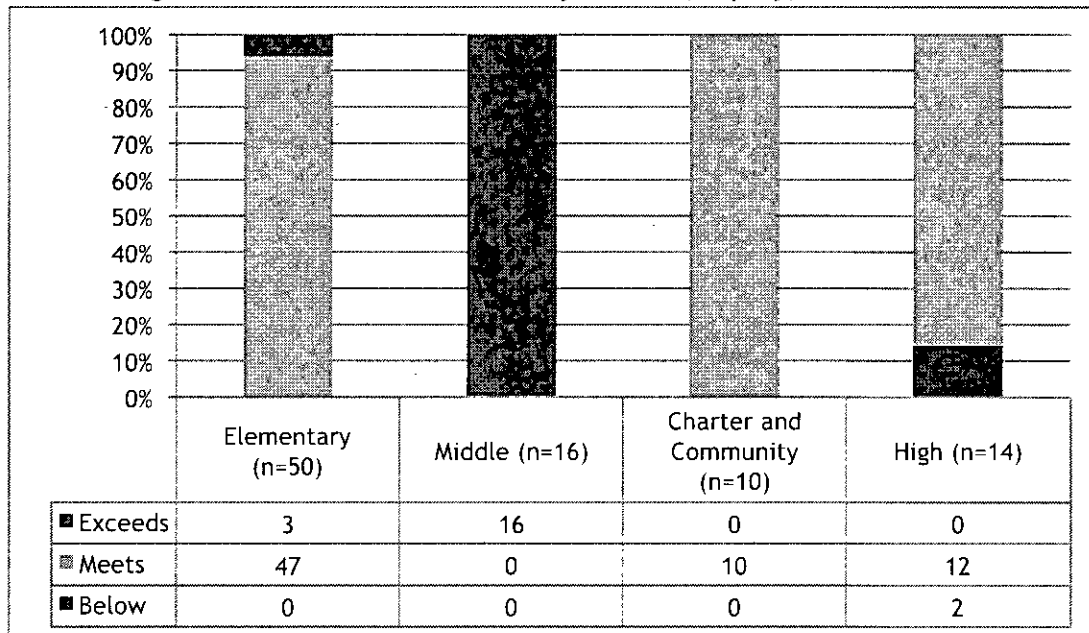
The need for belonging is particularly important during a young person's years. High quality after school programs implement deliberate strategies and structured activities geared toward belonging, so that all youth can have opportunities to have a sense of belonging.

Available evidence suggests that most programs provide after school activities that promote Equity, Access and Inclusion. In site visits, only two programs (both high schools) scored below expectations.

Site visit results indicate that most programs meet or exceed expectations in providing after school activities that promote Equity, Access and Inclusion. Middle schools, in particular, score highly in this area. Two programs, both high schools, scored below expectations in this area. Programs tended to score highest on having staff members that challenge discriminatory or prejudicial language (eighteen scored above expectations while only one program scored below expectations). After school programs scored lowest on the indicator "students reflect the student body of the host school or target community." In this case, however, only two schools scored below expectations.

Figure 12 demonstrates the point of service quality scores in Equity, Access and Inclusion by program type. Most sites meet the evaluation teams criteria for satisfactory operation on these scale items. Middle schools, in particular, show high marks in exceeding programmatic expectations in Equity, Access and Inclusion. The only sites failing to meet expectations were high schools: in this group, two sites failed to meet satisfactory levels in Equity, Access and Inclusion.

Figure 12: Point of Service Quality - Access, Equity, and Inclusion



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site Coordinators were asked to report on practices and policies that support Equity, Access, and Inclusion that were not easily observable during site visits. Almost all (91% of) Site Coordinators report strong program scores on “students in our program demographically and academically reflect our host school.”

Most Site Coordinators, however, report that their programs are currently not strong in “staff [use of] bilingual and EL support strategies with English Learners” and “staff use instructional strategies [when] appropriate for special needs students and resource students.” On these indicators, Site Coordinators report their programs are either “emerging” or “need support.”

Meaningful Learning Opportunities

Successful after school activities provide meaningful learning opportunities that expand and enrich the curriculum participants are learning in the school day, in a more flexible learning environment.

Activities that rate highly in this dimension are characterized by well-prepared staff, a clear learning goal for each session, and the use of a variety of learning styles (such as direct instruction, group work, and guided practice). Observers should see that youth are engaged, active, and challenged in these kinds of activities.

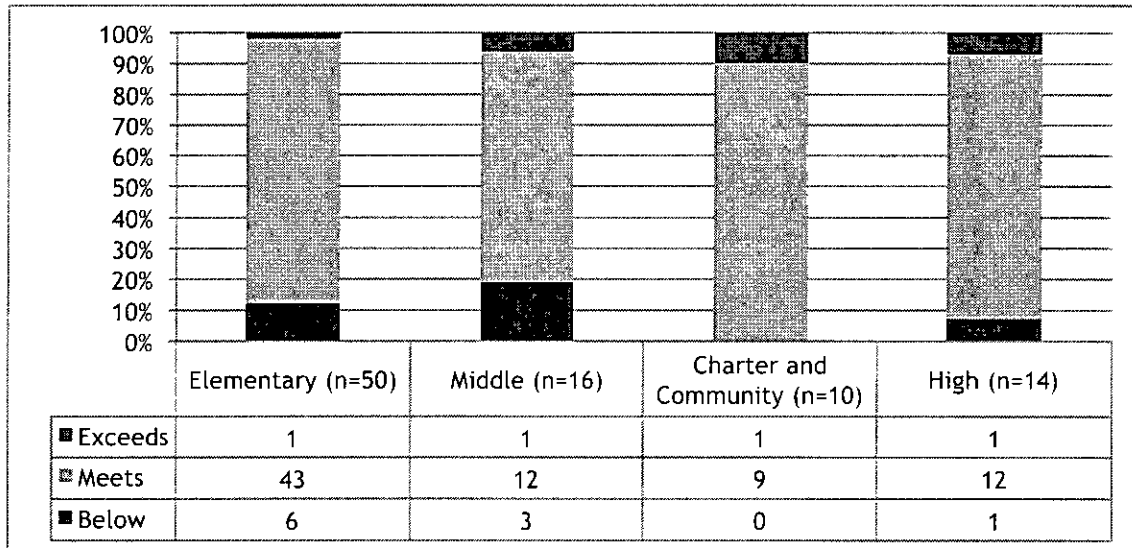
Available evidence suggests that most programs meet expectations for providing Meaningful Learning Opportunities; however, a significant minority fall below expectations. 12% of elementary school programs, 19% of middle school programs and one high school program were scored as failing to meet expectations. Participant surveys indicate that youth at most programs (at least 70%) report being actively engaged in program activities, have the opportunity to learn new things, and take on interesting projects and activities.

Site visit results indicate that programs tended to score highest on “staff members are prepared to lead daily activities” and “students are actively engaged in program activities,” reflecting the programs’ ability to plan and implement engaging, content-rich, skill building activities for youth. On these two indicators, eight and nine schools, respectively, scored above expectations.

After school programs received somewhat lower ratings on the following indicators: “staff members describe the learning goal at the start of the activity” and “students can repeat the learning goal for each activity.” Sixteen and seventeen sites fell below expectations on these indicators, respectively.

Figure 13 demonstrates the point of service quality scores in Meaningful Learning by program type. The range in quality was greatest for middle schools (19% failing to meet expectations) while community and charter schools scored the highest in these indicators.

Figure 13: Point of Service Quality - Meaningful Learning



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site level ratings are presented in Table 10 on page 52.

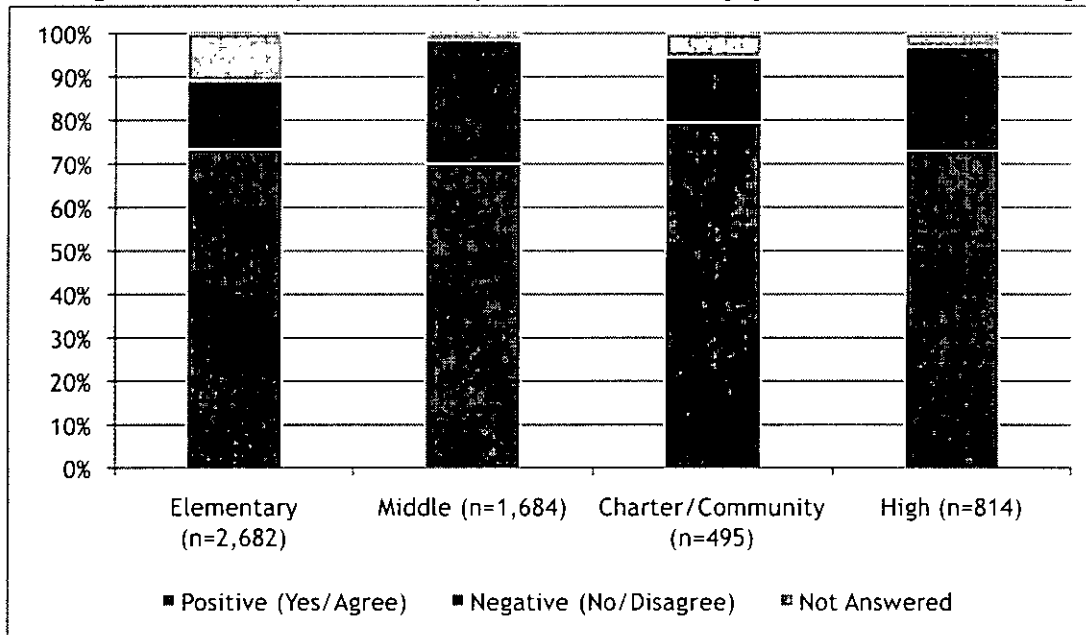
Site Coordinators were asked to report on practices and policies that support meaningful learning for youth that were not easily observable during site visits. In general, Site Coordinators in self-report surveys report that their programs offer meaningful learning opportunities. Greater than 80% of Coordinators report that their programs offer “activities based on student interest and engagement,” “ongoing opportunities for young people to learn diverse skills and explore new subjects and disciplines,” “collaborative learning skills,” “program activities that strengthen youths’ academic, social and life skills,” and “project-based activities that include culminating experiences that promote a sense of accomplishment and achievement.”

Site Coordinators tended to rank their programs highly in Meaningful Learning Opportunities; however, on two indicators, about one-quarter of Coordinators reported that their programs are not currently strong but “emerging”: “students have the opportunity to take leadership roles” and “young people have ongoing opportunities to establish their personal goals, assess their progress over time and are recognized by staff for their efforts and achievements.”

Program participants completed surveys in spring 2010 that assessed their sense of engagement with program activities and opportunities to build skills while in after school. Overall, youth in all program types reported favorably to survey questions assessing engagement and skill building.

Figure 14 describes the pattern of youth responses to a set of questions exploring participants' engagement in after school, and the extent to which they are able to try new things and be an active participant in after school activities.¹⁵ At least 70% of youth in all program types reported favorably to survey questions assessing engagement and skill building. Middle school participants reported the lowest levels of agreement on these indicators while charter and community participants reported the most positive feelings.

Figure 14: Participants' Self-Reported Sense of Engagement and Skill Building



Source: Youth participant surveys administered in spring, 2010.

¹⁵ Questions include: *In this after school program I try new things; In this after school program I do interesting things; In this after school program I choose what activities I want to do; In this after school program I learn new things; In this after school program I get to help other people; The staff ask me my ideas for things we can do in this program; At this after school program I do interesting projects and activities; At this after school program I help decide things like activities and group agreements; At this after school program I do things that I don't usually get to do; At this after school program I do things that make a difference.*

School Day Alignment

Successful School Day Alignment ensures that after school programs support participants' academic achievement by providing high quality homework help and academic enrichment activities, and by establishing ongoing communication with school day teachers and principals. Such support requires after school program staff to be familiar with California State Content Standards, the host school's curriculum, and effective tutoring and academic coaching methods.

Available evidence suggests that most programs meet or exceed site visit expectations on Academic Support and have a moderate to high degree of communication with school-day staff. A sizable minority of programs (especially among middle and high schools), however, fail to meet Academic Support expectations. Site's self-assessment indicate that a large number of programs don't yet feel confident in providing strong academic support.

Point of Service Quality - Academic Support

Site visit results indicate that programs tended to score highest on their activity space being conducive to learning. On site visits, evaluators scored only three sites below expectations while twenty-two sites were scored as exceeding expectations on this indicator.

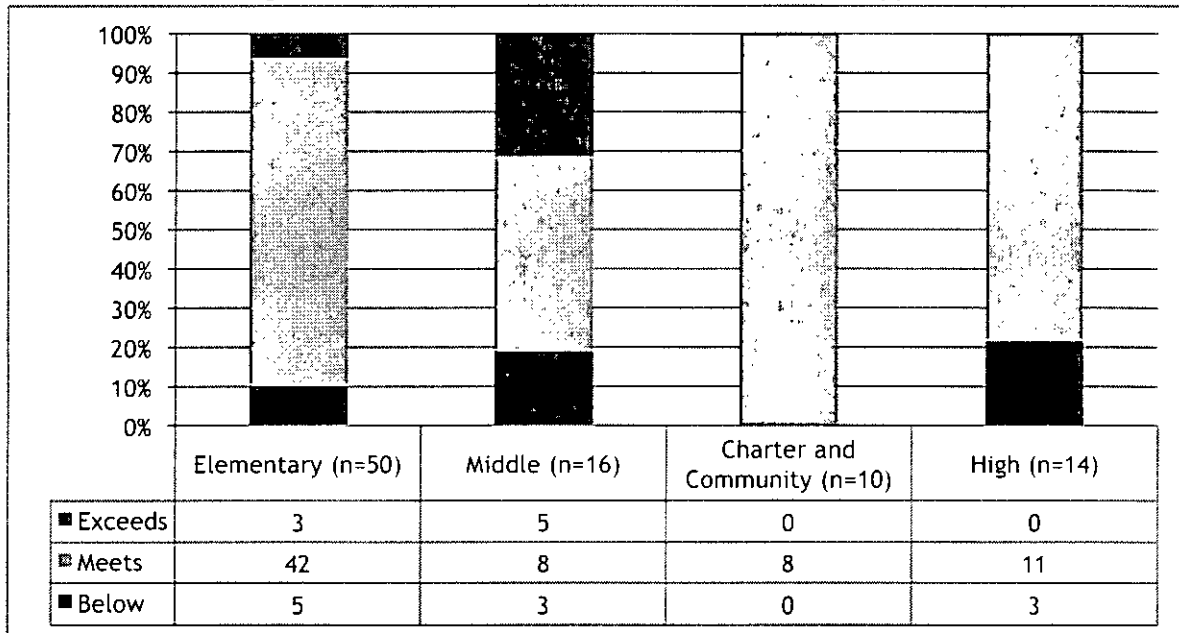
On the other hand, after school programs received somewhat lower ratings in both staff presentation of key learning concepts in multiple formats (i.e., visually, written and verbally) and the ability of staff to model learning skills for participants. On these two indicators, eighteen and fourteen sites scored below expectations, respectively.

Figure 15 demonstrates the point of service quality scores in Academic Support by program type. Most programs are successful in meeting expectations for Academic Support; however, 19% of middle schools and 21% of high schools fell below expectations. The greatest range in quality was observed in middle schools.

Promising Practice - Academic Enrichment

The SEED project at the Horace Mann/Learning For Life After School Program brings UC Berkeley undergraduate and graduate students to the program to teach 4th and 5th graders science. UC Berkeley students develop the SEED curriculum each year, incorporating hands-on learning opportunities into standards-aligned science content.

Figure 15: Point of Service Quality - Academic Support



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site level ratings are presented in Table 10 on page 52.

Site Coordinators were asked to report on practices and policies that support high quality academic support that were not easily observable during site visits. Greater than 80% of Site Coordinators reported that their programs were “strong” on the following indicators: “program has a strong, positive relationship with site administrators,” “staff model enthusiastic and engaged learning,” and “Site Coordinator regularly collaborates with Academic Liaison to develop professional development opportunities for staff.”

Site Coordinators expressed that their programs were “emerging” or “needing support” in: “staff can articulate the specific instructional strategies they use,” “staff incorporate California Content Standards into enrichment,” “Academic Liaison assists with lesson plan development,” and “CPM binder¹⁶ includes sample lesson plans, curricula, and homework packets.” On these indicators, fewer than 50% of Site Coordinators reported their programs were currently “strong.” On a composite score of school-based programs, 41% of sites reported either needing support in developing a strong Academic Support program or felt their program was developing skills but not yet strong in this area.

¹⁶ Categorical Program Monitoring (CPM) is conducted every three years by the California Department of Education and requires extensive documentation by sites.

Communication with School Day Staff¹⁷

Ongoing communication between after school program staff and school-day staff, including faculty, administrators, and other student support staffers helps to establish positive relationships between programs and the school day and facilitates effective alignment between school day and after school activities.

When asked to describe the relationships between the after school programs and school day in general, principals and school day teachers indicate a high degree of familiarity with after school activities. Eighty-six percent (86%) of teachers and 97% of principals agreed or agreed strongly that they are familiar with the daily activities of the after school program and most (greater than 80%) teachers know which students attend after school programs.

Available evidence suggests that many after school programs have formal communications and training structures, but that a significant minority do not. Principals and school day teachers indicate a moderate degree of communication with after school programs surrounding specific students and school day assignments. Principals (62%) indicate they “usually” or “often” invite after school staff to faculty meetings, that teachers (78%) provide copies of homework to staff and that teachers (68%) communicate with program staff about student performance. Principals, however, indicate no clear attempt to invite after school staff to Student Success Team (SST) and Coordination of Services Team (COST) meetings (only 46% report usually or often doing so).

Site Coordinators in self-report surveys report regular communication with school day staff as well. Eighty-four percent of Site Coordinators report that one of their program strengths is a “strong, positive relationship with site administrators” and 59% report their program is strong in “communicating with school day teachers about individual students” (another 32% report their programs are moving in the right direction on this indicator). Most Site Coordinators report that they consider it a program “strength” that Site Coordinators are invited to faculty or Student Success Team (SST) meetings when appropriate though principals report rarely inviting after school staff to school day SST or COST meetings indicating that Site Coordinators may be unaware that some of these meetings are occurring.

Support from the Academic Liaison

Each school-based after school program is assigned an Academic Liaison (AL) - a certificated school-day teacher who provides a variety of supports to the after school program. Depending on the needs of an individual program, Academic Liaisons may help develop academic support services, coordinate with other teachers, or observe and coach after school program staff.

The evaluation team conducted a series of focus groups with Academic Liaisons in the Spring of 2010 to better understand the role that the ALs play in their after school programs, to identify the benefits of the AL-after school partnership, and to explore opportunities for future growth and improvement.

¹⁷ For school-based after school programs only.

In focus groups, Academic Liaisons reported providing a variety of supports to after school programs. The most commonly provided AL services were:

- Helping Site Coordinators and program staff review and select curricula or intervention programs that address students' learning needs and are appropriate for the after school program context.
- Provide coaching and professional development for program staff, particularly on classroom/group management techniques, teaching and learning strategies, and the California Curricular Content Standards.
- Facilitating more effective communication between school-day and after school program staff, including developing formal procedures for teacher-to-staff information sharing, convening meetings, and informally talking with teachers and program staff.

Many ALs see themselves as a bridge between the after school program and school day, encouraging teachers and staff members to communicate more often and more frequently, and helping after school programs implement academic activities that support the school day. Academic Liaisons generally understand and support the complementary role that after school programs play, and were energized by the opportunity to help program staff provide high quality service to youth.

When asked to describe the ways in which Academic Liaisons can further support program quality, ALs nearly universally called for additional planning and training time. To address staff members' foundational knowledge and skill needs, ALs expressed an interest in having one to two in-service days available to work with program staff, ideally at the beginning of the school year. Further, ALs reported that they need more time throughout the school year to meet with staff to support ongoing communication and program improvement efforts.

On a related note, some Academic Liaisons were curious to learn more about the staff recruitment and training policies for after school program staff. One Liaison reported that the staff at her program were "blind sided" when asked to prepare lesson plans and learning targets, having never been told that this was a job requirement, and having had no preparation to do so. Other ALs expressed similar concerns, noting that some staff appear to be unprepared or even unqualified to independently lead a medium-sized tutorial or academic enrichment activity.

Promising Practice - Focusing Academic Support

The after school program at Sequoia Elementary incorporates writing into its schedule every day, with the express goal of "helping students develop their own voice as writers and learning to love to write."

This targeted focus is the result of intentional design. The school's principal, Site Coordinator, and Academic Liaison worked together to find a skill that would help youth succeed in the classroom *and* was something that could be taught "after school style" that is, with lots of creative, hands-on activities that motivate and engage youth.

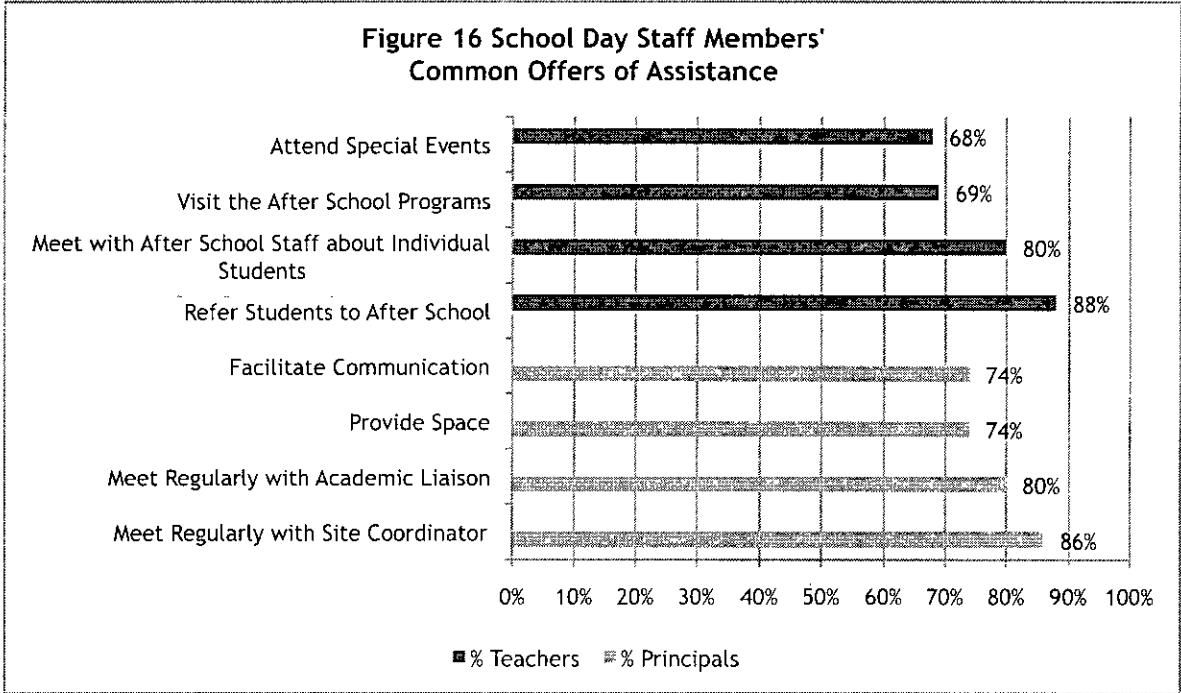
Focusing on writing in after school has helped to inform staff recruitment and training, and allowed the Academic Liaison to focus his time on helping the program implement high quality, fun writing activities.

Finally, Academic Liaisons commonly expressed a desire to refine the academic support goals of the after school program. This would accomplish two goals: focusing the AL's limited time on specific support topics, and helping to assure that the program provides high quality academic support. ALs noted that after school programs have different resources and organizational strengths than the school day, and that focusing on a narrow set of high value academic skills in the after school program is more appropriate than attempting to cover all that is included in class.

Most Site Coordinators (almost 80%) report that one of their program strengths is the involvement of the Academic Liaison in developing academic support activities. Most Coordinators also felt that their program provided strong program staff coaching by senior staff including the Academic Liaison. Fewer Coordinators, however, report the involvement of the Academic Liaison in lesson plan development (only 49% reported this was a program strength).

Support from Principals and Teachers

Principals and teachers were asked to suggest ways in which they would be willing to support the after school program at their school. Figure 15 presents the four most common offers of support for after school programs from principals and teachers.



From Teacher Survey, Elementary, Middle, and High School combined, n=716 and Principal Survey n = 65.

Community/Family Partnerships

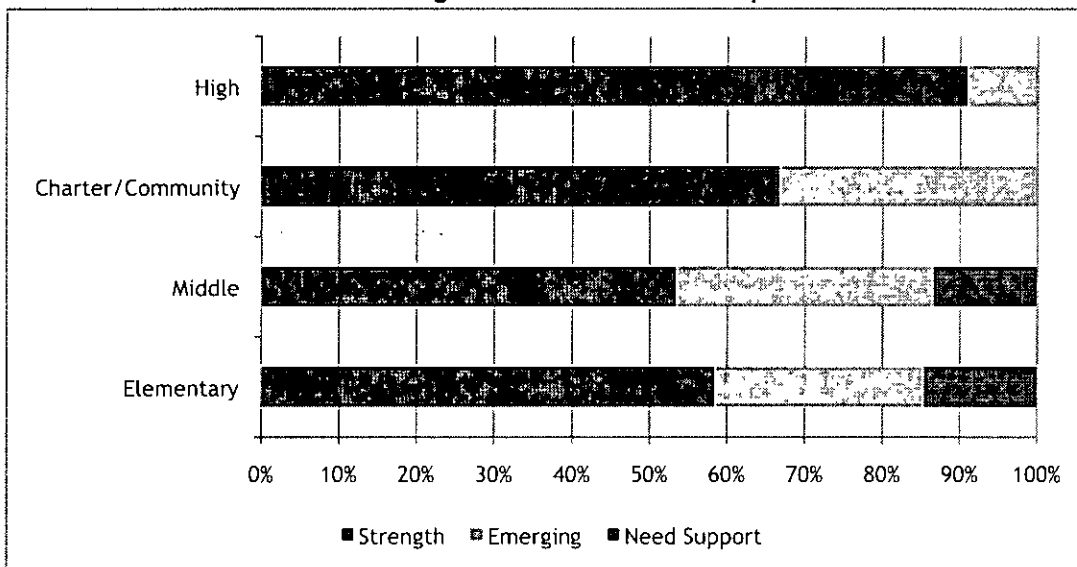
Available evidence suggests that most programs have emerging or strong partnerships with family and community members, though a significant minority of sites requested support in building these strong partnerships.

Neighborhood and Community Connections

Site Coordinators were asked to report on policies and practices intended to enhance participants' awareness of and involvement in their community, as well as on the program's partnerships with other community organizations. Overall, most programs report strong community connections or are moving in the right direction on Neighborhood and Community Connections indicators. A total of 63% of programs reported a strong score on this composite indicator while only 11% of programs (all elementary or middle school-based) report they need support in building these types of connections.

Areas in which programs most often reported needing support (21%) were in their knowledge of and ability to make referrals to for other family supports (e.g. to low-cost health insurance, adult education programs, or recreational league sports). Programs also requested support (17%) in building a site advisory group to provide input into program activities.

Figure 17: Neighborhood and Community Connections - Program Site Coordinator Input



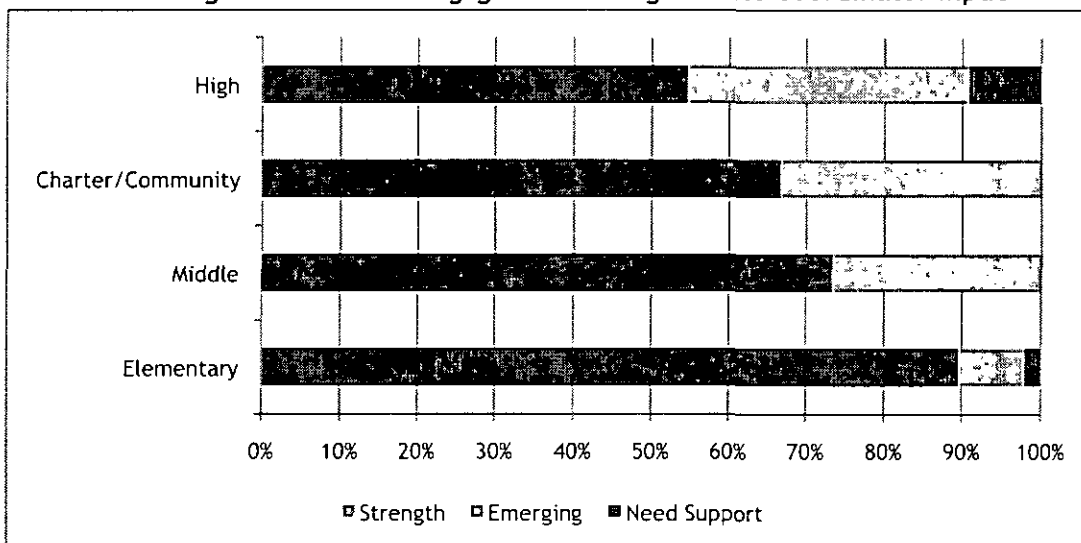
From Site Practices Survey: All programs combined, n=81

Family Engagement

After school programs that encourage parents to participate in the program in a number of ways benefit from strong parent involvement; supporting family-friendly events provides an opportunity for participants to showcase what they have learned in after school and encourages stronger family-school connections.

Site Coordinators' self-assessments indicate that most programs are either strong on Parental Engagement indicators or are moving in the right direction on these indicators. Eighty percent of programs report strong parental engagement while only 3% requested support in building site parental engagement. High Schools were the most likely to report emerging strengths in this area or to request support in building parental engagement.

Figure 18: Parent Engagement - Program Site Coordinator Input



From Site Practices Survey: All programs combined, n=81

In addition, parents noted that there were opportunities for involvement and engagement within the after school program. A majority of parents answered positively on questions pertaining to their own engagement with the after school program. A notable minority - 14% - reported that they do not know if there were opportunities for parental participation in their child's after school program, however.

Table 8: Parent Involvement - Parent/Caregiver Input

Practice	Yes	No	DK/NA
The staff listen to me when I have a question or comment.	94%	1%	5%
At least one staff member recognizes me when I visit.	94%	2%	4%
There is opportunity for parent participation in this program.	82%	4%	14%

From Parent/Caregiver Survey, n=4,268.

Management Practices

A growing body of research in the after school field¹⁸ indicates that strong management practices are an essential foundation for appropriate point-of-service quality. This includes establishing appropriate operational foundations, providing high quality supervision and training for staff, and regularly reflecting on program quality.

Most site programs self-report that they have emerging to strong management practices including very strong ratings in Qualified and Supported Staff, moderate to strong ratings in Continuous Quality Improvement, and strong adherence to appropriate Operational Foundations. Two programs report needing support in the Qualified and Supported Staff indicators (a composite score falling below 1.85) while nine programs report needing support in incorporating Continuous Quality Improvement into their program activities. In addition, thirteen programs (16%) adhere to less than 80% of good Operational Foundations practices.

Programs were most likely to report strong programmatic practice in Operational Foundations (e.g. using appropriate consent forms, sign out and attendance sheets, personnel records, access to space, and sufficient operational staff). On the other hand, programs were most likely to rate their practice as “in need of support” in use of student-level data in program operations and program staff access to student level data (10% and 7% need support in these areas, respectively).

Table 9 provides program management ratings by program type for each of the major dimensions of Management Practice. Self-reported ratings of “Strength” are coded as a 3, “Emerging” as 2, and “Need support” as a 1.

Table 9: Sites’ Self-Reported Management Practices

Practice	Average Rating (1-3 scale or % adherence for Operations)			
	Elementary (n=49)	Middle (n=15)	Charter/ Community (n=6)	High (n=11)
Operational Foundations (% adherence)	96%	90%	77%	83%
Qualified and Supported Staff	2.73	2.61	2.7	2.61
Continuous Quality Improvement	2.57	2.53	2.25	2.48

Source: Sites’ self reported management practices, collected via survey in spring 2010.

¹⁸ Rebecca Raley, Jean Grossman and Karen E. Walker, *Getting It Right: Strategies for After School Success*, (Philadelphia: Public/Private Ventures, 2005); Kristi Palmer, et al., “How is the after school field defining program quality?” *Afterschool Matters*, Number 8, Fall 2009.

Stakeholder Satisfaction

Youth who are satisfied with their after school program are more likely to attend, and parents who like the program will encourage their children to do the same. Similarly, the support of school-day staff is a critical component of after school program quality, since principals and teachers can provide a variety of important resources, ranging from classroom space and supplies to student referrals and training for program staff.

Available evidence suggests that after school program stakeholders (parents, participants, principals and school-day teachers) are quite satisfied with Oakland after school programs.

Participants reported moderate to high levels of satisfaction with after school programs in Oakland. Youth participants reported the following markers of satisfaction:

- 80% of youth in elementary-based programs and 89% of youth in elementary-age charter or community programs reported, "I am happy to be here."
- Less than half of middle school-age youth (42% in school-based programs and 40% in charter or community programs) reported, "I usually wish I was doing something else."
- 89% of youth in high school-based programs reported that after school has helped them "somewhat" or "a lot" "have fun after school."

Parents reported very high levels of satisfaction with after school. Of the 4,268 parents who responded, 98% were satisfied with their child's after school program. Moreover, parents and caregivers reported that Oakland after school programs have secondary benefits for families:

- 66% report that they feel less concerned about their children in after school hours because of after school.
- 42% report that their families save money on child care costs.
- 63% report that they are able to keep a job or go to school because their child is in after school.

Among school-based programs, principals are satisfied overall with after school programs at their campus. 95% of all principals who responded strongly agreed or agreed that they were satisfied with after school, including all elementary school (n=33) middle school (n=6) principals and 90% of high school principals (n=10) expressed satisfaction with the after school program at their school.

Faculty members at host schools also expressed satisfaction with after school. Overall, 86% of teachers reported that they were satisfied with the after school program at their site (only 5% reported that they didn't know if they were satisfied and 9% were unsatisfied). The proportion of faculty expressing satisfaction with their after school program has increased slightly during the 2009-10 program year (86% in 2009-10 versus 81% in 2008-09).

Table 10: Point of Service Quality by Site

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<i>Sites in red did not meet quality expectations (0 - 1.85); those in green exceeded expectations (2.50 - 3.00).</i>							
Elementary							
AspiraNet	Acorn Woodland	3	2.16	2.39	2.00	2.24	2.00
Higher Ground	Allendale	3	1.96	2.00	2.00	2.00	1.86
Oakland LEAF	Ascend	3	2.45	2.35	2.61	2.50	2.33
East Bay Asian Youth Center (EBAYC)	Bella Vista	3	2.04	2.17	2.00	2.00	2.00
Bay Area Community Resources (BACR)	Bridges Academy	3	1.97	2.15	2.08	1.79	1.86
Higher Ground	Brookfield	3	2.00	2.00	2.00	2.00	2.00
Learning for Life	Burckhalter	3	1.84	1.58	2.00	1.88	1.92
AspiraNet	Carl Munck	3	2.12	2.18	2.00	2.14	2.15
Oakland Asian Student Educational Services (OASES)	Cleveland	3	2.16	2.26	2.00	2.00	2.40
AspiraNet	Community United [†]	3	2.22	2.28	2.00	2.57	2.04
AspiraNet	East Oakland Pride	3	1.77	1.90	2.00	1.70	1.49
BACR	Emerson	3	2.21	2.33	2.00	2.29	2.21
AspiraNet	Encompass Academy	3	2.18	2.23	2.28	2.19	2.01
BACR	Esperanza Academy*	2	1.86	1.79	2.00	1.71	1.93
EBAYC	Franklin	3	2.05	2.14	2.00	2.00	2.07

[†] Community United and Futures Elementary are located at the same site and have the same site evaluation scores.

* Esperanza Academy and Fred T. Korematsu are located at the same site and have the same site evaluation scores.

Lead Agency	Program Site	# Ratings	Overall Rating	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
			1-3 Scale: 2 = "Meets Expectations"				
			Sites in red did not meet quality expectations (0 - 1.85); those in green exceeded expectations (2.50 - 3.00).				
BACR	Fred T. Korematsu	2	1.86	1.79	2.00	1.71	1.93
Learning for Life	Fruitvale	2	2.00	2.00	2.00	2.00	2.00
AspiraNet	Futures Elementary	2	2.22	2.28	2.00	2.57	2.04
EBAYC	Garfield	3	2.22	2.30	2.50	2.10	2.00
BACR	Glenview	3	1.98	1.94	2.00	2.00	1.97
BACR	Global Family School	3	2.05	2.00	2.25	2.00	1.95
AspiraNet	Grass Valley	2	1.90	1.75	2.00	2.00	1.83
BACR	Greenleaf	3	2.14	2.00	2.50	2.00	2.05
BACR	Hoover	3	2.06	1.98	2.17	2.00	2.08
Learning for Life	Horace Mann	3	2.07	2.07	2.00	2.00	2.21
AspiraNet	Howard	3	1.87	1.86	2.00	1.83	1.77
AspiraNet	International Community School	3	1.94	2.00	2.00	2.00	1.75
EBAYC	La Escuelita	3	1.95	1.96	2.00	1.86	2.00
BACR	Lafayette	3	2.11	2.33	2.11	2.00	2.00
Ujima Foundation	Lakeview	2	2.08	2.33	2.00	2.00	2.00
PMA Consulting	Laurel	3	2.10	2.08	2.00	2.33	2.00
Spanish Speaking Citizens' Foundation	Lazear	3	1.98	2.00	2.00	2.00	1.90
BACR	Learning Without Limits	2	1.98	2.00	2.00	2.00	1.90
OASES	Lincoln	3	2.37	2.65	2.33	2.38	2.13
BACR	M.L. King, Jr.	3	2.04	2.17	2.00	2.00	2.00

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
			Sites in red did not meet quality expectations (0-1.85), those in green exceeded expectations (2.50-3.00).				
EBAYC	Manzanita Community School	3	1.84	1.93	2.00	1.74	1.69
OUSD	Manzanita Seed	3	2.04	2.00	2.00	2.00	2.17
BACR	Markham	3	2.07	1.99	2.25	2.05	2.00
Learning for Life	Marshall	3	2.28	2.39	2.00	2.50	2.25
Learning for Life	Maxwell Park	3	2.02	2.00	2.00	2.00	2.08
Higher Ground	New Highland Academy	3	2.10	2.31	2.17	1.95	1.96
Girls, Inc.	Parker	3	2.30	2.33	2.17	2.38	2.31
Aspiranet	Peralta	3	2.12	2.44	2.00	1.90	2.13
AspiraNet	Piedmont Avenue	2	2.20	2.54	2.25	2.00	2.00
BACR	Place @ Prescott	3	1.86	1.90	2.11	1.88	1.56
OUSD	Reach Academy	2	2.46	2.67	2.25	2.36	2.56
AspiraNet	Rise Community School	3	2.02	2.11	2.00	2.00	1.96
BACR	Sankofa	3	2.11	2.37	2.06	2.00	2.00
BACR	Santa Fe	3	2.04	2.20	2.00	1.95	2.02
East Bay Agency for Children	Sequoia	3	2.35	2.53	2.00	2.45	2.42
Higher Ground	Sobrante Park	3	2.33	2.61	2.17	2.40	2.13
AspiraNet	Think College Now	3	2.09	2.00	2.00	2.26	2.11
Average			2.08	2.15	2.09	2.07	2.02

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2=#Meets Expectations ^P	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<small>Sites in red did not meet quality expectations (0-1.85); those in green exceeded expectations (2.50-3.00)</small>							
Middle							
BACR	Alliance Academy	3	2.51	2.50	2.89	2.51	2.13
Murphy and Associates	Bret Harte	3	2.32	2.25	2.50	2.38	2.17
BACR	Claremont	3	2.16	2.33	2.56	1.95	1.81
AspiraNet (ASES) Safe Passages (OFCY)	Coliseum College Prep Academy	3	2.47	2.56	2.78	2.38	2.15
Safe Passages	Edna Brewer	3	2.50	2.50	2.78	2.55	2.19
BACR	Elmhurst Community Prep	3	2.49	2.48	2.78	2.57	2.13
YMCA of the East Bay	Explore College Prep	2	2.15	2.13	2.83	1.71	1.94
Safe Passages	Frick	3	2.26	2.49	2.56	2.01	1.99
BACR	Madison	2	2.26	2.46	2.83	1.80	1.93
AspiraNet	Melrose Leadership	3	2.40	2.40	2.78	2.52	1.89
EBAYC	Roosevelt	2	2.80	2.88	3.00	2.71	2.63
AspiraNet (ASES) Safe Passages (OFCY)	Roots	3	2.42	2.44	2.78	2.30	2.17
Safe Passages	United For Success	3	2.42	2.58	2.78	2.26	2.04
Oakland LEAF	Urban Promise Academy	3	2.45	2.58	2.70	2.26	2.27
Ujima Foundation	West Oakland Middle	2	2.26	2.71	3.00	1.71	1.63
Eagle Village Community Center	Westlake	3	2.32	2.51	2.67	2.27	1.83
Average			2.39	2.49	2.76	2.24	2.05

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<i>Sites in red did not meet quality expectations (0 - 1.85); those in green exceeded expectations (2.50 - 3.00).</i>							
Charter/Community							
Ala Costa Center	Ala Costa Centers	1	2.03	2.10	2.00	2.00	2.00
Civicorps	Civicorps Charter	1	2.00	2.00	2.00	2.00	2.00
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	1.99	2.00	2.00	2.00	1.96
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
Average			2.02	2.01	2.00	2.00	2.05

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<i>Sites in red did not meet quality expectations (0 - 1.85), those in green exceeded expectations (2.50 - 3.00).</i>							
High*							
BACR	Bunche	3	2.05	2.19	2.17	1.93	1.92
AspiraNet	Coliseum Coll, Prep	3	2.02	2.00	2.00	2.00	2.07
YMCA	College Prep & Arch	3	1.92	1.99	1.67	2.00	2.02
YMCA	Dewey	2	1.83	2.00	2.00	1.42	1.92
Alternatives in Action	EXCEL	3	2.05	2.06	2.06	2.00	2.08
BACR	Far West	3	1.93	2.00	1.67	2.00	2.04
Alternatives in Action	Life Academy	3	2.05	2.02	2.17	2.17	1.83
YMCA	Mandela	3	1.92	1.99	1.67	2.00	2.02
YMCA	Media Academy	3	1.92	1.99	1.67	2.00	2.02
OUSD	Met West	3	2.05	2.01	2.00	2.00	2.20
EBAYC	Oakland High	3	2.08	2.00	1.94	2.24	2.13
BACR	Oakland Technical	2	2.29	2.29	2.17	2.21	2.50
YMCA	Robeson	3	1.92	1.99	1.67	2.00	2.02
BACR	Rudsdale Cont.	3	2.10	2.13	2.00	2.21	2.08
Youth Together	Skyline	3	1.90	2.00	1.92	1.79	1.90
BACR	Street Academy	3	1.91	1.97	2.00	1.76	1.90
Youth Together	Youth Emp. School	3	1.96	2.00	2.00	1.93	1.93
Average/Total			2.01	2.05	1.98	1.98	2.04

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

* The sites (College Prep & Architecture, Mandela, Media Academy and Robeson) that are part of the Fremont Federation High School program have the same site scores.

Participant Outcomes

Direct Outcomes

Direct outcomes for Oakland after school programs are those that are most closely related to the common program quality indicators and have the strongest, most consistent basis in the after school literature.

These outcomes are desirable in and of themselves; improving young people's social skills, awareness of their skills and abilities, and sense of physical and emotional safety are all positive outcomes for youth.

Moreover, these direct outcomes can positively contribute to other high priority outcomes, such as improved grades and test scores. These outcomes are categorized as *contributory outcomes* in the Oakland After School Theory of Action. Participants' progress toward these outcomes is described in the following sub section.

Available evidence suggests that:

- Young people who attend after school improved their social skills, including getting along with other youth and with adults, and building conflict management skills.
- After school programs offer youth opportunities they don't otherwise have access to in school and in the community. Youth who attended most often reported the greatest exposure to new opportunities.
- Regular participation in after school is related to stronger feelings of connection with the school day among youth. Program participants demonstrated equivalent or better school day attendance rates than their peers. Participants attended school an additional 33,696 days in 2009-10, valued at between \$788,486 and \$943,488 in additional revenue for OUSD.
- Youth feel safer in after school than any other place, including school and their neighborhoods. As noted earlier, however, physical violence and bullying in after school affect at least one in four participants.

Improved social skills

Participation in after school programs is commonly associated with improved relationships with others and enhanced social skills, both as a result of conscious actions to model pro-social behaviors by staff and as a result of sustained interaction with adults and peers.

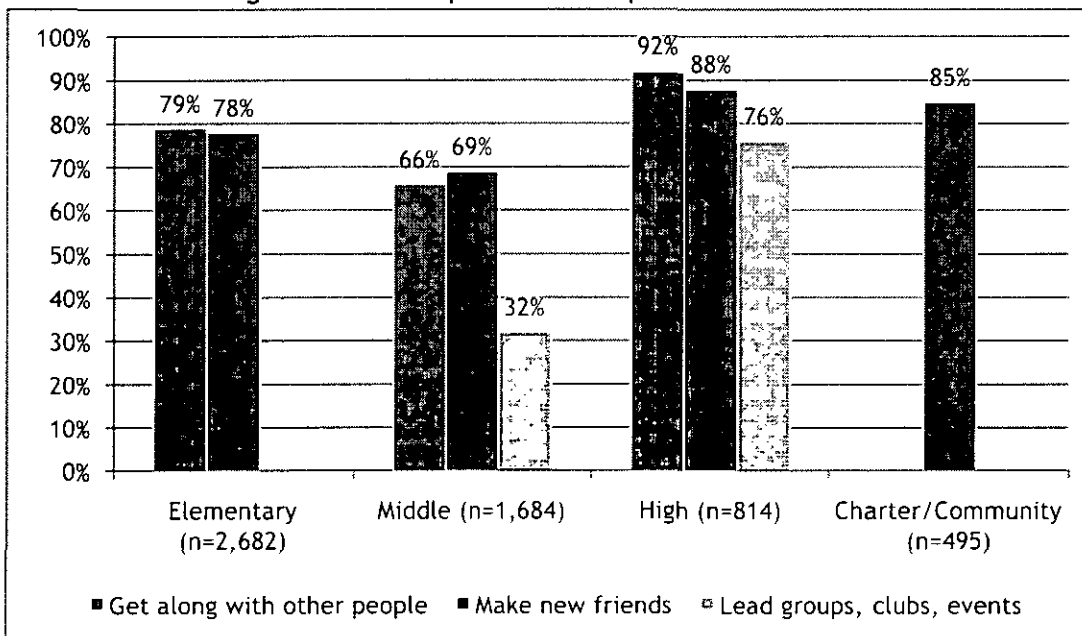
Teacher and principal surveys indicate that school-day staff members perceive substantial supports for participants' social skill development in after school. Teachers indicate a high degree of agreement that after school programs help participants improve peer-to-peer relationships and relationships with adults (greater than 60% of teachers felt that after school programs "usually" or "always" imparted these skills). Principals tend to also believe that after school programs help participants improve conflict management skills and help participants build leadership skills (greater than 70% of principals felt that after school programs "usually" or "always" imparted skill development in all four social-skill development indicators).

Similarly, most youth who attended after school in 2009-10 reported that the programs helped them to get along better with other people and make new friends. A third of youth in middle school-based programs and most youth in high school-based programs reported that after school helped them to lead groups, clubs and events. Figure 18 lists areas of social skill growth reported by participants.¹⁹

Finally, about nine in ten parents reported that the after school program helped their child to improve leadership skills and get along better with adults as well as other youth (see Table 11 on page 60).

¹⁹There was no observable relationship between program dosage and students' self-reported skill growth. Since nearly all participants indicated improvements in this area, there is limited opportunity to detect a meaningful relationship between participation and skill growth.

Figure 19: Participants' Self-Reported Social Skill Growth



Source: Youth participant surveys administered in spring, 2010.

Table 11: Parent/Caregivers' Reported Social Skill Growth

How much has this after school program helped your student with the following things?	% Marking "Yes"
In this program, my student has opportunities to develop leadership skills.	86
The program helps my student get along better with and have access to caring adults.	91
The program helps my student get along better with other students.	92

From Parent/Caregiver Survey, n=4,268

New experiences

After school programs can serve as a “launching pad” for student success, providing additional time for youth to gain new experiences they might otherwise have access to.

Elementary school participants (84%) reported that the after school program allows them to try new things. Similarly, 72% of middle school participants and 77% of high school participants stated that they do things in the after school program that they usually do not get to do. Among community and charter school program participants, 90% of elementary-age and 82% of older youth reported that after school allows them to try new things or do things they usually do not get to do.

Youth were more likely to report that after school exposed them to new activities the longer they participated. Youth participating in 100 days of after school activities during the 2009-10 school year were almost 50% more likely to report that they were able to try new things or do things they don't usually get to do. Multi-year after school participants were also almost 25% more likely to report that after school allows them to try new things.

Over 90% of principals and teachers reported that the after school program “provides opportunities for students that they wouldn't otherwise have access to.”

Finally, parents also shared the belief that their children were being exposed to new opportunities within the after school program. Ninety-six percent (96%) of parents surveyed agreed that after school has provided their child with the opportunity to try new things.

Promising Practice - Promoting Pro-Social Skills in Gender-Specific Clubs

After school programs promote students' pro-social development in a variety of ways; gender-specific groups are one way to create emotional safety for youth, particularly for adolescents. Two examples from middle school-based after school programs highlight how programs help youth build pro-social skills.

At Frick Middle School, academic support activities are gender-specific. As part of its daily schedule, Frick's after school staff dedicate time to allow the students to discuss any social or personal issues that came up throughout the day. One girls' group talked about a fight that took place during the school day, while the staff member asked guiding questions about how the conflict arose and how it could have been more effectively solved.

The boys' empowerment class at Edna Brewer Middle School helps young men better understand the motivations of others. In one session, a student wanted to discuss why a teacher was being hard on him in class. The boys all brainstormed possibilities, such as the teacher might have been upset at the student for talking in class, performing badly on his homework or coming in late. The group leader acted as a facilitator providing students the opportunity to talk about sensitive issues openly and to learn from their peers.

Safety

In addition to being a key element of point of service quality, after school programs can make a positive contribution to participants' physical and emotional safety, both inside and outside of the after school program.

Youth surveys indicate that participants feel safe in their after school program. Most (83%) elementary participants agreed that they felt safe while in the after school program, and one quarter of middle school participants stated that they attended after school programming because it was safe. There was no statistically-significant relationship between participation and self-reported safety; that is, youth who attended more often did not report feeling safer than their peers who attended after school less often.

In addition, participants reported learning ways to keep themselves safe through strategies learned in the after school program. Eighty-three percent (83%) of elementary and 44% of middle school participants stated that they learned how to keep themselves safe in their after school program.

Participants in middle and high school after school programs were asked to report on the extent to which they felt safe during school in their after school program, in their neighborhood, and going to and from school. In general, participants reported feeling more safe in after school than at any other point during the day. These results are reported below.

Table 12: Middle and High School Participants' Sense of Safety - In After School, At School, and in the Community

<i>% Reporting they feel safe or very safe...</i>	Middle (n=1,684)	High (n=814)
During school?	87%	90%
In this after-school program?	93%	95%
In your neighborhood where you live?	78%	75%
Going to school?	88%	86%
Going home?	86%	80%

Source: Youth participant surveys administered in spring 2010.

Parents and caregivers also agreed that after school programs kept their children safe during the after school hours. Ninety-seven percent (97%) of parents stated that the after school program is a safe place for their student, while 66% stated that because their student is in the after school program, they worry less about their student during those hours.

Teachers rated student safety as a high priority for the after school program. Ninety percent (90%) of teachers felt that the after school program "usually" or "always" provided a safe physical space for activities.

Principals who returned surveys expressed similar opinions regarding student safety, also rating it as a top priority for after school, and indicating broad agreement that after school programs met their expectations.

School engagement

Young people's strong attachment to school is associated with improved attendance, decreased disciplinary issues, and increased engagement. Participation in after school programs is associated with improved school connectedness.

Participants' school day attendance rates are common ways to measure young people's connection with school. Among all school-based after school program participants in the 2009-10 program year, attendance improved slightly for elementary school participants, stayed steady for high school participants, and declined slightly among middle school participants. These year-to-year changes were equivalent with non-participants in elementary and high schools, but better among high school youth.

Moreover, two-thirds (67%) of after school program participants met District goals for school day attendance in 2009-10, compared to 62% of non-participants. This difference is statistically-significant.

Though the year-to-year changes in attendance rate were modest overall, participants came to school an additional 33,696 days in 2009-10. This additional in-school time translates into more learning time for students, and higher revenue for OUSD. While per-day student revenue varies based on student characteristics, these additional school days attended are valued at between \$788,486 and \$943,488²⁰.

Table 13 summarizes participants' school day attendance in 2008-09 and 2009-10. After school may act as a protective factor for high school students, as their year-to-year attendance rate change was better than for non-participants. On the other hand, participants' school-day attendance rate was similar to their peers in elementary and middle schools.

Table 13: Participants' School Day Attendance Rate in 2008-09 and 2009-10

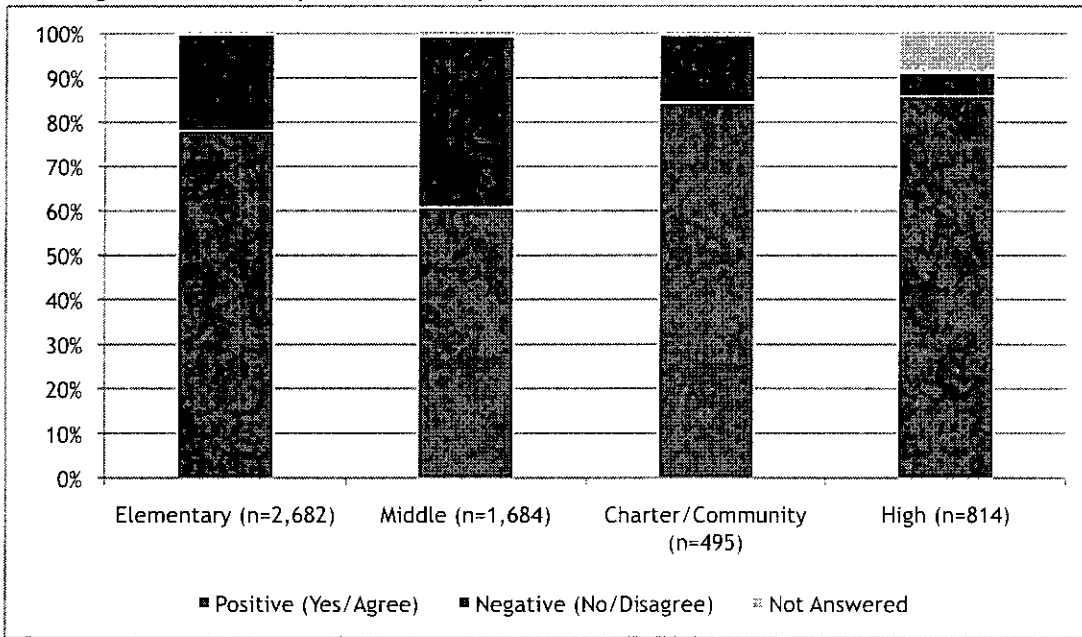
	Elementary	Middle	High
2008-09 School Day Attendance Rate	95.60%	95.52%	95.15%
2009-10 School Day Attendance Rate	95.73%	94.96%	95.26%
Year-to-Year Difference	.13	-.56	.11
Statistically Different Change from Non-Participants?	No	No	Yes, better
Change in School Days Attended	12,890	4,295	16,511
Value of Additional Days in District Revenue	Between \$301,626 and \$360,920	Between \$100,503 and \$120,260	Between \$386,357 and \$462,308

Source: School day attendance rates for 13,804 program participants and 11,978 non-participants for the 2008-09 and 2009-10 school years.

²⁰ To calculate the total change in days attended, evaluators summed the days attended in 2008-9 and 2009-10, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

Figure 20 describes the pattern of youth responses to a set of questions exploring participants' self-reported connections with their school and other youth.²¹ Survey results indicate that most participants (at least 60% within each program type) feel their participation in after school has helped them to feel more like part of the school and to make new friends. Available evidence suggests that there is a strong relationship between program participation and sense of connection with school.

Figure 20: Participants' Self-Reported Connections with School and Other Youth



Source: Youth participant surveys administered in spring, 2010.

In an analysis of after school youth survey data and attendance records, youth who attended more days of after school activities in 2009-10 were more likely to report feeling a greater sense of engagement with the school day. Youth who attended 100 days of after school activities, for example, were almost twice as likely to report that after school has increased their sense of engagement with the school day.

²¹ Survey questions include: *This after school program has helped me make new friends; This after school program has helped me feel more like a part of my school; This after school program has helped me get along with other people; In this after school program, I learn how to get along with other kids better.*

Parents also stated feeling more connected to their children’s school as a result of the after school program. About half of parents of elementary and middle school participants, and one-third of high school participants’ parents reported that they feel more connected to and aware of their child’s school than in the past.

Table 14: Parents’ Self-Reported Sense of Connection with their Child’s School

<i>Because my child is in this after school program...</i>	Elementary (n=2,885)	Middle (n=759)	High (n=236)
I am more connected to my student’s school.	55%	45%	30%
I know more about what goes on in the school day.	52%	48%	29%

Source: Parent/Caregiver Survey administered in spring 2010.

NOTE: These questions were not included in surveys for charter/community-based programs.

Promising Practice - Engaging “Hard to Reach” Students

Middle school students at Lighthouse Community Charter School’s after school program can apply to participate in a 6-week dog-training program at the nearby SPCA. This promising practice pairs students with dogs from the SPCA, and helps students build the special bond that often exists between a dog and its caregiver, whether full time or part time.

During this process, the leaders at the SPCA pose life questions to the students and help them make real life connections between the animals and themselves. Since many of the students who are enrolled in this class may have difficulties in school or in relationships, this program offers them a different kind of relationship and different expectations.

Lighthouse’s Site Coordinator reported that the project has interested many “hard to reach” youth: “When we first started recruiting for the project, the SPCA brought a few of the dogs to school during lunch. Some kids who I never would have thought would be interested were running up to the dogs, asking what they had to do to join the group.”

Table 15: Site-Level Direct Outcomes for Youth

Lead Agency	Program Site	Improved Social Skills	New Experiences	Safety in After School Program	School Day Attendance Rate (* if statistically significant, p<.05)	
		% of youth reporting that after school helps them learn to get along with others ²²	% of youth reporting that they learned new things in after school ²³	% of youth reporting that they feel safe in after school	Participants' school day attendance, using paired-samples t-test (08-09 09-10)	
Elementary						
AspiraNet	Acorn Woodland	82%	91%	95%	96.5	96.3
Higher Ground	Allendale	77%	91%	83%	95.0	94.8
Oakland LEAF	Ascend	85%	96%	96%	96.5	96.8
EBAYC	Bella Vista	72%	81%	87%	96.9	96.6
BACR	Bridges Academy	80%	79%	65%	96.7	97.2
Higher Ground	Brookfield	71%	93%	95%	92.5	95.0*
Learning for Life	Burckhalter	67%	88%	74%	94.8	93.9
AspiraNet	Carl Munck	70%	86%	89%	96.5	96.0*
OASES	Cleveland	92%	95%	97%	97.2	97.7
AspiraNet	Community United	74%	89%	75%	96.4	96.3
AspiraNet	East Oakland Pride	86%	91%	70%	94.3	94.5
BACR	Emerson	89%	91%	87%	96.4	95.5*
AspiraNet	Encompass Academy	86%	83%	69%	95.7	95.4
BACR	Esperanza Academy	79%	84%	75%	96.8	97.1
EBAYC	Franklin	78%	89%	87%	97.9	98.2
BACR	Fred T. Korematsu	77%	77%	89%	94.2	95.5*
Learning for Life	Fruitvale	88%	88%	93%	95.7	95.0*
AspiraNet	Futures Elementary	86%	98%	88%	94.4	95.0
EBAYC	Garfield	84%	89%	77%	95.7	95.8
BACR	Glenview	95%	95%	100%	96.1	96.5
BACR	Global Family School	92%	90%	90%	95.6	96.0
AspiraNet	Grass Valley	50%	82%	55%	96.7	96.4
BACR	Greenleaf	84%	93%	72%	96.0	96.6
BACR	Hoover	76%	85%	67%	94.0	93.9
Learning for Life	Horace Mann	84%	84%	86%	94.8	95.1

²² For elementary-age respondents the survey question is "In this after school program I learn how to get along with other kids better." For older respondents, the survey question is "This after school program has helped me get along with other people."

²³ For high school, this survey question is "At this after school program I do things that I don't usually get to do."

Lead Agency	Program Site	Improved Social Skills	New Experiences	Safety in After School Program	School Day Attendance Rate (*if statistically significant, p < .05)	
		% of youth reporting that after school helps them learn to get along with others ²²	% of youth reporting that they learned new things in after school ²³	% of youth reporting that they feel safe in after school	Participants' school day attendance, using paired-samples t-test (08-09 09-10)	
AspiraNet	Howard	85%	91%	87%	95.2	95.9
AspiraNet	International Community School	82%	89%	77%	96.0	96.3
EBAYC	La Escuelita	77%	76%	91%	96.8	96.9
BACR	Lafayette	85%	99%	94%	92.6	93.9*
Ujimaa Foundation	Lakeview	86%	93%	83%	94.9	95.8*
PMA Consulting	Laurel	75%	91%	89%	97.1	97.2
SSCF	Lazear	95%	93%	88%	96.3	95.8
BACR	Learning Without Limits	88%	81%	83%	94.7	95.7*
OASES	Lincoln	61%	86%	92%	98.7	98.3*
BACR	M.L. King, Jr.	89%	93%	85%	92.5	92.9
EBAYC	Manzanita Community School	84%	90%	79%	95.5	94.5*
OUSD	Manzanita Seed	86%	90%	84%	96.3	95.9
BACR	Markham	84%	86%	73%	95.7	95.3
Learning for Life	Marshall	80%	96%	92%	95.8	96.7*
Learning for Life	Maxwell Park	42%	59%	58%	94.0	95.3*
Higher Ground	New Highland Academy	89%	91%	95%	95.0	95.5
Girls, Inc.	Parker	82%	95%	74%	94.7	95.2
AspiraNet	Peralta	58%	66%	84%	97.8	97.0*
AspiraNet	Piedmont Avenue	71%	90%	73%	94.5	95.4*
BACR	Place @ Prescott	72%	72%	76%	93.2	92.7
OUSD	Reach Academy	58%	72%	57%	94.4	93.5
AspiraNet	Rise Community School	66%	91%	81%	94.1	94.7
BACR	Sankofa	86%	88%	86%	93.9	94.3
BACR	Santa Fe	71%	93%	71%	95.2	94.0*
East Bay Agency for Children	Sequoia	73%	82%	85%	96.9	96.7
Higher Ground	Sobrante Park	92%	98%	96%	94.5	94.6
AspiraNet	Think College Now	74%	89%	79%	97.3	97.2
Average		79%	87%	82%	95.6	95.7*

Lead Agency	Program Site	Improved Social Skills <i>% of youth reporting that after school helps them learn to get along with others²²</i>	New Experiences <i>% of youth reporting that they learned new things in after school²²</i>	Safety in After School Program <i>% of youth reporting that they feel safe in after school</i>	School Day Attendance Rate <i>(*if statistically significant, p < .05)</i>	
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Middle						
BACR	Alliance Academy	58%	63%	93%	96.2	95.7
Murphy and Associates	Bret Harte	77%	72%	98%	95.0	95.6
BACR	Claremont	44%	56%	86%	95.1	93.2*
AspiraNet / Safe Passages	CCPA	69%	65%	84%	96.1	95.7
Safe Passages	Edna Brewer	55%	58%	97%	96.7	96.4
BACR	Elmhurst Community Prep	71%	67%	91%	97.0	95.6*
YMCA of the East Bay	Explore	58%	54%	93%	94.6	96.3*
Safe Passages	Frick	67%	64%	97%	95.1	93.9*
BACR	Madison	71%	68%	96%	95.3	95.3
AspiraNet	Melrose Leadership	60%	62%	90%	95.6	95.8
EBAYC	Roosevelt	57%	76%	96%	96.1	95.7
AspiraNet / Safe Passages	Roots	82%	78%	97%	95.9	96.2
Safe Passages	United For Success	72%	63%	81%	94.7	93.7*
Oakland LEAF	Urban Promise Academy	82%	84%	99%	96.9	96.2*
Ujimaa Foundation	West Oakland Middle	76%	60%	88%	92.0	90.7*
Eagle Village Community Center	Westlake	61%	71%	94%	95.4	94.7*
Average		66%	66%	93%	95.5	95.0*

Charter/Community						
Ala Costa Center	Ala Costa Centers	93%	92%	91%		
Civicorps	Civicorps Charter	85%	95%	75%		
Lighthouse Community Charter	Lighthouse Community Charter	73%	64%	88%		
East Oakland Youth Development Center	Community After school Program	85%	83%	93%		

Lead Agency	Program Site	Improved Social Skills	New Experiences	Safety in After School Program	School Day Attendance Rate (* if statistically significant, p < .05)	
		% of youth reporting that after school helps them learn to get along with others ²²	% of youth reporting that they learned new things in after school ²³	% of youth reporting that they feel safe in after school	Participants' school day attendance, using paired-samples t-test (08-09 09-10)	
EBAC	Hawthorne FRC	82%	94%	89%		
Oakland Parks and Recreation	OPR Inclusion Center	95%	91%	95%		
Camp Fire USA	Kids With Dreams	89%	89%	94%		
American Indian Child Resource Center	Nurturing Native Pride	88%	84%	100%		
Oakland Parks and Recreation	Oakland Discovery Centers	80%	96%	96%		
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	84%	81%	93%		
Average		85%	87%	91%		
High*						
BACR	Bunche	73%	64%	91%	90.0	93.4*
AspiraNet	CCPA	100%	83%	100%	95.6	94.9
YMCA	College Prep & Architecture	89%	78%	100%	96.1	96.1
YMCA	Dewey	96%	84%	100%	92.0	95.9*
Alternatives in Action	EXCEL	91%	72%	92%	95.3	94.5
BACR	Far West	89%	89%	95%	93.3	94.6
Alternatives in Action	Life Academy	87%	78%	94%	96.4	96.0
YMCA	Mandela	92%	92%	92%	94.0	93.2
YMCA	Media Academy	95%	100%	95%	94.4	94.7
OUSD	Met West	95%	80%	94%	95.7	99.8*
EBAYC	Oakland High	94%	81%	98%	97.0	96.7
BACR	Oakland Technical	91%	66%	96%	96.2	95.3*
YMCA	Robeson	100%	100%	100%	95.4	94.2
BACR	Rudsdale	85%	64%	91%	91.2	96.1*
Youth Together	Skyline	85%	80%	90%	95.5	94.8*
BACR	Street Academy	91%	82%	98%	96.8	99.0*
Youth Together	YES	86%	71%	91%	93.7	90.4*
Average		91%	80%	95%	95.2	95.3

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

Contributory Outcomes

This sub section explores changes in the *contributory outcomes* among program participants, including grades and test scores.

Existing research suggests that high quality after school programs can have a modest, but consistent, influence on participants' academic outcomes.²⁴ Other factors have a far greater influence on young people's academic performance, ranging from static characteristics such as parents' formal education level and household income, to mutable factors such as participants' language fluency, the quality of in class instruction, and housing stability.

Available evidence suggests that after school participants benefit in some - but not all - dimensions of academic performance:

- After school program participants improve their academic behaviors while in the program, including study skills and test-taking strategies.
- English Learners in middle and high school appear to benefit substantially from after school participation, demonstrating substantially higher re-designation rates.
- Participation in after school programming has a positive influence on the likelihood that an individual will score at Proficient or Advanced on the California Standards Test. Youth who spent 100 days or more in after school are about 10% more likely to score in the targeted range than those with similar characteristics who did not attend after school. Hours spent in academic support activities also contributes to the likelihood that participants will score at Proficient or Advanced.
- Core course grades differ somewhat between participants and non-participants, suggesting that programs may benefit some youth, but that the influence of after school is quite modest.
- There is some evidence that after school programs in high school help students to earn more credits and to sustain their progress in completing college prep courses.
- Services targeted specifically at CAHSEE prep and academic support had no appreciable influence on participants' outcomes. More analysis is needed to understand how more successful program sites differ in order to enhance the impact of these services.

²⁴ Robert Granger, Ed.D., "After-School Programs and Academics" Implications for Policy, Practice, and Research" in *Social Policy Report*, Volume XXII, No 2, 2008. (Ann Arbor, MI: Society for Research in Child Development)

Academic Behaviors

After school programs can help participants improve their academic behaviors, such as task persistence, completing homework and taking tests. Available evidence suggests that after school programs in Oakland help to support participants' improved academic behaviors.

Elementary participants and a lower proportion of middle school participants noted improved academic behaviors as a result of after school. Seventy-four percent (74%) of elementary school participants and 42% of middle school participants stated that they learned good study habits through the after school program (like taking tests, reading directions, organizing notes). Similarly, 43% of middle school participants agreed that the after school program helped them to understand what is being taught in school and 56% stated the after school program helped them to want to do their best in school.

When asked to describe the primary benefits of after school, high school participants reported the following reasons (after school has helped them "somewhat" or "a lot" in the following areas):

- Make up class credits - 77%
- Get better grades -- 82%
- Do better on tests - 78%
- Feel more confident about graduating high school - 83%
- Feel more confident about going to college - 83%

Eighty-seven percent (87%) of parents and caregivers who completed a survey agreed that "my child's attitude toward school has improved since coming to the after school program."

Finally, principals and teachers who work in school-based programs' host schools were asked to report the extent to which after school encourages positive academic behaviors. Table 16 lists the proportion of educators and administrators who agreed that their after school program "always" or "usually" provide a specific support.

**Table 16: Principal and Teacher Survey Results -
After School Supports for Positive Academic Behaviors**

<i>How often does the after school program at your school...</i>	Principals (n=65)	Teachers (n=716)
Help students improve study skills	63%	62%
Help students improve their academic content knowledge	68%	59%
Help students improve their test-taking skills	47%	41%

Academic Performance

The evaluation team conducted a series of regression analyses to explore the potential relationship between program participation and key academic performance measures. In each case, the regression model was specified as follows:

Outcome = Days in ASP + Years in ASP + Participant Demographics²⁵ + School Day Attendance + Past Academic Performance

This analysis allows the identification of the potential “value add” of after school program participation, controlling for a variety of covariates that may affect participants’ academic performance. For measures in which the outcome variable is binomial (i.e., either “yes” or “no”), logistic regression was used.

A comparison group was not used for the grade and test score analysis, as there is insufficient information available to control for the extracurricular activities of those who did not attend Oakland after school programs. There is sufficient range in the participation rate among those who did attend to assess the “value-add” of after school program participation. As further described in the sub section *High School Graduation and College Readiness*, participants’ performance was compared to similar students who did not attend after school.

English Fluency

This sub section explores changes in student English fluency among participants who were designated as English Learner in 2008-09 and attended after school programs in 2009-10. This analysis examines the role that greater after school participation plays in the development of English language skills.

Using the regression model defined under “Academic Performance,” we first examine rates of re-designation as English fluent in the 2009-10 school year based on designation as an English Learner in 2008-09. In order to control for past academic performance, we used the prior year (2008-09) core English and Math course GPA. This limited our analysis to middle and high school after school participants with core course grades in Math and English (about 762 OUSD students designated as EL status in the 2008-09 school year with GPA data in the 2008-09 and 2009-10 school years).

Within this population, participation in an after school program in 2009-10 was significantly associated with being re-classified as English fluent in that academic year.²⁶ Participation of about 25 days in after school activities was associated with about 24% greater likelihood of being re-classified as English fluent. This increased to about 41% greater likelihood for attendees participating in 100 days of after school activities. Participation in the after school program in 2008-09; however, was not associated with being re-classified as English fluent in 2009-10 for participants who were enrolled in OUSD in both academic years.

²⁵ Including gender, race/ethnicity, parent’s education level, school grade level, free/reduced lunch eligibility, special education placement, and language fluency.

²⁶ Each additional day of after school participation in the 2009-10 school year was associated with an increased but diminishing likelihood of being re-designated as English fluent. The first day of participation was associated with 1.2% increased likelihood of designation. The 50th day was associated only an additional 0.4% likelihood (additive) of re-designation (with intermediate lengths of participation between these extremes). This analysis controls for prior year GPA, special education status, and age. Student race and ethnicity, days absent during school year, free or reduced price lunch status, gender, and years in after school were found to be unrelated to re-designation status.

Among 3,235 third through twelfth grade after school participants with CST scores in the prior year (as a proxy for prior academic performance), there is no strong evidence that more days of participation in after school programs in either the current or prior year increases the likelihood of being re-classified as English fluent.²⁷

In an analysis of changes to the participants' California English Language Development (CELDT) scaled score between 2008-09 and 2009-10 school years, the number of days of after school activities attended in 2009-10 or 2008-09 had no discernable relationship to improvements in CELDT scores after controlling for prior year academic performance and demographics.

The above analysis suggests that greater participation in after school activities in the current school year is associated with English Learner youth in middle or high school being re-classified as English fluent. There was little association with the overall CELDT scaled score, however. Available evidence does not offer a conclusive explanation as to why this is the case; additional exploration of the ways in which English Learners experience after school programs is needed.

English Language Arts

Core course grades in English Language Arts among middle and high school students declined overall between the first and second semesters. Students who attended after school demonstrated a smaller decline than their peers, however, with average course grades declining by .6 points (on a 4.33 scale) compared to a .11 decline among non-participants.²⁸

When participants' performance on the California Standards Test (CST) is considered, after school participation appears to contribute to student success. Namely, each additional day of after school program participation is associated with a .001% increased likelihood of scoring at Proficient or Advanced.²⁹ In practical terms, youth who attended after school for 98 days were 10% more likely to score at Proficient or Advanced than those who attended just one day.

Similarly, regression analysis indicates that the hours that youth spend in academic support activities influences their CST performance. In this case, youth who spent 189 hours in academic support activities were 45% more likely to score Proficient or Advanced than those who spend substantially fewer hours in academic support activities.

Mathematics

²⁷ Prior year participation in after school activities was at the margin of statistical significance ($P = 0.052$) with each additional day of after school activities increasing the likelihood of re-designation by about 0.1 - 0.7%.

²⁸ Paired samples t-test results for students for whom two semesters of core course grade data are available. Course grades were converted to numeric equivalents, in which A+ = 4.33 points, A = 4 points, and so on.

²⁹ Logistic regression analysis, with outcome variable as "scored Proficient or Advanced" odds ratio for ASP days attended = 1.001.

Core course grades in Mathematics declined between the first and second semesters for all students. There was no statistically-significant difference in semester-to-semester course grade changes between participants and their peers.

When participants' performance on the California Standards Test (CST) is considered, after school participation appears to contribute to student success. Namely, each additional day of after school program participation is associated with a .001% increased likelihood of scoring at Proficient or Advanced.³⁰ In practical terms, youth who attended after school for 98 days were 10% more likely to score at Proficient or Advanced than those who attended just one day.

Similarly, regression analysis indicates that the hours that youth spend in academic support activities influences their CST performance. In this case, youth who spent 189 hours in academic support activities were 20% more likely to score Proficient or Advanced than those who spend substantially fewer hours in academic support activities.

The number of youth who attended after school at these "threshold" levels varies by school type. About 54% of all participants attended after school for 98 days or more, including 70% of elementary, 48% of middle, and 33% of high schoolers.

Forty percent (40%) of after school participants came to 189 hours or more of academic support activities, including 56% of elementary, 23% of middle, and 25% of high school students.

³⁰ Logistic regression analysis, with outcome variable as "scored Proficient or Advanced" odds ratio for ASP days attended = 1.001.

High School Graduation and College Readiness

The school-based after school programs serving high school students provide targeted academic supports including intensive tutoring, CAHSEE prep, and credit recovery. Participant analysis in this sub section includes those youth participating in a related after school program activity, and is compared to similar non-participants.

California High School Exit Exam

Students are required to pass the California High School Exit Exam (CAHSEE) in both Math and English Language Arts (ELA) in order to be eligible for graduation. Among after school youth, at least 292 participated in after school CAHSEE Prep activities in 2009-10. The average participant took part in 16.9 hours of Prep (with a maximum of 50.3 hours). Among high school students who participated in significant (10 or more hours total) CAHSEE Prep activities in after school in 2009-10 a total of 62% of tenth graders, 71% of eleventh graders and 56% of twelfth graders passed Math and 60% of tenth graders, 74% of eleventh graders and 56% of twelfth graders passed ELA.

These numbers are significantly lower than OUSD students not taking part in after school programs (tenth grade 60%/62%, eleventh grade 79%/75% and twelfth grade 87%/86% for Math and ELA, respectively) suggesting that students who take CAHSEE Prep classes in after school are doing so to correct deficiencies in these subject areas.

Among all OUSD students with low Math or ELA CST scores in the prior year (e.g. scored below basic or far below basic), students who took part in significant CAHSEE Prep in after school had significantly lower CAHSEE passing rates than students with low CST scores who did not take part in significant CAHSEE Prep. Among prior year low-CST scoring ten to twelfth graders, 55% of those taking significant CAHSEE prep passed the CAHSEE Math versus 73% of low-scoring youth with no CAHSEE Prep. In the same population, 46% of those with CAHSEE Prep passed the CAHSEE ELA versus 63% of those with no preparation in after school. The same pattern is observed when the sample is restricted to just after school participants.

There were three programs that had higher CAHSEE passing rates for students that participated in Prep activities as compared to the school as a whole: EXCEL, Rudsdale Continuation and Street Academy. At these sites, CAHSEE Prep participants had much higher passage rates than the school averages, suggesting that these CAHSEE Prep programs achieved greater success than CAHSEE Prep activities at other sites.³¹

Available data cannot be interpreted causally. That is, it is unlikely that CAHSEE Prep activities made participants less likely to pass the test. Instead, the of a finding of benefit may be related to strong deficiencies in Math and ELA skills in students who are routed to CAHSEE Prep activities in after school. Additional exploration of the three programs with above-average passage rates for CAHSEE Prep participants may shed additional light on the most effective approaches for these activities.

³¹ EXCEL's CAHSEE passing rates for Math and ELA were 65% and 64% for students not taking part in CAHSEE Prep and 80% and 73% for CAHSEE Prep participants, respectively. At Street Academy, the passing rates were 47% and 61% for non-participants and 75% and 75% for participants. At Rudsdale, the passing rates were 41% and 50% for non-participants and 49% and 51% for participants.

Course Credits Earned

Course credit recovery allows students who fall behind in core courses to make up class credit through Cyber High and elective courses offered through the after school program. At least 550 students took part in after school credit recovery activities in 2009-10. On average, these youth spent 55.6 hours in credit recovery (with a maximum of 423 hours). Among students who participated in high school credit recovery activities in after school, the number of course credits earned was higher than in the previous school year.³² In the 2008-09 school year, these students earned on average 36.7 credits (compared to 38.5 credits among their peers). In the 2009-10 school year, during their credit recovery participation, they earned on average 39.8 credits (compared to 38.5 credits for all students).

Academic support services in after school also allow high school students to stay on track for completion of A-G courses required for admission to the University of California and California State University education systems. Students who participated in 10+ hours of academic support activities in after school maintained their progress toward A-G courses, completing between three and four required courses on average. By contrast, students who did not participate in academic support activities demonstrated a slight decline in the proportion of A-G classes they complete, decreasing from 56% to 51% of required courses.³³

Graduation

Eighty-five percent (85%) of twelfth graders graduated in OUSD in 2009-10. Students who participated in 10+ hours of academic support had slightly lower graduation rates (83%) than their peers (87%), though this difference is not statistically significant.

Students who participated in academic support activities in after school were slightly less likely to graduate qualified to attend a UC or CSU.³⁴ This does not suggest that after school program participation makes students poorer academically, but instead likely demonstrates that programs most actively recruit youth who can benefit from additional support.

³² An analysis of credits earned for 359 high school after school participants with data on credits earned in 2008-09 and 2009-10. This is compared to all OUSD high school students with earned credits information in both school years (n=10,146 students). Students who did not participate in credit recovery earned an equivalent number of credits, while those who attended credit recovery activities in after school earned three additional course credits. Results for participants are statistically significant using paired samples T-test, P<.05.

³³ Paired samples t-tests for youth who attended 10+ hours of academic assistance found no statistically-significant difference in the proportion of A-G classes completed, compared to a 6 percentage point decline for youth who did not attend academic support services.

³⁴ Ten percent (10%) of students who attended academic support activities were UC qualified, compared to 17% of their peers. Twenty three percent (23%) were CSU qualified, compared to 29% of their peers.

Table 17: Site-Level Contributory Outcomes for Youth in School-Based Programs

Lead Agency	Program Site	Academic Behaviors % of participants reporting that after school helps them with school skills ³⁵	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency % of English Learner Participants Re-Designated	English Language Arts % Proficient/Advanced		Math % Proficient/Advanced	
				Participants	Non-Participants	Participants	Non-Participants
Elementary							
AspiraNet	Acorn Woodland	77%	11%	48%	64%	61%	73%
Higher Ground	Allendale	81%	12%	46%	49%	56%	63%
Oakland LEAF	Ascend	88%	9%	45%	49%	56%	57%
EBAYC	Bella Vista	74%	23%	73%	54%	83%	78%
BACR	Bridges Academy	67%	12%	34%	44%	56%	63%
Higher Ground	Brookfield	**	15%	40%	34%	47%	52%
Learning for Life	Burckhalter	71%	21%	46%	64%	71%	73%
AspiraNet	Carl Munck	74%	38%	66%	58%	67%	58%
OASES	Cleveland	69%	16%	75%	78%	89%	84%
AspiraNet	Community United	77%	11%	23%	19%	37%	30%
AspiraNet	East Oakland Pride	78%	10%	22%	21%	33%	34%
BACR	Emerson	91%	22%	33%	37%	55%	47%
AspiraNet	Encompass Academy	82%	14%	48%	33%	49%	40%
BACR	Esperanza Academy	71%	10%	25%	29%	58%	62%
EBAYC	Franklin	80%	29%	61%	46%	78%	58%

³⁵ The Academic Behaviors survey questions are not comparable between Elementary, Middle and High School programs because the survey questions differ. For elementary students the survey question is "In this after school program, I learn good study skills," where students check a box to indicate "yes." For middle school participants, the survey question is "This afterschool program has helped me learn good study skills." For high school participants, the survey question is "How much has this after-school program helped you get better grades," where the reported percent is the proportion of students answering "somewhat" or "a lot."

Lead Agency	Program Site	Academic Behaviors % of participants reporting that after school helps them with school skills ²⁵	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency % of English Learner Participants Re-Designated	English Language Arts % Proficient/Advanced		Math % Proficient/Advanced	
				Participants	Non-Participants	Participants	Non-Participants
BACR	Fred T. Korematsu	75%	5%	22%	31%	49%	47%
Learning for Life	Fruitvale	81%	11%	46%	38%	55%	49%
AspiraNet	Futures Elementary	76%	4%	34%	42%	47%	51%
EBAYC	Garfield	80%	9%	31%	35%	54%	53%
BACR	Glenview	100%	17%	50%	63%	61%	71%
BACR	Global Family School	92%	11%	18%	14%	41%	39%
AspiraNet	Grass Valley	47%	NR	55%	43%	59%	57%
BACR	Greenleaf	74%	18%	52%	50%	72%	78%
BACR	Hoover	70%	25%	39%	19%	67%	50%
Learning for Life	Horace Mann	75%	21%	48%	53%	68%	70%
AspiraNet	Howard	81%	15%	42%	40%	52%	54%
AspiraNet	International Community	74%	13%	34%	35%	61%	68%
EBAYC	La Escuelita	82%	10%	59%	47%	85%	68%
BACR	Lafayette	86%	22%	24%	21%	39%	35%
Ujima Foundation	Lakeview	83%	8%	43%	45%	53%	60%
PMA Consulting	Laurel	81%	13%	66%	52%	82%	60%
Spanish Speaking	Lazear	95%	8%	18%	42%	31%	49%
BACR	Learning Without Limits	88%	19%	37%	32%	66%	50%
OASES	Lincoln	59%	32%	80%	85%	95%	97%
BACR	M.L. King, Jr.	78%	14%	39%	36%	39%	26%

Lead Agency	Program Site	Academic Behaviors <i>% of participants reporting that after school helps them with school skills²⁵</i>	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency <i>% of English Learner Participants Re-Designated</i>	English Language Arts		Math	
				% Proficient/Advanced		% Proficient/Advanced	
				Participants	Non-Participants	Participants	Non-Participants
EBAYC	Manzanita Community	90%	15%	30%	45%	64%	55%
OUSD	Manzanita Seed	82%	26%	58%	50%	77%	70%
BACR	Markham	69%	16%	57%	54%	62%	58%
Learning for Life	Marshall	**	0%	46%	24%	61%	48%
Learning for Life	Maxwell Park	55%	14%	32%	24%	52%	41%
Higher Ground	New Highland Academy	87%	7%	33%	100%	58%	100%
Girls, Inc.	Parker	67%	21%	55%	48%	59%	54%
AspiraNet	Peralta	48%	0%	71%	78%	81%	86%
AspiraNet	Piedmont Avenue	68%	13%	41%	56%	65%	68%
BACR	Place @ Prescott	76%	0%	29%	41%	42%	41%
OUSD	Reach Academy	61%	8%	11%	14%	28%	27%
AspiraNet	Rise	85%	7%	35%	38%	43%	40%
BACR	Sankofa	86%	0%	39%	.	53%	.
BACR	Santa Fe	76%	0%	33%	21%	40%	32%
EBAC	Sequoia	73%	13%	70%	69%	72%	77%
Higher Ground	Sobrante Park	88%	0%	43%	30%	50%	44%
AspiraNet	Think College Now	79%	20%	58%	54%	78%	72%
Average		74%	13%	43%	45%	59%	59%

Lead Agency	Program Site	Academic Behaviors % of participants reporting that after school helps them with school skills ³⁵	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency % of English Learner Participants Re-Designated	English Language Arts		Math	
				% Proficient/Advanced		% Proficient/Advanced	
			Participants	Non-Participants	Participants	Non-Participants	
Middle							
BACR	Alliance Academy	28%	20%	29%	27%	32%	23%
Murphy and Associates	Bret Harte	43%	19%	39%	30%	33%	20%
BACR	Claremont	38%	20%	41%	36%	36%	30%
AspiraNet (ASES) & Safe	Coliseum College Prep	44%	16%	18%	28%	18%	13%
Safe Passages	Edna Brewer	35%	10%	59%	63%	61%	69%
BACR	Elmhurst Community	39%	14%	27%	22%	35%	15%
YMCA of the East Bay	Explore College Prep	36%	27%	20%	9%	10%	6%
Safe Passages	Frick	39%	14%	21%	27%	23%	18%
BACR	Madison	33%	18%	35%	37%	41%	33%
AspiraNet	Melrose Leadership	38%	13%	27%	.	27%	.
EBAYC	Roosevelt	62%	8%	29%	21%	30%	21%
AspiraNet (ASES) & Safe	Roots	41%	6%	13%	15%	11%	11%
Safe Passages	United For Success	55%	14%	19%	18%	22%	20%
Oakland LEAF	Urban Promise Academy	56%	21%	41%	56%	39%	69%
Ujimaa Foundation	West Oakland Middle	43%	7%	24%	0%	20%	0%
Eagle Village Community	Westlake	43%	18%	32%	.	34%	.
Average		42%	15%	31%	33%	32%	31%

Lead Agency	Program Site	Academic Behaviors % of participants reporting that after school helps them with school skills ³⁵	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency % of English Learner Participants Re-Designated	English Language Arts % Proficient/Advanced		Math % Proficient/Advanced	
				Participants	Non-Participants	Participants	Non-Participants
High*							
BACR	Bunche	82%	0%	1%	0%	0%	.
AspiraNet	Coliseum College Prep	83%	5%	14%	0%	12%	0%
YMCA	College Prep & Architecture	67%	0%	27%	17%	13%	4%
YMCA	Dewey	97%	3%	3%	0%	0%	0%
Alternatives in Action	EXCEL	80%	10%	15%	33%	4%	0%
BACR	Far West	82%	0%	17%	.	4%	.
Alternatives in Action	Life Academy	77%	10%	27%	26%	13%	11%
YMCA	Mandela	100%	4%	13%	11%	8%	13%
YMCA	Media Academy	95%	3%	24%	17%	2%	0%
OUSD	Met West	83%	2%	29%	.	9%	.
EBAYC	Oakland High	78%	2%	36%	33%	17%	23%
BACR	Oakland Technical	78%	7%	47%	40%	23%	21%
YMCA	Robeson	100%	0%	18%	8%	4%	0%
BACR	Rudsdale Continuation	88%	4%	2%	.	0%	.
Youth Together	Skyline	70%	7%	44%	43%	20%	17%
BACR	Street Academy	93%	5%	11%	.	2%	.
Youth Together	Youth Empowerment	81%	0%	9%	.	3%	.
Average		84%	4%	28%	36%	13%	18%

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

** The incorrect youth survey version was administered at this site, omitting this question.

Key Findings from the 2009-10 Oakland After School Evaluation

This section identifies areas in which Oakland after school programs can further improve. Key findings are based on the information analyzed for the 2009-10 program year, including site visit results, program self-assessments, stakeholder surveys and focus groups, and participant performance data.

The large majority of after school programs in the study provide quality services to children and youth. Programmatic observations, stakeholder surveys, and sites' self-assessments indicate that, on the main, Oakland after school programs provide services in accordance with research-based quality practices. In most cases, programs' areas for improvement are opportunities to further enhance service quality, rather than to reach a baseline level.

Programs can benefit from stronger communication with school-day staff and with community members. At school-based after school programs, fewer than half (46%) of principals reported that they regularly invited after school staff to School Site Council (SSC) or Coordination of Services Team (COST) meetings, a critical opportunity for cross-program coordination and communication. Similarly, about one in five Site Coordinators requested assistance in building strong community partnerships, particularly in making referrals to other services and collaborating with other organizations.

Children report feeling safer in after school than any other place, yet at least one in four has been bullied in after school. Middle and high school-aged participants reported that they felt physically safer in after school than in their neighborhoods or at school, reflecting the success of after school programs in creating a physically and emotionally safe place for youth. On the other hand, between 24% and 40% of participants reported that they were bullied or hit while in after school, suggesting more work is needed to encourage safe practices among participants.

Key Findings, Continued

After school programs need continued assistance in providing high quality academic supports. Site observations, stakeholder surveys and focus groups, and sites' self-assessments confirm that after school programs can further improve their academic supports. Specific areas for growth include:

- In program self-assessments, Site Coordinators report that their programs are currently not strong in bilingual and English Learner support strategies and use of instructional strategies for special needs.
- Academic Liaisons called for additional planning and training time and more time throughout the school year to meet with staff to support ongoing communication and program improvement efforts. Academic Liaisons commonly expressed a desire to refine the academic support goals of the after school program.

Site Coordinators and Academic Liaisons expressed a moderate level of frustration and confusion regarding lesson plan development. Some Academic Liaisons reported frustration with the lack of training for site staff, while Site Coordinators reported less than adequate amounts of support from their Academic Liaison.

- Site visits indicate that program staff can further improve by more consistently presenting key concepts in multiple formats (i.e., visually, written and verbally) and actively modeling learning skills for participants.

Programs can further improve meaningful learning opportunities for youth. Program observations suggest that staff can improve most by consistently using a clearly stated learning goal to guide activities. Sites self-assessments indicate that Site Coordinators are interested in further enhancing opportunities for youth leadership and reflection. Youth survey results indicate that a notable minority (15%-30%) of participants reported low levels of engagement and skill building opportunities in after school.

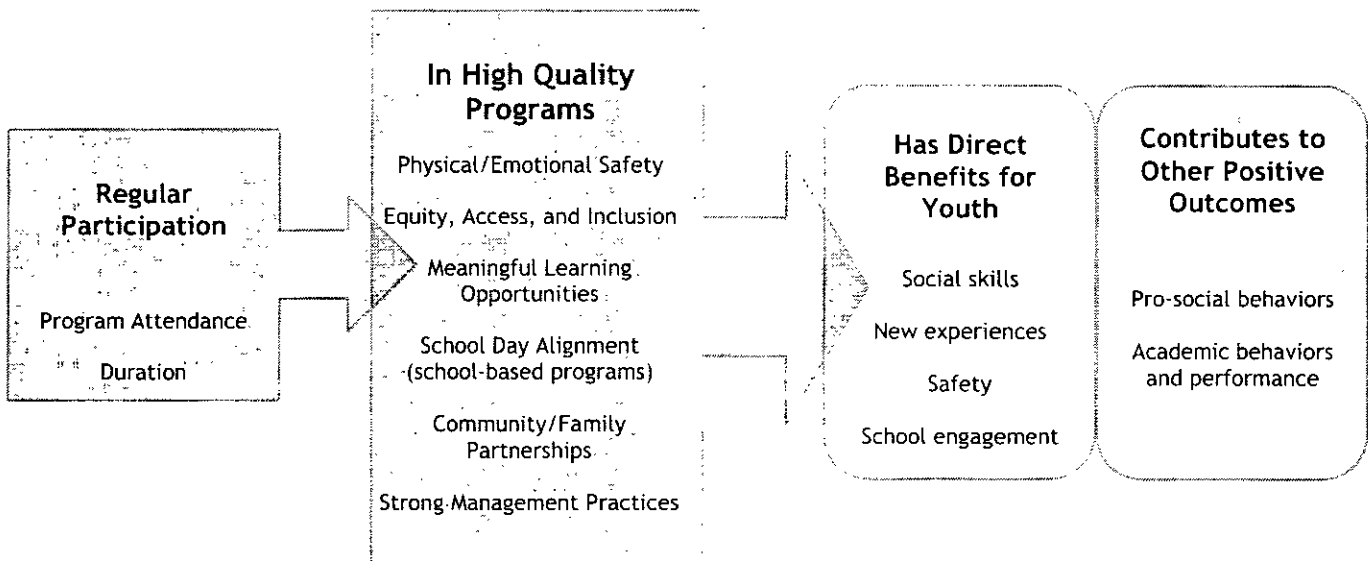
Appendices

Appendix 1: Theory of Action for Oakland After School Programs

To guide the evaluation of Oakland after school programs, the evaluation team developed a Theory of Action based on existing literature that emphasizes the links between regular participation, high quality programming, and positive student outcomes.

Figure A provides a visual model of the ways in which after school programs contribute to positive outcomes for young people.

Figure A: Theory of Action for Oakland After School Programs



This model distinguishes between two types of participant outcomes: direct outcomes and contributory. Direct outcomes can be observed during the program year and are more directly influenced by participants' experiences in after school programs. For example, many after school programs offer a variety of activities that young people may not otherwise have the opportunity to experience, such as music, organized sports, and visual arts. After school participants in turn have the opportunity to explore new interests and skills.

After school program participation can also contribute to a variety of other positive outcomes that are subject to a greater variety of external influences. For example, many after school programs provide homework help and tutoring, which can contribute to participants' school success, but these supports are less influential than the quality of instruction participants receive in the classroom, factors over which after school programs have limited control.

Regular Participation in After School

Research in the after school field finds that youth who attend programs most often can demonstrate the greatest changes in social, emotional, and academic performance. For example, an evaluation of high quality after school programs found that youth who attended regularly demonstrated significant gains in standardized math scores (compared to similar youth who were unsupervised after school) and decreases in misconduct at school, including skipping school and fighting with other youth.³⁶ Another study found that youth who participated regularly in after school programs for two or more school years had higher aspirations regarding graduation and college and were less likely to drop out than their peers.³⁷

High Quality After School Programs

After school program evaluations have found that the quality of after school programs is a key component in affecting participant outcomes. High quality after school programs are both better able to recruit and retain participants, and are more likely to be associated with positive outcomes for youth. Current research in after school suggests that high quality programs offer a combination of recreation, academics, and enrichment activities, with a strong emphasis on hands-on, student directed learning. This allows participants to explore new subjects and skills that they may not otherwise know of, and encourages their successful development socially, emotionally, and academically.

Extending beyond *what* is offered is *the way in which* activities are offered. For example, an after school program that creates a positive, supportive environment for young people, in which they feel comfortable expressing ideas and making mistakes, is associated with greater outcomes for participants, regardless of the specific focus of the program.

The Oakland After school Theory of Action builds upon this idea, identifying common quality elements for all after school programs, inclusive of setting or content-area focus. This allows the use of a common evaluation framework for multiple after school programs.³⁸ The Theory of Action prioritizes six quality elements:

1. **Physical and emotional safety** - 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.
2. **Equity, access, and inclusion** - 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.

³⁶ Deborah Lowe Vandell, et al., *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs*, (Irvine, CA: University of California, Irvine, 2007).

³⁷ Harvard Family Research Project, "After school Programs in the 21st Century: Their Potential and What it Takes to Achieve It," *Issues and Opportunities in Out-of-School Time Evaluation*, Number 10, February 2008.

³⁸ Charles Smith, Tom Devaney and Samantha Sugar, "Quality and Accountability in the Out-of-School Time Sector," *New Directions for Youth development*, Number 121, Spring 2009.

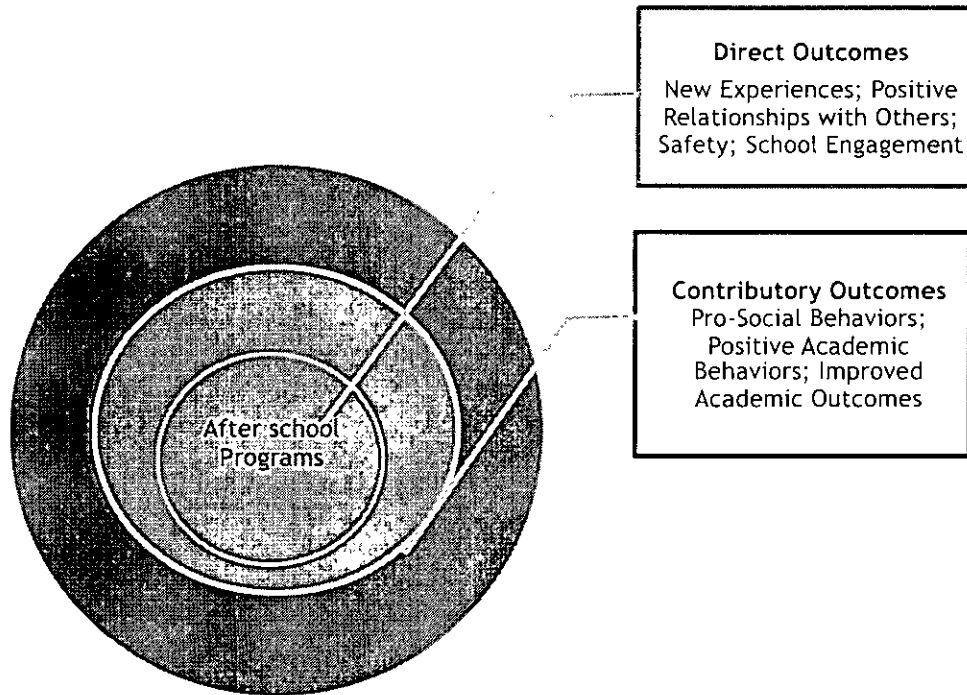
3. **Meaningful learning opportunities** - After school programs engage participants as active learners in challenging, relevant, and enriching learning experiences that provide rich opportunities for youth to learn new skills that draw on their personal interests.
4. **School-day alignment** (school-based programs) - After school programs provide regular homework support, academic intervention, and enrichment activities that extend upon key skills and concepts covered in the school days. Faculty and administrators communicate regularly with after school programs about the learning and behavioral styles of individual participants, effective instructional techniques, and learning goals for program staff to pursue. In a reciprocal fashion, after school program staff can provide faculty with helpful insights into participants' interests and needs.
5. **Community/Family partnerships**—Programs incorporate local resources into programming and facilitate opportunities for young people to learn about and contribute to their community. Parents and caregivers have meaningful opportunities to participate in after school programs; programs serve as a link to other community resources for families.
6. **Strong management practices** - After school programs have enough resources to provide quality programming, including staff, space, and materials. Staff are well-trained in youth development practices and have sufficient content-area expertise for the activities they lead; staff members use feedback and performance data to inform the design and implementation of the program.

Benefits for Participants

Young people are affected by a wide array of influence in their lives, and after school is just one. Therefore, the contribution of an after school program to a particular outcome should be understood within the larger context of children's lives; after school programs have a greater influence over some outcomes than others. Figure B provides a visual representation of the relative impact that after school programs have on student outcomes. The inner circle (orange) describes those outcomes that are most directly attributable to after school, as they are most closely related to what programs do regularly.

The outer circle depicts desirable outcomes to which after school can contribute, but that are subject to numerous additional influences outside the purview of after school programs, including school-day instruction, family support, and participants' other extracurricular activities.

Figure B: The Range of After School Outcomes

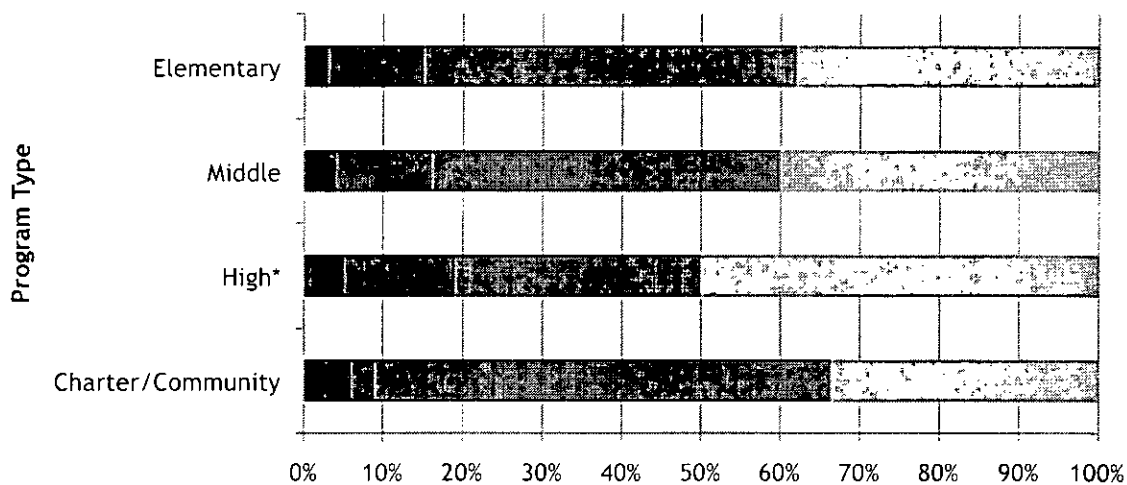


In the Oakland After School Theory of Action, direct outcomes of program participation include awareness of new interests and abilities, stronger social skills, enhanced safety and a greater attachment to school. Contributory outcomes include improved pro-social behaviors (i.e., in settings other than after school), stronger academic behaviors, and improved grades and test scores.

Appendix 2: Data Sources and Response Rates

Survey	Date Administered	N	Response Rate Overall	Elem. Response Rate	Middle Response Rate	High Response Rate	Charter / Community Response Rate
Site Coordinators							
Site Practices	May 2010	81	85%	94%	94%	65%	60%
End-of-Year Satisfaction (for Coordinators and lead agency staff)		53	56%	58%	44%	76%	50%
School Staff							
Principal (satisfaction and familiarity with program, suggestions for improvement)	April/May 2010	55	65% (15 sites did not indicate site type)	50%	38%	47%	N/A
Teacher (similar to Principal survey)		716	39%	46%	38%	22%	85%
Participants							
Youth Survey (satisfaction with the program, self-reported changes)	April/May 2010	5,675	60%	55%	80%	50%	61%
Parents							
Parent Survey (satisfaction with the program, observed changes in child, benefits of after school for parent/family)	April/May 2010	4,268	45%	59%	36%	14%	48%

Appendix 3: Participants' Race/Ethnicity



	Charter/ Community	High*	Middle	Elementary
Native American	3%	1%	0%	0%
White	3%	4%	4%	3%
Asian/PI	3%	14%	12%	12%
Unspecified/Other	35%	2%	2%	4%
Latino/a	23%	29%	42%	43%
African American	34%	50%	40%	38%

% of Participants

■ Native American ■ White ■ Asian/PI ■ Unspecified/Other ■ Latino/a ■ African American

OAKLAND AFTER SCHOOL PROGRAMS SITE LEVEL PROGRAM BRIEFS 2009-10

Oakland Fund for Children and Youth
&
OUSD After School Programs Office
October 2010

[public
profit]

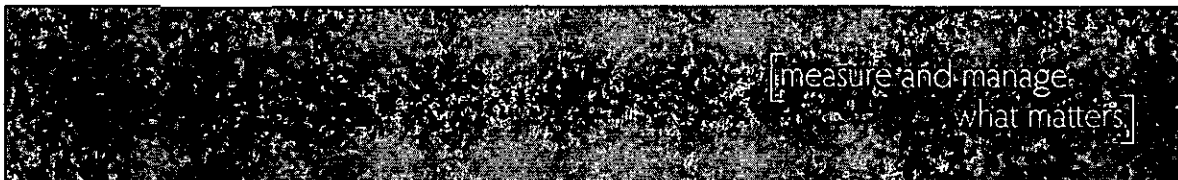


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ELEMENTARY SCHOOL- BASED AFTER SCHOOL PROGRAMS

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Acorn Woodland

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	34%	64%
\$79,800	\$184,600	201	212		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
100%	114%	91%	92%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.24	2.07	YOUTH	82%	95%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	93%	97%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.39	2.15			
	OVERALL	2.16	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Allendale

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	84%	19%
\$79,800	\$112,508	144	131		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
98%	108%	95%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	91%	83%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	95%	95%
	MEANINGFUL LEARNING OPPORTUNITIES	1.86	2.02	TEACHER	91%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2	2.15			
	OVERALL	1.96	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Ascend

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	87%	52%
\$94,500	\$262,515	226	226		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
94%	89%	87%	96%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2.5	2.07	YOUTH	83%
EQUITY, ACCESS, & INCLUSION	2.61	2.09	PARENT	95%	100%
MEANINGFUL LEARNING OPPORTUNITIES	2.33	2.02			
PHYSICAL & EMOTIONAL SAFETY	2.35	2.15	TEACHER	91%	N/A
OVERALL	2.45	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Bella Vista

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	43%	37%
\$94,500	\$112,508	234	104		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
154%	90%	90%	96%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	72%	87%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	94%	91%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02	TEACHER	80%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.17	2.15			
OVERALL	2.04	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Bridges Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
<i>OFCY GRANT</i>	<i>21 CCLC/ASES</i>	<i>08-09</i>	<i>09-10</i>	34%	79%
\$79,800	\$112,508	158	124		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
<i>08-09</i>	<i>09-10</i>	<i>08-09</i>	<i>09-10</i>
97%	97%	88%	87%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.79	2.07	YOUTH	57%	65%
	EQUITY, ACCESS, & INCLUSION	2.08	2.09	PARENT	93%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	1.86	2.02	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.15	2.15			
OVERALL	1.97	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Brookfield

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	66%	29%
\$79,800	\$112,508	204	145		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
119%	118%	88%	72%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
			ACADEMIC SUPPORT	2	2.07
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	98%	98%
MEANINGFUL LEARNING OPPORTUNITIES	2	2.02	TEACHER	79%	N/A
PHYSICAL & EMOTIONAL SAFETY	2	2.15			
OVERALL	2	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Burckhalter

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	67%	15%
\$61,110	\$112,508	148	151		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
115%	122%	80%	85%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	1.88	2.07	YOUTH	85%
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	91%	98%
MEANINGFUL LEARNING OPPORTUNITIES	1.92	2.02	TEACHER	33%	N/A
PHYSICAL & EMOTIONAL SAFETY	1.58	2.15			
OVERALL	1.84	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Carl Munck

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	55%	3%
\$79,800	\$105,825	103	153		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
110%	150%	94%	97%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
			ACADEMIC SUPPORT	2.14	2.07
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT		
MEANINGFUL LEARNING OPPORTUNITIES	2.15	2.02			
PHYSICAL & EMOTIONAL SAFETY	2.18	2.15	TEACHER	100%	N/A
OVERALL	2.12	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Cleveland

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	59%	35%
\$61,110	\$112,508	95	98		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
102%	104%	92%	98%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	89%
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	96%	99%
MEANINGFUL LEARNING OPPORTUNITIES	2.4	2.02	TEACHER	57%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.26	2.15			
OVERALL	2.16	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Community United

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	92%	58%
\$61,110	\$112,508	117	155		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
107%	107%	94%	85%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.57	2.07	YOUTH	88%	75%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	88%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	2.04	2.02	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	2.28	2.15			
OVERALL	2.22	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE East Oakland Pride

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	84%	56%
\$61,110	\$112,508	193	168		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
110%	138%	71%	92%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.7	2.07	YOUTH	80%	70%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	98%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	1.49	2.02	TEACHER	67%	N/A
	PHYSICAL & EMOTIONAL SAFETY	1.9	2.15			
	OVERALL	1.77	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Emerson

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	66%	7%
\$79,800	\$112,508	124	120		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
115%	110%	91%	82%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.29	2.07	YOUTH	92%	87%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	95%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2.21	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2.33	2.15	TEACHER	43%	N/A
	OVERALL	2.21	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Encompass Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	40%	49%
\$61,110	\$112,508	137	138		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
104%	107%	85%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.19	2.07	YOUTH	77%	69%
	EQUITY, ACCESS, & INCLUSION	2.28	2.09	PARENT	95%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2.01	2.02	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	2.23	2.15			
	OVERALL	2.18	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Esperanza Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	45%	84%
\$54,600	\$119,700	119	137		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
85%	105%	77%	75%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.71	2.07	YOUTH	79%	75%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	94%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	1.93	2.02	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	1.79	2.15			
	OVERALL	1.86	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Franklin

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	84%	44%
\$94,500	\$158,408	290	157		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
179%	104%	87%	92%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
			ACADEMIC SUPPORT	2	2.07
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	94%	85%
MEANINGFUL LEARNING OPPORTUNITIES	2.07	2.02	TEACHER	100%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.14	2.15			
OVERALL	2.05	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Fred T. Korematsu

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	53%	53%
\$79,800	\$112,508	118	147		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
97%	110%	83%	68%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.71	2.07	YOUTH	82%	89%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	93%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	1.93	2.02			
	PHYSICAL & EMOTIONAL SAFETY	1.79	2.15	TEACHER		N/A
	OVERALL	1.86	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Fruitvale

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	44%	33%
\$61,110	\$112,508	160	161		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
107%	116%	85%	82%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	98%	93%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	90%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2	2.15	TEACHER	75%	N/A
	OVERALL	2	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Futures Elementary

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	90%	37%
\$94,500	\$112,508	100	140		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
123%	89%	95%	81%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.57	2.07	YOUTH	93%	88%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	100%	96%
	MEANINGFUL LEARNING OPPORTUNITIES	2.04	2.02	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	2.28	2.15			
	OVERALL	2.22	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Garfield

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	88%	60%
\$61,110	\$224,768	273	232		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
110%	89%	82%	91%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.1	2.07	YOUTH	76%	77%
	EQUITY, ACCESS, & INCLUSION	2.5	2.09	PARENT	88%	88%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02	TEACHER	93%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.3	2.15			
	OVERALL	2.22	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Glenview

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	61%	20%
\$54,600	\$112,508	114	89		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
88%	88%	88%	94%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	95%	100%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	100%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	1.97	2.02	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	1.94	2.15			
OVERALL	1.98	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Global Family School

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	83%	81%
\$79,800	\$112,508	101	144		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
142%	113%	99%	90%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	89%
EQUITY, ACCESS, & INCLUSION	2.25	2.09	PARENT	96%	93%
MEANINGFUL LEARNING OPPORTUNITIES	1.95	2.02	TEACHER	100%	N/A
PHYSICAL & EMOTIONAL SAFETY	2	2.15			
OVERALL	2.05	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Grass Valley

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	46%	1%
\$54,600	\$112,508	120	145		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
115%	150%	92%	91%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	47%
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	91%	98%
MEANINGFUL LEARNING OPPORTUNITIES	1.83	2.02	TEACHER	89%	N/A
PHYSICAL & EMOTIONAL SAFETY	1.75	2.15			
OVERALL	1.9	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Greenleaf

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	87%	48%
\$94,500	\$112,050	184	125		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
94%	97%	79%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	68%
EQUITY, ACCESS, & INCLUSION	2.5	2.09	PARENT	91%	96%
MEANINGFUL LEARNING OPPORTUNITIES	2.05	2.02	TEACHER		
PHYSICAL & EMOTIONAL SAFETY	2	2.15			
OVERALL	2.14	2.08			N/A

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Hoover

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	75%	24%
\$79,800	\$112,050	194	179		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
140%	145%	72%	82%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	65%	67%
	EQUITY, ACCESS, & INCLUSION	2.17	2.09	PARENT	92%	92%
	MEANINGFUL LEARNING OPPORTUNITIES	2.08	2.02			
	PHYSICAL & EMOTIONAL SAFETY	1.98	2.15	TEACHER	83%	N/A
OVERALL	2.06	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Horace Mann

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	46%	44%
\$61,110	\$112,050	294	174		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
149%	133%	76%	88%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	82%
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	92%	95%
MEANINGFUL LEARNING OPPORTUNITIES	2.21	2.02	TEACHER	89%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.07	2.15			
OVERALL	2.07	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Howard

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	74%	11%
\$54,600	\$112,050	124	107		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
114%	91%	87%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.83	2.07	YOUTH	83%	87%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	100%	97%
	MEANINGFUL LEARNING OPPORTUNITIES	1.77	2.02			
	PHYSICAL & EMOTIONAL SAFETY	1.86	2.15	TEACHER	100%	N/A
	OVERALL	1.87	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE International Community School

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	90%	73%
\$54,600	\$112,050	158	147		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
113%	117%	84%	83%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
				Satisfaction	Safety
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	YOUTH	72%	77%
	ACADEMIC SUPPORT	2	2.07	PARENT	93%
	EQUITY, ACCESS, & INCLUSION	2	2.09		
	MEANINGFUL LEARNING OPPORTUNITIES	1.75	2.02	TEACHER	100%
	PHYSICAL & EMOTIONAL SAFETY	2	2.15		
OVERALL	1.94	2.08			N/A

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE La Escuelita

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	72%	67%
\$79,800	\$112,508	122	108		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
105%	93%	85%	94%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.86	2.07	YOUTH	93%	91%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	81%	97%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02			
	PHYSICAL & EMOTIONAL SAFETY	1.96	2.15	TEACHER		N/A
OVERALL	1.95	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Lafayette

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	55%	16%
\$61,110	\$112,050	110	130		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
123%	131%	99%	95%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	93%	94%
	EQUITY, ACCESS, & INCLUSION	2.11	2.09	PARENT	98%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	2.33	2.15			
OVERALL	2.11	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Lakeview

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	66%	10%
\$79,800	\$112,050	139	148		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
107%	117%	83%	88%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	Satisfaction		Safety
			YOUTH	67%	83%
ACADEMIC SUPPORT	2	2.07	PARENT	96%	96%
EQUITY, ACCESS, & INCLUSION	2	2.09			
MEANINGFUL LEARNING OPPORTUNITIES	2	2.02			
PHYSICAL & EMOTIONAL SAFETY	2.33	2.15	TEACHER	100%	N/A
OVERALL	2.08	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Laurel

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	71%	36%
\$94,500	\$112,050	139	132		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
107%	110%	85%	91%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.33	2.07	YOUTH	77%	89%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	92%	93%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2.08	2.15	TEACHER	89%	N/A
	OVERALL	2.1	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Lazear

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	88%	82%
\$61,110	\$112,508	170	157		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
111%	104%	81%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	76%	88%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	91%	90%
	MEANINGFUL LEARNING OPPORTUNITIES	1.9	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2	2.15	TEACHER	33%	N/A
	OVERALL	1.98	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Learning Without Limits

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	90%	47%
\$54,600	\$112,050	115	125		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
103%	96%	77%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	77%	83%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	91%	93%
	MEANINGFUL LEARNING OPPORTUNITIES	1.9	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2	2.15	TEACHER	64%	N/A
OVERALL	1.98	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Lincoln

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	82%	45%
\$94,500	\$201,645	153	184		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
95%	97%	94%	96%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
				Satisfaction	Safety
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	YOUTH	61%	92%
	ACADEMIC SUPPORT	2.38	2.07	PARENT	90%
	EQUITY, ACCESS, & INCLUSION	2.33	2.09		
	MEANINGFUL LEARNING OPPORTUNITIES	2.13	2.02	TEACHER	78%
	PHYSICAL & EMOTIONAL SAFETY	2.65	2.15		
OVERALL	2.37	2.08			N/A

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE M.L. King, Jr.

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	82%	17%
\$94,500	\$112,508	162	166		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
129%	122%	78%	69%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	78%	85%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	95%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02	TEACHER	0%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.17	2.15			
OVERALL	2.04	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Manzanita Community School

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	77%	44%
\$79,800	\$112,050	127	154		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
105%	100%	82%	91%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.74	2.07	YOUTH	79%	79%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	98%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	1.69	2.02	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	1.93	2.15			
	OVERALL	1.84	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Manzanita Seed

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	80%	38%
\$79,800	\$112,050	114	120		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
100%	119%	88%	79%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2.07	YOUTH	76%	84%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	96%	99%
	MEANINGFUL LEARNING OPPORTUNITIES	2.17	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2	2.15	TEACHER	50%	N/A
	OVERALL	2.04	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Markham

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	55%	48%
\$79,800	\$112,050	122	112		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
90%	99%	90%	80%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.05	2.07	YOUTH	86%	73%
	EQUITY, ACCESS, & INCLUSION	2.25	2.09	PARENT	95%	97%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.02			
	PHYSICAL & EMOTIONAL SAFETY	1.99	2.15	TEACHER	100%	N/A
	OVERALL	2.07	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Marshall

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	61%	7%
\$61,110	\$112,508	153	114		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
118%	99%	79%	88%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
				Satisfaction	Safety
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	YOUTH	90%	92%
	ACADEMIC SUPPORT	2.5	2.07	PARENT	85%
	EQUITY, ACCESS, & INCLUSION	2	2.09		
	MEANINGFUL LEARNING OPPORTUNITIES	2.25	2.02	TEACHER	80%
	PHYSICAL & EMOTIONAL SAFETY	2.39	2.15		
OVERALL	2.28	2.08			N/A

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Maxwell Park

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	63%	17%
\$79,800	\$112,050	163	119		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
110%	103%	77%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	58%
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	91%	100%
MEANINGFUL LEARNING OPPORTUNITIES	2.08	2.02			
PHYSICAL & EMOTIONAL SAFETY	2	2.15	TEACHER	80%	N/A
OVERALL	2.02	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE New Highland Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	44%	69%
\$61,110	\$112,508	137	329		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
107%	121%	84%	99%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.95	2.07	YOUTH	96%	95%
	EQUITY, ACCESS, & INCLUSION	2.17	2.09	PARENT	95%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	1.96	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2.31	2.15	TEACHER	100%	N/A
OVERALL	2.1	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Parker

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	71%	16%
\$79,800	\$112,050	143	143		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
96%	91%	81%	86%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2.38	2.07	YOUTH	79%
EQUITY, ACCESS, & INCLUSION	2.17	2.09	PARENT	93%	94%
MEANINGFUL LEARNING OPPORTUNITIES	2.31	2.02	TEACHER	82%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.33	2.15			
OVERALL	2.3	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Peralta

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	48%	7%
\$61,110	\$112,050	223	190		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
109%	135%	86%	68%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.9	2.07	YOUTH	70%	84%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	89%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	2.13	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2.44	2.15	TEACHER	100%	N/A
	OVERALL	2.12	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Piedmont Avenue

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	46%	14%
\$79,800	\$112,050	123	138		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
95%	124%	84%	88%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
			ACADEMIC SUPPORT	2	2.07
EQUITY, ACCESS, & INCLUSION	2.25	2.09	PARENT	93%	100%
MEANINGFUL LEARNING OPPORTUNITIES	2	2.02			
PHYSICAL & EMOTIONAL SAFETY	2.54	2.15	TEACHER	100%	N/A
OVERALL	2.2	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Place @ Prescott

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	56%	14%
\$79,800	\$122,708	131	140		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
106%	78%	90%	70%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.88	2.07	YOUTH	79%	76%
	EQUITY, ACCESS, & INCLUSION	2.11	2.09	PARENT	39%	78%
	MEANINGFUL LEARNING OPPORTUNITIES	1.56	2.02			
	PHYSICAL & EMOTIONAL SAFETY	1.9	2.15	TEACHER	89%	N/A
OVERALL	1.86	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Reach Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	57%	30%
	\$112,050	245	140		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
236%	107%	97%	77%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.36	2.07	YOUTH	64%	57%
	EQUITY, ACCESS, & INCLUSION	2.25	2.09	PARENT	89%	93%
	MEANINGFUL LEARNING OPPORTUNITIES	2.56	2.02	TEACHER	91%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.67	2.15			
OVERALL	2.46	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Rise Community School

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	45%	52%
\$61,110	\$112,050	115	169		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
102%	102%	92%	91%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	72%
EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	92%	97%
MEANINGFUL LEARNING OPPORTUNITIES	1.96	2.02	TEACHER	89%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.11	2.15			
OVERALL	2.02	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Sankofa

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	69%	8%
\$61,110	\$148,395	118	131		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
89%	85%	93%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	2.07	YOUTH	81%
EQUITY, ACCESS, & INCLUSION	2.06	2.09	PARENT	94%	100%
MEANINGFUL LEARNING OPPORTUNITIES	2	2.02	TEACHER	0%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.37	2.15			
OVERALL	2.11	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Santa Fe

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	71%	5%
\$94,500	\$112,050	149	119		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
127%	93%	91%	85%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.95	2.07	YOUTH	82%	71%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	89%	97%
	MEANINGFUL LEARNING OPPORTUNITIES	2.02	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2.2	2.15	TEACHER		N/A
	OVERALL	2.04	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Sequoia

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	52%	27%
\$61,110	\$112,508	104	102		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
105%	101%	93%	93%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.45	2.07	YOUTH	67%	85%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	94%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2.42	2.02	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.53	2.15			
	OVERALL	2.35	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Sobrante Park

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	89%	35%
\$79,800	\$112,050	99	148		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
108%	127%	90%	97%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.4	2.07	YOUTH	100%	96%
	EQUITY, ACCESS, & INCLUSION	2.17	2.09	PARENT	98%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2.13	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2.61	2.15	TEACHER	100%	N/A
OVERALL	2.33	2.08				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

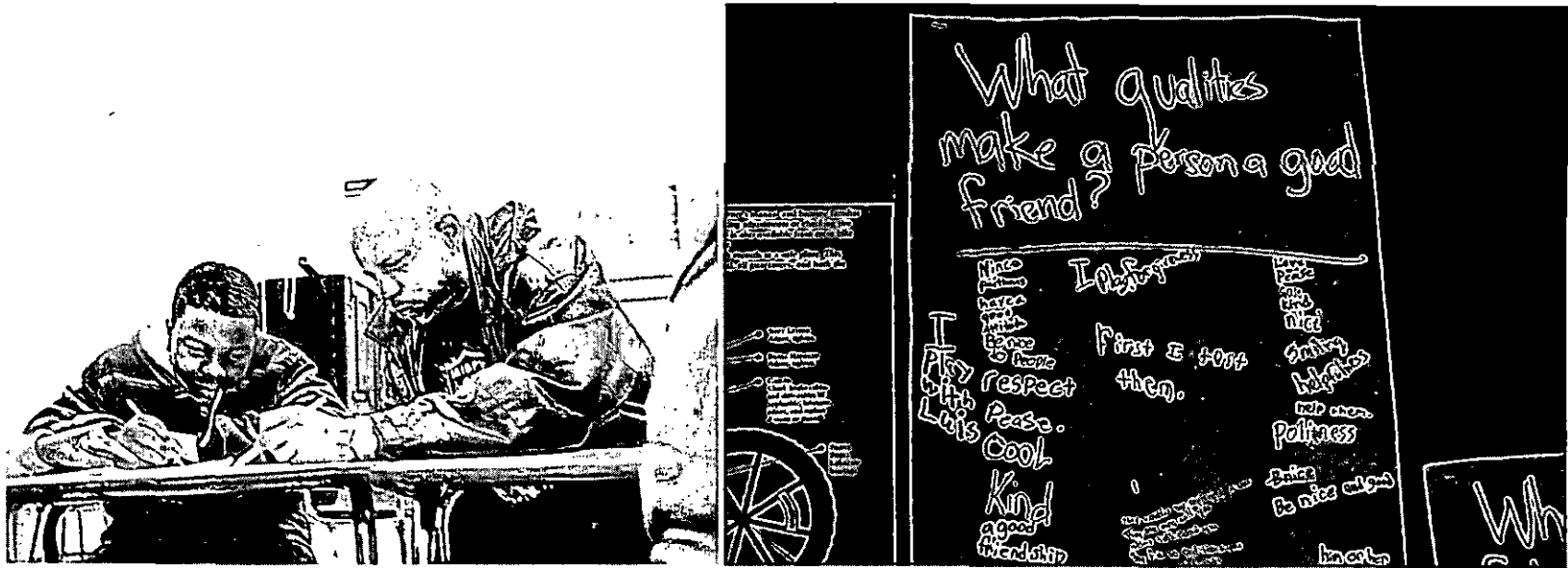
Think College Now

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	94%	48%
\$54,600	\$112,508	180	162		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
176%	157%	91%	86%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.26	2.07	YOUTH	73%	79%
	EQUITY, ACCESS, & INCLUSION	2	2.09	PARENT	100%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2.11	2.02			
	PHYSICAL & EMOTIONAL SAFETY	2	2.15	TEACHER	64%	N/A
	OVERALL	2.09	2.08			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*



MIDDLE SCHOOL- BASED AFTER SCHOOL PROGRAMS

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Alliance Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	91%	40%
\$79,800	\$150,008	265	322		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
155%	165%	88%	85%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.51	2.24	YOUTH	70%	93%
	EQUITY, ACCESS, & INCLUSION	2.89	2.76	PARENT	89%	81%
	MEANINGFUL LEARNING OPPORTUNITIES	2.13	2.05	TEACHER	86%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.5	2.49			
	OVERALL	2.51	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Bret Harte

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	70%	14%
\$105,000	\$150,008	253	215		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
121%	130%	92%	98%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.38	2.24	YOUTH	87%	98%
	EQUITY, ACCESS, & INCLUSION	2.5	2.76	PARENT	99%	95%
	MEANINGFUL LEARNING OPPORTUNITIES	2.17	2.05	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.25	2.49			
OVERALL	2.32	2.39				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Claremont

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	68%	4%
\$94,500	\$150,008	226	355		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
115%	88%	81%	78%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	1.95	2.24	YOUTH	61%
EQUITY, ACCESS, & INCLUSION	2.56	2.76	PARENT	91%	82%
MEANINGFUL LEARNING OPPORTUNITIES	1.81	2.05	TEACHER	80%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.33	2.49			
OVERALL	2.16	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Coliseum College Prep Academy Middle

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	94%	42%
\$61,110	\$150,008	154	159		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
86%	104%	78%	93%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.38	2.24	YOUTH	70%	84%
	EQUITY, ACCESS, & INCLUSION	2.78	2.76	PARENT	100%	92%
	MEANINGFUL LEARNING OPPORTUNITIES	2.15	2.05			
	PHYSICAL & EMOTIONAL SAFETY	2.56	2.49	TEACHER	100%	N/A
	OVERALL	2.47	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-1*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Edna Brewer

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	66%	8%
\$94,500	\$150,008	375	343		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
103%	97%	50%	59%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.55	2.24	YOUTH	68%	97%
	EQUITY, ACCESS, & INCLUSION	2.78	2.76	PARENT	87%	90%
	MEANINGFUL LEARNING OPPORTUNITIES	2.19	2.05	TEACHER	89%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.5	2.49			
	OVERALL	2.5	2.39			

• *Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Elmhurst Community Prep

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	90%	42%
\$79,800	\$150,008	318	328		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
181%	167%	88%	87%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2.57	2.24	YOUTH	69%
EQUITY, ACCESS, & INCLUSION	2.78	2.76	PARENT	85%	68%
MEANINGFUL LEARNING OPPORTUNITIES	2.13	2.05	TEACHER	100%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.48	2.49			
OVERALL	2.49	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Explore College Prep

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	78%	7%
\$79,800	\$150,008	189	170		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
136%	115%	98%	94%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.71	2.24	YOUTH	53%	93%
	EQUITY, ACCESS, & INCLUSION	2.83	2.76	PARENT	92%	90%
	MEANINGFUL LEARNING OPPORTUNITIES	1.94	2.05	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	2.13	2.49			
	OVERALL	2.15	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Frick

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	85%	21%
\$79,800	\$150,008	241	350		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
99%	88%	96%	81%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.01	2.24	YOUTH	57%	97%
	EQUITY, ACCESS, & INCLUSION	2.56	2.76			
	MEANINGFUL LEARNING OPPORTUNITIES	1.99	2.05	PARENT	96%	96%
	PHYSICAL & EMOTIONAL SAFETY	2.49	2.49	TEACHER		N/A
	OVERALL	2.26	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Madison

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	78%	30%
\$94,500	\$112,050	308	305		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
154%	291%	79%	74%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.8	2.24	YOUTH	81%	96%
	EQUITY, ACCESS, & INCLUSION	2.83	2.76	PARENT	88%	76%
	MEANINGFUL LEARNING OPPORTUNITIES	1.93	2.05	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	2.46	2.49			
	OVERALL	2.26	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Melrose Leadership

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	36%	37%
\$79,800	\$291,518	201	249		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
60%	82%	93%	93%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.52	2.24	YOUTH	59%	90%
	EQUITY, ACCESS, & INCLUSION	2.78	2.76	PARENT	88%	79%
	MEANINGFUL LEARNING OPPORTUNITIES	1.89	2.05	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.4	2.49			
	OVERALL	2.4	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Roosevelt

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	50%	34%
\$113,400	\$250,770	389	257		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
99%	93%	70%	89%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
				Satisfaction	Safety
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	YOUTH	72%	96%
	ACADEMIC SUPPORT	2.71	2.24	PARENT	90%
	EQUITY, ACCESS, & INCLUSION	3	2.76		
	MEANINGFUL LEARNING OPPORTUNITIES	2.63	2.05	TEACHER	100%
	PHYSICAL & EMOTIONAL SAFETY	2.88	2.49		
OVERALL	2.8	2.39			N/A

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Roots

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	90%	44%
\$61,110	\$108,008	202	214		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
65%	89%	72%	82%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.3	2.24	YOUTH	66%	97%
	EQUITY, ACCESS, & INCLUSION	2.78	2.76	PARENT	93%	84%
	MEANINGFUL LEARNING OPPORTUNITIES	2.17	2.05			
	PHYSICAL & EMOTIONAL SAFETY	2.44	2.49	TEACHER	65%	N/A
	OVERALL	2.42	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE United For Success

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	88%	46%
\$79,800	\$136,350	449	337		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
83%	103%	79%	79%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.26	2.24	YOUTH	67%	81%
	EQUITY, ACCESS, & INCLUSION	2.78	2.76	PARENT	97%	90%
	MEANINGFUL LEARNING OPPORTUNITIES	2.04	2.05	TEACHER	80%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.58	2.49			
	OVERALL	2.42	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Urban Promise Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	84%	45%
\$94,500	\$149,993	258	292		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
103%	94%	66%	44%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2.26	2.24	YOUTH	78%
EQUITY, ACCESS, & INCLUSION	2.7	2.76	PARENT	98%	100%
MEANINGFUL LEARNING OPPORTUNITIES	2.27	2.05			
PHYSICAL & EMOTIONAL SAFETY	2.58	2.49	TEACHER	100%	N/A
OVERALL	2.45	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE West Oakland Middle

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	80%	8%
\$63,000	\$149,993	207	248		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
154%	116%	98%	67%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
				Satisfaction	Safety
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	YOUTH	69%	88%
	ACADEMIC SUPPORT	1.71	2.24	PARENT	95%
	EQUITY, ACCESS, & INCLUSION	3	2.76		
	MEANINGFUL LEARNING OPPORTUNITIES	1.63	2.05	TEACHER	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.71	2.49		
OVERALL	2.26	2.39			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Westlake

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	71%	20%
\$113,400	\$299,985	417	708		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
67%	93%	66%	70%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.27	2.24	YOUTH	72%	94%
	EQUITY, ACCESS, & INCLUSION	2.67	2.76	PARENT	78%	74%
	MEANINGFUL LEARNING OPPORTUNITIES	1.83	2.05	TEACHER	89%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.51	2.49			
OVERALL	2.32	2.39				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*



HIGH SCHOOL - BASED AFTER SCHOOL PROGRAMS

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Bunche

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	66%	14%
NA	\$135,000	202	318		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
54%	90%	41%	65%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.93	1.98	YOUTH	91%	91%
	EQUITY, ACCESS, & INCLUSION	2.17	1.98	PARENT	99%	96%
	MEANINGFUL LEARNING OPPORTUNITIES	1.92	2.04			
	PHYSICAL & EMOTIONAL SAFETY	2.19	2.05	TEACHER	71%	N/A
	OVERALL	2.05	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Coliseum College Prep Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	94%	47%
NA	\$156,500	N/A	125		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	84%	N/A	91%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	1.98	YOUTH	93%	100%
	EQUITY, ACCESS, & INCLUSION	2	1.98	PARENT	94%	88%
	MEANINGFUL LEARNING OPPORTUNITIES	2.07	2.04			
	PHYSICAL & EMOTIONAL SAFETY	2	2.05	TEACHER	N/A	N/A
	OVERALL	2.02	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

College Prep & Architecture

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	84%	28%
NA	\$189,010	283	181		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
32%	112%	19%	94%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	1.98	YOUTH	89%	100%
	EQUITY, ACCESS, & INCLUSION	1.67	1.98	PARENT	N/A	N/A
	MEANINGFUL LEARNING OPPORTUNITIES	2.02	2.04	TEACHER	N/A	N/A
	PHYSICAL & EMOTIONAL SAFETY	1.99	2.05			
OVERALL	1.92	2.01				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Dewey

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	67%	19%
NA	\$250,000	313	338		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
41%	94%	27%	84%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.42	1.98	YOUTH	84%	100%
	EQUITY, ACCESS, & INCLUSION	2	1.98	PARENT	N/A	N/A
	MEANINGFUL LEARNING OPPORTUNITIES	1.92	2.04	TEACHER	N/A	N/A
	PHYSICAL & EMOTIONAL SAFETY	2	2.05			
	OVERALL	1.83	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE EXCEL

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	62%	5%
NA	\$212,500	281	311		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
27%	42%	28%	32%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	1.98	YOUTH	87%	100%
	EQUITY, ACCESS, & INCLUSION	2.06	1.98	PARENT	N/A	N/A
	MEANINGFUL LEARNING OPPORTUNITIES	2.08	2.04			
	PHYSICAL & EMOTIONAL SAFETY	2.06	2.05	TEACHER	100%	N/A
	OVERALL	2.05	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Far West

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	62%	4%
NA	\$135,000	149	178		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
57%	93%	61%	66%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	1.98	YOUTH	89%
EQUITY, ACCESS, & INCLUSION	1.67	1.98	PARENT	75%	100%
MEANINGFUL LEARNING OPPORTUNITIES	2.04	2.04	TEACHER	N/A	N/A
PHYSICAL & EMOTIONAL SAFETY	2	2.05			
OVERALL	1.93	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Life Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	86%	29%
NA	\$149,860	244	354		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
81%	119%	55%	77%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.17	1.98	YOUTH	85%	95%
	EQUITY, ACCESS, & INCLUSION	2.17	1.98	PARENT	86%	85%
	MEANINGFUL LEARNING OPPORTUNITIES	1.83	2.04	TEACHER	100%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.02	2.05			
OVERALL	2.05	2.01				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Mandela

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	77%	24%
NA	\$189,010	256	257		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
27%	113%	13%	72%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	2	1.98	YOUTH	92%
EQUITY, ACCESS, & INCLUSION	1.67	1.98	PARENT	100%	100%
MEANINGFUL LEARNING OPPORTUNITIES	2.02	2.04	TEACHER	N/A	N/A
PHYSICAL & EMOTIONAL SAFETY	1.99	2.05			
OVERALL	1.92	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Media Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	86%	18%
NA	\$188,990	210	203		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
17%	123%	16%	86%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	1.98	YOUTH	100%	92%
	EQUITY, ACCESS, & INCLUSION	1.67	1.98	PARENT	N/A	N/A
	MEANINGFUL LEARNING OPPORTUNITIES	2.02	2.04	TEACHER	N/A	N/A
	PHYSICAL & EMOTIONAL SAFETY	1.99	2.05			
	OVERALL	1.92	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Met West

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	72%	14%
NA	\$153,000	123	149		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
37%	88%	73%	91%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	Satisfaction		Safety
			YOUTH	77%	95%
ACADEMIC SUPPORT	2	1.98	PARENT	100%	88%
EQUITY, ACCESS, & INCLUSION	2	1.98			
MEANINGFUL LEARNING OPPORTUNITIES	2.2	2.04	TEACHER	100%	N/A
PHYSICAL & EMOTIONAL SAFETY	2.01	2.05			
OVERALL	2.05	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Oakland High

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	69%	12%
NA	\$248,390	374	580		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
74%	100%	41%	28%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.24	1.98	YOUTH	88%	94%
	EQUITY, ACCESS, & INCLUSION	1.94	1.98	PARENT	79%	62%
	MEANINGFUL LEARNING OPPORTUNITIES	2.13	2.04			
	PHYSICAL & EMOTIONAL SAFETY	2	2.05	TEACHER	89%	N/A
OVERALL	2.08	2.01				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Oakland Technical

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	51%	4%
NA	\$248,390	669	843		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
69%	303%	41%	78%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.21	1.98	YOUTH	83%	98%
	EQUITY, ACCESS, & INCLUSION	2.17	1.98	PARENT	N/A	N/A
	MEANINGFUL LEARNING OPPORTUNITIES	2.5	2.04	TEACHER	88%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2.29	2.05			
OVERALL	2.29	2.01				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Robeson

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	79%	9%
NA	\$188,990	221	66		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
20%	49%	17%	87%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	1.98	YOUTH	100%	96%
	EQUITY, ACCESS, & INCLUSION	1.67	1.98	PARENT	N/A	N/A
	MEANINGFUL LEARNING OPPORTUNITIES	2.02	2.04			
	PHYSICAL & EMOTIONAL SAFETY	1.99	2.05	TEACHER	N/A	N/A
OVERALL	1.92	2.01				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Rudsdale Continuation

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	70%	25%
NA	\$215,990	224	235		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
47%	83%	60%	77%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2.21	1.98	YOUTH	67%	100%
	EQUITY, ACCESS, & INCLUSION	2	1.98	PARENT	50%	50%
	MEANINGFUL LEARNING OPPORTUNITIES	2.08	2.04			
	PHYSICAL & EMOTIONAL SAFETY	2.13	2.05	TEACHER	N/A	N/A
	OVERALL	2.1	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Skyline

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	50%	6%
NA	\$169,000	525	493		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
34%	85%	39%	26%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.79	1.98	YOUTH	90%	91%
	EQUITY, ACCESS, & INCLUSION	1.92	1.98	PARENT	50%	100%
	MEANINGFUL LEARNING OPPORTUNITIES	1.9	2.04	TEACHER		N/A
	PHYSICAL & EMOTIONAL SAFETY	2	2.05			
	OVERALL	1.9	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Street Academy

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	69%	19%
NA	\$135,000	136	145		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
68%	157%	NA	93%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	1.76	1.98	YOUTH	86%	90%
	EQUITY, ACCESS, & INCLUSION	2	1.98	PARENT	100%	80%
	MEANINGFUL LEARNING OPPORTUNITIES	1.9	2.04			
	PHYSICAL & EMOTIONAL SAFETY	1.97	2.05	TEACHER		N/A
	OVERALL	1.91	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

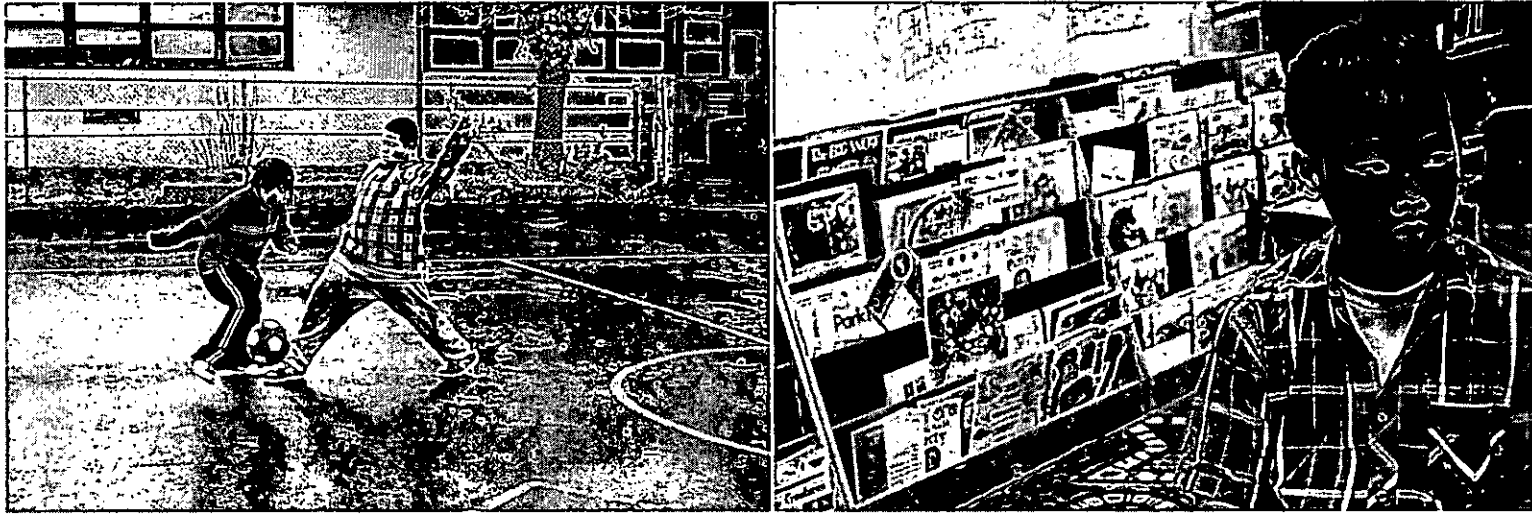
OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Youth Empowerment School

PROGRAM FUNDING		# OF YOUTH-SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	72%	24%
NA	\$233,990	162	249		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
17%	89%	33%	73%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
	ACADEMIC SUPPORT	1.93	1.98	YOUTH	78%
EQUITY, ACCESS, & INCLUSION	2	1.98	PARENT	N/A	N/A
MEANINGFUL LEARNING OPPORTUNITIES	1.93	2.04	TEACHER	71%	N/A
PHYSICAL & EMOTIONAL SAFETY	2	2.05			
OVERALL	1.96	2.01			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*



CHARTER AND COMMUNITY- BASED AFTER SCHOOL PROGRAMS

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Ala Costa Centers

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$94,500	NA	N/A	225		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	91%	N/A	85%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2	YOUTH	90%	91%
	EQUITY, ACCESS, & INCLUSION	2	2	PARENT	95%	96%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.05			
	PHYSICAL & EMOTIONAL SAFETY	2.1	2.01	TEACHER	N/A	N/A
	OVERALL	2.03	2.02			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Kids With Dreams

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$63,000	NA	N/A	125		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	75%	N/A	25%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2	YOUTH	86%	94%
	EQUITY, ACCESS, & INCLUSION	2	2			
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.05	PARENT	90%	76%
	PHYSICAL & EMOTIONAL SAFETY	2	2.01			
	OVERALL	2	2.02	TEACHER	N/A	N/A

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Civicorps Charter

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$79,800	NA	N/A	219		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	71%	N/A	81%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2	YOUTH	67%	75%
	EQUITY, ACCESS, & INCLUSION	2	2			
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.05			
	PHYSICAL & EMOTIONAL SAFETY	2	2.01	PARENT	95%	95%
	OVERALL	2	2.02			
			TEACHER	N/A	N/A	

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Smart Moves Education and Enrichment Program

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$84,000	NA	N/A	379		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	118%	N/A	50%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2	YOUTH	79%	93%
	EQUITY, ACCESS, & INCLUSION	2	2	PARENT	94%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.05			
	PHYSICAL & EMOTIONAL SAFETY	2	2.01	TEACHER	N/A	N/A
OVERALL	2	2.02				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Community After school Program

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$63,000	NA	N/A	241		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	216%	N/A	65%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2	YOUTH	97%	93%
	EQUITY, ACCESS, & INCLUSION	2	2	PARENT	96%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	1.96	2.05			
	PHYSICAL & EMOTIONAL SAFETY	2	2.01	TEACHER	N/A	N/A
	OVERALL	1.99	2.02			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Hawthorne Family Resource Center

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$84,000	NA	N/A	163		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	111%	N/A	87%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
				Satisfaction	Safety
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	YOUTH	91%	89%
	ACADEMIC SUPPORT	2	2	PARENT	84%
	EQUITY, ACCESS, & INCLUSION	2	2		
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.05	TEACHER	N/A
	PHYSICAL & EMOTIONAL SAFETY	2	2.01		
OVERALL	2	2.02			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Lighthouse Community Charter

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$94,500	NA	N/A	236		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	142%	N/A	79%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2	YOUTH	79% (grade 3 to 5) 67% (grade 6 to 8)	88%
	EQUITY, ACCESS, & INCLUSION	2	2	PARENT	96%	98%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.05	TEACHER	76%	N/A
	PHYSICAL & EMOTIONAL SAFETY	2	2.01			
	OVERALL	2	2.02			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE

Nurturing Native Pride

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$81,891	NA	N/A	110		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	130%	N/A	40%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety	
	ACADEMIC SUPPORT	2	2	YOUTH	78%	100%
	EQUITY, ACCESS, & INCLUSION	2	2	PARENT	100%	96%
	MEANINGFUL LEARNING OPPORTUNITIES	2	2.05			
	PHYSICAL & EMOTIONAL SAFETY	2	2.01	TEACHER	N/A	N/A
OVERALL	2	2.02				

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE Oakland Discovery Centers

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$131,880	NA	N/A	866		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	115%	NA	40%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS			
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>	PROGRAM	OVERALL AVERAGE	YOUTH	Satisfaction	Safety	
	ACADEMIC SUPPORT	Not applicable.		2	94%	96%
	EQUITY, ACCESS, & INCLUSION	2		2		
	MEANINGFUL LEARNING OPPORTUNITIES	2.5		2.05	97%	97%
	PHYSICAL & EMOTIONAL SAFETY	2		2.01		
OVERALL	2.17	2.02	TEACHER	N/A	N/A	

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

OAKLAND AFTER SCHOOL 2009-10 PROGRAM PROFILE OPR Inclusion Center

PROGRAM FUNDING		# OF YOUTH SERVED		FREE & REDUCED LUNCH	ENGLISH LEARNERS
OFCY GRANT	21 CCLC/ASES	08-09	09-10	N/A	N/A
\$86,941	NA	N/A	199		

PROGRESS TOWARD TARGETED ANNUAL ATTENDANCE		PARTICIPANT RETENTION RATE	
08-09	09-10	08-09	09-10
N/A	150%	N/A	58%

SITE VISIT QUALITY SCORES			STAKEHOLDER SURVEYS		
	PROGRAM	OVERALL AVERAGE		Satisfaction	Safety
			YOUTH	91%	95%
<i>Did not meet expectations: 0 to 1.85</i> <i>Met expectations: 1.86-2.49</i> <i>Exceeded expectations: 2.50-3.00</i>			PARENT	100%	100%
ACADEMIC SUPPORT	Not applicable.	2	TEACHER	N/A	N/A
EQUITY, ACCESS, & INCLUSION	2	2			
MEANINGFUL LEARNING OPPORTUNITIES	2	2.05			
PHYSICAL & EMOTIONAL SAFETY	2	2.01			
OVERALL	2	2.02			

*Additional site-level data available in the *Oakland After School Program Evaluation Findings Report 2009-10*

Oakland Fund for Children and Youth

**2009-10 EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH,
PHYSICAL & BEHAVIORAL HEALTH AND SUMMER STRATEGY AREAS**

FINAL REPORT



SEE CHANGE



CITY OF
OAKLAND





ACKNOWLEDGEMENTS

See Change wishes to express appreciation to all of the organizations and individuals who contributed their time and thoughts to the 2009-2010 evaluation of the Oakland Fund for Children and Youth's youth program grantees.

Thank you to all programs for your time and commitment to this evaluation. We have appreciated your thoughtful feedback, opinions and depth of knowledge. Your cooperation has allowed us to prepare this report and collect extensive useful data. All of us at See Change have tremendous respect for your contribution to the lives of the children and youth of Oakland.

Thank you to the Oakland Unified School District for providing us with data, resources and time.

We would like to thank Dyanna Christie at DHS, for all her assistance. Thank you also to Mark Min, Frances Francia and the staff of Cityspan for creating and operating the Information System used by OFCY grantees, in addition to fervently supporting the quantitative aspect of this evaluation.

Thank you to Public Profit, for their work on the school-based after-school and community-based after-school component of OFCY, and for their constant and generous collaboration. We'd also like to acknowledge the contributions of our youth evaluators with the Oakland Youth Evaluators Society, a Youth in Focus curriculum-based team.

See Change wishes to express sincere appreciation to our client and partner, the Oakland Fund for Children and Youth, and to the dedicated, involved and compassionate staff for all of their work, guidance and support.

Melanie Moore Kubo, Ph.D serves as the evaluation team leader for the See Change Team. Please address any questions or comments to Betsy Baum at betsy@seechangeevaluation.com.



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Adult Appointee: Maya Dillard Smith

District 1 - Councilmember Jane Brunner

Youth Appointee: McKayla Brekke

Adult Appointee: David Klein

District 2 - Councilmember Pat Kernighan

Youth Appointee: James Mathews

Adult Appointee: Lande Ajose

District 3 - Councilmember Nancy Nadel

Youth Appointee: Kamaya Surrell

Adult Appointee: Brandon Sturdivant

District 4 - Councilmember Jean Quan

Youth Appointee: Barley Anastos

Adult Appointee: David Kahn

District 5 - Councilmember Ignacio de la Fuente

Adult Appointee: Abraham Ruelas

District 6 - Councilmember Desley Brooks

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HOW TO READ THIS REPORT

The OFCY Final Evaluation Report is organized into:

- (a) 2009-10 Evaluation Report focusing on results at the Strategy Area level (Early Childhood, Summer, Physical & Behavioral Health and Older Youth),
- (b) Individual Program Reports (Appendix A), and
- (c) Ten additional appendices containing detailed data tables and discussion of methods.

In the main report, the first three sections, *Service & Participation Goals*, *Program Quality Assessment* and *Program Outcomes (Survey Results)*, include information on the aggregate goals and outcomes of Strategy Areas. *Program Quality Assessments* reflect the quality of program practices as measured by See Change site visits. *Service & Attendance Goals* and *Program Outcomes (Survey Results)* summarize Strategy Area achievements towards service and attendance integrity, and program outcomes, respectively.

In the following three sections of the main report, *Digital Storytelling*, *Youth-Led Evaluation*, and *OUSD Data Analysis*, readers will find additional aggregate analysis and more qualitative representation of grantee outcomes, including youth perspective and digital storytelling.

The final section provides the evaluator's insights and contextualization of grantee performance.

Appendices include the following:

- Appendix A – Individual Program Reports: 2-3 Pages Per Grantee
- Appendix B – Service and Participation Tables: Data by Grantee
- Appendix C – Program Quality Assessment Methods
- Appendix D – Program Quality Assessment Tables: Data by Grantee
- Appendix E – Logic Model Outcome and Survey Details
- Appendix F – Oakland Youth Evaluators Society's Youth-led Evaluation Report

The report is intentionally organized so that readers can easily access information about the overall effect of OFCY funding on Oakland (provided as Strategy Area data and analysis in the main body of the report, and in Appendix G: Youth-led Evaluation Report), as well as individual grantee performance (provided in Appendix A, B, C and E).



EXECUTIVE SUMMARY

OVERVIEW OF OFCY AND SEE CHANGE EVALUATION

The Oakland Fund for Children and Youth (OFCY) was established in 1996, when Oakland’s constituents voted to pass the Kids First! Initiative, to support direct services to children and youth under 21 years of age. OFCY works collaboratively with community organizations, public agencies, schools and other funders, to provide opportunities and resources to Oakland’s children and youth.

OFCY legislation calls for annual evaluation of its funded programs and services. In 2009-2010, See Change, Inc. was engaged to evaluate the Older Youth, Physical & Behavioral Health, Summer, and Early Childhood strategy areas¹. Under these four strategy areas, OFCY funded 59 programs, serving 12,790 youth and children aged 0 to 21 years.

Program Area	OFCY Funds Granted	OFCY Funds Spent	Number of Funded Programs	Youth Served	Total Hours of Service
Early Childhood	\$1,226,333	\$1,226,333	10	3641	201,954
Older Youth	\$2,247,797	\$2,247,334	21	5781	537,014
Physical & Behavioral Health	\$1,229,026	\$1,203,587	13	4675	352,714
Summer	\$989,590	\$989,617	15	1901	511,166

¹ After-School and Community-Based After-School Strategy Areas were reported on by Public Profit, in conjunction with OUSD.

SUMMARY OF FINDINGS

See Change begins its analysis with the assumption that children and youth need supportive institutions in their lives to provide them physical and emotional safety, connections with caring adults and positive peers, opportunities to learn and master new skills, and also to explore their own empowerment and leadership.

The evaluation emphasized the measurement of *how much* of an intervention a young person received (*dosage*), at what level of *quality* the program was delivering services, and whether or not youth were experiencing desired *outcomes*.

The overarching analysis here surfaced one key theme: All four strategy areas were performing at a high level, showing consistent levels of program quality, and improvement in program outcome areas. Program quality was measured primarily through surveys of participants and site visits. Additional insights to program quality were gleaned from a youth-lead evaluation, digital stories (personal narratives produced by program participants in the form of a short video), and some analysis of OFCY participants against their school performance (utilizing OUSD data).

Where comparative analysis of strategy areas was valid, no major differences in performance were found. See Change executed deeper analysis of Older Youth and Physical & Behavioral Health strategy areas, where they could be broken down into sub-categories. Older Youth programs either focused on *Career and College Readiness* or *Youth Leadership*. Regardless of their program focus, Older Youth participants performed similarly on all outcomes. Where Physical & Behavioral Health programs served a range of age groups, findings did not show any differentiation in outcome areas for children of differing ages. OFCY programming has set up a continuum of services and activities, that are performing at high levels across age groups and program models.

In this first year of using an online reporting system *and* analyzing OUSD data in conjunction with OFCY information, See Change presents a few exploratory findings. See Change will work with OUSD, Cityspan and OFCY next year to expand the scope of this analysis, and anticipate it will yield more insightful findings.

KEY FINDINGS

Nos han enseñado como seguir indicaciones, nos han enseñado los colores, de compartir con mas niños y a ser ...preparado cuando ellos lleguen a la escuela, ellos ya vayan preparados...

They've shown us how to follow directions, how to learn the colors, how to share with other children, and to be ready so that when [the children] go to school they'll already be prepared.

- Parent-Child Education & Support Participant, East Bay Agency for Children - Hawthorne Family Resource Center

Service and Participation Goals

Across all strategy areas, programs provided 36% more service hours and 6% more participants than projected in their original grant agreements with OFCY. Strategy areas performed similarly on this measure.

Program Quality Assessment (PQA)

Using a customized PQA tool based on an observational rating scale, and grounded in youth development theory and practice, all OFCY grantees were found to provide quality programs. For the Older Youth, Behavioral and Physical Health, and Summer strategy areas, programs with higher PQA scores had slightly higher levels of youth participation. This finding was strongest when programs scored well on the PQA category of 'Fun'. While areas of excellence varied by strategy area, a common theme for improvement was in peer-to-peer interaction.

Early Childhood Survey Results

See Change received 249 survey responses from parents or caregivers, and 109 from educators or providers of program participants. Parents of Early Childhood participants consistently rated programs high when asked about the specific areas of the programs.

- 72% reported the highest level of improvement in the *Developmental Outcomes of Children* in Early Childhood programs.
- Nearly 75% of Parent/Caregivers (as well as Educators/Providers) reported the highest level of improvement in children's *Attachment to Caregivers*.

96% of Parents and Caregivers reported a decrease in their sense of isolation. Educators and Providers also responded to surveys about Early Childhood program participant:

- Nearly all reported an improvement in children's *Cognitive Skills*.
- 90% reported an improvement in the children's socio-emotional, cognitive and physical needs.



It's really special because at this time, you see how your kid is, how smart they are, and how important it is for you to be part of their life.

- Participant of Children's Hospital & Research Center at Oakland Developmental Playgroups

Older Youth Survey Results

See Change received survey responses from 1026 participants on Older Youth programs. Developmentally, older youth are individuating from their families, and working constantly at a psychological level on defining their emerging unique identities. Youth development programs for older youth are in a good position to guide youths' exploration of self and identity, along multiple dimensions. In their overall survey response, Older Youth Program participants indicate that programs are contributing positively to this process:

- 71% of participants reporting the highest level of improvement in their *Knowledge of and Valuing of Oneself*.
- Youth also attribute their improvements in a range of skill areas to OFCY programs, from building *life skills* (negotiating peer relationships), to building *creative skills* (self-expression and performance).
- See Change also found that youth who showed up more to the programs reported more improvement in areas of self-efficacy, sense of accomplishment, self-awareness and belonging

OFCY programming demonstrated the capacity to positively influence and support the multi-faceted development of older youth participants in Oakland.

Physical and Behavioral Health Survey Results

See Change received survey responses from 1029 participants on Physical and Behavioral Health programs. Programs in this strategy area served youth of varying ages, with a variety of program models. Regardless of age group and program models however, program's goals centered around building skills and motivation for healthy lifestyles.

- 94% of OFCY youth reported an improvement in their sense of self-efficacy in program areas, an indicator in a youth's growing belief that one can make changes in one's life, master a skill, or be successful at a attaining a goal.
- 83% of Physical and Behavioral Health participants reported the highest level of improvement in at least one skill area -- in particular, 95% of youth reported improvement in the area of *Physical Skills*. Skill development further supports youth's sense of self efficacy, and strengthens their hand in future self-determination.



Summer

Program Quality Assessment (PQA) site visits found that slightly higher levels of participation were associated with higher PQA scores. In particular for Summer, this finding was strongest when programs scored well on the PQA category of *Fun*. Alignment of programming with youth’s interests, and the capacity and experience of program staff, all contribute to a high PQA score of *Fun*. Where higher participation and retention rates in youth programs tend to result in better youth and program outcomes, this finding is important in program model development. Due to the timing of Summer programs, this strategy area’s survey results will be included in next year’s evaluation.

When we come to the Park, we like to motivate ourselves and motivate others to do good.

- Participant of OPR: Sandboxes to Community Empowerment

Health Behavior Outcomes

With just 37% of participants in Older Youth and Physical and Behavioral Health achieving at least a moderate level of healthy behavior, we see both an area for improvement in youth outcomes, as well as an emphasis on the existing need for OFCY programming in this population.

Digital Stories

Digital stories from Early Childhood programs discussed the ways in which program curriculum helped their children to develop and prepare for grade school. Many parents highlighted the skills acquired that they would not have otherwise been able to provide their children, such as learning to count, identifying letters and identifying colors. Parents emphasized the comfort and enthusiasm for learning that the curriculum imparted to their children.

Older Youth, Physical and Behavioral Health, and Summer digital stories expressed how excited youth were to be in the programs, particularly in the Summer strategy area. Many youth developed deep bonds with the program and their peers, experienced teamwork and described how they were able to channel energy into skills of which they could be proud.



Youth-Led Evaluation

See Change engaged the Oakland Youth Evaluators Society (OYES) as a critical component of its overall evaluation strategy to lead its own evaluation of youth-funded programs. The goal was to have youth listening to youth voices, and incorporate that into the adult-led evaluation findings.

OYES evaluated 12 Older Youth and Physical & Behavioral Health programs. In youth's own voices, they described how their experience with these programs is consistent with the expected outcomes articulated in the OFCY logic models. The OYES evaluations discussed their evaluation through six major finding areas: Sense of Family, Youth Engagement, Extracurricular Skills, Access to Resources, Safety, and Career and College Readiness.

- Over 70% of the youth surveyed indicate the main reason they want to return to a program is that the staff at these programs treat them with respect.
- Across several finding areas, 90% to 95% of youth have used skills from their youth programs to do better in school.

OYES evaluators also surfaced areas for improvement, such as improving the link between youth and community resources, as well as career opportunities.



THEORY

Youth development theory postulates that when youth receive sufficient supports and opportunities, such as enough caring adults in their lives, they will have better outcomes, such as graduating high school and becoming economically self-sufficient as young adults. Yet it is logistically difficult to measure youths' longer-term outcomes, so evaluation of youth development programs tend to settle for measuring the means to the end, rather than the actual end.

See Change approached this by first grounding our research in youth development literature and published rating and/or accreditation scales where applicable. See Change used these scales and standards to create strategy area-based logic model. From the logic model, See Change built the detailed surveys and ensured that the program quality assessment tool would accurately capture the aims and ambitions of OFCY funding – ensuring that the outcomes of interest stayed appropriate and reasonable to expect for each target population and program model. See Change then incorporated a youth-led component to give youth voice in the evaluation, allowing older youth to speak about their attitudes and behaviors in their own words. This is intended to provide authenticity to the traditional adult-led research findings.

For many program areas, See Change included a digital story component, which aims to have a youth's perspective to how a particular outcome was attained, or illustrate the unique nature of a program, in a way that traditional methodology is often to achieve.

All programs are assessed with regards to program quality and dosage. Beyond that, the methodology varied slightly within each program area, as explained below:

- Early Childhood programs held accountable for providing a safe and developmental environment for children. Additionally, hours spent with parents are included in consideration of dosage.
- Summer Programs, Older Youth and Physical & Behavioral Health programs consider school attachment, but focus more broadly on early indications that youth are building skills for taking on adult roles, such as college, work, and involvement in civic life.
- Evaluation of older youth programs must assess the extent to which participating young people are exhibiting "connecting" behaviors, such as attending school and the program, since these are precursors to lifelong attachment to positive societal institutions, such as colleges, employers, and community- and/or faith-based organizations.

Overall, See Change sought to design evaluations for programs within each strand of OFCY's grantmaking appropriate to the programming in that area and reflective of the outcome objective each seeks to achieve.



EVALUATION METHODOLOGY

We have attempted wherever possible to include grantees in the design of key aspects of the evaluation, including the determination of outcomes, the customization of surveys, the opportunity to tell their program's story, and, in the case of the early childhood programs, the opportunity to design the content of the program quality assessment tool. The following methodologies comprise See Change's 2009-2010 evaluation of OFCY.

- 1) **Program Logic Modeling** – Logic Modeling is used to map the links between program activities or inputs, and desired outcomes. Logic model templates were developed for each strategy area, including all the possible outcomes an organization might address through its programming. Evaluators conducted site visits to complete custom logic models for each program.
- 2) **Program Quality Assessment (PQA) Site Visit**– The PQA tool rates a program's practices and style of delivery. The PQA involved the use of an observational rating scale (1 to 3), completed by an external evaluator during a site visit, and interviews with program or executive directors.
- 3) **Surveys**– Outcomes identified in the logic model were linked to specific survey items, and partially-customized surveys were administered to youth in all programs. Given the age of participants in Early Childhood programs (0-5 years), parents/caregivers and educators/providers were surveyed on their behalf.
- 4) **Digital Storytelling**– Short audio/visual clips about participants' experiences in a program were used to collect qualitative data. These stories provided texture, and a greater awareness of program content than the quantitative data alone.
- 5) **Youth-led Participatory Action Research** –A group of youth were selected from OFCY grantee programs to participate in this evaluation, where they visited programs, interviewed participants, and created a structured voice for youth in their programmatic recommendations for OFCY.
- 6) **OUSD Data Analysis** – OUSD data was used to investigate academic and school attachment outcomes of OFCY participants in comparison to the wider population of Oakland children and youth.

INTRODUCTION

What is OFCY?

The passage of the Kids First! Initiative (Measure K) in 1996 led to the establishment of the Oakland Fund for Children and Youth, to support direct services to youth under 21 years of age. OFCY works collaboratively with community organizations, public agencies, schools and other funders, to provide opportunities and resources to Oakland's youth and children. The aim is to support children and youth in becoming healthy, productive, ethical, and successful members of the community. In a special election in 2009, Measure D re-established Oakland Children's Fund for an additional twelve years (2010-2021). The Measure sets aside 3% of the City's unrestricted General Fund for OFCY, and requires a three-year strategic plan to guide the allocation of funds.

What is the Purpose of Evaluating OFCY?

OFCY's enabling legislation calls for annual evaluation of its funded programs and services. Evaluation of OFCY programs is useful to assess achievement of contracted performance measures, but most importantly to determine whether or not the programs are making a difference in the lives of Oakland's children, youth, and families. Evaluation findings are presented to grantees, OFCY staff, Oakland City Council, and the general public.

A Note on Transition

For the last 9 years, Community Crime Prevention Associates (CCPA) has performed the evaluation study. In 2009-2010, two different evaluation firms were selected. See Change, Inc. was engaged to evaluate the Older Youth, Physical & Behavioral Health, Summer, and Early Childhood programs. Public Profit was engaged to evaluate the School-Based and Community-Based Afterschool programs. Additionally, grantees for the first year were asked to enter their data into a tracking system implemented by Cityspan, Inc. The year has proved a learning year for OFCY and its grantees, in addition to the three firms supporting this new work process. See Change is working closely with OFCY and Cityspan to help grantees improve the overall success in accurately reporting their grant compliance data in the database. As noted in the document, a few grantees did not properly enter data within the time period necessary to publish this report, and the analysis here accounts for this.

General Overview of Evaluation

The evaluation launched in June 2009 with an Indicator Summit, designed to elicit input from grantees about the outcomes they believe their programs are attaining. Following this round of input, See Change developed a logic model template for each strategy area, listing all the possible outcomes an organization funded in this strategy area might address through its programming. Evaluators conducted site visits to complete custom logic models for each program. The outcomes identified on these logic models were linked to specific survey items, and partially-customized surveys were administered to youth in programs in the spring of 2010. In addition to the outcome surveys, each program received a second site visit during which an evaluator administered an observational program quality assessment (PQA). Finally, objective data on student academic outcomes was collected through a partnership between OUSD, OFCY, and Cityspan.

Qualitative data was collected from OFCY programs in each strategy area in the form of digital stories, or short audio/visual clips about individuals' experiences in the programs. These stories provide texture and a greater

awareness of program content than the quantitative data alone. Additionally, a youth-led evaluation was designed, and See Change partnered with Youth in Focus to deliver a curriculum and research project to a small group of older youth in Oakland. Their findings are included in this report.

Whenever possible, See Change focuses this report at the level of the strategy area, rather than the individual program. A focus on strategy area provides a perspective on the collective impact of OFCY's investment, beyond the ebbs and flows of individual program performance. In addition, strategy area focus provides feedback on how OFCY investments in particular strategy areas are performing: is the strategy exhibiting strengths in line with the outcomes OFCY funded it to achieve?

It is important to note that many research questions along these lines – identifying the best strategic investment opportunities for OFCY – still cannot be answered with certainty because of the cross-sectional nature of annual data collection. To truly understand the value of programs for children and youth, it is important to design rigorous research studies involving comparison samples, and/or an examination of change over time. Data sharing agreements and increasing collaboration among OUSD, OFCY, Cityspan, both OFCY evaluators, and other key stakeholders suggest the possibility of more complex research designs in future years, yielding more precise findings about OFCY's impact.

Basic Framework & Approach

We have approached this evaluation from the lens of youth development. Our basic assumptions are that children and youth need supportive institutions in their lives to provide them physical and emotional safety, connections with caring adults and positive peers, opportunities to learn and master new skills, and also to explore their own empowerment and leadership.

Building on recent scholarship in the youth development field, we emphasize the measurement of *how much* of an intervention a young person is receiving (dosage), at what level of *quality* the program is delivering services, and whether or not youth are experiencing desired outcomes.

We have attempted wherever possible to include grantees in the design of key aspects of the evaluation, including the determination of outcomes, the customization of surveys, the opportunity to tell their program's story, and, in the case of the early childhood programs, the opportunity to design the content of the program quality assessment tool. We value grantee perspective highly, and will continue to seek input from multiple diverse stakeholders to refine and improve the evaluation in future years.

DEMOGRAPHICS: WHO DID OFCY SERVE IN 2009-2010?

AGE

In 2009-2010, programs in OFCY's *Early Childhood, Older Youth, Physical & Behavioral Health* and *Summer* strategy areas, served 12,868 Youth and Children 0 to 21 years of age.

Strategy Area	Youth 0-21	22-25	25 and Older	No birthday listed ²
Early Childhood	2,556	29	2	1,054
Older Youth	5,408	68	5	300
Physical & Behavioral Health	3,397	307	3	968
Summer	1,507	0	0	394
TOTAL of 15,998	12,868	404	10	2,716

ETHNICITY

Of the children and youth served by OFCY grantees, 36% were African American, 35% were Latino/Hispanic, 14% were Asian and Pacific Islander, 2% were Native American/Alaskan and 2% were Caucasian. When compared with the ethnic make-up of the Oakland Unified School District (OUSD), OFCY served a proportionally greater number of African/American (2%) and Native American/Alaskan (1%) youth, while serving proportionally fewer Asian/Pacific Islander (3%) and Caucasian (7%) youth.

Participant's Ethnic composition compared with that of OUSD

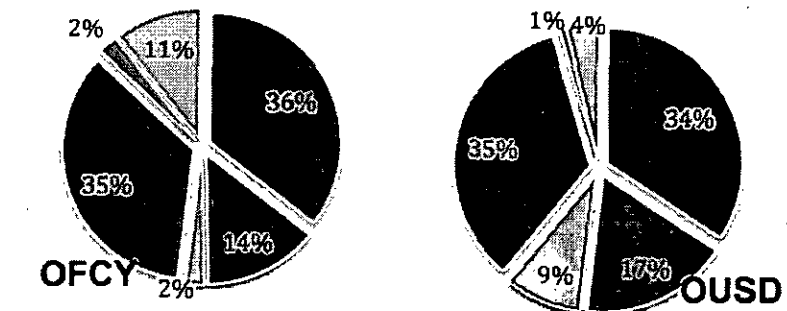


Figure 1

Ethnicity	OFCY	OUSD
African American	36%	34%
Asian Pacific Islander	14%	17%
Caucasian	2%	9%
Hispanic/Latino	35%	35%
Native American/Alaskan	2%	1%
Multi-Racial, Other or Unknown	11%	4%
Total	100%	100%

- African American
- Asian/Pacific Islander
- Caucasian
- Hispanic/Latino
- American/Alaskan Native
- Multiracial, Unknown, or Other

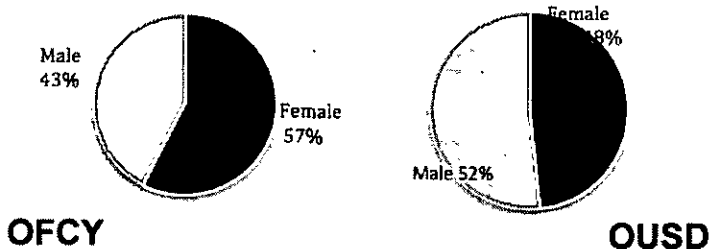
² This represents primarily participants for whom the grantee did not insert a birth date in Cityspan, and also includes a count of participants provided to See Change by OFCY for several grantees (991 Early Childhood participants and 71 Summer participants).



GENDER

Among OFCY participants in 2009-10, 57% were female and 43% were male. In contrast to OFCY, OUSD served 4% more male students than female. As a proportion of the total number of participants served, OFCY comprised 9% more female and 9% fewer male participants, than OUSD.

OFCY served more female youth compared with OUSD



Error! Reference source not found. Less than 1% (.03%) of OFCY participants identified as transgendered

SERVICE & PARTICIPATION GOALS

Across all strategy areas, programs provided 36% more service hours and served 6% more participants than projected in their original grant agreements with OFCY.

Service goal achievements for individual programs are included in the Individual Program Evaluation Reports in Appendix A (Individual Reports), and in table-form in Appendix B (Service and Participation Tables).

HOURS OF PROGRAMMING (SERVICE INTEGRITY) BY STRATEGY AREA

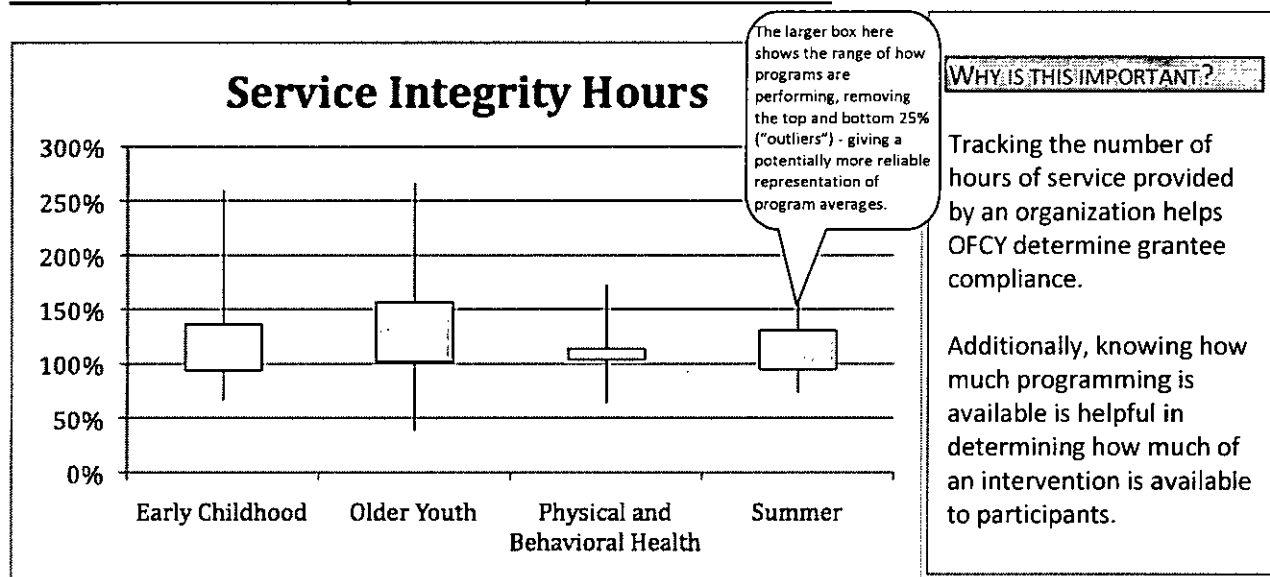


Figure 2

Strategy Area	Projected Number of Service Hours	Actual Number of Service Hours	Overall % Integrity (Actual/ Projected Number of Service Hours)	Number of programs below 80% integrity	Number of programs between 80 and 150% integrity	Number of programs above 150% integrity
Early Childhood	178,842.5	201,954	112.92%	2	6	2
Older Youth	472,885	537,014	113.56%	3	12	6
Physical and Behavioral	319,530	352,714	110.38%	2	10	1
Summer	205,166	511,166	249%	2	10	3
Total	1,176,424	1,602,848	136.25%	9	38	12

Table 1

WHAT'S THE CONTEXT?

2009-2010 marks the first year that OFCY dosage data (participation and service units) was collected using the Cityspan system. Many grantees experienced challenges adapting to the new system, and OFCY staff and Cityspan worked diligently to address these challenges.

PROGRAM ENROLLMENT (PARTICIPATION INTEGRITY) BY STRATEGY AREA

81% of programs met the minimum participation goal.

- Summer and Older Youth programs most consistently met participation goals;
- The Early Childhood strategy area was found to have more programs outside the range of 80 to 150% integrity, in both directions.
- Physical & Behavioral Health programs reported the most discrepancy between their estimated participants, and their actual enrollment.

Service goal achievements for individual programs are included in the Individual Program Evaluation Reports in Appendix A (Individual Reports), and in table-form in Appendix B (Service and Participation Tables).

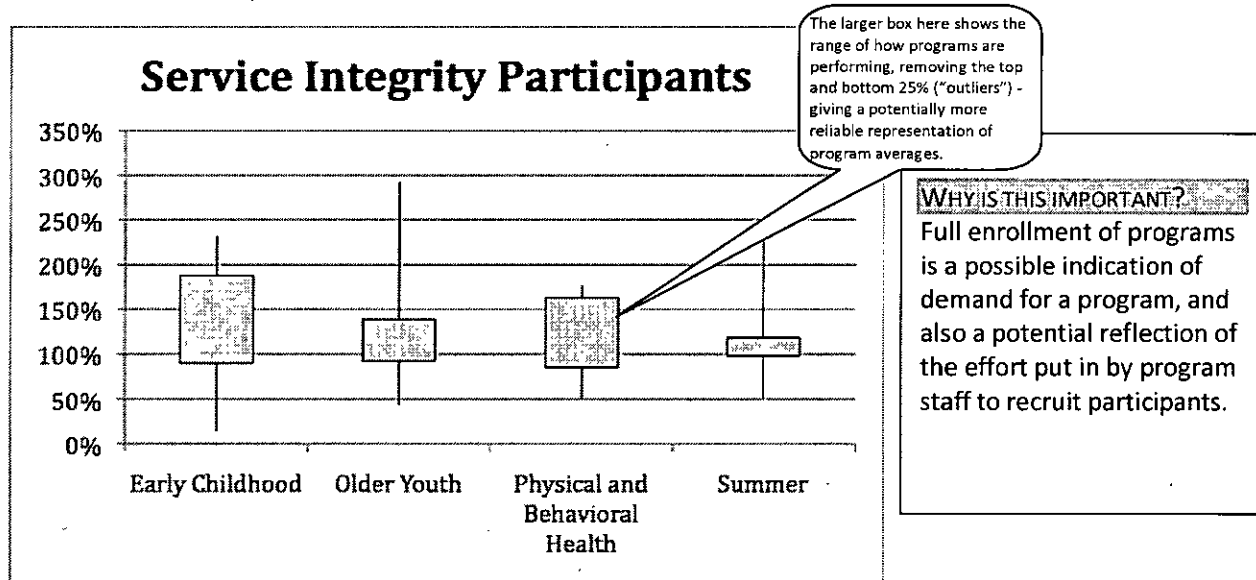


Figure 3

Strategy Area	Projected Number of Participants ³	Actual Number of Participants	% Integrity (Actual/Projected Number of Participants)	Number of programs below 80% Integrity	Number of programs between 80 and 150% Integrity	Number of programs above 150% Integrity
Early Childhood	2,968	3,641	122.67%	3	4	3
Older Youth	5,965	5,781	96.90%	3	13	5
Physical and Behavioral Health	4,362	4,675	107.17%	3	6	4
Summer	1,731	1,901	109.82%	2	12	1
Total	15,026	15,998	106.47%	11	35	13

Table 2

³ OFCY modified project participant data for three grantees after the period had closed for grantees to make additional corrections to their Scopes of Work.



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PROGRAM QUALITY ASSESSMENT

Using a customized Program Quality Assessment tool, based on an observational rating scale, and grounded in youth development theory and practice, all OFCY grantees were found to provide quality programs.

- 63% of programs met quality expectations (denoting a minimum score of 2 to 2.7 on a 3-point scale);
- 37% of programs exceeded quality expectations (score of 2.7 to 3).

Program Quality Assessments and notes for individual programs are included in the Individual Program Reports in Appendix A, and in table-form by grantee, in Appendix D (Program Quality Assessment Tables). An overview of the Program Quality Assessment observation tool itself (Early Childhood and Youth) is included in Appendix C.

WHY IS THIS IMPORTANT?

Research indicates that children and youth outcomes from youth development programs are, in part, determined by the quality of those programs⁵. Quality assessment is an essential part of any program evaluation process.



WHAT'S THE CONTEXT?

Please see Appendix C for a detailed description of PQA Methods and a full list of PQA observation items.

Programs were assessed on the following areas:

- Physical & Emotional Safety
- Caring Adults
- Skill Building
- Fun
- Supportive Peers
- Youth Engagement (Leadership)
- Diversity & Identity

The Program Quality Assessment (PQA) rates a program's practices and style of delivery. Program Quality Criteria were scored on a scale of 1 to 3:

- 1 – The program does not meet quality expectations and demonstrates the need for training and assistance
- 2 – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)
- 3 – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)

Scoring at least a 2 on the PQA is an important step towards a program meeting its desired outcomes. PQA site visits were executed throughout the Summer of 2009 for *Summer* programs, and throughout the spring of 2010 for *Early Childhood, Physical & Behavioral Health and Older Youth*⁵ programs. The PQA involved the use of an observational rating scale completed by an external evaluator during a site visit, and interviews with program or executive directors. For use with OFCY, See Change customized a PQA tool designed specifically for youth development programming, and designed a unique PQA for the Early Childhood Strategy Area, based on the extensive input of staff from those grantee organizations. All programs received their PQA results in the Spring of 2010.

⁴ Vandell, D. L., Shumow, L., & Posner, J. (2005) After-school programs for low-income children: Difference in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 437-456). Mahwah, NJ: Erlbaum.

⁵ Except in the case of the Youth Employment Partnership, which was not observed due to confusion about whether it was an Older Youth or Summer program.

SUMMARY OF PQA RESULTS FOR ALL STRATEGY AREAS

All programs assessed by See Change met the minimum quality score, which was assessed on a scale of 1 to 3. The details on each strategy area are listed below.

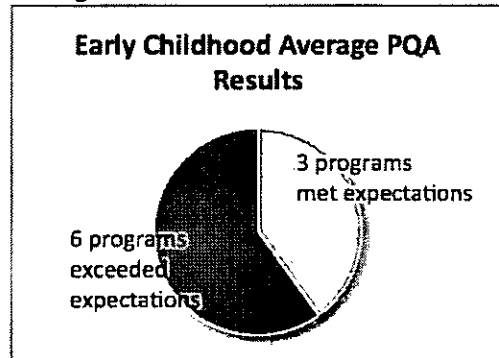
Early Childhood*	Older Youth	Physical & Behavioral Health	Summer
2.7	2.6	2.6	2.5

*Note: Early Childhood was assessed using a modified PQA, as the dynamics of the programs and the needs of the participants differed from the other three strategy areas.

EARLY CHILDHOOD PQA RESULTS

While all Early Childhood programs were found to provide quality services, these programs particularly excelled in the areas of 'Health, Safety and Nutrition', 'Environment', and 'Professionalism.'

Detailed in Appendix D, Program Quality Assessment results allow for a bird's-eye view of best practices across OFCY grantees.



0 programs failed to meet quality expectations
1 program was assessed as an Older Youth Program, and is included in those totals.

Figure 4

Early Childhood PQA Categories	Average PQA Score
Environment	3
Professionalism	2.9
Health, Safety and Nutrition	2.8
Roving Workshops	2.8
Program Specific Observations	2.8
Developmentally Appropriate Content & Curriculum	2.7
Collaboration and Access	2.6
Cultural Competence	2.6
Interaction and Supports for Relationship Building	2.5
Playgroups and Dyadic Therapy	2.4
Center-based Mental Health Consultants	2.3
Overall Score	2.7

Table 3

From the qualitative findings in the PQA, evaluators found that:

- an area of excellence across many programs was the ability to model parent-child interaction,
- while many programs needed to improve on interaction among children.

These findings are detailed in Appendix D.



WHY IS THIS IMPORTANT?

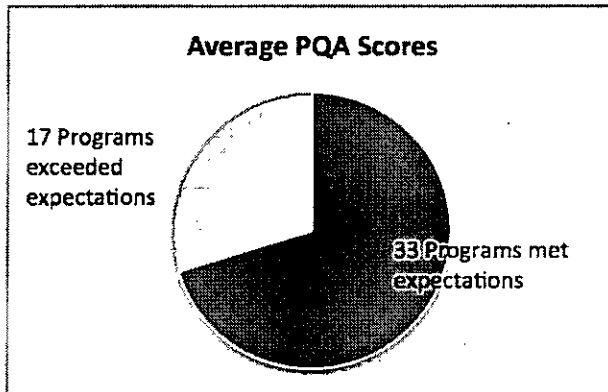
The field of early childhood care and education is highly specialized and benefits from several decades of research linking child development theory with caregiving practice. Many non-profit organizations in Oakland provide a wide range of different types of early care and education, often focusing on particular service populations, such as immigrant families, special-needs children, or early childhood teachers and care providers. Multiple funding streams support these organizations, including Alameda County's First Five Commission. OFCY's Early Childhood strategy area provides approximately \$1.2 million to support these programs, which is a small fraction of all available early childhood funding in the area.

To focus its efforts, OFCY's Early Childhood strategy area provided grants to a handful of particular program models, including center-based mental health consultation, community-based developmental playgroups, dyadic therapy playgroups, and roving workshops involving early childhood professionals visiting classrooms and providing resources and activities. OFCY-funded early childhood programs are – for the most part – not preschool programs or day care centers. Rather, they are highly targeted interventions, often one professional providing consulting and modelling for another, or a professional teaching and coaching a parent or child's caregiver. OFCY's Early Childhood strategy area seeks to strengthen the infrastructure of early childhood and family support programs in Oakland.

OLDER YOUTH, PHYSICAL & BEHAVIORAL HEALTH, AND SUMMER PQA RESULTS

Programs with higher PQA scores had slightly higher levels of youth participation. The programs with the most participation, scored higher in the PQA category of 'Fun' – an important factor where youth, as they get older, will not stay in a program that does not interest them.

- Of the seven PQA categories, Older Youth, Physical & Behavioral Health and Summer programs all performed highest in 'Caring Adults.'
- Summer programs were the most 'Fun' for youth.
- Physical & Behavioral Health programs excelled in the areas of 'Diversity and Identity' and 'Fun.'
- Older Youth programs excelled in 'Physical and Emotional Safety' and 'Youth Engagement.'



0 programs failed to meet quality expectations
 1 Early Childhood program was assessed as an Older Youth Program, and is included in the above totals.

Summer, Older Youth, Physical and Behavioral Health PQA Categories	Average PQA Score
Caring Adults	2.7
Physical and Emotional Safety	2.7
Fun	2.6
Supportive Peers	2.5
Diversity and Identity	2.5
Skill Building	2.4
Youth Engagement	2.3
Overall Average Score	2.5

Table 4

Figure 5

From the qualitative findings in the PQA, evaluators found that:

- **Older Youth** programs demonstrated success in addressing social issues that affect youth, while many programs needed to improve on peer-to-peer interaction, as well as skills development.
- In contrast, **Physical and Behavioral Health** programs did an excellent job of connecting participants to their community and families through program activities, but need to improve in participant recruitment and giving opportunities for youth to take leadership roles.
- **Summer** programs excelled in keeping youth engaged, but also need to improve on giving youth leadership opportunities.

These findings are detailed in Appendix D.

WHAT DID THE YOUTH EVALUATORS FIND?

The youth-led evaluation component completed by Oakland Youth Evaluators Society (OYES) addressed areas that are closely aligned with the Program Quality Assessment for Older Youth and Physical & Behavioral Health programs, and are discussed in detail in Appendix G. Many of the OYES report findings speak to program quality from a youth perspective, but See Change offers one data point that illustrates this well:

- **70% of programs said the main reason they return to programs because the staff treats them with fairness and respect.** This data point is a key illustration of the *caring adults* component of the quality assessment, and is illustrative of other findings from the youth perspective.

WHY IS THIS IMPORTANT?

High PQA scores in the *Caring Adults* category reflect consistently engaged and positive adult staff who pay dedicated attention to youth. In youth development theory and practice, the presence of a caring adult in a community-based program can be a key support for a developing young person.

The category *Fun*, in which *Summer* programs performed best, assesses youth's engagement with the programming. Higher PQA scores in *Fun*, were shown to result in slightly higher participation levels. While a concept such as 'fun' may seem to go hand-in-hand with youth programs, there is an important variation among program models, capacity and experience of program staff, and alignment of programming with youths' interests that determines how engaged youth are in a particular program. Importantly, as youth get older, they notoriously vote with their feet – they will not stay involved in programs that are not of interest to them. Research shows that higher participation and retention rates in youth programs tend to result in better youth, and program outcomes⁶.

As defined in the PQA, *Youth Engagement* relates specifically to youth leadership and empowerment. *Physical & Behavioral Health*, and *Summer* programs performed least well in this category. These programs had less of an opportunity to engage in youth leadership and empowerment activities (such as giving youth participants the chance to plan an activity) due to their target population (mostly younger rather than *Older Youth* programs), and specialized health-related curriculum. In addition, *Summer* programs had a more limited timeframe.

⁶ Simpkins Chaput, S., Little, P.M.D., & Weiss, H. (2004). Understanding and measuring attendance in out-of-school time programs. *Issues and Opportunities in Out-of-School Time Evaluation, Number 7*. Cambridge, MA: Harvard Family Research Project.



OUTCOME INDICATORS (SURVEY RESULTS)

In this section, we report on outcomes at the Strategy Area level based on survey results. Outcomes for individual programs are included in the Individual Program Reports in Appendix A. The bank of all survey items and explanation of how they indicate Logic Model Outcomes is in Survey and Logic Model Outcome Details (Appendix E). Additionally, a detail of survey administration, methodology, and analysis is included in Appendix F: Survey Administration, Methodology and Analysis.

WHAT'S THE CONTEXT?

In order to measure youth outcomes, surveys were designed with the Logic Model outcomes specifically in mind. Surveys were generated in a flexible manner, with each grantee selecting the outcomes (and thus survey questions) from strategy-area-specific Logic Model templates, that best reflected the scope of their programs. Of the 3451 surveys that were distributed to OFCY grantees, 2317 were returned by *Older Youth* and *Physical & Behavioral Health* programs, while 350 were returned by *Early Childhood* Programs. Summer programs were not surveyed in the summer of 2009, due to the timing of the evaluation launch (surveys were not ready for distribution until Summer programs had concluded).

Early Childhood programs were able to distribute surveys from Feb 25th to May 14th. Programs in *Older Youth* and *Physical & Behavioral Health* were asked to distribute surveys throughout the month of May. Survey response rates were therefore determined by participation levels during these specific time periods.

The following section will present the survey results as follows:

- Early Childhood:** Developmental Outcomes for Children
 Parent/Caregiver Outcomes
 Educator/Provider Outcomes

- Older Youth:** Increased Knowledge of and Valuing of Oneself
 Increased Skills

- Physical and Behavioral Health:** Increased Knowledge of and Valuing of Oneself
 Increased Skills

SURVEY RESULTS: EARLY CHILDHOOD

DEVELOPMENTAL OUTCOMES FOR CHILDREN

On average, 72% of survey participants reported the highest level of improvement in the Developmental Outcomes of children in Early Childhood programs.

- Almost three-quarters of Parent/Caregivers and Educator/Providers reported the highest level of improvement in children’s attachment to caregivers;
- A majority of Parents/Caregivers and Educators/Providers reported that children’s *Social and Emotional Skills* were “a lot better” overall;
- 100% of Educators/Providers reported an improvement in children’s *Cognitive Skills*, with 86% reporting the highest level of improvement. By comparison, 59% of Educators/Providers reported the highest level of improvement in children’s *Gross and Fine Motor Skills*.
- Overall, fewer than 10% of Parents/Caregivers and Educators/Providers reported that children’s behavior was ‘Unchanged’ in any category.

Developmental Outcomes for Children	Survey Participant	“A lot better”	“A little better”	“Unchanged”
Attachment of Children to their Caregivers	Parent/Caregiver	74%	20%	6%
	Educator/Provider	72%	25%	4%
Social and Emotional Skills	Parent/Caregiver	71%	24%	6%
	Educator/Provider	63%	33%	3%
Cognitive Skills	Parent/Caregiver	73%	25%	2%
	Educator/Provider	86%	14%	0%
Gross and Fine Motor Skills	Parent/Caregiver	77%	22%	1%
	Educator/Provider	59%	38%	3%

Table 5

WHAT’S THE CONTEXT?

Due to the age of participants enrolled in *Early Childhood* programs (0-5 years), Parents/Caregivers and Educator/Providers were surveyed on their behalf. In doing so, two different perspectives were obtained, the results are included in Table 5.

**WHY IS THIS IMPORTANT?**

There is a normal range of progress that children display as they reach developmental milestones. Some children raise their heads, or learn their colors, or throw a ball earlier than their peers, and others much later, and both developmental arcs fall within a normal range for the age group. OFCY programs are largely targeting children living in poverty and/or facing other challenges to normative development, including mental health issues within the family, special circumstances, such as separation from a parent due to incarceration, or recent immigration and resulting language barriers. A key focus of all OFCY Early Childhood programs is the advancement of developmental outcomes for infants and children, including cognitive, social/emotional, and physical (gross and fine motor skills) outcomes.

Children's developmental progress often rests on a secure attachment with a reliable caregiver, including, but not limited to the child's parent. OFCY programs also specifically address the importance of building secure attachments, and instruct caregivers in strengthening and maintaining these bonds.

Parent/Caregiver Outcomes

According to Educators and Providers, 100% of Parents and Caregivers improved their 'Parenting skills' as a result of Early Childhood programs. 96% of Parents and Caregivers reported a decrease in their sense of isolation.

Parent/Caregiver area Outcomes	Survey Participant	"A lot better"	"A little better"	"Unchanged"
Parenting Skills	Parent/Caregiver	75%	18%	7%
	Educator/Provider	83%	17%	0%
Access to Community Resources	Parent/Caregiver	64%	30%	6%
Decreased Isolation of Caregivers	Parent/Caregiver	72%	24%	4%

Table 6

Although 94% of Parents and Caregivers reported more access to community resources (such as information and referral, developmental screenings, or information about public resources, such as libraries and parks), fewer Parents and Caregivers reported as high a level of improvement in this outcome than they did in the areas of parenting skills or decreased social isolation.

WHY IS THIS IMPORTANT?

Parents of young children frequently feel isolated from other adults, community members, and supportive resources. A key purpose of OFCY's Early Childhood strategy area is to connect otherwise isolated parents to other parents in their communities, as well as to resources that may benefit them and their children, including early childhood professionals. Research shows that parents who feel less isolated in their parenting also experience less stress⁷.

OFCY-funded programs also have an explicit focus on teaching parenting skills, ranging from the importance of reading to children, to helping build strong attachment, to strategies for responding to a child's behavior. Programs that provide comprehensive support and skill-building for new parents have been shown to improve child outcomes.⁸

⁷ Westin, M., & Westerling, R. (2007). Social capital and inequality in health between single and couple parents in Sweden. *Scandinavian Journal of Public Health*, 35, 609-617.

⁸ Kaiser, A. P., & Hancock, T. B. (2003). Teaching parents new skills to support their young children's development. *Infants and Young Children*, 16(1), 9-21.



EDUCATOR/PROVIDER OUTCOMES

As a result of their participation in Early Childhood programs, 90% of Educators and Providers reported a higher understanding of children's socio-emotional, cognitive and physical development needs. 91% of Educators and Providers reported an improvement in their ability to respond to children's needs.

Educator/Provider Outcomes Area	Survey Participant	"A lot better"	"A little better"	"Unchanged"
Understanding of children's needs	Educator/Provider	67%	23%	10%
Ability to respond to children's needs	Educator/Provider	69%	22%	9%

Table 7

WHY IS THIS IMPORTANT?

Many OFCY-funded Early Childhood strategy area grantees work directly with child care providers and early childhood educators to build their skills caring for young children. Center-based mental health consultation is one such program model, in which professional counselors spend time in classrooms in child care centers, observing interactions between children and their teachers or care providers. These counselors then coach the teachers and providers in specific dimensions of child development theory, and recommend strategies for responding to children's needs. When early childhood educators and providers learn new skills and knowledge, it can benefit children and families who spend time in their programs for years to come. Potentially, increased skills and knowledge among educators and providers in preschool settings can reduce negative outcomes for children, such as preschool expulsion.

SURVEY RESULTS: OLDER YOUTH

INCREASED KNOWLEDGE OF AND VALUING OF ONESELF

71% of Older Youth participants reported the highest level of improvement in their 'Knowledge of and Valuing of Oneself.' A small positive correlation exists between youth program attendance levels and their level of improvement in this outcome area.

Older Youth Overall Increased Knowledge of and Valuing of Oneself



As shown in Table 9, the construct *Increased Knowledge of and Valuing of Oneself* consisted of eight more specific outcomes. The following discussion highlights the importance of the two outcomes for which youth reported the greatest change.

Knowledge of and valuing of youths' own cultural background, and others' differences: Eighty-four percent of youth reported increased knowledge, awareness, and valuing of diversity. Seventy-seven percent of youth reported an increased knowledge of and valuing of their own cultural backgrounds.

Self-efficacy: Self-efficacy refers to an individual's belief that she has the ability to do something, ranging from getting good grades in a class, to speaking in public. Strong self-efficacy is associated with a range of positive outcomes across the lifespan. Participants were surveyed on the subject of self-efficacy both at the program level, and also at the community level, in terms of affecting change. While 82% of youth reported a high level ("a lot") of self-efficacy at the program level (such as the ability to complete a task related to the program's curriculum or content), comparatively fewer (55%) reported similar improvements in efficacy at the community level. In addition, 13% of participants reported "not much" change or no change in efficacy at the community level, compared with only 3% reporting no change at the program level.

Figure 6

Youth development programs often make the assumption that self-efficacy developed within a program context – such as self-efficacy in the domain of youth sports – is transferable to other contexts, such as the classroom or the broader community. Studies have shown that self-efficacy is not necessarily easily transferred from context to context. Perhaps the fact that fewer youth report that their OFCY programs increase their efficacy in community contexts is a reflection of the “siloe” nature of self-efficacy development. Additionally, however, it is important to note that making change in broad community contexts is very difficult, multidimensional work, and youth may be quite realistic in their assessment of the challenges in the way of their ability to make concrete changes. Taken together, survey findings do indicate that 87% of youth believe their OFCY programs have increased their self-efficacy in the community at least somewhat.

Increased Knowledge of and Valuing of Oneself	“A lot”	“A little”	“Not Much” or “Not at All”
Increased knowledge, awareness and valuing of diversity in the program and in relation to oneself	84%	12%	4%
Increased self-efficacy in program areas	82%	15%	3%
Increased knowledge of and valuing of one’s cultural background	77%	19%	4%
Increased sense of mastery and accomplishment	71%	23%	6%
Increased sense of future possibilities	71%	23%	7%
Increased self-awareness	67%	23%	10%
Increased sense of belonging	66%	25%	9%
Increased sense of self-efficacy in affecting change within broader community contexts	55%	32%	13%

Table 9

WHAT DID THE YOUTH EVALUATORS FIND?⁹

One of the youth-led evaluation findings highlights the sense of belonging that youth feel in the program:

- **95% of all youth surveyed said they felt ‘comfortable’ or ‘very comfortable’ with the staff, space, and the other youth in their youth programs.**

One youth in an Older Youth program also articulated her comfort in having a family outside her own family, which allowed her to have a voice where she otherwise might have been shy.

⁹ This finding is true for both Older Youth, and Physical and Behavioral Health. The OYES report did not distinguish its findings between the two programs.



WHY IS THIS IMPORTANT?

Developmentally, older youth are individuating from their families, and working constantly at a psychological level on defining their emerging unique identities. Youth development programs for older youth are in a good position to guide youths' exploration of self and identity, along multiple dimensions.

Two critical outcomes for youth are self-efficacy – the belief that one *can* – and a strong sense of cultural identity. Self-efficacy is a building block of a young person becoming a “chooser,” in other words, an individual who believes that he can choose from among different options, such as educational and career paths, or even emotional responses to a difficult situation. The more domains in which a young person feels a sense of self-efficacy, the more likely they are to have a range of choices for future behavior and decisions.

A researcher at San Francisco State University, Shawn Ginwright,¹⁰ identified the importance for urban youth of color to have an opportunity to explore their racial and cultural identities as a part of youth development programming. Traditional youth development frameworks have largely been neutral with regard to youths' racial and cultural backgrounds, or omitted this dimension of identity altogether. In this evaluation, we include cultural identity as a key youth outcome area. Survey findings indicate that OFCY programs for Older Youth are excelling in this important dimension of identity formation.

¹⁰ Ginwright, S. (2006). Racial justice through resistance: Important dimensions of youth development for African Americans. *National Civic Review*, 95(1), 44-46. Retrieved from <http://cci.sfsu.edu/files/racial%20through%20resistance.pdf>



Increased Skills

As a result of their participation in an Older Youth program, 88% of participants reported “a lot” of increase in at least one skill area.

- Close to 100% of youth reported skill gains in OFCY programs.
- *Life Skills* and *Creative Skills* were the areas of most consistent skill gain for Older Youth.
- *Older Youth* program participants reported the highest level of improvement in *Skills for self-sufficiency*, followed by *Skills for creative self-expression*.
- Over 85% of older youth reported academic skill gains.

	Reported Increase in Skills due to OFCY Programs	Increased at least one skill in this category by “A lot”	Increased at least one skill in this category by “A little”	Reported “Not at all” for all listed skills
Life Skills	Skills for self-sufficiency	97%	72%	0%
	Skills for building peer relationships	94%	62%	0.1%
	Skills for self-expression and awareness of community context	75%	38%	0.7%
Creative Skills	Skills for creative self-expression	95%	70%	0%
Physical Skills	Skills for team sports (teamwork, sportsmanship)	90%	51%	0%
	Skills for physical, athletic and recreation	80%	73%	5%
Academic Skills	Academic skills for high school	85%	82%	.6%
	Academic skills for middle school	83%	77%	0%

Table 8

WHAT DID THE YOUTH EVALUATORS FIND?¹¹

One of the youth-led evaluation findings not only speaks to skills gains, but also directly credits OFCY’s strength in helping them translate these skills to success in school:

- **Over 95% of youth said they have used skills from their youth program to do better in school.**

¹¹ This finding is true for both Older Youth, and Physical and Behavioral Health. The OYES report did not distinguish its findings between the two programs.

**WHAT'S THE CONTEXT?**

Participants were asked to report on any level of improvement or development in a number of skill areas, ranging from creative arts to academics. In the surveys, participants were provided with a list of specific skills that fell under the categories outlined in Table 10. As the focus of each program in the *Older Youth* strategy area was different, a variety of skills were listed under each category, reflecting the diverse skills taught in various programs. To analyze the results, we established the percentages of participants in each skill area who were able to show an improvement in at least one of the skills listed. This analysis is also shown in Table 10.

WHY IS THIS IMPORTANT?

A core feature of high quality youth development programs is that they offer youth the opportunity to learn new skills, and hopefully progress towards mastery of those skills. In some cases, the specific skills taught are relevant to youths' immediate needs – for example, self-sufficiency skills (obtaining housing, building a resume) for youth transitioning from foster care. In other programs, skills are taught that are not necessarily relevant to youths' immediate needs, but may be instrumental to youth discovering their ability to learn, master something new, and reflect at a more abstract level. For example, the goal of a youth sports program is not only to develop athletic skills, but also to develop teamwork and resiliency off the playing field. Skills for creative self-expression are highly useful for older youth who are actively exploring their identities and roles in the broader community.

SURVEY RESULTS: PHYSICAL AND BEHAVIORAL HEALTH

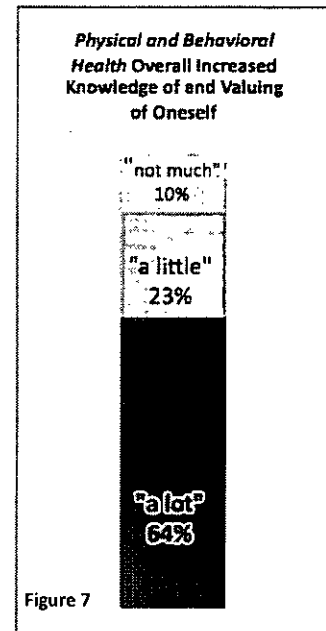
INCREASED KNOWLEDGE AND VALUING OF ONESELF

64% of Physical & Behavioral Health participants reported the highest level of improvement in 'Knowledge of and Valuing of Oneself.'

Increased knowledge, awareness, and valuing of diversity: 88% of youth reported the highest level of improvement on this outcome, and the smallest percentage of youth reported no change on this outcome. A smaller percentage of youth reported that they have increased their knowledge and valuing of their own cultural background from their experiences in their Physical & Behavioral Health program.

Self-efficacy: Seventy-six percent of youth reported a high level ("a lot") of self-efficacy at the program level (such as the ability to complete a task related to the program's curriculum). In total, 96% of participants reported an improvement in their self-efficacy at the program level.

Mastery and Accomplishment, and Sense of Future Possibilities: Close to 70% of youth reported the highest level of improvement in their sense of mastery and accomplishment. The same percentage of youth reported the highest level of improvement in their sense of future possibilities.



Increased Knowledge and Valuing of Oneself	"A lot"	"A little"	"Not Much" or "Not at All"
Increased knowledge, awareness and valuing of diversity in the program and in relation to oneself	88%	9%	3%
Increased self-efficacy in program areas	76%	18%	6%
Increased sense of future possibilities	69%	22%	9%
Increased sense of mastery and accomplishment	69%	23%	8%
Increased sense of belonging	61%	26%	14%
Increased sense of self-efficacy in affecting change within broader community contexts	57%	32%	11%
Increased self-awareness	54%	32%	14%
Increased knowledge of and valuing of one's cultural background	52%	34%	14%

Table 9

**WHAT DID THE YOUTH EVALUATORS FIND?¹²**

One of the youth-led evaluation findings highlights the sense of belonging that youth feel in the program:

- **95% of all youth surveyed said they felt 'comfortable' or 'very comfortable' with the staff, space, and the other youth in their youth programs.**

WHY IS THIS IMPORTANT?

Physical & Behavioral Health strategy area programs served various ages of youth with a wide variety of program models, ranging from elementary school youth sports programs to wheelchair basketball for older youth. Regardless of age group and program model, these programs' goals centered around building skills and motivation for healthy lifestyles, including both physical and mental health. Youth in some of these programs may be facing significant challenges to pursuing a healthy lifestyle, ranging from exposure to drugs, alcohol, and violence in their communities, to the lack of availability of healthy foods. Some youth in these programs also live with different physical abilities, and/or learning or emotional differences. These youth may have experienced isolation from, and even discrimination by others.

In this context, the outcomes attained by youth in Physical & Behavioral Health programs are important for their ongoing growth and development. Increased knowledge of and valuing of diversity, will support youths' acceptance of others, but also themselves. An increased sense of self-efficacy – the belief that one can make changes in one's life, master a new skill, or be successful at attaining a goal – is crucial for youth working to embrace healthy lifestyles. An increased sense of mastery and accomplishment goes hand-in-hand with increased efficacy. These outcomes taken together over time can support a young person's expanding sense of future possibilities.

¹² This finding is true for both Older Youth, and Physical and Behavioral Health. The OYES report did not distinguish its findings between the two programs.



Increased Skills

As a result of their participation in a Physical & Behavioral Health program, 83% of youth reported the highest level of improvement in at least one skill area. In particular, over 95% of youth reported improvements in the area of 'Physical Skills.'

- Youth also reported “a lot” of improvement in *Skills for building peer relationships*, with 93% of participants reporting improvements in at least one specific skill such as *making friends, encouraging others, respecting the feelings of others, listening and speaking up.*

To analyze the results, we established the percentages of participants in each skill area who were able to show an improvement in at least one of the skills listed. This analysis is shown in Table 12.

	Reported Increase in Skills due to OFCY Programs	Increased at least one skill in this category by “A lot”	Increased at least one skill in this category by “A little”	Reported “Not at all” for all listed skills
Life Skills	Skills for building peer relationships	93%	72%	0.1%
	Skills for self-sufficiency	84%	62%	1%
	Skills for self-expression in community improvement	83%	32%	2%
Creative Skills	Skills for creative self-expression	86%	74%	1%
Physical Skills	Skills for team sports (teamwork, sportsmanship)	96%	57%	0%
	Skills for physical, athletic and recreational skills	95%	61%	0.5%
Academic Skills	Academic skills for middle school	76%	63%	2.22%
	Academic skills for elementary school	67%	55%	9.6%
	Academic skills for high school	67%	55%	3%

Table 9

WHAT DID THE YOUTH EVALUATORS FIND?¹³

One of the youth-led evaluation findings not only speaks to skills gains, but also directly credits OFCY’s strength in helping them translate these skills to success in school:

- **Over 95% of youth said they have used skills from their youth program to do better in school.**

¹³ This finding is true for both Older Youth, and Physical and Behavioral Health. The OYES report did not distinguish its findings between the two programs.



WHAT'S THE CONTEXT?

Participants were asked to report on any level of improvement or development in a number of skill areas, ranging from creative arts to academics. In the surveys, participants were provided with a list of specific skills that fell under the categories outlined in Table 12. As the focus of each program in the *Physical and Behavioral Health* strategy area was different, a variety of skills were listed under each category, reflecting the diverse skills taught in various programs.

WHY IS THIS IMPORTANT?

A core feature of high quality youth development programs is that they offer youth the opportunity to learn new skills, and hopefully progress towards mastery of those skills. In the Physical & Behavioral Health Strategy Area, it makes sense that the majority of youth surveyed reported improving their physical skills, as many of the programs engaged youth in sports or other athletic activities. Yet, from a youth development point of view, the goal of a youth sports program is not only to develop athletic skills, but also to develop teamwork and resiliency off the playing field. The fact that so many youth also report high improvements in skills for building peer relationships suggests that the programs funded in this area are also emphasizing strong peer relationships.

HEALTH BEHAVIOR

37% of Older Youth and Physical & Behavioral Health participants reported at least a 'moderate' level of healthy behavior. On average, 88 and 83% of participants reported both risky and protective behavior in their peer groups respectively.

Surveys presented a list of both risky and protective behaviors such as alcohol consumption, drug use, weapon possession, participation in sports or clubs, violence, gang activity and cheating on tests. Participants were asked how many of their friends engaged in each of the activities, if three or more friends engaged, then the participant was counted as reporting risky (or protective, depending on the activity) behavior in their peer group.

Strategy Area	Reported protective behavior in peer group	Reported risky behavior in peer group	Moderate level of healthy behavior
Older Youth	80%	82%	37%
Physical and Behavioral Health	86%	93%	37%

Table 10

WHAT DID THE YOUTH EVALUATORS FIND?

Youth Evaluators discussed health behavior in terms of how safe youth felt from violence, and consistently found that OFCY programs gave them a safe place in which to model positive behaviors:

- Over half of youth surveyed said staff members at their program provided conflict mediation.

WHAT'S THE CONTEXT?

Based on current governmental recommendations, a benchmark for *moderate level health behavior* was set. A moderate level was achieved if participants reported all of the following: no smoking, more than two days per week exercising, more than two days per week eating fruits and vegetables; more than two days per week having breakfast, and more than two days per week eating dinner with your family.

WHY IS THIS IMPORTANT?

Youth's ability to pursue a healthy lifestyle may be challenged by a number of socio-environmental factors, ranging from exposure to drugs, alcohol and violence in their communities, to accessing healthy foods and the opportunity for physical activity. With just 37% of participants in Older Youth and Physical and Behavioral Health achieving at least a moderate level of healthy behavior, we see both an area for improvement in youth outcomes, as well as an emphasis on the existing need for OFCY programming in this population. Youth development programs that focus on building self-esteem, self-efficacy, and the development of skills, ultimately support youth's capacity to make positive lifestyle choices.

DIGITAL STORYTELLING

A digital story depicts participants' personal experiences within a program, and the impact that program has had on their lives. Digital stories offer a perspective not always available in other evaluation formats. Stories can highlight *how* a particular outcome was attained, or illustrate the unique nature of a program. Digital stories are meant to complement other forms of data collection.

WHAT IS THE CONTEXT?

Digital stories are 3-5 minute media pieces created by program participants. Digital stories can include voice-overs, narratives, digital stills, and music. Program staff and participants from a sample of grantees engaged in the Digital Storytelling process. Training was offered to interested program staff on October 21st, 2009, and onsite workshops (6 hours) were made available to programs.

Digital Stories were gathered from a representative sample of programs (by Strategy Area). Eleven programs submitted digital stories by May 2010, and a total of 48 stories were submitted. Digital stories were coded for various program outcomes and outcomes beyond programs, as well as indicators of program quality.

The following table details grantees who produced digital stories by the spring of 2010.

Program	Strategy Area
American Indian Child Resource Center (Summer Urban Rez)	Summer
Girls Inc. of Alameda County (Concordia Park Young Girls Summer Program)	Summer
Girls Inc of Alameda County (Eureka! Teen Internship Program)	Older Youth
East Oakland Youth Development Center (SCEP)	Summer
Jumpstart	Early Childhood
Alternatives in Action - HOME Project Oakland	Older Youth
East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support	Early Childhood
Oakland Based Urban Garden OBUGS	Physical & Behavioral Health
OPR - Sandboxes to Community Empowerment	Early Childhood
Unity Council - Neighborhood Sports Initiative	Physical & Behavioral Health
Children's Hospital & Research Center at Oakland	Early Childhood

Table 11



Once digital stories were created, they were transcribed and coded for thematic elements. In particular, we examined stories for evidence and descriptions of youth outcomes, and also evidence of best youth development practices by programs. The following table highlights the elements of program quality that were detected in the digital stories created by OFCY grantees:

Themes identified in the Digital Stories are illustrated in the table below:

Area	Program Quality Assessment outcome areas	Themes mentioned beyond assessment...
Early Childhood	<ul style="list-style-type: none"> • Developmentally Appropriate Content and Curriculum (discussed in all stories) • Family, Community and School Collaboration and Access (discussed in all stories) • Playgroups and Dyadic Therapy (discussed in all stories) • Environment • Interaction: Supports for Relationship Building • Cultural Competence 	<ul style="list-style-type: none"> • Attachment of children to caregivers • Decreased isolation of caregivers • Parenting skills
Older Youth Physical & Behavioral Health Summer	<ul style="list-style-type: none"> • Fun (discussed in all stories) • Supportive Peers(discussed in all stories) • Physical and Emotional Safety • Caring Adults • Skillbuilding • Diversity/Identity 	<ul style="list-style-type: none"> • Increased sense of belongingness • Increased self-expression • Increased motivation to learn • Increased knowledge of one’s cultural background • Recreational and Athletic skills • Increased sense of mastery and accomplishment • Skills for performance • Skills for self-sufficiency • Increased sense of future possibility • Increased sense of self-efficacy

EARLY CHILDHOOD DIGITAL STORY THEMES

Early Childhood digital stories most commonly illustrated Developmentally Appropriate Content, Curriculum, Family, Community and School Collaboration and Access, Playgroups and Dyadic Therapy.

WHAT IS THE CONTEXT?

Given that many Early Childhood programs who participated in digital storytelling are parent-child playgroups, these stories focused heavily on the relationship-building and parent-child collaboration that took place within the classroom.

WHY IS THIS IMPORTANT?

Digital stories from Early Childhood programs discussed the ways in which the curriculum helped their children to develop and prepare for grade school. Many parents highlighted skills acquired, such as learning to count, identifying letters, and identifying colors, that they would not have otherwise been able to provide their children. Parents emphasized the comfort and enthusiasm for learning that the curriculum imparted to their children:

"Quiero venir aquí siempre porque enseñan muchas cosas, especialmente como compartir..Aprendió a dar sus primeros pasos, a estar con otros niños de su edad, me gustaría traerlo el último año...Todos los días los niños los reciben aquí con amor, con cariño...reciban los niños con mucho ánimo para aprender."

I want to always come here because they teach many things, especially how to share...He learned to take his first steps, to be around other children his own age ...Every day the children are received here with love and affection...they receive the children with so much enthusiasm for learning.

- East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support Participant

Digital stories from Early Childhood programs also described the links made between the home, the program, and family relationships. The digital stories describe programs in which families are made to feel comfortable within the program context and are provided with tools that they can use outside of the program itself.

"That was the perfect place to make friends and socialize with other parents. It was good for me and for all the other parents because we could talk about our problems. We could listen to each other. We could give advice...It's really special for all of us."

- Children's Hospital & Research Center at Oakland Participant

Early Childhood digital stories focused heavily on parent-childhood playgroups and dyadic therapy that provides for guided interaction between caregiver and child. Digital stories described the teacher of a playgroup modeling



parenting skills, providing children with positive discipline, and teaching children social skills, like sharing and moderating emotions.

"Las papás se colaboran con los niños y tienen mas contacto con ellos. Los niños aquí aprendan a respetar, aprenden a colaborar también con los papás y las maestras..Aprendemos tanto como los papás y los niños."

The parents and children collaborate and the parents have more contact with their children. The children learn to respect here, and they learn to collaborate with their parents and with their teachers. Both the children and the parents learn.

-East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support Participant



OLDER YOUTH, PHYSICAL & BEHAVIORAL HEALTH AND SUMMER DIGITAL STORY THEMES

Older Youth, Physical & Behavioral Health and Summer Digital Stories most commonly illustrated youth having Fun and experiencing Supportive Peers.

WHAT IS THE CONTEXT?

Although “fun” may not necessarily seem critical to youth programming, a high level of fun in programs ensures greater and more consistent participation, or “dosage.” Higher dosage in youth programs has been shown to result in better youth outcomes.¹⁴

WHY IS THIS IMPORTANT?

Digital stories expressed how excited youth are to be in the programs: particularly in Summer programs, youth have a lot of fun, get to spend time with friends and meet new ones, and are able to take field trips to places they would not have otherwise visited. Many youth develop deep bonds with the program and their peers, and described how they were able to channel energy into skills they could be proud of and perform:

“I really like to dance. Although I would get tired, I still had a lot of fun moving and jumping around, learning new moves, just so I could show off to the parents.” - *East Oakland Youth Development Center (SCEP) Participant*

Digital stories also describe the peer interaction, close peer relationships, and teamwork experienced during the program. Several stories spoke of the program as a “family” and of peers as brothers or sisters. Participants describe a strong sense of trust and opportunities in which they were allowed to develop and grow because of the support provided by their peers. Many also describe team activities and an increased knowledge of their importance:

“The Teen Center is somewhere all the E-team members can unite.” - *Alternatives in Action - HOME Project Oakland Participant*

¹⁴ Simpkins Chaput, S., Little, P.M.D., & Weiss, H. (2004). Understanding and measuring attendance in out-of-school time programs. *Issues and Opportunities in Out-of-School Time Evaluation, Number 7*. Cambridge, MA: Harvard Family Research Project.

YOUTH-LED EVALUATION – OAKLAND YOUTH EVALUATORS SOCIETY (OYES)

Youth talk not only about gaining skills and confidence through OFCY, but also about carrying those gains with them so they can do better at school.

See Change engaged the Oakland Youth Evaluators Society (OYES) as a critical component of the overall evaluation strategy to lead its own evaluation of youth-funded programs. The goal was to have youth listen to youth voices, and incorporate those findings into the adult-led evaluation findings.

OYES evaluated 12 Older Youth and Physical & Behavioral Health programs. In youth’s own voices, they described how their experience with these programs is consistent with the expected outcomes articulated in the OFCY logic models. The OYES evaluations discussed their evaluation through six major finding areas: Sense of Family, Youth Engagement, Extracurricular Skills, Access to Resources, Safety, and Career and College Readiness.

- Over 70% of the youth surveyed indicate the main reason they want to return to a program is that the staff at these programs treat them with respect.
- 90% to 95% of youth have used skills from their youth programs to do better in school.

Most of the findings were positive, with the notable exception of helping youth access community resources. OYES created recommendations for improvement in all areas, regardless of how positive the findings might be.

OYES Themes	What did the youth evaluators hear from their peers?	Key recommendations
Family and Community	<p>Youth in Oakland attend programs that provide them a sense of family; they see their programs as a second home where they receive emotional support, are respected by staff, feel comfortable, meet new friends, and are a part of a safe community.</p> <ul style="list-style-type: none"> • 95% of youth feel “comfortable” or “very comfortable.” • Over 70% of youth say that program staff treat them with fairness and respect. <p>“The thing I like about this program is they be on you, <i>they be on you</i>. Some of the parents slack off sometimes, but this family right here, they be on you. That’s what I like.” – <i>Calvin, Leadership Excellence</i></p>	The youth asked that OFCY build counseling and community-building social opportunities into programs.



OYES Themes	What did the youth evaluators hear from their peers?	Key recommendations
Youth Voice	<p>Youth are more engaged in youth programs that encourage them to give input and influence the program.</p> <ul style="list-style-type: none"> Over 87% of youth said their ideas influence the structure of their youth programs. 92% of those surveyed are willing to participate in community change. <p>"I used to be a really loud person, but I used to be loud in a really bad way; I spoke up about the wrong things. And now I kinda, I feel like I'm a smarter loud person. I'm still loud, but I don't say things before not thinking about them. I don't like saying things that don't have meaning." - <i>Bridget, Youth Together, Skyline HS</i></p>	<p>Youth programs should share the process of decision-making with youth participants and create opportunities for facilitation, participation and youth leadership roles.</p>
Youth Transitions	<p>Youth gain skills vital for their transitions into adult life from their youth programs that they do not obtain from schools.</p> <ul style="list-style-type: none"> 94% of youth surveyed said that their programs help them prepare for their future. Over 84% of youth surveyed said they gained skills like leadership, communication and social interaction – compared to 49% who said they learned this in school. <p>"Up in here you show people respect, and when you get out there you show even more respect because you know, feel me, and they trying to push this positive energy." - <i>THR33, Real Hard</i></p>	<p>Regular meetings should take place to cross-coordinate youth programs and schools, and share resources between the two.</p>
Community Resources	<p>Many Oakland youth don't access resources, such as housing placement, financial education and trade skills, through their youth programs.</p> <ul style="list-style-type: none"> Only 15% of youth surveyed gained trade skills from their youth programs – and the same percentage got financial education. 	<p>Wellness centers should be established at school sites to centralize community resources. More personalized one-on-one services should target services relevant to individual youth. A centralized database of youth services should be established and include an online component.</p>



OYES Themes	What did the youth evaluators hear from their peers?	Key recommendations
Teen Violence	<p>Youth programs in Oakland keep youth safe. Youth that attend youth programs are less likely to be involved in behavior with negative consequences such as selling and doing drugs, gang banging, prostitution, gun violence, robbing, fighting and harassment.</p> <ul style="list-style-type: none"> 74% of youth said violence between youth <u>never</u> happens in their youth programs. <p>"I've seen many different opportunities out there than I can do instead of being out there on the streets doing stuff that I know I shouldn't be doing. It made me realize that I can do other things instead of being out there on the streets." – <i>Ricky, Youth Radio</i></p>	<p>Youth programs should host monthly weekend retreats with community members, provide weekend services and transportation, and offer mediation centers.</p>
Gaining Independence	<p>Youth in Oakland want more career and college readiness in their youth programs – though they do say programs have supported them in achieving their goals.</p> <ul style="list-style-type: none"> 60% of youth surveyed said they have used skills gained at their youth program to obtain a job. <p>"This program has helped me to feel like I deserve to have better grades, so I work harder to not disappoint myself" – <i>not attributed</i></p>	<p>Youth programs should teach independent living skills, provide more career development opportunities, and employ youth mentors and alumni.</p>



WHAT IS THE CONTEXT?

The Oakland Youth Evaluators Society (OYES) is a diverse group of youth representing OFCY programs. Their mission has been to evaluate the structure and programming of youth programs in Oakland and develop recommendations from a youth researcher perspective. OYES used methods including surveys, interviews and filmed focus groups. The full Youth-led Evaluation Report from OYES including methodology details and supporting data can be found in Appendix J.

WHY IS THIS IMPORTANT?

As the OYES report itself states, youth know from first-hand experience what youth want and what youth need. The youth-led evaluation contributes a vivid picture of the youth experience, without an adult interpretation. The ability to integrate these findings with more traditional surveys and PQA findings ensures that programs designed for youth with their input, are also evaluated with their perspective and voice.

OAKLAND UNIFIED SCHOOL DISTRICT ACADEMIC AND SCHOOL ATTACHMENT ANALYSIS

OUSD ACADEMIC AND SCHOOL ATTACHMENT BASELINE DATA ANALYSIS

See Change's preliminary analysis laid a good foundation for future inquiry, but did not yield significant findings that differentiated school-centric outcomes for youth.

OUSD and OFCY, along with their data partner, CitySpan, enabled an examination of objective student outcome data (as opposed to self-report survey data alone). In this first year, See Change's inquiry into this data was exploratory, and not guided by specific research questions. The goal, ultimately, was to develop a truly matched sample of youth between the OFCY population and the non-OFCY population of OUSD students. See Change did not draw any conclusions this year, but will use the process to inform a more thorough investigation in the next grant cycle.

The initial inquiry was to attempt to demonstrate that OFCY programs may have a protective effect in the areas of school attachment and academic performance. For example, a program that actively counsels youth on the importance of staying in school, could potentially contribute to an increase in student's attendance. To demonstrate this, See Change selected four indicators: two indicators of school attachment (96% or better high school attendance and no suspensions) and two indicators of student achievement (scoring well on benchmark English and Math tests).

Indicators used for OUSD Academic Data Analysis

Table 12

Indicator	Description
% Students with no suspensions	(Number of students with 0 suspensions)/(Total number of students)
% Students with over 96% school attendance	(Number of students for whom (Days Attended/Days Enrolled) >.96)/(Total number of students)
% Students at or above ELA grade level	(Number of students who scored 3 or 4 on spring benchmark test)/ (Total number of students who took the test)
% Students at or above Math grade level	(Number of students who scored 3 or 4 on spring benchmark test)/ (Total number of students who took the test)

While the analysis yielded some potential trends, none were statistically significant nor were large enough distinctions to be meaningful. Students were compared as a collective group (i.e., how did all OFCY students do from one year to the next, compared to OUSD students who did not participate in programs?), then a separate analysis was conducted where See Change and Cityspan could match individuals from one year to the next.

See Change plans to introduce additional demographic data and additional indicators in the future, using this year's analysis as a baseline, and examining the relationships in more detail with future years of data collection and evaluation.

CONCLUDING THOUGHTS

Overall, Early Childhood, Older Youth, Physical & Behavioral Health, and Summer Strategy Areas performed at a high level. Strategy areas showed **consistent levels of program quality, and improvement in program outcome areas**. This evaluation balanced reporting and analysis between strategy level assessments and individual program reporting.

In See Change's initial year as an evaluator for OFCY, we observed strong participation in the evaluation -- demonstrated by good attendance at the Indicator Summit and Quarterly Meetings, good rate of return for surveys, good sample size for Digital Storytelling, and a strong and dedicated Youth-led Evaluation project and team. The collaborative approach, continued through opportunities for feedback in various face-to-face meetings with grantees and OFCY staff, bodes well for future evaluation inquiries.

Several findings in this year's evaluation point to opportunities in next year's strategy. In particular:

- Through the PQA, we identified some areas for improvement across all strategy areas, namely peer-to-peer interaction and opportunities for youth to demonstrate leadership through their activities. This was not a sufficient finding to indicate there is an issue with quality, but we could potentially expand our analysis to investigate these findings.
- See Change conducted an initial analysis incorporating only one external data source: OUSD. These findings will serve as a baseline for next year's approach, in which we can begin to see some year-over-year changes for individual participants, and potentially incorporate additional external data sources.

See Change looks forward to its continued relationship with OFCY and all our partners in continuing this inquiry next year. We hope to continue providing the best possible insights into OFCY's investment in positive youth development in Oakland.

Oakland Fund for Children and Youth

**2009-10 EVALUATION OF EARLY CHILDHOOD,
OLDER YOUTH, PHYSICAL & BEHAVIORAL HEALTH
AND SUMMER STRATEGY AREAS**

FINAL REPORT APPENDIX A



Introduction to Individual Program Reports

In the following appendix, you will find an individual report for each program evaluated by See Change, in the following strategy areas: Early Childhood (10), Older Youth (20), Physical & Behavioral Health (13), and Summer (15).

The reported grant size after budget cuts and the 16% reduction.

At the top of the page, you will find the agency name and the project name of the program, as well as the strategy area. Programs are organized by strategy area first, and then alphabetically by agency name.

OYES strengths and weaknesses included here if OYES evaluated the program. (See Appendix G.)

Each report includes a summary of the project, which is an edited summary of what grantees submitted in their proposals.

This area details the strengths and weaknesses of each program as based on qualitative observations from the PQA site visit. For more details, see Appendix D.

Digital story themes are reported if they were collected.

The outcomes listed here were chosen by grantees at logic model site visits, and are a product of the goals of the program.

Survey results indicating program outcome performance are reported here. For more details, see Appendix A.

APPENDIX A: IND

**Alameda Family Services: Dreamcatcher
Older Youth (Career and College Readiness) Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work / Project Description
Dreamcatcher, a program of Alameda Family Services, provides a wide array of supportive services to... (text partially obscured)

Qualitative Observations from Site Visit
Areas of Excellence: Dreamcatcher is a calm and safe space for teens to share their writing and thoughts. All teens were welcomed warmly and respectfully included.
Areas for Improvement: Limited opportunities for teens to build rapport, worked a project together, or take responsibility for any of the center. Recruitment is a challenge.

Youth-led Evaluation
This program was not evaluated by OYES, so youth-led evaluation was not collected.

Digital Stories
Digital Stories were not collected for this program.

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	82% of respondents report a MEDIUM level of improvement. 14% of respondents report a HIGH level of improvement.
Increased self-efficacy	64% of respondents report a HIGH level of improvement. 23% of respondents report a MEDIUM level of improvement. 13% of respondents report a LOW level of improvement.
Skills for self-sufficiency, awareness of resources, and how to access them	On average, students reported a HIGH level of improvement on 4 skills and a MEDIUM level of improvement on 4 skills. Top skills included: "Finding job postings", "Showing up for work or school everyday", "Finding a place to stay (housing)".
Skills for high school academic achievement, college readiness, GAT prep, GED completion	On average, students reported a HIGH level of improvement on 9 skills and a MEDIUM level of improvement on 6 skills. Top skills included: "Being organized", "Using Computers", "Graduating from high school".



Participation and service was tracked throughout the year using Cityspan. One service hour is defined as one hour of program attendance for one child.

More details about the PQA site visits can be found in Appendix C and D.

Program Information			
Actual/Planned Participation Served	Actual/Planned Number of Participants	Enrollment Program (Actual/Planned/Number of Participants)	
Actual/Planned Service Hours	Actual/Planned Service Hours	Service Frequency (Actual/Planned)	
Program Details			
Category	Days	Time	Program Name
Customer Support	2020-2021	10:00-11:00	Customer Support
Service and Support	2020-2021	11:00-12:00	Service and Support
Case Management	2020-2021	12:00-1:00	Case Management
Case Review	2020-2021	1:00-2:00	Case Review
Case Observation/Check-ins	2020-2021	2:00-3:00	Case Observation/Check-ins
Supportive Care	2020-2021	3:00-4:00	Supportive Care
Youth Engagement	2020-2021	4:00-5:00	Youth Engagement
Program and Support	2020-2021	5:00-6:00	Program and Support
<p>Program Description: This program provides support and services to youth who are experiencing homelessness. The program is open to youth who are currently homeless or at risk of homelessness. The program provides a safe and supportive environment for youth to receive services and support. The program also provides a safe and supportive environment for youth to receive services and support.</p>			
<p>Program Objectives: The program has the following objectives:</p> <ul style="list-style-type: none"> To provide support and services to youth who are experiencing homelessness. To provide a safe and supportive environment for youth to receive services and support. To provide a safe and supportive environment for youth to receive services and support. 			
<p>Program Evaluation: The program is evaluated using the following methods:</p> <ul style="list-style-type: none"> Program participation and service data. Program feedback from youth and staff. Program feedback from community partners. 			
<p>Program Impact: The program has the following impact:</p> <ul style="list-style-type: none"> Increased program participation and service. Improved program feedback from youth and staff. Improved program feedback from community partners. 			

Frequency data for each survey item is included here.

Bring Me a Book Foundation (Oakland Early Learning Collaborative) Early Childhood Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

BMAB supports parents of children 0-5, including parent/child groups, workshops, books and materials for home and classroom. There is a special emphasis on refugee and native programming, enriched learning activities. BMAB also provides enriched activities for Oakland children attending head Start and OUSD Child Development Centers, and also children living in subsidized housing. Early literacy and school readiness promotion is also supported by BMAB programming.

Grant Size: \$147,000

Qualitative Observations from Site Visit

Areas of Excellence: Program staff is well-connected to the families they serve. The mothers in particular feel very comfortable sharing about their personal lives.

Areas for Improvement: One-on-one play between program staff and children is limited due to the large number of families participating.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result
Attachment of children to their caregivers	57% of parents/caregivers report a HIGH level of improvement. 39% of parents/caregivers report a MEDIUM level of improvement. 4% of parents/caregivers report a LOW level of improvement.
Social and emotional skills	68% of parents/caregivers report a HIGH level of improvement. 32% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Cognitive skills	68% of parents/caregivers report a HIGH level of improvement. 32% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Gross and fine motor skills	75% of parents/caregivers report a HIGH level of improvement. 25% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Parenting skills	86% of parents/caregivers report a HIGH level of improvement. 11% of parents/caregivers report a MEDIUM level of improvement. 3% of parents/caregivers report a LOW level of improvement.
Access to community resources	43% of parents/caregivers report a HIGH level of improvement. 56% of parents/caregivers report a MEDIUM level of improvement. 4% of parents/caregivers report a LOW level of improvement.
Decreased isolation of caregivers	86% of parents/caregivers report a HIGH level of improvement. 11% of parents/caregivers report a MEDIUM level of improvement. 4% of parents/caregivers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual /Projected Number of Participants)	
	486	500	97%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	25406	20965	121%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score		2.7	2.49
	Health, Safety & Nutrition		2.8	2.6
	Environment		3.0	3.0
	Developmentally Appropriate Content & Curriculum		2.7	2.5
	Interaction and Supports for Relationship-Building		2.5	2.3
	Collaboration and Access		2.6	2.2
	Cultural Competence		2.6	3.0
	Professionalism		2.9	3.0
	Playgroups & Dyadic Therapy		2.4	1.3
	Center-based Mental Health Consultants		2.3	NA
	Roving Workshops		2.8	NA
Program Specific Observations		2.8	NA	
Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.			
	Parent/Caregiver Survey			
	As a result of your experiences with this program, how much have YOU changed in the following areas?	"Unchanged"	"A little better"	"A lot better"
	My understanding of positive ways to respond to my child's feelings is...	0%	11%	89%
	My knowledge of early steps to reading is...	7%	11%	81%
	The amount of time I spend reading or looking at books with my child is...	0%	14%	86%
	My ability to help my child become ready for kindergarten is...	0%	28%	72%
	My ability to be my child's first teacher is...	4%	11%	86%
	My ability to help my child learn new skills (such as recognize letters and count) is...	0%	16%	84%
	My confidence in helping my child learn is...	0%	18%	82%
	My ability to FIND helpful community resources for my child or family is...	4%	29%	68%
	My ability to USE community resources to help my child or family is...	0%	54%	46%
	My opportunities to talk with other parents about parenting/care-giving are...	0%	11%	89%
	My ability to share ideas about parenting/care-giving with other parents is...	0%	11%	89%
	The number of my supportive connections with other parents/caregivers is...	4%	11%	86%
As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?	"Unchanged"	"A little better"	"A lot better"	
My child's ability to talk about his/her needs and wants is...	4%	13%	83%	



My child's ability to form positive relationships with adults is...	7%	22%	70%
In a group setting with children and other adults, my child's emotional security is...	0%	36%	64%
My child's ability to recognize letters of the alphabet is...	5%	35%	60%
My child's engagement in reading or looking at books is...	0%	7%	93%
My child's exposure to age appropriate books at home is...	0%	14%	86%
My child's GROSS motor skills are...	0%	25%	75%
My child's FINE motors skills are...	0%	22%	78%
My child's ability to recognize colors is...	0%	43%	57%
My child's ability to recognize shapes is...	0%	39%	61%
My child's sense of numbers is...	0%	32%	68%
My child's ability to follow routines and structure is...	0%	27%	73%
My child's ability to master new skills is...	0%	22%	78%

**Children's Hospital and Research Center at Oakland
 (Developmental Playgroups Program)
 Early Childhood Strategy Area
 OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

The CHRCO Developmental Playgroup Program is a collaborative program that addresses OFCY's Early Childhood focus and provides intensive services for children birth to five at high risk of developmental delays, and their parents/caretakers. It provides both Parent/Child Play Partnerships and Early Childhood Mental Health support utilizing a highly trained multidisciplinary staff. The groups target three populations through four playgroups offered through a combination of OFCY and matching funds. Populations served include: children residing in residential perinatal drug treatment programs; children in the child welfare system whose parents are working on reunification; and Latino children where the family's primary language is Spanish, who are not currently enrolled in early care and education settings. Parents/caretakers attend playgroups with their child where school readiness, social emotional well being, and the importance of play are supported. Each group has a time where parents meet without their children under the guidance of a developmental and mental health specialist to discuss concerns related to parenting.

Grant Size: \$168,000

Qualitative Observations from Site Visit

Areas of Excellence: Highly dynamic teacher did a great job modeling child interactions alongside parents.

Areas for Improvement: Limited peer-to-peer interaction between parents and between children.

Digital Stories

1 Digital Story was collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result	Educator/Provider Survey Result
Attachment of children to their caregivers	82% of parents/caregivers report a HIGH level of improvement. 14% of parents/caregivers report a MEDIUM level of improvement. 4% of parents/caregivers report a LOW level of improvement.	89% of educator/providers report a HIGH level of improvement. 11% of educator/providers report a MEDIUM level of improvement. 0% of educator/providers report a LOW level of improvement.
Social and emotional skills	68% of parents/caregivers report a HIGH level of improvement. 22% of parents/caregivers report a MEDIUM level of improvement. 10% of parents/caregivers report a LOW level of improvement.	78% of educator/providers report a HIGH level of improvement. 22% of educator/providers report a MEDIUM level of improvement. 0% of educator/providers report a LOW level of improvement.
Cognitive skills	76% of parents/caregivers report a HIGH	100% of educator/providers report a



	level of improvement. 22% of parents/caregivers report a MEDIUM level of improvement. 2% of parents/caregivers report a LOW level of improvement.	HIGH level of improvement. 0% of educator/providers report a MEDIUM level of improvement. 0% of educator/providers report a LOW level of improvement.
Gross and fine motor skills	80% of parents/caregivers report a HIGH level of improvement. 20% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.	61% of educator/providers report a HIGH level of improvement. 39% of educator/providers report a MEDIUM level of improvement. 0% of educator/providers report a LOW level of improvement.
Parenting skills	72% of parents/caregivers report a HIGH level of improvement. 26% of parents/caregivers report a MEDIUM level of improvement. 2% of parents/caregivers report a LOW level of improvement.	83% of educator/providers report a HIGH level of improvement. 17% of educator/providers report a MEDIUM level of improvement. 0% of educator/providers report a LOW level of improvement.
Access to community resources	74% of parents/caregivers report a HIGH level of improvement. 20% of parents/caregivers report a MEDIUM level of improvement. 6% of parents/caregivers report a LOW level of improvement.	
Decreased isolation of caregivers	72% of parents/caregivers report a HIGH level of improvement. 22% of parents/caregivers report a MEDIUM level of improvement. 6% of parents/caregivers report a LOW level of improvement.	
Response to children's socioemotional, cognitive, and physical development needs		56% of educator/providers report a HIGH level of improvement. 33% of educator/providers report a MEDIUM level of improvement. 11% of educator/providers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	195	84	232%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	10324	8746	118%	

Program Quality Assessment	Category	Strategy Area Score	Program Score
	Overall Score	2.7	2.76
	Health, Safety & Nutrition	2.8	2.8
	Environment	3.0	3.0
	Developmentally Appropriate Content & Curriculum	2.7	2.5
	Interaction and Supports for Relationship-Building	2.5	2.8
	Collaboration and Access	2.6	3.0
	Cultural Competence	2.6	3.0
	Professionalism	2.9	2.8
	Playgroups & Dyadic Therapy	2.4	2.7
	Center-based Mental Health Consultants	2.3	NA
	Roving Workshops	2.8	NA
	Program Specific Observations	2.8	2.3

Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.			
	Parent/Caregiver Survey			
	As a result of your experiences with this program, how much have YOU changed in the following areas?	"Unchanged"	"A little better"	"A lot better"
	My knowledge of the developmental stages of my child is...	3%	38%	59%
	My understanding of how my child learns through playing is...	7%	27%	67%
	My ability to play with my child is...	3%	17%	79%
	My understanding of different styles of discipline for my child is...	7%	26%	67%
	My understanding of positive ways to respond to my child's feelings is...	3%	28%	69%
	My ability to recognize and respond effectively to my child's feelings is...	4%	36%	61%
	My ability to help my child through challenging situations is...	4%	43%	54%
	My ability to help my child talk about and understand his/her feelings is...	4%	31%	65%
	My understanding of how to form a positive relationship with my child is...	3%	33%	63%
	My ability to care for my new baby is...	5%	18%	77%
	My understanding of the importance that my child feels safe with me is...	3%	24%	72%
	My understanding of the importance that my child feels safe with other caring adults is...	4%	36%	61%
	My knowledge of early steps to reading is...	7%	44%	48%
	The amount of time I spend reading or looking at books with my child is...	14%	38%	48%
	My ability to help my child become ready for kindergarten is...	16%	28%	56%



My ability to be my child's first teacher is...	4%	33%	63%
My ability to help my child learn new skills (such as recognize letters and count) is...	7%	37%	56%
My confidence in helping my child learn is...	3%	37%	60%
My ability to FIND helpful community resources for my child or family is...	11%	26%	63%
My ability to USE community resources to help my child or family is...	8%	38%	54%
My opportunities to talk with other parents about parenting/care-giving are...	3%	33%	63%
My ability to share ideas about parenting/care-giving with other parents is...	0%	40%	60%
The number of my supportive connections with other parents/caregivers is...	11%	43%	46%
<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
My child's ability to share with other children is...	8%	36%	56%
My child's ability to take turns with other children is...	0%	46%	54%
My child's ability to play with other children is...	0%	46%	54%
My child's ability to cope in challenging situations is...	8%	54%	38%
My child's ability to cope in stressful situations is...	0%	63%	37%
My child's ability to control his/her emotions is...	4%	54%	42%
My child's ability to talk about his/her needs and wants is...	4%	36%	60%
My child's ability to form positive relationships with adults is...	4%	36%	60%
In a group setting with children and other adults, my child's emotional security is...	4%	31%	65%
My child's ability to recognize letters of the alphabet is...	19%	52%	29%
My child's engagement in reading or looking at books is...	0%	28%	72%
My child's exposure to age appropriate books at home is...	0%	41%	59%
My child's GROSS motor skills are...	0%	37%	63%
My child's FINE motors skills are...	0%	37%	63%
My child's ability to follow routines and structure is...	7%	29%	64%
My child's ability to master new skills is...	0%	41%	59%
My child's exposure to early learning opportunities is...	4%	30%	67%
My child's ability to connect with me when I talk to him/her is...	3%	27%	70%
My child's ability to learn new things is...	0%	32%	68%
Educator/Provider Survey			
<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
My ability to collaborate/partner with other service providers in the community is...	6%	12%	82%
My knowledge of local art spaces and activities for children is...	22%	11%	67%
<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
The ability of children to take turns is...	0%	17%	83%
The ability of children to play with other is...	0%	17%	83%
The ability of children to cope in challenging situations is...	0%	39%	61%
The ability of children to cope in stressful situations is...	0%	39%	61%
The ability of children to express their needs and wants in their primary language is...	0%	12%	88%
The children's ability to form positive relationships with adults is...	0%	11%	89%



The children's engagement in reading/looking at books is...	0%	12%	88%
The children's GROSS motor skills are...	0%	17%	83%
The children's FINE motor skills are...	0%	39%	61%
The children's ability to follow routines and structure is...	0%	0%	100%
The children's ability to master new skills is...	0%	18%	82%
A parent's appreciation of their child's unique qualities is...	0%	12%	88%
The parent understanding and responsiveness to their child's needs is...	0%	12%	88%



**City of Oakland - San Antonio Even Start (San Antonio Even Start Family Literacy Program)
Early Childhood Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

This family literacy program offers children early childhood instruction while their parents participate in on-site classes. Family field trips and other parent and child activities are also part of the learning program.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Program offers many play opportunities and physical experiences using all senses. Program collaborates with simultaneous parent education programming.

Areas for Improvement: While not a substantial concern, there were not very many children (6) present on the day of the program observation.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result
Social and emotional skills	71% of parents/caregivers report a HIGH level of improvement. 29% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Cognitive skills	57% of parents/caregivers report a HIGH level of improvement. 43% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Parenting skills	79% of parents/caregivers report a HIGH level of improvement. 14% of parents/caregivers report a MEDIUM level of improvement. 7% of parents/caregivers report a LOW level of improvement.
Access to community resources	50% of parents/caregivers report a HIGH level of improvement. 43% of parents/caregivers report a MEDIUM level of improvement. 7% of parents/caregivers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)	
	46	45	102%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	35390	51625	69%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score		2.7	2.78
	Health, Safety & Nutrition		2.8	3.0
	Environment		3.0	3.0
	Developmentally Appropriate Content & Curriculum		2.7	3.0
	Interaction and Supports for Relationship-Building		2.5	2.5
	Collaboration and Access		2.6	2.6
	Cultural Competence		2.6	2.3
	Professionalism		2.9	3.0
	Playgroups & Dyadic Therapy		2.4	NA
	Center-based Mental Health Consultants		2.3	NA
	Roving Workshops		2.8	NA
Program Specific Observations		2.8	NA	
Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.			
	Parent/Caregiver Survey			
	As a result of your experiences with this program, how much have YOU changed in the following areas?	"Unchanged"	"A little better"	"A lot better"
	My knowledge of the developmental stages of my child is...	7%	21%	71%
	My ability to play with my child is...	8%	15%	77%
	The amount of time I spend reading or looking at books with my child is...	14%	21%	64%
	My ability to be my child's first teacher is...	7%	21%	71%
	My ability to help my child learn new skills (such as recognize letters and count) is...	14%	14%	71%
	My confidence in helping my child learn is...	7%	7%	86%
	My ability to FIND helpful community resources for my child or family is...	7%	43%	50%
	My ability to USE community resources to help my child or family is...	0%	29%	71%
	As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?	"Unchanged"	"A little better"	"A lot better"
	My child's engagement in reading or looking at books is...	0%	36%	64%



East Bay Agency for Children - Hawthorne Family Resource Center (Parent Child Education and Support Program)
Early Childhood Strategy Area
OFCY Evaluation 2009 – 2010

Scope of Work Project Description

The PESP is a comprehensive program specifically for parents with children ages 0-5 years, which promote parent child education, school readiness, parent-child activities and support, with child development activities This is an important resource to provide families in need of a head start in school readiness and successful parenting.

Grant Size: \$105,000

Qualitative Observations from Site Visit

Areas of Excellence: Great modeling for parents. Program involvement with families is comprehensive through multiple areas.

Areas for Improvement: Limited focus on social-emotional development and skills. Because the focus was on the parent-child relationship, there was limited peer social interaction.

Digital Stories

6 Digital Stories were collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result
Social and emotional skills	82% of parents/caregivers report a HIGH level of improvement. 18% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Cognitive skills	86% of parents/caregivers report a HIGH level of improvement. 14% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Gross and fine motor skills	86% of parents/caregivers report a HIGH level of improvement. 14% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Parenting skills	86% of parents/caregivers report a HIGH level of improvement. 14% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Access to community resources	86% of parents/caregivers report a HIGH level of improvement. 14% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Decreased isolation of caregivers	86% of parents/caregivers report a HIGH level of improvement. 14% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	184	100	184%		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	25891	15503.5	167%		
Program Quality Assessment	Category		Strategy Area Score	Program Score	
	Overall Score		2.7	2.78	
	Health, Safety & Nutrition		2.8	3.0	
	Environment		3.0	3.0	
	Developmentally Appropriate Content & Curriculum		2.7	2.5	
	Interaction and Supports for Relationship-Building		2.5	2.8	
	Collaboration and Access		2.6	3.0	
	Cultural Competence		2.6	2.0	
	Professionalism		2.9	3.0	
	Playgroups & Dyadic Therapy		2.4	3.0	
	Center-based Mental Health Consultants		2.3	NA	
	Roving Workshops		2.8	NA	
Program Specific Observations		2.8	NA		
Outcomes Survey	<p>Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.</p>				
	Parent/Caregiver Survey				
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	My ability to play with my child is...		0%	14%	86%
	My understanding of different styles of discipline for my child is...		0%	19%	81%
	My ability to help my child talk about and understand his/her feelings is...		0%	14%	86%
	My understanding of how to form a positive relationship with my child is...		0%	11%	89%
	My knowledge of early steps to reading is...		0%	18%	82%
	The amount of time I spend reading or looking at books with my child is...		0%	11%	89%
	My ability to be my child's first teacher is...		0%	19%	81%
	My ability to help my child learn new skills (such as recognize letters and count) is...		0%	7%	93%
	My ability to FIND helpful community resources for my child or family is...		0%	11%	89%
	My ability to USE community resources to help my child or family is...		0%	11%	89%
	My opportunities to talk with other parents about parenting/care-giving are...		0%	11%	89%
	My ability to share ideas about parenting/care-giving with other parents is...		0%	11%	89%



The number of my supportive connections with other parents/caregivers is...	0%	22%	78%
The communication between my child and me is...	0%	11%	89%
My idea of what behaviors are appropriate for different ages and stages is...	0%	19%	81%
My ability to teach my child to take care of himself/herself (feeding, dressing, toileting) is...	0%	19%	81%
<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
My child's ability to share with other children is...	0%	11%	89%
My child's ability to recognize letters of the alphabet is...	0%	19%	81%
My child's engagement in reading or looking at books is...	0%	11%	89%
My child's exposure to age appropriate books at home is...	0%	11%	89%
My child's GROSS motor skills are...	0%	15%	85%
My child's FINE motors skills are...	0%	12%	89%
My child's ability to recognize colors is...	0%	11%	89%
My child's ability to recognize shapes is...	0%	4%	96%
My child's sense of numbers is...	0%	19%	81%
My child's ability to follow routines and structure is...	0%	15%	86%
My child's exposure to early learning opportunities is...	0%	7%	93%
My child's ability to learn new things is...	0%	7%	93%
My child's ability to play with a ball is...	0%	7%	93%



**Family Paths, Inc. - The Oakland Early Childhood Mental Health Collaborative
Early Childhood Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

The project provides classroom based mental health services and individual counseling to children aged 0-5 years, with special needs in low-income areas. Children targeted for services include those at risk of family instability and/or those who 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.

Grant Size: \$168,000

Qualitative Observations from Site Visit

Areas of Excellence: Excellent relationships between staff and consultant. Thoughtful one-on-one interaction between consultant and children was used to resolve emotional outbursts.

Areas for Improvement: Because of the consultant model, some aspects of the site were beyond the program's control. (For example, inconvenient space, lack of materials, etc.)

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result	Educator/Provider Survey Result
Parenting skills	58% of parents/caregivers report a HIGH level of improvement. 29% of parents/caregivers report a MEDIUM level of improvement. 13% of parents/caregivers report a LOW level of improvement.	
Understanding of children's socioemotional, cognitive, and physical development needs		71% of educator/providers report a HIGH level of improvement. 10% of educator/providers report a MEDIUM level of improvement. 19% of educator/providers report a LOW level of improvement.
Response to children's socioemotional, cognitive, and physical development needs		71% of educator/providers report a HIGH level of improvement. 14% of educator/providers report a MEDIUM level of improvement. 14% of educator/providers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	945	500	189%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	38271	14717	260%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score		2.7	2.60
	Health, Safety & Nutrition		2.8	2.0
	Environment		3.0	NA
	Developmentally Appropriate Content & Curriculum		2.7	2.3
	Interaction and Supports for Relationship-Building		2.5	2.8
	Collaboration and Access		2.6	2.0
	Cultural Competence		2.6	3.0
	Professionalism		2.9	3.0
	Playgroups & Dyadic Therapy		2.4	2.5
	Center-based Mental Health Consultants		2.3	2.8
	Roving Workshops		2.8	NA
Program Specific Observations		2.8	3.0	
Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.			
	Parent/Caregiver Survey			
	As a result of your experiences with this program, how much have YOU changed in the following areas?	"Unchanged"	"A little better"	"A lot better"
	My understanding of positive ways to respond to my child's feelings is...	0%	33%	67%
	My ability to recognize and respond effectively to my child's feelings is...	8%	25%	67%
	My ability to help my child through challenging situations is...	0%	33%	67%
	My ability to help my child talk about and understand his/her feelings is...	13%	33%	54%
	My understanding of how to form a positive relationship with my child is...	4%	25%	71%
	My ability to connect with my child through physical touch is...	17%	13%	70%
	My understanding of the importance that my child feels safe with me is...	25%	4%	71%
	My understanding of the importance that my child feels safe with other caring adults is...	9%	43%	48%
	My ability to think about my own reactions to my child is...	0%	30%	70%
	My ability to think about the meaning of my child's behavior is...	13%	25%	63%
	Educator/Provider Survey			
	As a result of your experiences with this program, how much have YOU changed in the following areas?	"Unchanged"	"A little better"	"A lot better"
My ability to assess children's developmental needs is...	10%	24%	67%	
My knowledge of the developmental stages of children is...	10%	19%	71%	
My ability to teach children through playing and singing is...	15%	10%	75%	



My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...	14%	10%	76%
My ability to respond in positive ways to children's needs is...	19%	5%	76%
My knowledge of age appropriate behavioral management techniques is...	0%	33%	67%
My understanding of culturally relevant responses to children's needs is...	14%	14%	71%
My understanding of how to form a positive relationship with children is...	15%	15%	70%
My ability to think about the meaning of children's behaviors is...	5%	24%	71%
My ability to think about my own reactions to children's behaviors is...	5%	24%	71%



Jump Start Oakland Early Childhood Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Jumpstart Oakland will recruit 60 college students, called Corps members (CMs), from UC Berkeley and St. Mary's College. These Corps members will provide Jumpstart's early literacy intervention services to 225 lowincome preschool children in Oakland.

Grant Size: \$50,400

Qualitative Observations from Site Visit

Areas of Excellence: Staff used a variety of reading strategies and techniques. There was a high adult-to-child ratio.

Areas for Improvement: Limited group or social-emotional development worked into the curriculum, as it related to the books being read.

Digital Stories

1 Digital Story was collected by this program.

Logic Model Outcomes and Performance

Outcome	Educator/Provider Survey Result
Attachment of children to their caregivers	69% of educator/providers report a HIGH level of improvement. 25% of educator/providers report a MEDIUM level of improvement. 6% of educator/providers report a LOW level of improvement.
Cognitive skills	80% of educator/providers report a HIGH level of improvement. 20% of educator/providers report a MEDIUM level of improvement. 0% of educator/providers report a LOW level of improvement.
Gross and fine motor skills	59% of educator/providers report a HIGH level of improvement. 37% of educator/providers report a MEDIUM level of improvement. 4% of educator/providers report a LOW level of improvement.
Understanding of children's socioemotional, cognitive, and physical development needs	75% of educator/providers report a HIGH level of improvement. 24% of educator/providers report a MEDIUM level of improvement. 2% of educator/providers report a LOW level of improvement.
Response to children's socioemotional, cognitive, and physical development needs	82% of educator/providers report a HIGH level of improvement. 16% of educator/providers report a MEDIUM level of improvement. 2% of educator/providers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual /Projected Number of Participants)		
	190	225	84%		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	14781	22230	66%		
Program Quality Assessment	Category		Strategy Area Score	Program Score	
	Overall Score		2.7	2.82	
	Health, Safety & Nutrition		2.8	3.0	
	Environment		3.0	3.0	
	Developmentally Appropriate Content & Curriculum		2.7	2.8	
	Interaction and Supports for Relationship-Building		2.5	2.5	
	Collaboration and Access		2.6	NA	
	Cultural Competence		2.6	2.5	
	Professionalism		2.9	3.0	
	Playgroups & Dyadic Therapy		2.4	NA	
	Center-based Mental Health Consultants		2.3	NA	
	Roving Workshops		2.8	NA	
Program Specific Observations		2.8	3.0		
Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.				
	Educator/Provider Survey				
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	My knowledge of the developmental stages of children is...		2%	18%	80%
	My ability to teach children through playing and singing is...		0%	12%	88%
	My ability to respond in positive ways to children's needs is...		2%	10%	88%
	My knowledge of age appropriate behavioral management techniques is...		0%	28%	72%
	My understanding of how to form a positive relationship with children is...		4%	12%	84%
	My knowledge of early steps to reading is...		4%	10%	86%
	My ability to help children prepare for kindergarten is...		4%	10%	86%
	My confidence in helping children learn is...		4%	12%	84%
	<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	The children's ability to form positive relationships with adults is...		6%	26%	68%
	The children's ability to recognize letters of the alphabet is...		0%	10%	90%
	The children's engagement in reading/looking at books is...		0%	30%	70%
	The children's FINE motor skills are...		4%	40%	56%
	The children's ability to follow routines and structure is...		4%	32%	64%
	My ability to connect with family members is...		4%	65%	31%
My understanding in which children develop their language and literary skills is...		6%	18%	76%	

**La Clinica de La Raza (Teens and Tots Program)
Early Childhood Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

La Clínica de la Raza’s Teens and Tots Program focuses on the special needs of teen parents and their children by providing comprehensive medical and social support services to the teen mother, her child, and whenever possible, the teen’s partner or other family members. The program includes health education and case management services that address issues such as prevention of future pregnancies, domestic violence, familial or personal substance abuse, acculturation difficulties, body image and eating disorders, truancy, and depression. Health educators provide one-on-one visits and group classes prior to medical visits so that patients have general information and are prepared to ask questions during the visit with the medical provider.

Grant Size: \$84,000

Qualitative Observations from Site Visit

Areas of Excellence: Excellent teachers were well-organized, dynamic, accessible to teens, and great at communicating the many different resources the clinic has available to the teens.
Areas for Improvement: Limited positive peer interaction and opportunities for community building.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result
Attachment of children to their caregivers	80% of parents/caregivers report a HIGH level of improvement. 13% of parents/caregivers report a MEDIUM level of improvement. 7% of parents/caregivers report a LOW level of improvement.
Social and emotional skills	70% of parents/caregivers report a HIGH level of improvement. 27% of parents/caregivers report a MEDIUM level of improvement. 3% of parents/caregivers report a LOW level of improvement.
Cognitive skills	67% of parents/caregivers report a HIGH level of improvement. 27% of parents/caregivers report a MEDIUM level of improvement. 7% of parents/caregivers report a LOW level of improvement.
Gross and fine motor skills	67% of parents/caregivers report a HIGH level of improvement. 30% of parents/caregivers report a MEDIUM level of improvement. 3% of parents/caregivers report a LOW level of improvement.
Parenting skills	73% of parents/caregivers report a HIGH level of improvement. 13% of parents/caregivers report a MEDIUM level of improvement. 13% of parents/caregivers report a LOW level of improvement.
Access to community resources	47% of parents/caregivers report a HIGH level of improvement. 37% of parents/caregivers report a MEDIUM level of improvement. 17% of parents/caregivers report a LOW level of improvement.
Decreased	53% of parents/caregivers report a HIGH level of improvement.



isolation of caregivers 33% of parents/caregivers report a MEDIUM level of improvement.
 13% of parents/caregivers report a LOW level of improvement.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	990	260	381%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	5373	5492	98%	

Program Quality Assessment	Category	Strategy Area Score	Program Score
	Overall Score – 29 total observations	La Clinica de La Raza was evaluated using the Youth Program Quality Assessment tool because of its focus on helping teen parents.	2.5
	Physical and Emotional Safety – 5 observations of space and norms		2.8
	Caring Adults – 4 observations of adult-to-youth interaction		2.8
	Skill Building – 4 observations of activity design and methods		2.4
	Fun – 1 observation of adult and youth behavior		2.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.0
	Youth Engagement – 3 observations of youth behavior		3.0
Diversity and Identity – 6 observations of youth and adult behavior	2.7		

Outcomes Survey	Parent/Caregiver Survey			
	As a result of your experiences with this program, how much have YOU changed in the following areas?	"Unchanged"	"A little better"	"A lot better"
	My knowledge of the developmental stages of my child is...	11%	14%	75%
	My ability to support my child's development of personal care skills is...	14%	3%	83%
	My understanding of different styles of discipline for my child is...	10%	48%	41%
	My understanding of positive ways to respond to my child's feelings is...	10%	21%	69%
	My ability to recognize and respond effectively to my child's feelings is...	4%	18%	79%
	My understanding of how to form a positive relationship with my child is...	10%	14%	76%
	My ability to connect with my child through physical touch is...	14%	21%	66%
	My ability to care for my new baby is...	7%	23%	70%
	My knowledge of early steps to reading is...	7%	38%	55%
	The amount of time I spend reading or looking at books with my child is...	11%	33%	56%
	My ability to help my child learn new skills (such as recognize letters and count) is...	12%	23%	65%
	My confidence in helping my child learn is...	10%	7%	83%
	My ability to FIND helpful community resources for my child or family is...	5%	29%	67%
My ability to USE community resources to help my child or family is...	19%	38%	42%	



My ability to share ideas about parenting/care-giving with other parents is...	27%	19%	54%
My ability to take care of my own health is...	8%	35%	58%
My ability to communicate with my partner is...	4%	27%	69%
<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
My child's ability to play with other children is...	5%	20%	75%
My child's ability to talk about his/her needs and wants is...	11%	26%	63%
My child's engagement in reading or looking at books is...	14%	24%	62%
My child's GROSS motor skills are...	4%	35%	62%
My child's FINE motors skills are...	4%	29%	67%
My child's exposure to early learning opportunities is...	4%	28%	68%
My child's ability to connect with me when I talk to him/her is...	8%	17%	75%
My child's ability to learn new things is...	13%	9%	78%

**Museum of Children's Art (MOCHA)
Early Childhood Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

The Little Artist Program provides in depth arts education and developmentally based early learning experiences to 10 CDC (Child Development Centers) in the Oakland Unified School District. In partnership with Destiny Arts Center, MOCHA provides 20 classrooms with age appropriate arts based learning classes over the course of a 20-week program. A professional artist from both MOCHA and Destiny Arts works side-by-side with the head teacher to engage children in learning that links with their everyday classroom and home-based experiences. Each classroom receives coaching on how to showcase art in the context of the school setting. Additionally, all sites receive family programming that allows parents, guardians, teachers, and children to participate in hands-on arts learning activities. Select sites receive MOCHA field trips where the children and families have the opportunity to take part in MOCHA's onsite early childhood programming.

Grant Size: \$168,000

Qualitative Observations from Site Visit

Areas of Excellence: Program is very organized, and kids are very excited about the activities.
 Areas for Improvement: Limited links to cognitive skills through reflection on process. Limited recognition of family background, but this is not necessarily applicable to the program's format.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Outcome	Educator/Provider Survey Result
Attachment of children to their caregivers	69% of educators/providers report a HIGH level of improvement. 19% of educator/providers report a MEDIUM level of improvement. 12% of educator/providers report a LOW level of improvement.
Social and emotional skills	65% of educator/providers report a HIGH level of improvement. 15% of educator/providers report a MEDIUM level of improvement. 19% of educator/providers report a LOW level of improvement.
Parenting skills	62% of educator/providers report a HIGH level of improvement. 23% of educator/providers report a MEDIUM level of improvement. 15% of educator/providers report a LOW level of improvement.
Access to community resources	65% of educator/providers report a HIGH level of improvement. 23% of educator/providers report a MEDIUM level of improvement. 12% of educator/providers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served 455	Projected Number of Participants 972	Participant Integrity (Actual/Projected Number of Participants) 47%		
	Actual Service Hours 18523	Projected Service Hours 18697	Service Integrity (Actual/Projected) 99%		
Program Quality Assessment	Category		Strategy Area Score	Program Score	
	Overall Score		2.7	2.55	
	Health, Safety & Nutrition		2.8	NA	
	Environment		3.0	3.0	
	Developmentally Appropriate Content & Curriculum		2.7	2.8	
	Interaction and Supports for Relationship-Building		2.5	2.0	
	Collaboration and Access		2.6	2.3	
	Cultural Competence		2.6	2.3	
	Professionalism		2.9	2.5	
	Playgroups & Dyadic Therapy		2.4	NA	
	Center-based Mental Health Consultants		2.3	NA	
	Roving Workshops		2.8	2.8	
Program Specific Observations		2.8	2.8		
Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.				
	Parent/Caregiver Survey				
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	My ability to assess children's developmental needs is...		14%	23%	64%
	My knowledge of the developmental stages of children is...		13%	22%	65%
	My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...		23%	23%	55%
	My knowledge of age appropriate behavioral management techniques is...		21%	29%	50%
	My understanding of how to form a positive relationship with children is...		17%	25%	58%
	My ability to bond with an individual child is...		17%	30%	52%
	My knowledge of local art spaces and activities for children is...		8%	20%	72%
	My knowledge of early steps to reading is...		14%	27%	59%
	My knowledge of how the arts and movement contribute to the development of pre-writing and reading skills is...		8%	28%	64%
	<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	The ability of children to share with other children is...		8%	28%	64%
	The ability of children to play with other children is...		12%	24%	64%
The ability of children to control their emotions is...		17%	29%	54%	
The children's small and gross motor skills are...		8%	25%	67%	
The children's ability to recognize colors is...		12%	20%	68%	
The children's ability to recognize shapes is...		12%	20%	68%	
The children's ability to form positive relationships with adults is...		8%	32%	60%	



**OPR (Sandboxes to Community Empowerment)
Early Childhood Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

Once per week a resident artist from MOCHA will lead children and parents in art, art discovery and associated learning skills. Additionally, once per week staff from Lotus Bloom and OPR will conduct art activities with children and parents. Staff from all three partners will assist parents in becoming more effective family leaders. Monthly seminars as well as ongoing parenting skills sessions will be conducted. Included will be exposing parents to family support networks and agencies. Additionally, staff will educate both children and parents in the value of healthy eating and healthy living.

Grant Size: \$147,000

Qualitative Observations from Site Visit

Areas of Excellence: Staff was great about helping child-parent pairs move from one activity to another and model adult-child relationships. The main teacher was energetic, warm and well organized.

Areas for Improvement: Opportunities for social/emotional skills with peers was limited, but there was some encouragement of hand-shaking and smiling at “your neighbor” during song-time.

Digital Stories

4 Digital Stories were collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result
Attachment of children to their caregivers	76% of parents/caregivers report a HIGH level of improvement. 18% of parents/caregivers report a MEDIUM level of improvement. 6% of parents/caregivers report a LOW level of improvement.
Social and emotional skills	72% of parents/caregivers report a HIGH level of improvement. 20% of parents/caregivers report a MEDIUM level of improvement. 8% of parents/caregivers report a LOW level of improvement.
Cognitive skills	74% of parents/caregivers report a HIGH level of improvement. 24% of parents/caregivers report a MEDIUM level of improvement. 2% of parents/caregivers report a LOW level of improvement.
Gross and fine motor skills	76% of parents/caregivers report a HIGH level of improvement. 22% of parents/caregivers report a MEDIUM level of improvement. 2% of parents/caregivers report a LOW level of improvement.
Parenting skills	84% of parents/caregivers report a HIGH level of improvement. 12% of parents/caregivers report a MEDIUM level of improvement. 4% of parents/caregivers report a LOW level of improvement.
Access to community resources	70% of parents/caregivers report a HIGH level of improvement. 26% of parents/caregivers report a MEDIUM level of improvement. 4% of parents/caregivers report a LOW level of improvement.
Decreased isolation of caregivers	68% of parents/caregivers report a HIGH level of improvement. 32% of parents/caregivers report a MEDIUM level of improvement.



0% of parents/caregivers report a LOW level of improvement.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	88	400	22%		
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	25199	17847.5	141%		
Program Quality Assessment	Category		Strategy Area Score	Program Score	
	Overall Score		2.7	2.80	
	Health, Safety & Nutrition		2.8	3.0	
	Environment		3.0	3.0	
	Developmentally Appropriate Content & Curriculum		2.7	2.8	
	Interaction and Supports for Relationship-Building		2.5	2.8	
	Collaboration and Access		2.6	2.8	
	Cultural Competence		2.6	2.3	
	Professionalism		2.9	3.0	
	Playgroups & Dyadic Therapy		2.4	NA	
	Center-based Mental Health Consultants		2.3	NA	
	Roving Workshops		2.8	NA	
Program Specific Observations		2.8	NA		
Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.				
	Parent/Caregiver Survey				
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	My knowledge of the developmental stages of my child is...		4%	24%	72%
	My understanding of how my child learns through playing is...		4%	8%	88%
	My ability to play with my child is...		4%	20%	76%
	My understanding of different styles of discipline for my child is...		0%	24%	76%
	My understanding of positive ways to respond to my child's feelings is...		2%	8%	90%
	My ability to recognize and respond effectively to my child's feelings is...		4%	20%	76%
	My ability to help my child through challenging situations is...		2%	22%	76%
	My ability to help my child talk about and understand his/her feelings is...		2%	16%	82%
	My understanding of how to form a positive relationship with my child is...		4%	12%	84%
	My ability to connect with my child through physical touch is...		6%	14%	80%
	My ability to care for my new baby is...		9%	11%	80%
	My understanding of the importance that my child feels safe with me is...		4%	6%	90%
My understanding of the importance that my child feels safe with other caring adults is...		4%	17%	79%	
My knowledge of early steps to reading is...		2%	38%	60%	



The amount of time I spend reading or looking at books with my child is...	4%	14%	82%
My ability to help my child become ready for kindergarten is...	4%	18%	78%
My ability to be my child's first teacher is...	2%	24%	74%
My ability to help my child learn new skills (such as recognize letters and count) is...	4%	12%	84%
My confidence in helping my child learn is...	4%	24%	72%
My ability to FIND helpful community resources for my child or family is...	4%	20%	76%
My ability to USE community resources to help my child or family is...	0%	27%	73%
My ability to share ideas about parenting/care-giving with other parents is...	0%	20%	80%
<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
My child's ability to share with other children is...	2%	24%	74%
My child's ability to take turns with other children is...	2%	28%	70%
My child's ability to play with other children is...	2%	18%	80%
My child's ability to perform personal care activities is...	4%	24%	71%
My child's ability to cope in challenging situations is...	2%	37%	61%
My child's ability to talk about his/her needs and wants is...	4%	24%	71%
My child's ability to form positive relationships with adults is...	4%	21%	75%
My child's ability to connect with me through physical touch is...	0%	27%	73%
In a group setting with children and other adults, my child's emotional security is...	4%	18%	78%
My child's ability to recognize letters of the alphabet is...	4%	23%	73%
My child's engagement in reading or looking at books is...	-2%	17%	81%
My child's exposure to age appropriate books at home is...	2%	17%	81%
My child's GROSS motor skills are...	2%	24%	74%
My child's FINE motors skills are...	4%	26%	70%
My child's ability to recognize colors is...	4%	29%	67%
My child's ability to recognize shapes is...	4%	26%	70%
My child's sense of numbers is...	2%	29%	69%
My child's ability to follow routines and structure is...	2%	21%	77%
My child's ability to master new skills is...	4%	25%	71%
My child's exposure to early learning opportunities is...	2%	21%	77%
My child's ability to connect with me when I talk to him/her is...	0%	19%	81%
My child's ability to learn new things is...	2%	4%	94%



**The Link to Children (Early Childhood Mental Health Services for High Risk
Children 0-5 Years of Age)
Early Childhood Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

In a fully equipped play therapy room at each center children engage in play therapy with the mental health interns to facilitate self-regulation, healthy self-expression, and to reduce their fears and aggression. Young children communicate more strongly through play than through words. Interns are trained to understand this form of communication and to make empathic, corrective responses. From the beginning parents are directly involved in developing plans that address their children's needs. Nothing happens without their consent. In parenting counseling or parent education groups parents work with the intern to improve their communication and problem solving skills, to learn positive ways to discipline their children, and to deal more effectively with stress. They become stronger people and more effective advocates for their children. The TLC interns work with the teaching staff to implement the Second Step curriculum in the classroom. Together with the parent(s) they coordinate a home-school behavioral plan that promotes the child's emotional and social growth. They observe the children in the classroom throughout the day and consult with and listen carefully to the teachers. The teachers become better teachers to all of her children because of what they have learned from the ones in trouble. Our doctoral practicum student provides testing to all our centers. Children are referred for testing after being screened by the Ages and Stages Questionnaire, a measurement tool that provides robust evidence of developmental delay. After the testing intern determines with the parent what the child's specific needs are, they are referred to Family Resource Network for assistance in obtaining additional services for their child, such as with language and communication delay, or with sensory integration problems.

Grant Size: \$62,933

Qualitative Observations from Site Visit

Areas of Excellence: Program shows strong commitment to linking early childhood education with mental health, and with serving as the bridge to bring together the resources, players and trainings in those worlds. Strong commitment to cultural competence.

Areas for Improvement: Limited staff resources due to financial cutbacks truncate opportunities for continual growth.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result	Educator/Provider Survey Result
Attachment of children to their caregivers	71% of parents/caregivers report a HIGH level of improvement. 29% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW	58% of educator/providers report a HIGH level of improvement. 42% of educator/providers report a MEDIUM level of improvement. 0% of educator/providers report a LOW



	level of improvement.	level of improvement.
Social and emotional skills	64% of parents/caregivers report a HIGH level of improvement. 36% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.	42% of educator/providers report a HIGH level of improvement. 50% of educator/providers report a MEDIUM level of improvement. 8% of educator/providers report a LOW level of improvement.
Parenting skills	50% of parents/caregivers report a HIGH level of improvement. 36% of parents/caregivers report a MEDIUM level of improvement. 14% of parents/caregivers report a LOW level of improvement.	
Understanding of children's socioemotional, cognitive, and physical development needs		25% of educator/providers report a HIGH level of improvement. 33% of educator/providers report a MEDIUM level of improvement. 42% of educator/providers report a LOW level of improvement.
Response to children's socioemotional, cognitive, and physical development needs		25% of educator/providers report a HIGH level of improvement. 50% of educator/providers report a MEDIUM level of improvement. 25% of educator/providers report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	62	467	13%		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	2800	3020	93%		
Program Quality Assessment	Category		Strategy Area Score	Program Score	
	Overall Score		2.7	2.75	
	Health, Safety & Nutrition		2.8	NA	
	Environment		3.0	NA	
	Developmentally Appropriate Content & Curriculum		2.7	3.0	
	Interaction and Supports for Relationship-Building		2.5	NA	
	Collaboration and Access		2.6	3.0	
	Cultural Competence		2.6	3.0	
	Professionalism		2.9	2.7	
	Playgroups & Dyadic Therapy		2.4	NA	
	Center-based Mental Health Consultants		2.3	1.8	
	Roving Workshops		2.8	NA	
Program Specific Observations		2.8	3.0		
Outcomes Survey	Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.				
	Parent/Caregiver Survey				
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	My knowledge of the developmental stages of my child is...		9%	36%	55%
	My ability to play with my child is...		7%	29%	64%
	My ability to recognize and respond effectively to my child's feelings is...		0%	36%	64%
	My ability to help my child through challenging situations is...		0%	36%	64%
	My ability to help my child talk about and understand his/her feelings is...		0%	50%	50%
	My understanding of how to form a positive relationship with my child is...		0%	50%	50%
	My ability to connect with my child through physical touch is...		38%	31%	31%
	My understanding of the importance that my child feels safe with me is...		29%	29%	43%
	My understanding of the importance that my child feels safe with other caring adults is...		29%	29%	43%
	<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>		<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
	My child's ability to share with other children is...		13%	63%	25%
	My child's ability to take turns with other children is...		0%	63%	38%
	My child's ability to play with other children is...		0%	33%	67%
	My child's ability to cope in challenging situations is...		11%	33%	56%
My child's ability to talk about his/her needs and wants is...		0%	44%	56%	
My child's ability to form positive relationships with adults is...		0%	25%	75%	



In a group setting with children and other adults, my child's emotional security is...	0%	44%	56%
Educator/Provider Survey			
<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
My understanding of culturally relevant responses to children's needs is...	17%	50%	33%
My understanding of how to form a positive relationship with children is...	45%	18%	36%
My ability to bond with an individual child is...	27%	45%	27%
In a group setting with other children and adults, my ability to make children feel secure is...	25%	58%	17%
<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>	<i>"Unchanged"</i>	<i>"A little better"</i>	<i>"A lot better"</i>
The ability of children to share with other children is...	0%	56%	44%
The ability of children to take turns is...	10%	30%	60%
The ability of children to play with other is...	0%	64%	36%
The ability of children to cope in challenging situations is...	0%	73%	27%
The ability of children to express their needs and wants in their primary language is...	0%	56%	44%
The children's ability to form positive relationships with adults is...	0%	45%	55%
In a group setting with children and other adults, the children's ability to feel emotional secure is...	0%	60%	40%



Alameda County Health Care Services Agency: Young Men in Leadership (YMIL) Project Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

Young Men in Leadership (YMIL) is a collaboration between the Alameda County Health Care Services Agency, La Clinica de la Raza, and Big City Mountaineers to provide a multi-faceted life skills leadership development project for young men. YMIL's efforts aim to improve the health and well-being of their communities by providing leadership training, life-skills training and one-on-one counselling for young men.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are extremely excited about the group's camping trips. There is a strong group dynamic.

Areas for Improvement: Positive behavior management techniques were lacking: youth talked back to adults, did not abide by group rules to not talk over one another, and in one case disparaged other youth without adult intervention/ correction.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	69% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 17% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	72% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased sense of belongingness	62% of respondents report a HIGH level of improvement. 17% of respondents report a MEDIUM level of improvement. 21% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	38% of respondents report a HIGH level of improvement. 34% of respondents report a MEDIUM level of improvement. 28% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	72% of respondents report a HIGH level of improvement. 10% of respondents report a MEDIUM level of improvement. 17% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in	72% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement.



community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	7% of respondents report a LOW level of improvement.
Increased self-awareness	62% of respondents report a HIGH level of improvement. 28% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Increased sense of future possibility	52% of respondents report a HIGH level of improvement. 28% of respondents report a MEDIUM level of improvement. 21% of respondents report a LOW level of improvement.
Skills for building peer relationships	66% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	100% of respondents report risky behavior in their peer group, while 79% of respondents report protective behavior. 48% report MODERATE levels of healthy behavior
Skills for self-expression and awareness of community context, including problem-solving and advocacy	62% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)			
	355	819.0	Older Youth (Youth Leadership)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)			
	12248	6187	197%			
Program Quality Assessment	Category		Strategy/Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.2		
	Physical and Emotional Safety – 5 observations of space and norms		2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	1.7		
	Skill Building – 4 observations of activity design and methods		2.4	1.8		
	Fun – 1 observation of adult and youth behavior		2.5	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.5		
	Youth Engagement – 3 observations of youth behavior		2.6	2.3		
Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.3			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		75	25	-	-
	In this program, I work hard.		70	26	4	-
	In this program, I am successful.		71	21	7	-
	In this program, I am working toward my goals.		64	21	11	4
	How much has this program helped you?		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		50	39	11	-
	Expect good things from yourself.		66	28	7	-
	Plan and organize.		45	34	17	3
	Learn to set goals.		48	38	10	3
	Improve your ability to solve problems.		52	37	10	7
	Sense of self-efficacy in program areas					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		79	18	4	-
	I know I can do what this program teaches.		69	28	-	3
	I can do all the things in this program if I try.		86	7	3	3
	Sense of belonging					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		72	21	7	-
	I feel well supported.		72	24	3	-
	I feel connected to my school.		48	26	26	-
	I feel connected to my community.		48	33	7	77
	I feel connected to my peers.		69	17	14	-
	Self-efficacy in affecting change					
How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"	
I know how to find community resources to make things better where I live.		29	54	4	14	
I can make a difference in my community.		48	33	11	7	
I can understand some causes of problems facing my community.		50	32	11	7	
I can think through possible solutions for problems facing my community.		44	33	11	11	



Valuing one's cultural background						
<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
I value my cultural background.		86	14	-	-	
I know my family history.		48	34	3	3	
<i>How much do the following statements describe this program?</i>						
This program values my culture.		69	24	-	7	
This program values everyone's culture.		79	14	11	7	
Kids in this program are learning about different cultures.		62	17	8	14	
Knowledge of and valuing of diversity						
<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
I value other people's cultural backgrounds.		82	14	4	-	
<i>How much do the following statements describe this program?</i>						
This program values people of all races, ethnicities, & cultures.		86	7	-	7	
This program values people of all gender and gender identifications.		64	18	11	7	
This program values people of all sexual orientations.		73	12	8	8	
Self-awareness						
<i>How much has this program helped you do the following?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
Learn about my strengths and weaknesses.		68	29	4	-	
Share my beliefs and feelings with others.		50	36	14	-	
Understand my learning style.		46	36	18	-	
Understand how I make decisions.		72	24	3	-	
Develop personal standards that guide my behavior.		61	36	4	-	
Feel in charge of what happens to me.		56	33	7	4	
Be aware of what makes me mad.		69	23	8	-	
Sense of future possibility						
<i>How much has this program helped you do the following?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
Think about what I want to do in the future		52	31	10	7	
Know what I want to do when I'm older		41	45	-	14	
Set goals		59	24	14	3	
Make progress towards my goals		59	24	10	7	
Work hard to reach my dreams		52	34	10	3	
Have hopes for the future		62	28	7	3	
Three goals I have for the future are:						
Skills for building peer relationships						
<i>How much did you learn from this program about:</i>		"A lot"	"A little"	"Not much"	"Not at all"	
Making friends.		52	38	10	-	
Getting along with others		74	15	7	4	
Working on a group project		48	45	3	3	
Doing my own share of work		61	36	4	-	
Encouraging others		62	28	7	3	
Resolving disagreements		48	34	10	7	
Respecting the feelings of others		66	24	3	7	
Being a good sport		76	24	-	-	
Supporting others		72	21	-	7	
Listening		79	21	-	-	
Speaking up		71	21	7	-	
Health Behavior						
<i>How many of your friends do the following?</i>		0	1	2	3	4 or more
Drink alcohol		14	3	17	3	62
Stay alcohol free		21	21	14	10	34
Use drugs		10	10	14	10	55
Stay drug free		31	14	3	7	45



Participate in clubs or sports	17	7	3	7	66
Smoke cigarettes	31	14	14	10	31
Have a gun	38	-	7	10	45
Have sex	3	3	3	3	86
Get in fights	3	17	10	21	48
Are gang members	41	-	7	-	52
Steal	24	10	14	7	45
Cheat on tests	14	14	10	-	62
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	3	10	17	17	52
Eat breakfast	7	3	17	21	52
Eat dinner together with my family	21	10	31	14	24
Exercise	7	7	17	28	41
Smoke cigarettes	7	-	7	-	86
Skills for self expression and awareness of community context					
<i>How much has this program helped you do the following?</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use what you are learning to make a difference in my community		54	31	12	4
Make choices that help your community better		59	26	11	4
Work with others to make your community better		58	23	15	4



Alameda County Medical Center: Model Neighborhood Program Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

The Model Neighborhood Program reduces health inequities by increasing youth participation and experience in the health industry.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: The real-world experience that youth receive in this program is impressive, and the youth gain practical job skills.

Areas for Improvement: During the shadowing portion, some youth seem bored with their assigned tasks.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	89% of respondents report a HIGH level of improvement. 11% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	95% of respondents report a HIGH level of improvement. 5% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	72% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	49% of respondents report a HIGH level of improvement. 44% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	74% of respondents report a HIGH level of improvement. 25% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	89% of respondents report a HIGH level of improvement. 11% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.



Increased self-awareness	86% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of future possibility	93% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for building peer relationships	93% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	79% of respondents report risky behavior in their peer group, while 89% of respondents report protective behavior. 49% report MODERATE level of healthy behavior.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	68% of respondents report a HIGH level of improvement. 23% of respondents report a MEDIUM level of improvement. 9% of respondents report a LOW level of improvement.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 11 greatly improved skills and 3 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)
	347	400.0	Older Youth (Career and College Readiness)
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)
	14745	10043	147%

Program Quality Assessment	Category	Strategy Area Score	Program Score
	Overall Score – 29 total observations	2.6	2.6
	Physical and Emotional Safety – 5 observations of space and norms	2.7	2.8
	Caring Adults – 4 observations of adult-to-youth interaction	2.7	2.5
	Skill Building – 4 observations of activity design and methods	2.4	2.4
	Fun – 1 observation of adult and youth behavior	2.5	2.0
	Supportive Peers – 6 observations of youth-to-youth interaction	2.5	2.4
	Youth Engagement – 3 observations of youth behavior	2.6	3.0
	Diversity and Identity – 6 observations of youth and adult behavior	2.5	3.0

-Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	<i>How much do the following statements describe you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	88	13	-	-
	In this program, I work hard.	89	11	-	-
	In this program, I am successful.	91	9	-	-
	In this program, I am working toward my goals.	86	14	-	-
	<i>How much has this program helped you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	67	30	2	2
	Expect good things from yourself.	88	12	-	-
	Plan and organize.	67	28	5	-
	Learn to set goals.	86	11	2	2
	Improve your ability to solve problems.	71	27	2	-
	Sense of self-efficacy in program areas				
	<i>How much do the following statements describe you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.	95	5	-	-
	I know I can do what this program teaches.	91	9	-	-
	I can do all the things in this program if I try.	91	9	-	-
	Sense of belonging				
	<i>How much do the following statements describe you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	72	28	-	-
	I feel well supported.	88	11	2	-
	I feel connected to my school.	58	33	7	2
	I feel connected to my community.	61	32	7	-
I feel connected to my peers.	75	21	2	2	
Self-efficacy in affecting change					
<i>How much do the following statements describe you?</i>					
	"A lot"	"A little"	"Not much"	"Not at all"	
I know how to find community resources to make things better where I live.	54	26	19	-	
I can make a difference in my community.	49	47	4	-	
I can understand some causes of problems facing my community.	82	16	2	-	



I can think through possible solutions for problems facing my community.	72	21	5	2	
Valuing one's cultural background					
<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"	
I value my cultural background.	98	-	-	2	
I know my family history.	65	25	9	2	
<i>How much do the following statements describe this program?</i>	-	-	-	-	
This program values my culture.	75	21	4	-	
This program values everyone's culture.	86	13	2	-	
Kids in this program are learning about different cultures.	53	35	11	2	
Knowledge of and valuing of diversity					
<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"	
I value other people's cultural backgrounds.	90	-	-	2	
<i>How much do the following statements describe this program?</i>					
This program values people of all races, ethnicities, & cultures.	89	11	-	-	
This program values people of all gender and gender identifications.	91	9	-	-	
This program values people of all sexual orientations.	100	-	-	-	
Self-awareness					
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"	
Learn about my strengths and weaknesses.	84	16	-	-	
Share my beliefs and feelings with others.	70	26	4	-	
Understand my learning style.	86	14	-	-	
Understand how I make decisions.	86	14	-	-	
Develop personal standards that guide my behavior.	82	18	-	-	
Feel in charge of what happens to me.	82	16	2	-	
Be aware of what makes me mad.	84	11	5	-	
Sense of future possibility					
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"	
Think about what I want to do in the future	91	9	-	-	
Know what I want to do when I'm older	88	11	2	-	
Set goals	91	7	2	-	
Make progress towards my goals	89	11	-	-	
Work hard to reach my dreams	95	5	-	-	
Have hopes for the future	91	9	-	-	
Three goals I have for the future are:					
Skills for building peer relationships					
<i>How much did you learn from this program about:</i>	"A lot"	"A little"	"Not much"	"Not at all"	
Making friends.	80	18	-	2	
Getting along with others	89	11	-	-	
Working on a group project	84	15	2	-	
Doing my own share of work	91	5	2	2	
Encouraging others	89	11	-	-	
Resolving disagreements	79	21	-	-	
Respecting the feelings of others	89	11	-	-	
Being a good sport	84	14	2	-	
Supporting others	95	5	-	-	
Listening	96	4	-	-	
Speaking up	81	19	-	-	
Health Behavior					
<i>How many of your friends do the following?</i>	0	1	2	3	4 or more
Drink alcohol	37	7	12	4	40
Stay alcohol free	12	5	9	4	69



Use drugs	39	7	18	5	32
Stay drug free	11	9	4	4	74
Participate in clubs or sports	9	11	7	9	65
Smoke cigarettes	44	11	13	4	29
Have a gun	60	11	4	4	23
Have sex	33	7	12	5	42
Get in fights	26	12	16	7	39
Are gang members	53	7	5	5	30
Steal	47	5	7	14	26
Cheat on tests	42	12	5	7	33
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	2	5	18	23	52
Eat breakfast	18	5	19	12	46
Eat dinner together with my family	19	5	12	17	46
Exercise	9	13	16	11	52
Smoke cigarettes	4	2	-	4	91
Skills for self expression and awareness of community context					
<i>How much has this program helped you do the following?</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use what you are learning to make a difference in my community	67	30	4	-	
Make choices that help your community better	68	25	4	4	
Work with others to make your community better	77	14	5	4	
Skills for self-sufficiency					
<i>How much has this program taught you about the following?</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Filling out job applications	67	27	5	-	
Filling out school applications	65	22	11	2	
Finding job postings	62	27	12	-	
Getting school funding	59	27	14	-	
Interviewing well	74	24	2	-	
Calling in when you're sick	86	11	2	2	
Filling out work timesheets	91	7	2	-	
Showing up for work or school everyday	93	4	2	-	
Balancing a checkbook	62	20	2	2	
Opening a bank account	63	19	17	-	
Paying bills	54	30	14	2	
Completing school requirements	82	11	7	-	
Finding internships	81	19	-	-	
Finding help for what I need	82	18	-	-	
Finding a place to stay (housing)	57	23	23	2	
Getting healthcare	76	18	18	2	
Getting childcare	65	17	13	4	



Alameda Family Services: Dreamcatcher Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

DreamCatcher, a program of Alameda Family Services, provides a wide array of supportive services to runaway, throwaway, homeless and precariously housed youth ages 13-20. Emphasizing career and college readiness as our primary strategy, we offer tutoring, academic assistance, computer training, employment training and job placement. We re-enroll youth or assist them in remaining in school, learn job readiness skills and opportunities for employment so that they can exit the street life, achieve self-sufficiency and a brighter future. In addition, we provide life skills, case management, counseling, recreation, healthy meals and wrap around services that help them achieve success in school and work.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Dreamcatcher is a calm and safe space for teens to share difficult experiences, writing and thoughts. All teens were welcomed warmly and immediately included.

Areas for Improvement: Limited opportunities for teens to build rapport, work on a project together, or take responsibility for parts of the center. Recruitment may be an issue given that there were only two at this workshop.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	82% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Increased self-awareness	64% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 8 greatly improved skills and 4 moderately improved skills.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 9 greatly improved skills and 6 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)			
	327	300.0	Older Youth (Career and College Readiness)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	34113	47146	72%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.4		
	Physical and Emotional Safety – 5 observations of space and norms		2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	3.0		
	Skill Building – 4 observations of activity design and methods		2.4	1.8		
	Fun – 1 observation of adult and youth behavior		2.5	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.5		
	Youth Engagement – 3 observations of youth behavior		2.6	2.5		
Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.2			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		78	19	4	-
	In this program, I work hard.		73	23	4	-
	In this program, I am successful.		67	33	-	-
	In this program, I am working toward my goals.		93	4	4	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		67	30	4	-
	Expect good things from yourself.		89	11	-	-
	Plan and organize.		73	23	4	-
	Learn to set goals.		74	19	4	4
	Improve your ability to solve problems.		78	22	-	-
	Self-awareness					
	<i>How much has this program helped you do the following?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Learn about my strengths and weaknesses.		52	33	15	-
	Share my beliefs and feelings with others.		63	26	7	4
	Understand my learning style.		62	23	8	8
	Understand how I make decisions.		67	30	4	-
	Develop personal standards that guide my behavior.		54	38	4	4
	Feel in charge of what happens to me.		78	19	4	-
	Be aware of what makes me mad.		62	37	-	8
	Skills for self-sufficiency					
	<i>How much has this program taught you about the following?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Filling out job applications		52	22	19	7
	Filling out school applications		46	23	23	8
	Finding job postings		56	33	4	7
Getting school funding		59	22	7	11	
Interviewing well		38	42	12	8	
Calling in when you're sick		42	29	21	8	
Filling out work timesheets		45	18	23	14	
Showing up for work or school everyday		75	13	4	8	



Balancing a checkbook	43	19	24	14
Opening a bank account	48	24	14	14
Paying bills	55	20	15	10
Completing school requirements	48	32	16	4
Finding internships	41	36	14	9
Finding help for what I need	62	27	12	-
Finding a place to stay (housing)	65	23	12	-
Getting healthcare	65	8	15	12
Getting childcare	53	29	18	12

Skills for high school students

<i>How much has this program helped you with:</i>	"A lot"	"A little"	"Not much"	"Not at all"
Reading	48	29	14	10
English	48	38	10	5
Math	44	44	6	6
Using Computers	57	30	9	4
Science	37	37	21	5
Writing	55	29	14	5
History	50	30	15	5
Geography	35	20	35	10
Culture	43	26	26	4
Foreign Language	26	26	26	21
Managing time	48	32	16	4
Being organized	67	29	4	-
Studying for tests	54	29	8	8
Government	30	40	20	10
Politics	33	48	14	5
Literature	43	29	14	14
Typing	45	36	14	5
Preparing for college	56	24	16	4
Preparing for the SAT	50	25	15	10
Graduating from high school	60	36	-	4
Preparing for the GED	69	13	13	6
Completing the GED	50	38	6	6
Applying for college	54	25	8	13

**Alternatives in Action: HOME Project Oakland Program (HPOP)
Older Youth (Youth Leadership) Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

Home Project Oakland Program supports youth to develop leadership skills and promote social change through training them to serve as mentors and role models to their peers.

Grant Size: \$76,081

Qualitative Observations from Site Visit

Areas of Excellence: There is a good balance between structured and unstructured time. Adults pay close attention and monitor multiple aspects of student life. Youth are aware that adults have high expectations for them.

Areas for Improvement: Staff turnover is high and youth are not always enjoying themselves during the academic parts of the program.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	40% of respondents report a HIGH level of improvement. 43% of respondents report a MEDIUM level of improvement. 17% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	54% of respondents report a HIGH level of improvement. 29% of respondents report a MEDIUM level of improvement. 17% of respondents report a LOW level of improvement.
Increased sense of belongingness	51% of respondents report a HIGH level of improvement. 20% of respondents report a MEDIUM level of improvement. 29% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	40% of respondents report a HIGH level of improvement. 40% of respondents report a MEDIUM level of improvement. 20% of respondents report a LOW level of improvement.
Increased self-awareness	34% of respondents report a HIGH level of improvement. 43% of respondents report a MEDIUM level of improvement. 23% of respondents report a LOW level of improvement.
Increased sense of future possibility	43% of respondents report a HIGH level of improvement. 46% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Skills for building peer	34% of respondents report a HIGH level of improvement.



relationships	37% of respondents report a MEDIUM level of improvement. 29% of respondents report a LOW level of improvement.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	34% of respondents report a HIGH level of improvement. 43% of respondents report a MEDIUM level of improvement. 23% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	303	300	101%		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	30546	19163	159%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score - 29 total observations	2.6	2.4		
	Physical and Emotional Safety - 5 observations of space and norms	2.7	2.6		
	Caring Adults - 4 observations of adult-to-youth interaction	2.7	2.8		
	Skill Building - 4 observations of activity design and methods	2.4	2.6		
	Fun - 1 observation of adult and youth behavior	2.5	2.0		
	Supportive Peers - 6 observations of youth-to-youth interaction	2.5	2.5		
	Youth Engagement - 3 observations of youth behavior	2.6	2.3		
	Diversity and Identity - 6 observations of youth and adult behavior	2.5	2.3		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	<i>How much do the following statements describe you?</i>				
	In this program, I am trying my best.	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I work hard.	47	47	3	3
	In this program, I am successful.	32	53	12	3
	In this program, I am working toward my goals.	45	52	3	-
	In this program, I am working toward my goals.	46	46	9	-
	<i>How much has this program helped you?</i>				
	Do things on your own.	"A lot"	"A little"	"Not much"	"Not at all"
	Expect good things from yourself.	53	29	12	6
	Plan and organize.	56	33	6	3
	Learn to set goals.	47	44	6	3
	Improve your ability to solve problems.	42	45	6	6
	Improve your ability to solve problems.	40	50	6	3
	Sense of self-efficacy in program areas				
	<i>How much do the following statements describe you?</i>				
	I know I can learn what this program teaches.	"A lot"	"A little"	"Not much"	"Not at all"
	I know I can do what this program teaches.	50	38	6	6
	I can do all the things in this program if I try.	59	34	6	-
	I can do all the things in this program if I try.	59	31	9	-
	Sense of belonging				
	<i>How much do the following statements describe you?</i>				
	Making friends.	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	36	52	6	6
	I feel well supported.	53	38	6	3
	I feel connected to my school.	62	23	9	6
	I feel connected to my community.	48	27	18	6
I feel connected to my peers.	52	18	24	6	
I feel connected to my peers.	50	28	19	3	
Self-efficacy in affecting change					
<i>How much do the following statements describe you?</i>					
I know how to find community resources to make things better where I live.	"A lot"	"A little"	"Not much"	"Not at all"	
I know how to find community resources to make things better where I live.	38	41	15	6	



I can make a difference in my community.	44	32	18	6
I can understand some causes of problems facing my community.	37	29	29	6
I can think through possible solutions for problems facing my community.	48	32	24	6
Self-awareness				
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Learn about my strengths and weaknesses.	56	32	9	3
Share my beliefs and feelings with others.	46	40	9	6
Understand my learning style.	41	44	9	6
Understand how I make decisions.	49	37	3	11
Develop personal standards that guide my behavior.	41	44	12	3
Feel in charge of what happens to me.	44	32	21	3
Be aware of what makes me mad.	38	44	15	3
Sense of future possibility³				
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Think about what I want to do in the future	61	24	12	3
Know what I want to do when I'm older	40	48	6	6
Set goals	52	36	9	3
Make progress towards my goals	41	53	6	-
Work hard to reach my dreams	59	34	6	-
Have hopes for the future	56	34	9	-
Three goals I have for the future are:				
Skills for building peer relationships.				
<i>How much did you learn from this program about:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Getting along with others	47	41	3	9
Working on a group project	53	35	6	6
Doing my own share of work	42	42	6	12
Encouraging others	39	45	9	6
Resolving disagreements	36	42	15	6
Respecting the feelings of others	42	39	15	3
Being a good sport	38	38	22	3
Supporting others	39	39	15	6
Listening	41	32	21	6
Speaking up	-	26	12	9



Asian Community Mental Health Services: AYPAL Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

AYPAL is a collaborative program of five organizations with 25-34 years experience serving Asian and Pacific Islander youth and families in Oakland. Together the organizations serve over 2,000 Oakland youth in programs that target low-income immigrant and refugee communities, including tutoring, mentoring, afterschool enrichment activities, peer support groups, volunteering opportunities, and youth organizing. These programs, in accordance with the vision and values of OFCY, focus on prevention activities that emphasize strengths and potential of the young people served so that youth can become productive, contributing members of society. The agencies and the AYPAL collaborative also share the multi-pronged strategy outlined in the mission including direct services, policy and building capacity.

Grant Size: \$168,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth clearly feel very comfortable in the environment and are empowered to tackle weighty social issues.

Areas for Improvement: The program has a very specific style and point of view, which may not be appropriate for all youth.

Youth-led Evaluation

"+ Plus: AYPAL's strong family setting plays a huge part in the program. Having such a positive & growth driven environment creates one of the best setting for after school academics and a safe space to kick it."

"Δ Delta: Similar to every other youth program, the lack of proper funding has impacted AYPAL, forcing them to limit the resources they offer and cut their staff."

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	77% of respondents report a HIGH level of improvement. 22% of respondents report a MEDIUM level of improvement. 1% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	87% of respondents report a HIGH level of improvement. 13% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	79% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and	68% of respondents report a HIGH level of improvement. 25% of respondents report a MEDIUM level of improvement.



within broader contexts	7% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	94% of respondents report a HIGH level of improvement. 6% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	93% of respondents report a HIGH level of improvement. 6% of respondents report a MEDIUM level of improvement. 1% of respondents report a LOW level of improvement.
Increased self-awareness	79% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased sense of future possibility	71% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 5% of respondents report a LOW level of improvement.
Skills for building peer relationships	91% of respondents report a HIGH level of improvement. 4% of respondents report a MEDIUM level of improvement. 5% of respondents report a LOW level of improvement.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	83% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Youth reported an average number of 9 greatly improved skills and 3 moderately improved skills.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	79% of respondents report a HIGH level of improvement. 13% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)			
	249	330.0	Older Youth (Youth Leadership)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)			
	54616	30800	177%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.6		
	Physical and Emotional Safety – 5 observations of space and norms		2.7	3.0		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	2.5		
	Skill Building – 4 observations of activity design and methods		2.4	2.2		
	Fun – 1 observation of adult and youth behavior		2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.8		
	Youth Engagement – 3 observations of youth behavior		2.6	2.5		
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.3		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		81	18	1	-
	In this program, I work hard.		76	23	1	-
	In this program, I am successful.		78	20	2	-
	In this program, I am working toward my goals.		82	17	1	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		72	23	2	2
	Expect good things from yourself.		79	21	-	-
	Plan and organize.		72	22	6	-
	Learn to set goals.		74	21	4	-
	Improve your ability to solve problems.		78	20	2	-
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		90	10	-	-
	I know I can do what this program teaches.		79	21	-	-
	I can do all the things in this program if I try.		89	11	-	-
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Making friends.		90	5	4	-
	I feel like I belong.		89	11	-	-
	I feel well supported.		93	7	-	-
	I feel connected to my school.		62	29	9	-
	I feel connected to my community.		73	23	3	-
	I feel connected to my peers.		84	16	-	-
	Self-efficacy in affecting change					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
I know how to find community resources to make things better where I live.		61	33	6	-	
I can make a difference in my community.		69	24	5	1	
I can understand some causes of problems facing my community.		83	14	3	-	



I can think through possible solutions for problems facing my community.	72	20	7	-
Valuing one's cultural background				
<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
I value my cultural background.	95	4	1	-
I know my family history.	67	28	5	-
<i>How much do the following statements describe this program?</i>				
This program values my culture.	96	4	-	-
This program values everyone's culture.	89	10	1	-
Kids in this program are learning about different cultures.	91	9	-	-
Knowledge of and valuing of diversity				
<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
I value other people's cultural backgrounds.	88	10	1	1
<i>How much do the following statements describe this program?</i>				
This program values people of all races, ethnicities, & cultures.	93	7	-	-
This program values people of all gender and gender identifications.	95	5	-	-
This program values people of all sexual orientations.	95	5	-	-
Self-awareness				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Learn about my strengths and weaknesses.	76	22	2	-
Share my beliefs and feelings with others.	73	26	1	-
Understand my learning style.	76	21	3	-
Understand how I make decisions.	76	24	-	-
Develop personal standards that guide my behavior.	80	20	-	-
Feel in charge of what happens to me.	77	20	3	-
Be aware of what makes me mad.	81	17	2	-
Sense of future possibility				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Think about what I want to do in the future	73	23	3	1
Know what I want to do when I'm older	62	30	6	1
Set goals	71	25	3	1
Make progress towards my goals	75	23	1	1
Work hard to reach my dreams	81	16	1	2
Have hopes for the future	86	12	1	1
Three goals I have for the future are:				
Skills for building peer relationships				
<i>How much did you learn from this program about:</i>	"A lot"	"A little"	"Not much"	"Not at all"
Getting along with others	91	5	2	1
Working on a group project	85	10	5	-
Doing my own share of work	82	15	3	-
Encouraging others	87	11	2	-
Resolving disagreements	76	19	4	-
Respecting the feelings of others	91	8	1	-
Being a good sport	86	9	5	-
Supporting others	90	6	3	-
Listening	87	12	1	-
Speaking up	81	18	1	-
Skills for self expression and awareness of community context				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Use what you are learning to make a difference in my community	79	19	1	1



Make choices that help your community better	77	20	2	1
Work with others to make your community better	84	13	2	1
Skills for self-expression and creative arts				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use your imagination	73	23	4	-
Think of new ideas	75	22	3	-
Make connections between ideas that seem unrelated	76	19	4	-
Create a story	70	21	10	-
Create art	74	21	5	-
Make things	51	20	8	1
Make music	72	29	15	5
Make video	47	31	15	8
Work with digital media	40	28	26	7
Improve your singing	41	21	23	15
Improve your dancing	51	23	18	8
Improve your acting	73	15	10	2
Improve your performance skills	82	12	3	3
Work backstage	70	18	9	3
Skills for Performance				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Speak more clearly	81	15	4	-
Project your voice	83	14	3	-
Prepare a speech	73	18	7	2
Talk to an audience	80	14	5	1
Get over fear of speaking in public	80	10	9	1
Practice presenting	80	15	5	-
Work with other performers	84	11	4	1
Put on a show	83	13	4	-



Centro Legal de la Raza: Youth Law Academy Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

The YOUTH LAW ACADEMY is fostering the next generation of talented judges and lawyers from underrepresented and diverse backgrounds. Through leadership development, mentoring, scholarships, college preparation, and career guidance, The Youth Law Academy encourages and supports youth in pursuing academic excellence and educational and professional opportunities in the law. The goals of The Youth Law Academy are to: Meet the need for greater diversity in the legal and judiciary professional arenas; Provide motivation, support and preparation to underrepresented high school youth for entry into college and eventual matriculation into law school; Secure the pipeline of qualified underrepresented students as they progress through the educational process so that they overcome obstacles that may have prevented them from pursuing their dreams to become an attorney or judge.

Grant Size: \$35,280

Qualitative Observations from Site Visit

Areas of Excellence: Youth are very interested in the topics. Staff go above and beyond to counsel youth. Very strong program which addresses many aspects of youth development and intensive college preparation.

Areas for Improvement: Limited evidence of well-supported peer interaction. Youth stay in cliques.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	98% of respondents report a HIGH level of improvement. 2% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	98% of respondents report a HIGH level of improvement. 2% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	71% of respondents report a HIGH level of improvement. 20% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	66% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	78% of respondents report a HIGH level of improvement. 20% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.



Increased sense of future possibility	78% of respondents report a HIGH level of improvement. 20% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Skills for building peer relationships	73% of respondents report a HIGH level of improvement. 20% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	66% of respondents report a HIGH level of improvement. 17% of respondents report a MEDIUM level of improvement. 17% of respondents report a LOW level of improvement.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	51% of respondents report a HIGH level of improvement. 37% of respondents report a MEDIUM level of improvement. 12% of respondents report a LOW level of improvement.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 10 greatly improved skills and 5 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	47	51.0	Older Youth (Career and College Readiness)		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	4582	4745	97%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.9		
	Physical and Emotional Safety – 5 observations of space and norms	2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction	2.7	3.0		
	Skill Building – 4 observations of activity design and methods	2.4	3.0		
	Fun – 1 observation of adult and youth behavior	2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.5	2.6		
	Youth Engagement – 3 observations of youth behavior	2.6	2.8		
Diversity and Identity – 6 observations of youth and adult behavior	2.5	3.0			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	73	24	2	-
	In this program, I work hard.	68	27	5	-
	In this program, I am successful.	73	24	2	-
	In this program, I am working toward my goals.	90	10	-	-
	How much has this program helped you?	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	78	17	5	-
	Expect good things from yourself.	76	24	-	-
	Plan and organize.	63	37	-	-
	Learn to set goals.	78	20	2	-
	Improve your ability to solve problems.	71	27	2	-
	Sense of self-efficacy in program areas				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.	85	15	-	-
	I know I can do what this program teaches.	95	5	-	-
	I can do all the things in this program if I try.	-	-	-	-
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	Making friends.	56	32	12	-
	I feel like I belong.	83	15	2	-
	I feel well supported.	90	10	-	-
	I feel connected to my school.	49	39	12	-
	I feel connected to my community.	54	34	12	-
	I feel connected to my peers.	68	20	12	-
	Self-efficacy in affecting change				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
I know how to find community resources to make things better where I live.	66	22	20	-	
I can make a difference in my community.	75	18	8	-	
I can understand some causes of problems facing my community.	78	20	2	-	



I can think through possible solutions for problems facing my community.	68	24	7	-
Valuing one's cultural background				
<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
I value my cultural background.	93	5	2	-
I know my family history.	61	37	-	2
<i>How much do the following statements describe this program?</i>				
This program values my culture.	83	12	5	-
This program values everyone's culture.	90	8	3	-
Kids in this program are learning about different cultures.	41	41	18	-
Sense of future possibility				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Think about what I want to do in the future	90	10	-	-
Know what I want to do when I'm older	71	22	7	-
Set goals	80	17	2	-
Make progress towards my goals	73	24	2	-
Work hard to reach my dreams	80	20	-	-
Have hopes for the future	90	10	-	-
Three goals I have for the future are:				
Skills for building peer relationships				
<i>How much did you learn from this program about:</i>	"A lot"	"A little"	"Not much"	"Not at all"
Getting along with others	71	27	2	-
Working on a group project	71	27	2	-
Doing my own share of work	78	22	-	-
Encouraging others	73	17	10	-
Resolving disagreements	54	9	17	-
Respecting the feelings of others	80	12	7	-
Being a good sport	67	28	3	3
Supporting others	78	17	5	-
Listening	86	12	2	-
Speaking up	80	20	-	-
Skills for self expression and awareness of community context				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Use what you are learning to make a difference in my community	62	23	15	-
Make choices that help your community better	65	23	10	3
Work with others to make your community better	66	24	8	3
Skills for Performance				
<i>How much has this program helped you:</i>	"A lot"	"A little"	"Not much"	"Not at all"
Speak more clearly	63	35	3	-
Project your voice	65	35	-	-
Prepare a speech	79	15	5	-
Talk to an audience	6	25	8	-
Get over fear of speaking in public	58	37	5	-
Practice presenting	68	33	-	-
Work with other performers	44	47	3	6
Put on a show	21	42	30	6
Skills for high school students				
<i>How much has this program helped you with:</i>	"A lot"	"A little"	"Not much"	"Not at all"
Reading	33	53	15	-
English	36	44	15	-
Math	29	31	23	17
Using Computers	17	37	29	17
Science	9	38	31	22



Writing	70	20	-	-
History	28	41	22	9
Geography	7	30	50	13
Culture	55	34	11	-
Foreign Language	16	32	44	8
Managing time	78	18	5	-
Being organized	78	23	-	-
Studying for tests	69	21	8	3
Government	58	24	15	3
Politics	58	36	6	3
Literature	40	28	28	3
Typing	29	26	29	16
Preparing for college	85	10	5	-
Preparing for the SAT	79	11	3	8
Graduating from high school	85	15	-	-
Preparing for the GED	36	12	28	24
Completing the GED	36	12	28	24
Applying for college	83	6	9	3

**East Bay Asian Youth Center: Wildcats Wellness Center
Older Youth (Youth Leadership) Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

Academic Support - Students receive individualized homework assistance, study skill development and extra curricular activities from academic tutors from Monday through Thursday. Case Management - Students receive personal attention and support from their assigned counselor. This includes the completion of a personal development plan that outlines the incremental steps that the student would take to achieve academic success and good citizenship. Leadership/Teaching Internship - Students participate in the Teaching Internship program from Monday through Friday. Through their participation, they will learn variety of curriculum and instructional practices, and work with a small learning group of 4 - 5 elementary school students. Workshops - Workshops focus on the subject of test preparation, study skills, high school graduation requirement, college admission and career choices. Summer Learning - Summer Learning is a 4 week youth leadership program helping 30 incoming 9th graders develop a four year graduation plan and be emotionally and socially prepared for high school. College Day - College Day will occur during the spring 2010. A total of 45 youth will have an opportunity to visit various public and private universities in the bay area.

Grant Size: \$147,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are having fun and exude confidence. There is a strong sense of belonging.

Areas for Improvement: Limited behavior management in some classes. Disruptive behavior was not always directly addressed by academic mentors.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	57% of respondents report a HIGH level of improvement. 32% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	72% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement.



	7% of respondents report a LOW level of improvement.
Increased sense of belongingness	60% of respondents report a HIGH level of improvement. 27% of respondents report a MEDIUM level of improvement. 13% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	77% of respondents report a HIGH level of improvement. 15% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased self-awareness	54% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 15% of respondents report a LOW level of improvement.
Skills for middle school students, including the areas for elementary school students, plus skills for school success such as organization, completing homework	Youth reported an average number of 6 greatly improved skills and 5 moderately improved skills.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 10 greatly improved skills and 7 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)			
	587	200	294%			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	58970	33865	174%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score - 29 total observations		2.6	2.7		
	Physical and Emotional Safety -5 observations of space and norms		2.7	2.8		
	Caring Adults - 4 observations of adult-to-youth interaction		2.7	3.0		
	Skill Building - 4 observations of activity design and methods		2.4	2.6		
	Fun - 1 observation of adult and youth behavior		2.5	3.0		
	Supportive Peers - 6 observations of youth-to-youth interaction		2.5	2.6		
	Youth Engagement - 3 observations of youth behavior		2.6	2.6		
	Diversity and Identity - 6 observations of youth and adult behavior		2.5	2.5		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		62	33	5	1
	In this program, I work hard.		56	37	6	1
	In this program, I am successful.		57	38	7	1
	In this program, I am working toward my goals.		64	32	3	1
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		53	40	7	1
	Expect good things from yourself.		57	37	6	1
	Plan and organize.		53	37	8	2
	Learn to set goals.		57	36	4	3
	Improve your ability to solve problems.		52	41	5	2
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		70	25	4	1
	I know I can do what this program teaches.		69	27	3	1
	I can do all the things in this program if I try.		74	23	2	1
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		67	27	4	2
	I feel well supported.		71	25	3	2
	I feel connected to my school.		57	30	8	5
	I feel connected to my community.		50	33	14	3
	I feel connected to my peers.		58	34	6	2
	Knowledge of and valuing of diversity					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
I value other people's cultural backgrounds.		75	18	5	1	



How much do the following statements describe this program?				
This program values people of all races, ethnicities, & cultures.	82	14	3	1
This program values people of all gender and gender identifications.	84	10	4	3
This program values people of all sexual orientations.	80	15	2	3
Self-awareness				
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Learn about my strengths and weaknesses.	59	32	8	2
Share my beliefs and feelings with others.	50	33	14	4
Understand my learning style.	52	38	10	1
Understand how I make decisions.	56	34	8	2
Develop personal standards that guide my behavior.	57	31	10	2
Feel in charge of what happens to me.	59	34	5	2
Be aware of what makes me mad.	57	34	7	2
Skills for middle school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	39	48	9	4
Language arts	43	35	22	-
English	55	36	9	-
Math	52	26	17	4
Using Computers	41	36	13	9
Science	35	50	10	5
Social Studies	33	33	24	10
Writing	45	41	14	-
History	33	29	29	10
Geography	29	33	24	14
Culture	45	32	18	5
Foreign Language	45	40	10	5
Completing homework	67	19	14	-
Managing time	32	45	18	5
Being organized	57	19	24	-
Studying for tests	35	45	20	-
Skills for high school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	38	36	23	4
English	45	36	16	4
Math	54	26	14	6
Using Computers	26	26	28	21
Science	26	34	25	15
Writing	39	36	18	6
History	26	31	28	16
Geography	11	28	34	27
Culture	41	32	19	8
Foreign Language	26	31	26	17
Managing time	54	33	9	5
Being organized	56	34	6	4
Studying for tests	34	37	17	12
Government	23	27	24	26
Politics	19	29	25	27
Literature	26	38	21	16
Typing	22	24	31	23



Preparing for college	50	31	13	6
Preparing for the SAT	32	26	28	14
Graduating from high school	51	30	12	7
Preparing for the GED	29	26	26	19
Completing the GED	28	24	29	20
Applying for college	44	28	16	12



Eastside Arts Alliance: ESAA Youth Arts Program Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

EastSide Arts Alliance is a unique cultural center that unites art with activism. Working towards community empowerment and cultural development, students learn Graffiti mural painting, music, dance, theatre, and video production.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are expressive and creative. There is a variety of teaching modalities being used.

Areas for Improvement: Not all youth pay attention to the lecture portion of the activity.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	72% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	74% of respondents report a HIGH level of improvement. 26% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	66% of respondents report a HIGH level of improvement. 28% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	46% of respondents report a HIGH level of improvement. 46% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	72% of respondents report a HIGH level of improvement. 22% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	80% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.



Increased self-awareness	52% of respondents report a HIGH level of improvement. 40% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased sense of future possibility	48% of respondents report a HIGH level of improvement. 42% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Skills for building peer relationships	64% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 12% of respondents report a LOW level of improvement.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	60% of respondents report a HIGH level of improvement. 36% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Youth reported an average number of 8 greatly improved skills and 4 moderately improved skills.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	66% of respondents report a HIGH level of improvement. 26% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	72% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual /Projected Number of Participants)			
	283	168.0	Older Youth (Career and College Readiness)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	41275	50120	82%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.7		
	Physical and Emotional Safety –5 observations of space and norms		2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	2.3		
	Skill Building – 4 observations of activity design and methods		2.4	2.8		
	Fun – 1 observation of adult and youth behavior		2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.6		
	Youth Engagement – 3 observations of youth behavior		2.6	2.7		
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.6		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		68	30	2	-
	In this program, I work hard.		66	32	2	-
	In this program, I am successful.		68	28	4	-
	In this program, I am working toward my goals.		64	32	4	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		58	40	2	-
	Expect good things from yourself.		72	26	2	-
	Plan and organize.		50	46	4	-
	Learn to set goals.		54	46	-	-
	Improve your ability to solve problems.		58	40	2	-
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		72	28	-	-
	I know I can do what this program teaches.		68	30	2	-
	I can do all the things in this program if I try.		80	20	-	-
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		72	22	6	-
	I feel well supported.		76	20	4	-
	I feel connected to my school.		58	28	14	-
	I feel connected to my community.		65	31	4	-
	I feel connected to my peers.		64	36	-	-
	Self-efficacy in affecting change					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
I know how to find community resources to make things better where I live.		34	56	10	-	
I can make a difference in my community.		56	40	4	-	
I can understand some causes of problems facing my community.		72	26	2	-	
I can think through possible solutions for problems facing my community.		56	40	4	-	



Valuing one's cultural background				
<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
I value my cultural background.	90	4	6	-
I know my family history.	60	27	10	2
<i>How much do the following statements describe this program?</i>	76	22	2	-
This program values my culture.	79	19	2	-
This program values everyone's culture.	70	11	2	-
Kids in this program are learning about different cultures.	70	22	6	2
Knowledge of and valuing of diversity				
<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
I value other people's cultural backgrounds.	74	24	2	-
How much do the following statements describe this program?	-	-	-	-
This program values people of all races, ethnicities, & cultures.	84	16	-	-
This program values people of all gender and gender identifications.	84	16	-	-
This program values people of all sexual orientations.	78	20	-	2
Self-awareness				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Learn about my strengths and weaknesses.	58	34	8	-
Share my beliefs and feelings with others.	53	41	6	-
Understand my learning style.	52	42	6	-
Understand how I make decisions.	60	38	2	-
Develop personal standards that guide my behavior.	57	43	-	-
Feel in charge of what happens to me.	52	46	2	-
Be aware of what makes me mad.	55	43	2	-
Sense of future possibility				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Think about what I want to do in the future	57	37	6	-
Know what I want to do when I'm older	52	38	10	-
Set goals	50	44	6	-
Make progress towards my goals	54	42	4	-
Work hard to reach my dreams	60	36	4	-
Have hopes for the future	67	33	-	-
Three goals I have for the future are:				
Skills for building peer relationships				
<i>How much did you learn from this program about:</i>	"A lot"	"A little"	"Not much"	"Not at all"
Making Friends	49	37	14	-
Getting along with others	63	33	4	-
Working on a group project	78	20	2	-
Doing my own share of work	55	39	6	-
Encouraging others	62	36	2	-
Resolving disagreements	55	41	4	-
Respecting the feelings of others	64	32	4	-
Being a good sport	63	31	6	-
Supporting others	70	24	6	-
Listening	72	28	-	-
Speaking up	64	32	4	-
Skills for self expression and awareness of community context				
<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Use what you are learning to make a difference in my community	58	38	4	-
Make choices that help your community better	57	39	4	-
Work with others to make your community better	66	30	4	-
Skills for self-expression and creative arts				



<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use your imagination	76	20	4	-
Think of new ideas	70	30	-	-
Make connections between ideas that seem unrelated	57	43	-	-
Create a story	72	21	6	-
Create art	67	31	2	-
Make things	63	31	6	-
Make music	51	34	10	5
Make video	58	31	9	2
Work with digital media	49	29	20	2
Improve your singing	35	27	27	11
Improve your dancing	31	31	28	10
Improve your acting	63	26	12	-
Improve your performance skills	68	30	2	-
Work backstage	56	29	11	4
Skills for Performance				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Speak more clearly	66	28	6	-
Project your voice	81	17	2	-
Prepare a speech	67	29	4	-
Talk to an audience	74	21	4	-
Get over fear of speaking in public	75	23	2	-
Practice presenting	70	22	8	-
Work with other performers	83	13	4	-
Put on a show	83	9	9	-



Family Violence Law Center: Relationship Abuse Prevention Project (RAP) Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

The RAP Program provides teenagers with tools they need to learn about the signs of relationship abuse and violence to prevent abusive relationships while promoting healthy relationships.

Grant Size: \$75,600

Qualitative Observations from Site Visit

Areas of Excellence: Youth are engaged. Before leaving, one student says, "I love this class!"

Areas for Improvement: Educator managed the classroom but there were opportunities for better positive behavior management, where the youth were not listening to each other fully.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	86% of respondents report a HIGH level of improvement. 12% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	91% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Increased sense of belongingness	88% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	88% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement. 5% of respondents report a LOW level of improvement.
Increased self-awareness	81% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 9% of respondents report a LOW level of improvement.
Skills for building peer relationships	91% of respondents report a HIGH level of improvement. 5% of respondents report a MEDIUM level of improvement.



	5% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	67% of respondents report risky behavior in their peer group, while 51% of respondents report protective behavior. 23% report MODERATE level of healthy behavior.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	77% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement. 16% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual /Projected Number of Participants)			
	82	40.0	Older Youth (Youth Leadership)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	4640	4453	104%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.4		
	Physical and Emotional Safety –5 observations of space and norms		2.7	2.6		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	2.8		
	Skill Building – 4 observations of activity design and methods		2.4	2.4		
	Fun – 1 observation of adult and youth behavior		2.5	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.2		
	Youth Engagement – 3 observations of youth behavior		2.6	2.8		
Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.3			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		84	16	-	-
	In this program, I work hard.		84	14	2	-
	In this program, I am successful.		86	9	5	-
	In this program, I am working toward my goals.		86	12	2	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		91	9	-	-
	Expect good things from yourself.		93	5	2	-
	Plan and organize.		84	16	-	-
	Learn to set goals.		88	7	5	-
	Improve your ability to solve problems.		88	7	2	2
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		93	7	-	-
	I know I can do what this program teaches.		88	7	5	-
	I can do all the things in this program if I try.		91	7	2	-
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		86	14	-	-
	I feel well supported.		95	5	-	-
	I feel connected to my school.		85	15	-	-
	I feel connected to my community.		86	11	2	-
	I feel connected to my peers.		86	12	2	-
	Knowledge of and valuing of diversity					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I value other people's cultural backgrounds.		86	12	2	-
<i>How much do the following statements describe this program?</i>						
This program values people of all races, ethnicities, & cultures.		88	12	-	-	
This program values people of all gender and gender identifications.		93	5	2	-	
This program values people of all sexual orientations.		90	10	-	-	



Self-awareness					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Learn about my strengths and weaknesses.	79	12	9	-	
Share my beliefs and feelings with others.	84	14	-	2	
Understand my learning style.	81	14	5	-	
Understand how I make decisions.	84	12	2	2	
Develop personal standards that guide my behavior.	76	17	7	-	
Feel in charge of what happens to me.	81	7	9	2	
Be aware of what makes me mad.	81	76	2	-	
Skills for building peer relationships					
<i>How much did you learn from this program about:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Making Friends	91	5	2	2	
Getting along with others	86	12	-	2	
Working on a group project	91	70	2	-	
Doing my own share of work	88	12	-	-	
Encouraging others	86	19	5	-	
Resolving disagreements	76	21	2	-	
Respecting the feelings of others	81	12	2	-	
Being a good sport	81	16	2	-	
Supporting others	86	12	-	2	
Listening	88	9	2	-	
Speaking up	83	14	2	-	
Health Behavior					
<i>How many of your friends do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	47	14	5	2	33
Stay alcohol free	53	14	5	7	21
Use drugs	42	7	14	5	33
Stay drug free	42	12	16	7	23
Participate in clubs or sports	33	12	9	7	40
Smoke cigarettes	53	2	12	7	26
Have a gun	49	14	9	5	23
Have sex	44	5	9	2	40
Get in fights	44	9	9	9	28
Are gang members	51	2	5	12	30
Steal	37	14	9	14	26
Cheat on tests	44	16	7	5	28
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	9	16	30	16	28
Eat breakfast	16	10	21	24	29
Eat dinner together with my family	17	21	12	21	29
Exercise	9	26	23	16	26
Smoke cigarettes	19	5	7	7	63
Skills for self expression and awareness of community context					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Use what you are learning to make a difference in my community	76	15	10	-	
Make choices that help your community better	77	12	9	2	
Work with others to make your community better	79	14	5	2	



Girls Inc of Alameda County: Eureka! Teen Internship Program Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

The Eureka Teen Achievement Internship Program (Eureka!) is an intensive five-year program that builds girls confidence and skills through academic support and enrichment and in depth exploration in math, science and technology, careers and athletics. Under this proposal, Girls Inc. seeks funding for the year round programming offered to girls during their third, fourth and fifth years with the program, called the Intern 1, Intern 2 and Senior years. During summer 2009, Girls Inc. will serve approximately 40-45 girls, ages 15-17. During the summer enrichment program girls build self-esteem and academic confidence through hands-on learning internships and structured college preparatory classes, as well as through college field trips and diverse recreational activities. During school year 2009-10, Girls Inc. will serve approximately 70-80 girls, ages 15-17, in an enrichment program. Program offerings are provided to build girls' self-esteem and academic confidence through hands-on learning centering around financial aid, post high school planning, culture, health, leadership, and STEM (science, technology, engineering and math) themes.

Grant Size: \$37,800

Qualitative Observations from Site Visit

Areas of Excellence: Program appears to a fantastic asset to the youth. It provides girls with a range of issue areas to explore and offers practical lessons and experience in preparation for college, careers, and adulthood. Additionally, the national reputation of Girls Inc may help offer youth amazing experiences, such as the ING-Girls Inc Investment Challenge, and incredible guest speakers like Alice Walker. Program offers girls learning opportunities and experience in a variety of areas, yet is still focused and clear about goals and expectation for youth as they progress through the program.

Areas for Improvement: It would be interesting to have opportunities for youth to plan and facilitate, or co-facilitate with coordinators, sessions in areas where they are particularly knowledgeable or skilled.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	84% of respondents report a HIGH level of improvement. 13% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	93% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	69% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement.



	7% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	73% of respondents report a HIGH level of improvement. 22% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Increased self-awareness	78% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Increased sense of future possibility	84% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Skills for building peer relationships	91% of respondents report a HIGH level of improvement. 4% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	82% of respondents report risky behavior in their peer group, while 93% of respondents report protective behavior. 24% report MODERATE level of healthy behavior.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 10 greatly improved skills and 3 moderately improved skills.
Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Youth reported an average number of 7 greatly improved skills and 3 moderately improved skills.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	71% of respondents report a HIGH level of improvement. 16% of respondents report a MEDIUM level of improvement. 13% of respondents report a LOW level of improvement.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	93% of respondents report a HIGH level of improvement. 4% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	64	64.0	Older Youth (Career and College Readiness)		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)		
	6776	5662	120%		
Program Quality Assessment	Category		Strategy/Area Score	Program Score	
	Overall Score – 29 total observations		2.6	3.0	
	Physical and Emotional Safety – 5 observations of space and norms		2.7	3.0	
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	3.0	
	Skill Building – 4 observations of activity design and methods		2.4	3.0	
	Fun – 1 observation of adult and youth behavior		2.5	3.0	
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	3.0	
	Youth Engagement – 3 observations of youth behavior		2.6	3.0	
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	3.0	
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	<i>How much do the following statements describe you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	73	22	4	-
	In this program, I work hard.	73	24	2	-
	In this program, I am successful.	84	16	-	-
	In this program, I am working toward my goals.	80	18	2	-
	<i>How much has this program helped you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	80	18	-	-
	Expect good things from yourself.	84	16	-	-
	Plan and organize.	62	35	2	-
	Learn to set goals.	84	13	2	-
	Improve your ability to solve problems.	69	24	4	2
	Sense of self-efficacy in program areas				
	<i>How much do the following statements describe you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.	89	11	-	-
	I know I can do what this program teaches.	82	18	-	-
	I can do all the things in this program if I try.	95	5	-	-
	Sense of belonging				
	<i>How much do the following statements describe you?</i>				
		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	87	13	-	-
	I feel well supported.	98	-	2	-
	I feel connected to my school.	56	36	7	2
	I feel connected to my community.	40	44	13	2
I feel connected to my peers.	73	20	7	-	
Valuing one's cultural background					
<i>How much do the following statements describe you?</i>					
	"A lot"	"A little"	"Not much"	"Not at all"	
I value my cultural background.	91	4	4	-	
I know my family history.	51	36	11	2	
<i>How much do the following statements describe this program?</i>					
	"A lot"	"A little"	"Not much"	"Not at all"	
This program values my culture.	78	20	-	2	
This program values everyone's culture.	82	18	-	-	
Kids in this program are learning about different cultures.	55	39	7	-	



Self-awareness						
<i>How much has this program helped you do the following?</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Learn about my strengths and weaknesses.		82	16	2	-	
Share my beliefs and feelings with others.		71	27	2	-	
Understand my learning style.		69	24	7	-	
Understand how I make decisions.		80	16	4	-	
Develop personal standards that guide my behavior.		73	25	2	-	
Feel in charge of what happens to me.		82	16	2	-	
Be aware of what makes me mad.		69	27	4	-	
Sense of future possibility						
<i>How much has this program helped you do the following?</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Think about what I want to do in the future		93	7	-	-	
Know what I want to do when I'm older		64	29	4	2	
Set goals		82	13	4	-	
Make progress towards my goals		82	14	5	-	
Work hard to reach my dreams		89	11	-	-	
Have hopes for the future		91	7	2	-	
Three goals I have for the future are:						
Skills for building peer relationships						
<i>How much did you learn from this program about:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Making Friends		87	11	2	-	
Getting along with others		93	7	-	-	
Working on a group project		89	7	5	-	
Doing my own share of work		78	16	4	2	
Encouraging others		89	11	-	-	
Resolving disagreements		64	36	-	-	
Respecting the feelings of others		93	4	2	-	
Being a good sport		98	2	-	-	
Supporting others		93	7	-	-	
Listening		91	9	-	-	
Speaking up		78	20	2	-	
Health Behavior						
<i>How many of your friends do the following?</i>		<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	20	9	16	4	51	
Stay alcohol free	7	4	18	4	67	
Use drugs	27	9	11	14	39	
Stay drug free	2	5	7	7	80	
Participate in clubs or sports	7	4	9	11	69	
Smoke cigarettes	38	20	13	9	20	
Have a gun	51	13	13	4	18	
Have sex	16	18	7	9	51	
Get in fights	36	20	4	7	33	
Are gang members	56	4	7	7	27	
Steal	51	13	9	7	20	
Cheat on tests	25	7	9	9	50	
<i>How many days a week do you do the following?</i>		<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	4	9	11	18	58	
Eat breakfast	9	9	27	4	51	
Eat dinner together with my family	16	14	20	20	30	
Exercise	18	11	24	9	38	
Smoke cigarettes	-	-	2	4	93	
Skills for self-sufficiency						
<i>How much has this program taught you about the following?</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	



Filling out job applications	73	18	9	-
Filling out school applications	60	27	11	2
Finding job postings	59	32	9	-
Getting school funding	64	26	10	-
Interviewing well	98	2	-	-
Calling in when you're sick	83	12	5	-
Filling out work timesheets	88	7	5	-
Showing up for work or school everyday	89	7	2	2
Balancing a checkbook	26	21	46	8
Opening a bank account	28	18	43	13
Paying bills	26	18	41	15
Completing school requirements	80	16	2	2
Finding internships	81	14	5	-
Finding help for what I need	93	5	2	-
Finding a place to stay (housing)	45	23	25	8
Getting healthcare	40	15	35	10
Getting childcare	34	13	42	11

Skills for self-expression and creative arts

How much has this program helped you:	"A lot"	"A little"	"Not much"	"Not at all"
Use your imagination	80	18	2	-
Think of new ideas	86	11	2	-
Make connections between ideas that seem unrelated	59	39	-	2
Create a story	70	23	5	2
Create art	89	11	-	-
Make things	84	14	2	-
Make music	18	33	40	10
Make video	23	39	31	8
Work with digital media	59	22	12	7
Improve your singing	13	26	45	16
Improve your dancing	13	23	51	13
Improve your acting	21	31	38	10
Improve your performance skills	66	22	10	2
Work backstage	17	20	43	20

Skills for Performance

How much has this program helped you:	"A lot"	"A little"	"Not much"	"Not at all"
Speak more clearly	76	18	7	-
Project your voice	80	18	2	-
Prepare a speech	68	20	11	-
Talk to an audience	76	18	2	4
Get over fear of speaking in public	79	7	12	2
Practice presenting	73	16	9	2
Work with other performers	70	19	9	2
Put on a show	53	30	15	3

Skills for team sports

How much has this program helped you:	"A lot"	"A little"	"Not much"	"Not at all"
Get along with teammates	98	2	-	-
Teamwork	95	5	-	-
Do your best on a team	98	2	-	-
Respect a coach	90	10	-	-
Encourage team members	95	5	-	-
Resolve disagreements with teammates	81	14	5	-
Respect the feelings of others	98	2	-	-
Be a good sport	93	7	-	-



Be patient with teammates	93	7	-	-
Listen to a Coach	83	14	2	-
Cooperate better	91	7	2	-
Set a good example	86	11	2	-
Lead teammates	90	5	2	2
Recreation and athletic skills				
<i>How much has this program helped you with the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Throwing	48	41	9	2
Catching	48	39	11	2
Kicking	56	30	12	2
Hitting balls	55	29	12	5
Martial arts	43	33	19	5
Running	37	47	16	-
Jumping	41	36	21	2
Dancing	15	44	39	2
Swimming	89	11	-	-
Gymnastics	6	22	47	25
Biking	22	25	39	14
Skating	8	19	39	33
Balance	19	35	30	16
Learning a routine	33	31	26	10
Building endurance	54	32	15	-
Getting more flexible	30	30	28	13
Getting stronger	65	26	5	5
Getting faster	33	48	13	8
Please list any other sports or recreation skills that this program has helped you with:				
Skills for middle school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	44	37	16	2
Language arts	43	36	14	2
English	44	39	15	2
Math	61	35	2	2
Using Computers	77	18	5	-
Science	55	39	5	2
Social Studies	29	41	22	27
Writing	43	45	7	25
History	20	43	28	10
Geography	23	38	28	10
Culture	51	40	7	2
Foreign Language	23	36	28	13
Completing homework	60	24	17	-
Managing time	86	9	5	-
Being organized	80	20	-	-
Studying for tests	56	33	7	5



Leadership Excellence: Youth Leadership Program Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Stand for Something includes a variety of leadership and career development programs. These programs teach soft skills for youth and teens to exist and excel in school, work and social activities while promoting healthy behaviors.

Grant Size: \$147,000

Qualitative Observations from Site Visit

Areas of Excellence: Program has a feeling of family among youth and adults.

Areas for Improvement: Limited focus on conventional skill-building.

Youth-led Evaluation

"+ Plus: LE's cultural base brings about a comforting environment for all the youth. This understanding & safe program helps youth be receptive to learning new things. The program lets youth know their youth program has their back and will help them in any way they can, especially in gaining independence, self empowerment and awareness of culture."

"Δ Deltas: Due to funding cuts LE has limited resources now. Currently, there are no school based outreach recruiters from LE. The LE program should be in every school in Oakland."

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	85% of respondents report a HIGH level of improvement. 15% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	100% of respondents report a HIGH level of improvement. 0% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	69% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	69% of respondents report a HIGH level of improvement. 23% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased knowledge of and valuing of one's cultural background	62% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in	77% of respondents report a HIGH level of improvement. 15% of respondents report a MEDIUM level of improvement.



community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	8% of respondents report a LOW level of improvement.
Increased self-awareness	92% of respondents report a HIGH level of improvement. 8% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of future possibility	92% of respondents report a HIGH level of improvement. 8% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for building peer relationships	92% of respondents report a HIGH level of improvement. 8% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	100% of respondents report risky behavior in their peer group, while 92% of respondents report protective behavior. 36% report MODERATE levels of healthy behavior.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	85% of respondents report a HIGH level of improvement. 8% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 12 greatly improved skills and 1 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual /Projected Number of Participants)			
	221	200.0	Older Youth (Youth Leadership)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	10790	28568	38%			
Program Quality Assessment	Category		Strategy/Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.8		
	Physical and Emotional Safety –5 observations of space and norms		2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	3.0		
	Skill Building – 4 observations of activity design and methods		2.4	2.4		
	Fun – 1 observation of adult and youth behavior		2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.7		
	Youth Engagement – 3 observations of youth behavior		2.6	2.8		
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	3.0		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		85	15	-	-
	In this program, I work hard.		100	-	-	-
	In this program, I am successful.		92	8	-	-
	In this program, I am working toward my goals.		92	8	-	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		67	25	8	-
	Expect good things from yourself.		92	8	-	-
	Plan and organize.		50	25	25	-
	Learn to set goals.		67	17	17	-
	Improve your ability to solve problems.		67	33	-	-
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		67	33	-	-
	I know I can do what this program teaches.		92	8	-	-
	I can do all the things in this program if I try.		92	8	-	-
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		92	8	-	-
	I feel well supported.		92	8	-	-
	I feel connected to my school.		38	23	38	-
	I feel connected to my community.		46	38	15	-
	I feel connected to my peers.		77	23	-	-
	Self-efficacy in affecting change					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know how to find community resources to make things better where I live.		50	50	-	-
I can make a difference in my community.		67	25	8	-	
I can understand some causes of problems facing my community.		83	17	-	-	
I can think through possible solutions for problems facing my community.		83	8	8	-	



Valuing one's cultural background						
<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
I value my cultural background.		100	-	-	-	
I know my family history.		50	25	17	8	
<i>How much do the following statements describe this program?</i>						
This program values my culture.		92	8	-	-	
This program values everyone's culture.		75	17	8	-	
Kids in this program are learning about different cultures.		50	42	8	-	
Knowledge of and valuing of diversity						
<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
I value other people's cultural backgrounds.		83	17	-	-	
<i>How much do the following statements describe this program?</i>						
This program values people of all races, ethnicities, & cultures.		83	8	8	-	
This program values people of all gender and gender identifications.		92	8	-	-	
This program values people of all sexual orientations.		67	25	8	-	
Self-awareness						
<i>How much has this program helped you do the following?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
Learn about my strengths and weaknesses.		92	8	-	-	
Share my beliefs and feelings with others.		83	17	-	-	
Understand my learning style.		83	17	-	-	
Understand how I make decisions.		83	17	-	-	
Develop personal standards that guide my behavior.		75	17	8	-	
Feel in charge of what happens to me.		83	17	-	-	
Be aware of what makes me mad.		83	8	8	-	
Sense of future possibility						
<i>How much has this program helped you do the following?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
Think about what I want to do in the future		92	8	-	-	
Know what I want to do when I'm older		83	17	-	-	
Set goals		83	8	8	-	
Make progress towards my goals		92	8	-	-	
Work hard to reach my dreams		92	8	-	-	
Have hopes for the future		92	8	-	-	
Three goals I have for the future are:						
Skills for building peer relationships						
<i>How much did you learn from this program about:</i>		"A lot"	"A little"	"Not much"	"Not at all"	
Making friends.		45	36	9	9	
Getting along with others		75	17	8	-	
Working on a group project		100	-	-	-	
Doing my own share of work		92	8	-	-	
Encouraging others		83	17	-	-	
Resolving disagreements		67	25	8	-	
Respecting the feelings of others		100	-	-	-	
Being a good sport		100	-	-	-	
Supporting others		92	8	-	-	
Listening		91	9	-	-	
Speaking up		91	9	-	-	
Health Behavior						
<i>How many of your friends do the following?</i>		0	1	2	3	4 or more
Drink alcohol		9	9	45	9	27
Stay alcohol free		10	20	20	10	40
Use drugs		9	18	27	-	45
Stay drug free		9	27	27	-	36



Participate in clubs or sports	36	27	9	9	18
Smoke cigarettes	30	20	20	10	20
Have a gun	9	-	-	9	82
Have sex	27	9	27	-	36
Get in fights	64	9	-	18	9
Are gang members	64	9	18	-	9
Steal	64	9	18	-	9
Cheat on tests	27	18	18	-	36
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	-	-	-	36	64
Eat breakfast	9	9	27	-	54
Eat dinner together with my family	27	9	9	9	45
Exercise	27	9	18	18	27
Smoke cigarettes	9	-	-	-	91
Skills for self expression and awareness of community context					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Use what you are learning to make a difference in my community	91	9	-	-	
Make choices that help your community better	83	9	9	-	
Work with others to make your community better	73	18	9	-	
Skills for self-sufficiency					
<i>How much has this program taught you about the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Filling out job applications	91	9	-	-	
Filling out school applications	80	10	10	-	
Finding job postings	83	9	9	-	
Getting school funding	80	20	-	-	
Interviewing well	100	-	-	-	
Calling in when you're sick	83	-	18	-	
Filling out work timesheets	100	-	-	-	
Showing up for work or school everyday	90	-	-	10	
Balancing a checkbook	36	9	18	36	
Opening a bank account	66	-	11	22	
Paying bills	60	10	20	10	
Completing school requirements	90	10	-	-	
Finding internships	88	11	-	-	
Finding help for what I need	73	9	9	9	
Finding a place to stay (housing)	71	14	-	14	
Getting healthcare	67	-	22	11	
Getting childcare	67	-	11	22	
Skills for self-expression and creative arts					
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Use your imagination	70	10	20	-	
Think of new ideas	100	-	-	-	
Make connections between ideas that seem unrelated	90	10	-	-	
Create a story	67	33	-	-	
Create art	78	11	11	-	
Make things	80	20	-	-	
Make music	50	-	50	-	
Make video	25	38	38	-	
Work with digital media	50	25	25	-	
Improve your singing	17	17	50	17	
Improve your dancing	17	17	50	17	
Improve your acting	33	33	17	17	
Improve your performance skills	33	17	33	17	



	Work backstage	33	33	17	17
Skills for Performance					
<i>How much has this program helped you:</i>					
	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Speak more clearly	83	18	-	-	
Project your voice	73	27	-	-	
Prepare a speech	50	30	20	-	
Talk to an audience	60	-	40	-	
Get over fear of speaking in public	56	11	33	-	
Practice presenting	64	27	9	-	
Work with other performers	60	20	20	-	
Put on a show	43	29	29	-	



Next Step Learning Center: Success at Seventeen Plus Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Success at Seventeen Plus will intervene in the lives of a minimum of 105 Oakland youth between the ages of 17 and 20 who have already failed in school, do not have a high school diploma, and are at risk of not making a healthy transition to adulthood. Programs are open-entry and year-round, and include basic literacy, pre-GED instruction, GED preparation, and transition to college. All services are individualized to respond to each young person's specific needs and include one-on-one tutoring, small group instruction, supervised independent study, and a wide range of support strategies.

Grant Size: \$67,036

Qualitative Observations from Site Visit

Areas of Excellence: This is a great academic program that is very successful at helping participants pass their GED. Great hired tutors.

Areas for Improvement: Program is aware that they could benefit from more diversity in program staff and volunteers. There is limited initial training for volunteers - esp. with respect to variety of teaching methods and learning styles.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	90% of respondents report a HIGH level of improvement. 10% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	62% of respondents report a HIGH level of improvement. 34% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased self-awareness	69% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement. 69% of respondents report a LOW level of improvement.
Increased sense of future possibility	72% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 12 greatly improved skills and 5 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	109	105.0	Older Youth (Career and College Readiness)		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)		
	14616	5482	267%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.3		
	Physical and Emotional Safety – 5 observations of space and norms	2.7	2.4		
	Caring Adults – 4 observations of adult-to-youth interaction	2.7	2.8		
	Skill Building – 4 observations of activity design and methods	2.4	2.6		
	Fun – 1 observation of adult and youth behavior	2.5	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.5	2.2		
	Youth Engagement – 3 observations of youth behavior	2.6	2.3		
Diversity and Identity – 6 observations of youth and adult behavior	2.5	2.0			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment:				
	<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	86	14	-	-
	In this program, I work hard.	76	24	-	-
	In this program, I am successful.	72	24	3	-
	In this program, I am working toward my goals.	100			
	<i>How much has this program helped you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	66	28	3	-3
	Expect good things from yourself.	90	10	-	-
	Plan and organize.	66	31	3	-
	Learn to set goals.	79	21	-	-
	Improve your ability to solve problems.	86	11	3	-
	Sense of belonging				
	<i>How much do the following statements describe you?</i>	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	75	21	4	-
	I feel well supported.	79	21	-	-
	I feel connected to my school.	76	24	-	-
	I feel connected to my community.	42	45	10	3
	I feel connected to my peers.	55	24	17	4
	Self-awareness				
	<i>How much has this program helped you do the following?</i>	"A lot"	"A little"	"Not much"	"Not at all"
Learn about my strengths and weaknesses.	79	21	-	-	
Share my beliefs and feelings with others.	61	21	14	4	
Understand my learning style.	76	17	7	-	
Understand how I make decisions.	69	28	3	-	
Develop personal standards that guide my behavior.	76	17	7	-	
Feel in charge of what happens to me.	82	18	-	-	
Be aware of what makes me mad.	45	37	11	7	



Sense of future possibility	"A lot"	"A little"	"Not much"	"Not at all"
<i>How much has this program helped you do the following?</i>				
Think about what I want to do in the future	72	21	7	-
Know what I want to do when I'm older	59	35	3	3
Set goals	72	24	4	-
Make progress towards my goals	83	14	3	-
Work hard to reach my dreams	79	17	-	4
Have hopes for the future	72	28	-	-
Three goals I have for the future are:				
Skills for high school students	"A lot"	"A little"	"Not much"	"Not at all"
<i>How much has this program helped you with:</i>				
Reading	86	11	3	-
English	79	21	-	-
Math	76	21	3	-
Using Computers	39	39	22	3
Science	54	39	3	4
Writing	62	31	4	4
History	53	41	3	3
Geography	58	35	8	-
Culture	59	31	10	-
Foreign Language	-	22	44	37
Managing time	61	32	4	4
Being organized	64	32	4	-
Studying for tests	79	18	-	4
Government	54	32	11	4
Politics	44	37	15	4
Literature	71	21	7	-
Typing	53	21	11	16
Preparing for college	68	24	4	4
Preparing for the SAT	57	-	43	-
Graduating from high school	50	-	33	17
Preparing for the GED	93	3	3	-
Completing the GED	76	20	-	4
Applying for college	79	17	-	4



Oakland Kids First: Real Hard Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

In the 2009-10 program cycle, the REAL HARD youth organizing program, will engage youth organizers and members through three primary components: (1) Education advocacy and organizing; (2) Training and youth development; and (3) Membership activities and enrichment. Collectively, these activities offer a multi-tiered, rotating leadership structure that provides opportunities for youth that vary in time commitment, training levels and leadership responsibilities to allow us to maximize the number of youth we can reach in a year, create a pipeline for youth to get more involved, and better accommodate young peoples changing schedules and lives.

Grant Size: \$84,000

Qualitative Observations from Site Visit

Areas of Excellence: Real Hard is responsive to the input/feedback of youth, and incorporates this into the program curriculum. It gives youth the knowledge, skills, and opportunities to engage and educate peers on issues that are critical to the success of all students in the school. Real Hard's program is a great opportunity for youth to build leadership skills and experience.

Areas for Improvement: It was difficult to get the youth engaged in the activities and keep them on track, despite having two staff on hand. There were limited opportunities for youth to have more of a facilitation role in these sessions.

Youth-led Evaluation

"+ Plus: The same program at multiple high school sites around Oakland. Youth say the program has made a difference in their lives."

"Δ Delta: Lack of youth participation. Too many youth coming in late for the meeting. Youth were lightweight disrespectful.

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	68% of respondents report a HIGH level of improvement. 22% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	82% of respondents report a HIGH level of improvement. 13% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Increased sense of belongingness	54% of respondents report a HIGH level of improvement. 36% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Skills for building peer	64% of respondents report a HIGH level of improvement.



relationships	26% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	54% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 21% of respondents report a LOW level of improvement.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	76% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 6 greatly improved skills and 5 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)			
	1047	790.0	Older Youth (Youth Leadership)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	23986	20221	119%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.9		
	Physical and Emotional Safety – 5 observations of space and norms		2.7	3.0		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	3.0		
	Skill Building – 4 observations of activity design and methods		2.4	3.0		
	Fun – 1 observation of adult and youth behavior		2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.9		
	Youth Engagement – 3 observations of youth behavior		2.6	2.9		
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.7		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		71	26	3	-
	In this program, I work hard.		69	24	7	1
	In this program, I am successful.		72	21	6	1
	In this program, I am working toward my goals.		67	27	6	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		50	42	8	-
	Expect good things from yourself.		72	23	3	1
	Plan and organize.		57	37	6	-
	Learn to set goals.		69	27	1	2
	Improve your ability to solve problems.		58	36	5	1
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		84	13	2	1
	I know I can do what this program teaches.		81	15	2	2
	I can do all the things in this program if I try.		83	13	3	1
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		68	30	2	-
	I feel well supported.		75	22	3	-
	I feel connected to my school.		52	28	17	3
	I feel connected to my community.		39	41	11	9
	I feel connected to my peers.		63	31	2	3
	Skills for building peer relationships					
	<i>How much did you learn from this program about:</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Making Friends		46	41	9	4
Getting along with others		60	38	1	1	
Working on a group project		69	23	5	4	
Doing my own share of work		66	26	7	1	
Encouraging others		72	22	3	2	
Resolving disagreements		47	36	12	5	



Respecting the feelings of others	64	29	5	2
Being a good sport	60	33	5	2
Supporting others	71	25	4	1
Listening	72	26	1	1
Speaking up	71	22	6	1
Skills for self-expression and awareness of community context				
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use what you are learning to make a difference in my community	55	30	7	8
Make choices that help your community better	51	33	13	4
Work with others to make your community better	55	29	12	4
Skills for team sports				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates	65	31	1	3
Teamwork	75	21	3	1
Do your best on a team	74	24	1	1
Respect a coach	74	15	10	1
Encourage team members	77	20	3	-
Resolve disagreements with teammates	58	35	6	1
Respect the feelings of others	70	27	3	1
Be a good sport	68	22	8	1
Be patient with teammates	68	27	3	5
Listen to a Coach	69	23	8	1
Cooperate better	70	26	4	-
Set a good example	73	21	4	3
Lead teammates	72	23	1	5
Skills for high school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	24	45	16	15
English	30	34	22	14
Math	20	25	33	22
Using Computers	13	24	38	25
Science	16	21	33	30
Writing	34	41	17	9
History	24	29	24	23
Geography	15	25	36	25
Culture	49	33	9	9
Foreign Language	13	19	31	37
Managing time	52	37	7	4
Being organized	64	26	5	5
Studying for tests	25	38	17	20
Government	25	25	19	32
Politics	27	35	11	27
Literature	22	32	25	20
Typing	19	31	20	30
Preparing for college	51	30	11	8
Preparing for the SAT	38	27	19	16
Graduating from high school	59	30	8	3
Preparing for the GED	33	27	18	22
Completing the GED	31	27	20	22
Applying for college	45	26	11	18



OASES SOAR New Immigrant Services (NIS) High School Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

The OASES Soar High School Program provides comprehensive after school services through academic support, enrichment workshops with a focus on college preparation and job readiness, and mentorship with a focus on underserved, immigrant youth.

Grant Size: \$42,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are very academically motivated and self-regulating.

Areas for Improvement: Teaching ability varies widely across volunteers.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of belongingness	50% of respondents report a HIGH level of improvement. 45% of respondents report a MEDIUM level of improvement. 5% of respondents report a LOW level of improvement.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 4 greatly improved skills and 5 moderately improved skills.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 10 greatly improved skills and 7 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	63	50.0	Older Youth (Career and College Readiness)		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)		
	6271	4990	126%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.3		
	Physical and Emotional Safety – 5 observations of space and norms	2.7	2.0		
	Caring Adults – 4 observations of adult-to-youth interaction	2.7	2.5		
	Skill Building – 4 observations of activity design and methods	2.4	2.4		
	Fun – 1 observation of adult and youth behavior	2.5	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.5	2.3		
	Youth Engagement – 3 observations of youth behavior	2.6	2.2		
Diversity and Identity – 6 observations of youth and adult behavior	2.5	2.6			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.				
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	Making friends.				
	I feel like I belong.	68	28	-	6
	I feel well supported.	85	15	-	-
	I feel connected to my school.	45	45	10	-
	I feel connected to my community.	45	50	5	-
	I feel connected to my peers.	60	40	-	-
	Skills for self-sufficiency				
	How much has this program taught you about the following?	"A lot"	"A little"	"Not much"	"Not at all"
	Filling out job applications	13	60	13	13
	Filling out school applications	36	36	14	14
	Finding job postings	-	63	25	13
	Getting school funding	15	31	31	23
	Interviewing well	25	44	25	6
	Calling in when you're sick	11	44	33	11
	Filling out work timesheets	36	27	29	14
	Showing up for work or school everyday	67	33	-	-
	Balancing a checkbook	14	50	29	7
	Opening a bank account	29	41	18	72
	Paying bills	13	47	33	7
	Completing school requirements	63	32	5	-
	Finding internships	27	40	27	7
	Finding help for what I need	68	32	-	-
	Finding a place to stay (housing)	21	50	29	-
	Getting healthcare	-	27	64	9
	Getting childcare	8	25	42	25
Skills for high school students					
How much has this program helped you with:	"A lot"	"A little"	"Not much"	"Not at all"	
Reading	50	44	6	-	
English	72	22	6	-	
Math	95	-	5	-	



Using Computers	41	35	18	6
Science	56	44	-	-
Writing	74	21	5	-
History	44	50	5	-
Geography	31	46	23	-
Culture	40	47	13	-
Foreign Language	50	44	6	-
Managing time	39	44	17	-
Being organized	50	45	5	-
Studying for tests	53	42	5	-
Government	25	58	17	-
Politics	25	67	8	-
Literature	50	36	14	-
Typing	31	38	15	15
Preparing for college	95	5	-	-
Preparing for the SAT	56	44	-	-
Graduating from high school	78	22	-	-
Preparing for the GED	50	40	10	-
Completing the GED	33	56	11	-
Applying for college	57	36	7	-



Opera Piccola: Artgate Advance Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

The ArtGate program promotes academic skills and creative expression in young people. Professional artists participate in-school and after-school residencies through the year helping students to express their deepest ideas and feelings constructively. Through creative process, students gain self-esteem and critical thinking skills while creating art that is meaningful and personal.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are a close-knit group and are clearly having fun.

Areas for Improvement: There is understandably some cultural disconnect between the adults and the youth, who, in this observation, were refugees from Bhutan.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	56% of respondents report a HIGH level of improvement. 37% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased sense of belongingness	71% of respondents report a HIGH level of improvement. 25% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Skills for building peer relationships	75% of respondents report a HIGH level of improvement. 15% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Youth reported an average number of 7 greatly improved skills and 3 moderately improved skills.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	60% of respondents report a HIGH level of improvement. 37% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	179	200.0	Older Youth (Career and College Readiness)		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	14811	14579	102%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.5		
	Physical and Emotional Safety – 5 observations of space and norms	2.7	2.4		
	Caring Adults – 4 observations of adult-to-youth interaction	2.7	2.3		
	Skill Building – 4 observations of activity design and methods	2.4	2.6		
	Fun – 1 observation of adult and youth behavior	2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.5	2.4		
	Youth Engagement – 3 observations of youth behavior	2.6	2.4		
Diversity and Identity – 6 observations of youth and adult behavior	2.5	2.4			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	79	17	4	-
	In this program, I work hard.	71	25	4	-
	In this program, I am successful.	65	33	2	-
	In this program, I am working toward my goals.	70	26	2	2
	How much has this program helped you?	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	46	42	11	2
	Expect good things from yourself.	73	23	4	-
	Plan and organize.	45	45	11	-
	Learn to set goals.	52	41	4	2
	Improve your ability to solve problems.	44	38	9	9
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	Making friends.	64	24	9	2
	I feel like I belong.	68	28	2	2
	I feel well supported.	73	27	-	-
	I feel connected to my school.	72	21	-	6
	I feel connected to my community.	54	35	9	2
	I feel connected to my peers.	69	27	2	2
	Skills for building peer relationships				
	How much did you learn from this program about:	"A lot"	"A little"	"Not much"	"Not at all"
	Getting along with others	61	33	4	2
	Working on a group project	81	17	2	-
	Doing my own share of work	57	36	6	-
	Encouraging others	80	20	-	-
	Resolving disagreements	33	57	4	6
Respecting the feelings of others	70	22	6	2	
Being a good sport	59	33	4	4	
Supporting others	76	14	6	2	
Listening	82	16	-	2	



	Speaking up	74	20	6	-
Skills for self-expression and creative arts					
<i>How much has this program helped you:</i>					
		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	Use your imagination	68	26	6	-
	Think of new ideas	72	20	8	-
	Make connections between ideas that seem unrelated	41	41	14	5
	Create a story	67	25	6	2
	Create art	66	23	9	2
	Make things	72	20	8	-
	Make music	59	20	9	11
	Make video	47	19	17	17
	Work with digital media	56	19	8	17
	Improve your singing	51	24	12	12
	Improve your dancing	30	20	28	22
	Improve your acting	65	22	7	7
	Improve your performance skills	69	29	2	-
	Work backstage	43	43	5	10
Skills for Performance					
<i>How much has this program helped you:</i>					
		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	Speak more clearly	58	40	2	-
	Project your voice	73	21	6	-
	Prepare a speech	49	35	16	-
	Talk to an audience	62	27	11	-
	Get over fear of speaking in public	52	34	9	5
	Practice presenting	70	30	-	-
	Work with other performers	85	15	-	-
	Put on a show	80	20	-	-



SSCF: Libre Older Youth Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

The LIBRE Program vision is that every LIBRE youth will reengage in his or her education and develop the consciousness to be part of a social justice organization. Our program serves youth who have demonstrated at-risk behaviors such as gang affiliation, truancy, suspension and/or expulsion for violence, or on probation. The program involves culturally-specific and gender-specific cohorts of Latino young men and women. The program outcomes are to foster multi-cultural and multi-racial understanding, develop cultural pride and knowledge, increase academic engagement, learn and demonstrate peer leadership and resiliency skills, and practice violence prevention through restorative justice and civic engagement.

Grant Size: \$61110 ? (Peralta)

Qualitative Observations from Site Visit

Areas of Excellence: This program does not shy away from direct discussion of difficult topics that are of high concern to youth. Strong and direct development of community identity and encouragement of community-building is supported within this environment.

Areas for Improvement: The focus was largely on the negative things that students were doing or that society was doing to them, and less about what youth can proactively do to change the circumstances of their community and their lives.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	91% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	86% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	86% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	50% of respondents report a HIGH level of improvement. 36% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	91% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in	86% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement.



community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	5% of respondents report a LOW level of improvement.
Skills for building peer relationships	86% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	64% of respondents report risky behavior in their peer group, while 50% of respondents report protective behavior. 36% report MODERATE levels of healthy behavior.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	73% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 18% of respondents report a LOW level of improvement.
Skills for middle school students, including the areas for elementary school students, plus skills for school success such as organization, completing homework	Youth reported an average number of 8 greatly improved skills and 5 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual /Projected Number of Participants)			
	78	67.0	Older Youth (???)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	5768	4761	121%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.2		
	Physical and Emotional Safety –5 observations of space and norms		2.7	2.4		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	2.8		
	Skill Building – 4 observations of activity design and methods		2.4	1.8		
	Fun – 1 observation of adult and youth behavior		2.5	1.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.3		
	Youth Engagement – 3 observations of youth behavior		2.6	2.3		
Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.7			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		82	18	-	-
	In this program, I work hard.		86	9	5	-
	In this program, I am successful.		86	14	-	-
	In this program, I am working toward my goals.		86	14	-	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		59	36	5	-
	Expect good things from yourself.		72	18	5	-
	Plan and organize.		86	14	-	-
	Learn to set goals.		86	14	-	-
	Improve your ability to solve problems.		72	23	-	-
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		86	14	-	-
	I know I can do what this program teaches.		82	18	-	-
	I can do all the things in this program if I try.		82	18	-	-
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		95	5	-	-
	I feel well supported.		100	-	-	-
	I feel connected to my school.		68	27	5	-
	I feel connected to my community.		73	27	-	-
	I feel connected to my peers.		77	23	-	-
	Self-efficacy in affecting change					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know how to find community resources to make things better where I live.		59	36	5	-
I can make a difference in my community.		64	27	9	-	
I can understand some causes of problems facing my community.		59	36	5	-	
I can think through possible solutions for problems facing my community.		55	36	9	-	



Valuing one's cultural background

How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
I value my cultural background.	86	14	-	-
I know my family history.	77	18	5	-
<i>How much do the following statements describe this program?</i>	-	-	-	-
This program values my culture.	91	9	-	-
This program values everyone's culture.	91	5	5	-
Kids in this program are learning about different cultures.	91	9	-	-

Knowledge of and valuing of diversity

How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
I value other people's cultural backgrounds.	77	18	5	-
<i>How much do the following statements describe this program?</i>	-	-	-	-
This program values people of all races, ethnicities, & cultures.	86	10	5	-
This program values people of all gender and gender identifications.	90	10	-	-
This program values people of all sexual orientations.	95	5	-	-

Skills for building peer relationships

How much did you learn from this program about:	"A lot"	"A little"	"Not much"	"Not at all"
Making friends.	81	19	-	-
Getting along with others	85	19	-	-
Working on a group project	85	15	5	-
Doing my own share of work	86	10	5	-
Encouraging others	81	10	5	-
Resolving disagreements	71	14	5	-
Respecting the feelings of others	95	24	-	-
Being a good sport	90	5	5	-
Supporting others	91	5	-	-
Listening	95	10	-	-
Speaking up	67	24	5	5

Health Behavior

How many of your friends do the following?	0	1	2	3	4 or more
Drink alcohol	45	-	5	9	41
Stay alcohol free	45	5	18	5	27
Use drugs	38	5	10	10	38
Stay drug free	48	10	10	5	29
Participate in clubs or sports	41	9	23	5	23
Smoke cigarettes	52	10	10	5	24
Have a gun	62	10	-	10	19
Have sex	50	14	5	5	27
Get in fights	41	5	9	14	32
Are gang members	50	9	-	5	36
Steal	68	-	9	-	23
Cheat on tests	50	-	5	5	41
How many days a week do you do the following?	0	1	2	3	4 or more
Eat fruits and vegetables	9	23	18	9	41
Eat breakfast	14	9	14	9	55
Eat dinner together with my family	18	14	5	9	55
Exercise	23	18	14	9	36
Smoke cigarettes	14	-	-	-	86

Skills for self expression and awareness of community context

How much has this program helped you do the following?	"A lot"	"A little"	"Not much"	"Not at all"
Use what you are learning to make a difference in my community	82	5	14	-
Make choices that help your community better	77	14	9	-



Work with others to make your community better		73	14	9	5
Skills for middle school students					
<i>How much has this program helped you with:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading		55	27	18	-
Language arts		43	38	19	-
English		43	48	10	-
Math		50	41	10	-
Using Computers		48	43	10	-
Science		45	35	20	-
Social Studies		33	50	16	-
Writing		65	30	5	-
History		63	32	5	-
Geography		50	35	15	-
Culture		77	23	-	-
Foreign Language		35	45	15	5
Completing homework		85	5	10	-
Managing time		62	24	14	-
Being organized		60	30	10	-
Studying for tests		55	25	20	-



SSCF: Youth Leadership, Academic and Career Collaborative (YLACC) Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

Our program design consists of three main strategies: 1) Employment Training, 2) Raza Leadership, and 3) Newcomer Program. In addition to the three strategies, we schedule program-wide activities and events to build unity amongst the diverse youth that we serve. Program-wide events bridge the three strategies and give youth the opportunity to participate in fun activities as they widen their networks and make new friends in the other strategies. Because our three strategies serve youth from a wide variety of backgrounds and with different needs, programming is scheduled at very different times and days, depending on the strategy.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth participate in high quality exploration and development of strong community identities.

Areas for Improvement: Teachers did not often vary teaching strategies to engage all students, including students with different learning styles.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	68% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	84% of respondents report a HIGH level of improvement. 11% of respondents report a MEDIUM level of improvement. 5% of respondents report a LOW level of improvement.
Increased sense of belongingness	70% of respondents report a HIGH level of improvement. 16% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	41% of respondents report a HIGH level of improvement. 43% of respondents report a MEDIUM level of improvement. 16% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race,	84% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.



ethnicity, culture, gender and sexual orientation	
Increased self-awareness	73% of respondents report a HIGH level of improvement. 19% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased sense of future possibility	68% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	92% of respondents report risky behavior in their peer group, while 84% of respondents report protective behavior. 33% report MODERATE levels of healthy behavior.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	68% of respondents report a HIGH level of improvement. 27% of respondents report a MEDIUM level of improvement. 5% of respondents report a LOW level of improvement.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	62% of respondents report a HIGH level of improvement. 27% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 9 greatly improved skills and 7 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	128	54.0	Older Youth (Career and College Readiness)		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	21237	17422	122%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.4		
	Physical and Emotional Safety – 5 observations of space and norms	2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction	2.7	3.0		
	Skill Building – 4 observations of activity design and methods	2.4	2.0		
	Fun – 1 observation of adult and youth behavior	2.5	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.5	2.4		
	Youth Engagement – 3 observations of youth behavior	2.6	2.1		
Diversity and Identity – 6 observations of youth and adult behavior	2.5	2.3			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	67	30	3	-
	In this program, I work hard.	70	27	3	-
	In this program, I am successful.	63	30	7	-
	In this program, I am working toward my goals.	71	18	11	-
	How much has this program helped you?	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	59	41	-	-
	Expect good things from yourself.	70	30	-	-
	Plan and organize.	46	43	11	-
	Learn to set goals.	60	23	10	7
	Improve your ability to solve problems.	45	48	3	3
	Sense of self-efficacy in program areas				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.	77	17	3	3
	I know I can do what this program teaches.	60	40	-	-
	I can do all the things in this program if I try.	83	13	3	-
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	80	17	3	-
	I feel well supported.	74	10	13	3
	I feel connected to my school.	48	35	16	-
	I feel connected to my community.	63	23	13	-
	I feel connected to my peers.	77	13	10	-
	Knowledge of and valuing of diversity				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I value other people's cultural backgrounds.	81	16	-	3
How much do the following statements describe this program?					
This program values people of all races, ethnicities, & cultures.	88	9	3	-	
This program values people of all gender and gender identifications.	90	9	-	-	
This program values people of all sexual orientations.	77	17	7	-	



Self-awareness					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Learn about my strengths and weaknesses.	60	33	7	-	
Share my beliefs and feelings with others.	60	33	7	-	
Understand my learning style.	63	30	7	-	
Understand how I make decisions.	50	37	13	-	
Develop personal standards that guide my behavior.	57	33	10	-	
Feel in charge of what happens to me.	67	30	3	-	
Be aware of what makes me mad.	59	34	7	-	
Sense of future possibility					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Think about what I want to do in the future	61	36	4	-	
Know what I want to do when I'm older	50	43	7	-	
Set goals	58	35	6	-	
Make progress towards my goals	55	42	3	-	
Work hard to reach my dreams	68	29	3	-	
Have hopes for the future	70	27	3	-	
Three goals I have for the future are:					
Health Behavior					
<i>How many of your friends do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	7	7	7	-	80
Stay alcohol free	17	7	13	7	57
Use drugs	13	7	3	20	57
Stay drug free	17	10	10	3	59
Participate in clubs or sports	7	10	17	10	57
Smoke cigarettes	21	7	14	7	52
Have a gun	45	14	3	10	28
Have sex	11	7	7	-	75
Get in fights	20	-	7	13	60
Are gang members	20	10	-	13	57
Steal	33	3	10	17	37
Cheat on tests	17	10	7	-	67
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	4	25	-	39	32
Eat breakfast	7	3	34	17	38
Eat dinner together with my family	17	7	27	20	30
Exercise	7	13	30	20	30
Smoke cigarettes	13	-	20	7	60
Skills for self expression and awareness of community context					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Use what you are learning to make a difference in my community	55	38	7	-	
Make choices that help your community better	52	41	7	-	
Work with others to make your community better	61	32	7	-	
Skills for Performance					
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Speak more clearly	78	22	-	-	
Project your voice	55	41	-	3	
Prepare a speech	47	40	13	-	
Talk to an audience	67	30	3	-	
Get over fear of speaking in public	66	31	3	-	
Practice presenting	63	27	10	-	
Work with other performers	52	34	14	-	
Put on a show	44	41	7	7	



Skills for high school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	54	31	15	-
English	52	24	24	-
Math	24	29	43	5
Using Computers	26	35	30	9
Science	29	33	33	5
Writing	63	33	-	4
History	71	18	7	4
Geography	48	20	28	4
Culture	83	14	-	3
Foreign Language	56	24	20	-
Managing time	52	33	15	-
Being organized	56	37	4	4
Studying for tests	48	26	15	11
Government	33	33	30	4
Politics	38	35	19	8
Literature	40	40	16	4
Typing	36	27	32	5
Preparing for college	52	37	4	7
Preparing for the SAT	32	32	32	4
Graduating from high school	67	26	-	7
Preparing for the GED	30	26	26	17
Completing the GED	26	30	26	17
Applying for college	48	28	16	8



The Youth Employment Partnership, Inc. Older Youth (Career and College Readiness) Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

In the summer months, 100 teens will complete job readiness training, ongoing soft skills trainings, and a summer work experience with worksite mentorship.

Grant Size: \$150,000

Qualitative Observations from Site Visit

Areas of Excellence:

Areas for Improvement:

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Career and College Readiness)

Logic Model Outcomes and Performance

This program was in session during the summer of 2009, as such its participants were not surveyed.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)
	139	100.0	Older Youth (Career and College Readiness)
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)
	33356	22578	148%



Youth ALIVE!: Teens on Target Prevention Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Teens on Target Prevention trains high school students and young adults from neighbourhoods with high levels of violence to become peer educators to middle and high school students. Peer educators are trained to present interactive violence prevention workshops, offering young people positive alternatives in violence prevention.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are enjoying themselves and eager to participate.

Areas for Improvement: Limited positive behavior management techniques. The activity was somewhat disorganized and at times it seemed like the adults did not have control of the classroom environment.

Youth-led Evaluation

"+ Plus: Youth Alive is good because it is school based. The staff in the program had good connections with the youth and the youth were very engaged. Moreover, Youth Alive had a good program agenda and a lot of the youth attending the program had siblings who were alumni."

"Δ Delta: Some youth in the program weren't very engaged. In addition, this program had a lack of space and carried a classroom vibe."

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased self-efficacy in program areas	79% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	58% of respondents report a HIGH level of improvement. 30% of respondents report a MEDIUM level of improvement. 12% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	88% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased self-awareness	70% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.



Increased sense of future possibility	61% of respondents report a HIGH level of improvement. 27% of respondents report a MEDIUM level of improvement. 12% of respondents report a LOW level of improvement.
Skills for building peer relationships	85% of respondents report a HIGH level of improvement. 9% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	91% of respondents report risky behavior in their peer group, while 97% of respondents report protective behavior. 50% report MODERATE levels of healthy behavior.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	67% of respondents report a HIGH level of improvement. 15% of respondents report a MEDIUM level of improvement. 18% of respondents report a LOW level of improvement.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	76% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track and field, dance, swimming, or gymnastics	Youth reported an average number of 2 greatly improved skills and 1 moderately improved skills.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 4 greatly improved skills and 2 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)			
	44	44.0	Older Youth (Youth Leadership)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	20367	13034	156%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.6		
	Physical and Emotional Safety – 5 observations of space and norms		2.7	2.4		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	3.0		
	Skill Building – 4 observations of activity design and methods		2.4	2.4		
	Fun – 1 observation of adult and youth behavior		2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.3		
	Youth Engagement – 3 observations of youth behavior		2.6	2.7		
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.7		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of self-efficacy in program areas					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		76	24	-	-
	I know I can do what this program teaches.		78	22	-	-
	I can do all the things in this program if I try.		88	12	-	-
	Sense of belonging					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	Making friends.		56	41	3	-
	I feel like I belong.		82	9	9	-
	I feel well supported.		82	18	-	-
	I feel connected to my school.		48	24	21	6
	I feel connected to my community.		34	38	25	3
	I feel connected to my peers.		67	24	6	3
	Knowledge of and valuing of diversity					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	I value other people's cultural backgrounds.		72	22	6	-
	How much do the following statements describe this program?					
	This program values people of all races, ethnicities, & cultures.		88	12	-	-
	This program values people of all gender and gender identifications.		88	12	-	-
	This program values people of all sexual orientations.		88	9	3	-
	Self-awareness					
	How much has this program helped you do the following?		"A lot"	"A little"	"Not much"	"Not at all"
	Learn about my strengths and weaknesses.		56	39	3	-
	Share my beliefs and feelings with others.		69	28	3	-
	Understand my learning style.		63	34	3	-
	Understand how I make decisions.		62	36	3	-
	Develop personal standards that guide my behavior.		59	36	3	-
Feel in charge of what happens to me.		78	19	3	-	
Be aware of what makes me mad.		58	33	9	-	
Sense of future possibility						
How much has this program helped you do the following?		"A lot"	"A little"	"Not much"	"Not at all"	



Think about what I want to do in the future	56	34	9	-	
Know what I want to do when I'm older	41	47	12	-	
Set goals	56	31	3	3	
Make progress towards my goals	69	22	9	-	
Work hard to reach my dreams	66	25	9	-	
Have hopes for the future	84	10	6	-	
Three goals I have for the future are:					
Skills for building peer relationships					
<i>How much did you learn from this program about:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Getting along with others	70	27	3	-	
Working on a group project	81	16	3	-	
Doing my own share of work	81	9	9	-	
Encouraging others	79	21	-	-	
Resolving disagreements	76	18	6	-	
Respecting the feelings of others	86	9	3	-	
Being a good sport	74	19	3	3	
Supporting others	85	15	-	-	
Listening	91	9	-	-	
Speaking up	76	15	9	-	
Health Behavior					
<i>How many of your friends do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	9	3	19	-	69
Stay alcohol free	9	6	-	-	-
Use drugs	13	3	25	3	56
Stay drug free	9	13	9	-	63
Participate in clubs or sports	6	-	6	9	78
Smoke cigarettes	43	13	3	16	25
Have a gun	36	16	9	9	28
Have sex	25	6	6	16	47
Get in fights	13	6	25	6	50
Are gang members	44	13	9	-	34
Steal	35	16	13	3	32
Cheat on tests	19	3	3	9	66
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	3	6	22	19	50
Eat breakfast	13	6	31	16	34
Eat dinner together with my family	22	9	13	19	36
Exercise	6	6	16	19	52
Smoke cigarettes	3	-	6	-	91
Skills for Performance					
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Speak more clearly	59	28	9	3	
Project your voice	66	22	9	3	
Prepare a speech	56	28	13	3	
Talk to an audience	66	25	6	3	
Get over fear of speaking in public	63	22	13	3	
Practice presenting	75	19	6	-	
Work with other performers	75	16	6	3	
Put on a show	67	16	13	3	
Skills for team sports					
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Get along with teammates	76	21	3	-	
Teamwork	79	18	3	-	



Do your best on a team	70	26	3	-
Respect a coach	79	13	4	4
Encourage team members	79	18	4	-
Resolve disagreements with teammates	64	32	4	-
Respect the feelings of others	76	21	3	-
Be a good sport	74	19	4	4
Be patient with teammates	62	35	-	4
Listen to a Coach	67	25	8	-
Cooperate better	71	25	4	-
Set a good example	66	31	3	-
Lead teammates	30	23	8	-

Recreation and athletic skills

How much has this program helped you with the following?	"A lot"	"A little"	"Not much"	"Not at all"
Throwing	9	-	36	55
Catching	9	9	18	64
Kicking	10	-	30	60
Hitting balls	9	9	18	64
Martial arts	9	-	27	64
Running	9	9	18	64
Jumping	9	-	27	64
Dancing	9	9	18	64
Swimming	9	-	27	64
Gymnastics	9	9	18	64
Biking	9	-	27	64
Skating	-	-	38	63
Balance	11	11	22	56
Learning a routine	33	17	25	25
Building endurance	27	9	18	45
Getting more flexible	11	11	33	44
Getting stronger	20	20	20	40
Getting faster	22	-	33	44
Please list any other sports or recreation skills that this program has helped you with:				

Skills for elementary school students

How much has this program helped you with:	"A lot"	"A little"	"Not much"	"Not at all"
Reading	-	67	33	-
Language arts	-	67	-	33
Handwriting	-	67	-	33
English	-	67	-	33
Math	-	33	-	67
Using computers	-	33	67	-
Science	-	33	67	-
Social Studies	-	33	33	33
Writing	-	67	33	-

Skills for middle school students

How much has this program helped you with:	"A lot"	"A little"	"Not much"	"Not at all"
Reading	-	67	-	33
Language arts	-	67	-	33
English	-	67	33	-
Math	-	33	67	-
Using Computers	-	33	67	-
Science	-	33	67	-
Social Studies	-	33	33	33



Writing	-	33	33	33	
History	-	33	67	-	
Geography	-	33	67	-	
Culture	-	67	33	33	
Foreign Language	-	67	67	-	
Completing homework	-	33	33	-	
Managing time	-	67	33	-	
Being organized	-	67	67	-	
Studying for tests	-	33	33	-	
Skills for high school students					
<i>How much has this program helped you with:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	38	35	19	8	
English	27	32	23	18	
Math	14	5	33	48	
Using Computers	10	5	35	50	
Science	10	5	30	55	
Writing	27	5	32	36	
History	14	10	33	43	
Geography	10	15	30	45	
Culture	36	28	20	16	
Foreign Language	10	15	30	45	
Managing time	35	27	8	31	
Being organized	56	26	11	8	
Studying for tests	15	-	30	55	
Government	10	-	30	60	
Politics	14	5	24	57	
Literature	20	5	25	50	
Typing	16	-	21	63	
Preparing for college	30	22	22	26	
Preparing for the SAT	11	11	42	37	
Graduating from high school	26	22	26	26	
Preparing for the GED	19	5	43	33	
Completing the GED	19	5	43	33	
Applying for college	24	14	33	39	



Youth Together, Inc.: Building Leadership, Building Community Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

Youth Together is a multiracial youth development and violence prevention program that develops youth as resilient, empowered, and principled community leaders. Youth in our target high schools have a strong desire to make changes for themselves and their peers despite the multitude of school and community inequities that they are confronted with. Youth Together uses a multifaceted approach to programming that supports the leadership and needs of young people including (1) Individual Student Development and Opportunities for Success; (2) Multiracial Group Development and Leadership Development; (3) Peer Education and Engagement; (4) Meaningful Change within School and community.

Grant Size: \$147,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are taught to analyze important aspects of their communities.

Areas for Improvement: This particular group of youth took some time to warm-up to one-another, which seemed unusual for a group which has been together for as long as they have.

Youth-led Evaluation

"+ Plus: Youth Together is well known for being good at political training. They also provide great training for youth to have communication skills."

"Δ Delta: Youth Together has a minor challenge with outreaching to youth, and a major challenge with lack of funding from OFCY."

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	59% of respondents report a HIGH level of improvement. 29% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	59% of respondents report a HIGH level of improvement. 29% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	72% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 5% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race,	82% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.



ethnicity, culture, gender and sexual orientation	
Skills for building peer relationships	71% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	74% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	49% of respondents report a HIGH level of improvement. 29% of respondents report a MEDIUM level of improvement. 22% of respondents report a LOW level of improvement.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 7 greatly improved skills and 7 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)			
	656	1423.0	Older Youth (Youth Leadership)			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	85400	58888	145%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.6		
	Physical and Emotional Safety – 5 observations of space and norms		2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction		2.7	2.5		
	Skill Building – 4 observations of activity design and methods		2.4	2.2		
	Fun – 1 observation of adult and youth behavior		2.5	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.3		
	Youth Engagement – 3 observations of youth behavior		2.6	2.6		
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.5		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		66	32	2	-
	In this program, I work hard.		63	30	8	-
	In this program, I am successful.		67	30	3	7
	In this program, I am working toward my goals.		65	30	5	7
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		62	37	6	1
	Expect good things from yourself.		82	14	3	1
	Plan and organize.		69	26	4	1
	Learn to set goals.		73	23	4	-
	Improve your ability to solve problems.		70	28	1	1
	Self-efficacy in affecting change					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know how to find community resources to make things better where I live.		65	26	7	2
	I can make a difference in my community.		67	24	9	1
	I can understand some causes of problems facing my community.		70	23	7	-
	I can think through possible solutions for problems facing my community.		66	30	5	-
	Valuing one's cultural background					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I value my cultural background.		82	14	3	1
	I know my family history.		52	35	10	4
	<i>How much do the following statements describe this program?</i>					
	This program values my culture.		81	19	-	-
	This program values everyone's culture.		81	17	1	1
	Kids in this program are learning about different cultures.		72	26	1	1
	Knowledge of and valuing of diversity					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
I value other people's cultural backgrounds.		80	16	4	-	
<i>How much do the following statements describe this program?</i>						



This program values people of all races, ethnicities, & cultures.	83	15	2	-
This program values people of all gender and gender identifications.	83	14	3	-
This program values people of all sexual orientations.	84	14	2	-
Skills for building peer relationships				
<i>How much did you learn from this program about:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Making Friends	58	31	6	5
Getting along with others	60	34	3	3
Working on a group project	65	29	4	2
Doing my own share of work	62	30	7	1
Encouraging others	64	32	4	-
Resolving disagreements	63	35	2	1
Respecting the feelings of others	74	23	3	1
Being a good sport	69	27	4	-
Supporting others	75	22	2	1
Listening	74	21	4	1
Speaking up	71	24	3	2
Skills for self expression and awareness of community context				
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use what you are learning to make a difference in my community	69	24	6	2
Make choices that help your community better	75	18	6	1
Work with others to make your community better	76	18	5	1
Skills for Performance				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Speak more clearly	62	23	13	2
Project your voice	68	20	11	1
Prepare a speech	53	32	13	3
Talk to an audience	-	-	-	2
Get over fear of speaking in public	57	25	15	3
Practice presenting	50	36	12	3
Work with other performers	51	27	16	6
Put on a show	49	22	22	8
Skills for high school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	31	38	20	11
English	27	35	27	12
Math	14	27	40	18
Using Computers	18	35	31	15
Science	89	34	36	22
Writing	28	36	24	11
History	53	28	15	4
Geography	26	29	33	12
Culture	72	23	6	-
Foreign Language	22	30	33	15
Managing time	52	27	15	6
Being organized	56	32	9	23
Studying for tests	19	43	23	6
Government	57	25	16	15
Politics	59	27	11	2
Literature	28	36	24	3
Typing	18	37	27	12
Preparing for college	46	42	11	18
Preparing for the SAT	27	48	20	1



Graduating from high school	57	33	9	4
Preparing for the GED	19	31	31	1
Completing the GED	17	33	30	19
Applying for college	40	42	17	20



Youth UpRising: Youth Grants 4Youth Action Older Youth (Youth Leadership) Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Youth Grants for Youth Action is a youth grant making program to promote youth empowerment, foster leadership among youth, and provide resources for positive youth-determined activities that improve the community. The program provides mentoring and training that enable youth to learn how to develop projects, review proposals, make grants, administer their own projects, and monitor funded projects.

Grant Size: \$147,000

Qualitative Observations from Site Visit

Areas of Excellence: This is a unique and compelling program model. Youth analyze grant proposals and make decisions about grantmaking.

Areas for Improvement: Program consistency is lacking. See Change visited the program on 3/17 (St. Patrick's Day). No youth - grantmakers or grantees - showed up that day. On a second visit, youth grantmakers and grantees were present. Additionally, the program has limited continuing education about grantmaking.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Older Youth (Youth Leadership)

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	86% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	71% of respondents report a HIGH level of improvement. 29% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased knowledge of a valuing of one's cultural background	57% of respondents report a HIGH level of improvement. 43% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	100% of respondents report a HIGH level of improvement. 0% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased self-awareness	86% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement.



	7% of respondents report a LOW level of improvement.
Increased sense of future possibility	93% of respondents report a HIGH level of improvement. 7% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	79% of respondents report risky behavior in their peer group, while 79% of respondents report protective behavior. 29% report MODERATE levels healthy behavior.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	474	260.0	Older Youth (Youth Leadership)		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)		
	37901	70181	54%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.4		
	Physical and Emotional Safety – 5 observations of space and norms	2.7	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction	2.7	2.8		
	Skill Building – 4 observations of activity design and methods	2.4	2.2		
	Fun – 1 observation of adult and youth behavior	2.5	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.5	2.5		
	Youth Engagement – 3 observations of youth behavior	2.6	2.3		
Diversity and Identity – 6 observations of youth and adult behavior	2.5	2.5			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	77	23		
	In this program, I work hard.	83	17		
	In this program, I am successful.	75	25		
	In this program, I am working toward my goals.	92	8		
	How much has this program helped you?	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	100	-	-	-
	Expect good things from yourself.	100	-	-	-
	Plan and organize.	69	31	-	-
	Learn to set goals.	77	23	-	-
	Improve your ability to solve problems.	85	8	8	-
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	92	8	-	-
	I feel well supported.	79	21	-	-
	I feel connected to my school.	70	-	20	10
	I feel connected to my community.	92	8	-	-
	I feel connected to my peers.	79	21	-	-
	Valuing one's cultural background				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I value my cultural background.	71	29	-	-
	I know my family history.	54	39	-	8
	How much do the following statements describe this program?				
	This program values my culture.	71	21	7	-
	This program values everyone's culture.	71	21	7	-
	Kids in this program are learning about different cultures.	61	31	8	
Knowledge of and valuing of diversity					
How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"	
I value other people's cultural backgrounds.	100	-	-	-	
How much do the following statements describe this program?					
This program values people of all races, ethnicities, & cultures.	93	7	-	-	



This program values people of all gender and gender identifications.	100	-	-	-	
This program values people of all sexual orientations.	100	-	-	-	
Self-awareness					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Learn about my strengths and weaknesses.	86	14	-	-	
Share my beliefs and feelings with others.	86	7	7	-	
Understand my learning style.	93	-	7	-	
Understand how I make decisions.	93	-	7	-	
Develop personal standards that guide my behavior.	100	-	-	-	
Feel in charge of what happens to me.	100	-	-	-	
Be aware of what makes me mad.	89	11	-	-	
Sense of future possibility					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Think about what I want to do in the future	85	15	-	-	
Know what I want to do when I'm older	85	15	-	-	
Set goals	92	8	-	-	
Make progress towards my goals	92	8	-	-	
Work hard to reach my dreams	92	8	-	-	
Have hopes for the future	92	8	-	-	
Three goals I have for the future are:					
Health Behavior					
<i>How many of your friends do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	50	-	14	7	29
Stay alcohol free	21	21	7	7	43
Use drugs	57	7	-	7	29
Stay drug free	21	-	14	14	50
Participate in clubs or sports	21	-	7	21	50
Smoke cigarettes	62	-	15	-	23
Have a gun	71	-	-	-	29
Have sex	29	-	7	7	57
Get in fights	50	14	-	7	29
Are gang members	79	7	-	-	14
Steal	86	-	7	-	7
Cheat on tests	79	-	7	7	7
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	-	7	14	21	57
Eat breakfast	21	-	14	7	57
Eat dinner together with my family	36	7	21	7	29
Exercise	7	29	-	29	36
Smoke cigarettes	16	-	-	-	85



AIDS Project of the East Bay: SMAAC Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Participants will participate in youth health and wellness conductors trainings for 5 weeks twice a week for a total of 10 sessions. Those who complete will be trained to deliver health and wellness messages online via a variety of social networking websites. Youth will participate in peer education activities, and community health education website will be built. Youth participate in drop-in center hours at SMAAC every day (M-F) from 2P to 9:30 P.

Grant Size: \$147,000

Qualitative Observations from Site Visit

Areas of Excellence: Program is obviously doing something very right for their target population: Alumni work at SMAAC, and one youth had been an active participant there for 5 years.

Areas for Improvement: Physical facility is expansive but poorly maintained. Big ballroom for dancing is reputed to be a draw for kids to drop in, however in some areas of the building, wires are exposed and lights are out. This may be a landlord issue, if the building is rented.

Also recruitment may be an issue, there were only 5 youth at the organized program (as opposed to the drop-in portion of the center, which was not observed with participants).

Youth-led Evaluation

"+ Plus: SMAAC has a great culture and family environment. It is a great program that gives access to resources for health and wellness for LGBTQ and straight youth. This is a safe space where safety for all youth is always the highest high priority."

"Δ Delta: The decrease in funding from OFCY has greatly impacted the functionality and effectiveness of the program."

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	55% of respondents report a HIGH level of improvement. 45% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	77% of respondents report a HIGH level of improvement. 17% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.



Increased sense of belongingness	77% of respondents report a HIGH level of improvement. 17% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	72% of respondents report a HIGH level of improvement. 23% of respondents report a MEDIUM level of improvement. 4% of respondents report a LOW level of improvement.
Increased knowledge of and valuing of one's cultural background	70% of respondents report a HIGH level of improvement. 28% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	70% of respondents report a HIGH level of improvement. 28% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Skills for building peer relationships	79% of respondents report a HIGH level of improvement. 19% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	91% of respondents report risky behavior in their peer group, while 81% of respondents report protective behavior. 2% report MODERATE levels of healthy behavior.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	81% of respondents report a HIGH level of improvement. 19% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 3 greatly improved skills and 4 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)			
	330	200	Physical and Behavioral Health			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)			
	22789	20025	114%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.4		
	Physical and Emotional Safety – 5 observations of space and norms		2.8	2.4		
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	2.8		
	Skill Building – 4 observations of activity design and methods		2.5	2.0		
	Fun – 1 observation of adult and youth behavior		2.7	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.2		
	Youth Engagement – 3 observations of youth behavior		2.2	2.5		
	Diversity and Identity – 6 observations of youth and adult behavior		2.7	3.0		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		50	48	2	-
	In this program, I work hard.		51	49	-	-
	In this program, I am successful.		63	37	-	-
	In this program, I am working toward my goals.		61	39	-	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		47	53	-	-
	Expect good things from yourself.		53	44	2	-
	Plan and organize.		49	51	-	-
	Learn to set goals.		58	42	-	-
	Improve your ability to solve problems.		64	36	-	-
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		72	26	2	-
	I know I can do what this program teaches.		77	23	-	-
	I can do all the things in this program if I try.		85	15	-	-
	Sense of belonging					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		79	21	-	-
	I feel well supported.		85	13	2	-
	I feel connected to my school.		72	17	7	4
	I feel connected to my community.		68	23	6	2
	I feel connected to my peers.		74	26	-	-
	Self-efficacy in affecting change					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
I know how to find community resources to make things better where I live.		72	26	2	-	
I can make a difference in my community.		74	19	6	-	
I can understand some causes of problems facing my community.		72	28	-	-	
I can think through possible solutions for problems facing my community.		81	17	2	-	



Valuing one's cultural background

How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
I value my cultural background.	74	23	2	-
I know my family history.	68	30	2	-
<i>How much do the following statements describe this program?</i>				
This program values my culture.	74	26	-	-
This program values everyone's culture.	76	22	2	-
Kids in this program are learning about different cultures.	67	24	7	2

Knowledge of and valuing of diversity

How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
I value other people's cultural backgrounds.	83	17	-	-
<i>How much do the following statements describe this program?</i>				
This program values people of all races, ethnicities, & cultures.	91	7	2	-
This program values people of all gender and gender identifications.	91	9	-	-
This program values people of all sexual orientations.	96	2	2	-

Skills for building peer relationships

How much did you learn from this program about:	"A lot"	"A little"	"Not much"	"Not at all"
Making friends.	59	29	7	5
Getting along with others	68	30	3	-
Working on a group project	73	27	-	-
Doing my own share of work	73	23	3	3
Encouraging others	71	24	5	-
Resolving disagreements	73	24	-	2
Respecting the feelings of others	78	20	-	3
Being a good sport	63	32	2	2
Supporting others	76	22	2	-
Listening	73	27	-	-
Speaking up	73	27	-	-

Health Behavior

How many of your friends do the following?	0	1	2	3	4 or more
Drink alcohol	17	2	7	11	63
Stay alcohol free	13	17	15	-	54
Use drugs	30	4	17	4	43
Stay drug free	9	9	11	4	67
Participate in clubs or sports	15	15	21	6	43
Smoke cigarettes	19	9	19	11	43
Have a gun	70	20	11	-	-
Have sex	9	9	9	4	70
Get in fights	15	11	15	11	49
Are gang members	74	6	4	4	11
Steal	23	9	28	9	32
Cheat on tests	53	19	2	2	23
<i>How many days a week do you do the following?</i>					
Eat fruits and vegetables	-	30	26	9	36
Eat breakfast	2	34	26	9	30
Eat dinner together with my family	20	29	20	4	27
Exercise	18	25	25	7	25
Smoke cigarettes	26	4	15	34	21

Skills for self expression and awareness of community context

How much has this program helped you do the following?	"A lot"	"A little"	"Not much"	"Not at all"
Use what you are learning to make a difference in my community	83	15	2	-
Make choices that help your community better	81	11	9	-



Work with others to make your community better	85	9	6	-
Skills for self-sufficiency				
<i>How much has this program taught you about the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Filling out job applications	28	41	21	10
Filling out school applications	28	31	28	14
Finding job postings	43	30	10	17
Getting school funding	21	36	21	21
Interviewing well	30	26	26	17
Calling in when you're sick	22	35	26	17
Filling out work timesheets	23	32	27	18
Showing up for work or school everyday	19	33	29	19
Balancing a checkbook	19	31	38	13
Opening a bank account	21	27	26	16
Paying bills	22	33	28	17
Completing school requirements	24	33	29	14
Finding internships	38	29	25	8
Finding help for what I need	57	35	9	-
Finding a place to stay (housing)	28	28	33	11
Getting healthcare	47	18	18	18
Getting childcare	13	38	19	31



America SCORES Bay Area: Oakland SCORES Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

Boy and girl teams practice and play soccer with a soccer coach and on alternating days participate in creative writing workshops with a SCORES writing coach. In the fall the focus is on poetry, and in the spring the focus is on service learning. All activities are team-based. Teams play in weekly games and perform at SCORES special events. Also include family and community events.

Grant Size: \$126,634

Qualitative Observations from Site Visit

Areas of Excellence: Program does a great job recruiting volunteers from the community. Family involvement is high and youth and families are having fun.

Areas for Improvement: Although soccer teams were co-ed, there were more boys than girls on most teams. Targeted recruitment of girls could enhance program overall.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	59% of respondents report a HIGH level of improvement. 30% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	76% of respondents report a HIGH level of improvement. 18% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Increased sense of belongingness	51% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 18% of respondents report a LOW level of improvement.
Increased knowledge of and valuing of one's cultural background	41% of respondents report a HIGH level of improvement. 40% of respondents report a MEDIUM level of improvement. 19% of respondents report a LOW level of improvement.
Skills for building peer relationships	58% of respondents report a HIGH level of improvement. 28% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	88% of respondents report risky behavior in their peer group, while 81% of respondents report protective behavior. 9% report MODERATE level healthy behavior.
Skills for self-expression,	Youth reported an average number of 6 greatly improved skills and 2



including visual and performing arts, creative writing, creating media, etc.	moderately improved skills.
Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	43% of respondents report a HIGH level of improvement. 21% of respondents report a MEDIUM level of improvement. 36% of respondents report a LOW level of improvement.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	76% of respondents report a HIGH level of improvement. 16% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, or gymnastics.	Youth reported an average number of 9 greatly improved skills and 2 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	212	350.0	Physical and Behavioral Health		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)		
	37950	35753.7	106%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.5		
	Physical and Emotional Safety – 5 observations of space and norms	2.8	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction	2.8	3.0		
	Skill Building – 4 observations of activity design and methods	2.5	2.6		
	Fun – 1 observation of adult and youth behavior	2.7	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.4	2.4		
	Youth Engagement – 3 observations of youth behavior	2.2	1.7		
	Diversity and Identity – 6 observations of youth and adult behavior	2.7	2.3		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	77	17	6	-
	In this program, I work hard.	72	26	3	-
	In this program, I am successful.	61	30	9	1
	In this program, I am working toward my goals.	73	24	3	1
	How much has this program helped you?	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	50	39	11	-
	Expect good things from yourself.	79	13	8	-
	Plan and organize.	45	40	14	1
	Learn to set goals.	64	26	8	3
	Improve your ability to solve problems.	47	41	10	3
	Sense of self-efficacy in program areas				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.	76	19	5	-
	I know I can do what this program teaches.	70	24	6	1
	I can do all the things in this program if I try.	76	18	4	2
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	57	36	5	2
	I feel well supported.	55	31	13	-
	I feel connected to my school.	60	34	5	1
	I feel connected to my community.	55	37	7	2
	I feel connected to my peers.	53	31	10	6
	Valuing one's cultural background				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
I value my cultural background.	67	29	5	-	
I know my family history.	60	25	12	3	
How much do the following statements describe this program?					
This program values my culture.	52	31	11	6	
This program values everyone's culture.	56	24	14	6	
Kids in this program are learning about different cultures.	44	38	15	3	



Skills for building peer relationships

How much did you learn from this program about:	"A lot"	"A little"	"Not much"	"Not at all"
Making Friends	60	33	5	3
Getting along with others	54	31	8	7
Working on a group project	74	14	12	-
Doing my own share of work	70	24	6	1
Encouraging others	58	31	10	2
Resolving disagreements	45	34	14	7
Respecting the feelings of others	68	24	9	-
Being a good sport	79	16	5	1
Supporting others	70	22	6	2
Listening	69	22	8	1
Speaking up	70	22	6	3

Health Behavior

How many of your friends do the following?	0	1	2	3	4 or more
Drink alcohol	83	3	3	3	8
Stay alcohol free	24	7	5	2	63
Use drugs	84	2	4	1	9
Stay drug free	29	4	3	3	62
Participate in clubs or sports	29	6	6	9	50
Smoke cigarettes	81	8	2	2	8
Have a gun	74	9	1	1	15
Have sex	50	9	3	-	38
Get in fights	37	13	14	6	30
Are gang members	76	6	1	1	17
Steal	60	12	6	5	18
Cheat on tests	61	8	8	1	23
How many days a week do you do the following?	0	1	2	3	4 or more
Eat fruits and vegetables	8	6	5	17	64
Eat breakfast	8	6	12	9	64
Eat dinner together with my family	7	7	6	12	68
Exercise	7	6	6	16	65
Smoke cigarettes	27	8	4	-	62

Skills for self-expression and creative arts

How much has this program helped you:	"A lot"	"A little"	"Not much"	"Not at all"
Use your imagination	70	18	6	7
Think of new ideas	63	30	5	2
Make connections between ideas that seem unrelated	49	38	11	1
Create a story	63	24	10	3
Create art	59	22	13	6
Make things	61	17	17	5
Make music	38	25	20	17
Make video	37	17	23	22
Work with digital media	26	20	30	24
Improve your singing	33	8	20	39
Improve your dancing	32	12	21	35
Improve your acting	44	21	17	18
Improve your performance skills	59	22	12	8
Work backstage	27	19	22	32

Skills for Performance

How much has this program helped you:	"A lot"	"A little"	"Not much"	"Not at all"
Speak more clearly	59	22	10	10
Project your voice	58	18	11	13



Prepare a speech	52	23	15	10
Talk to an audience	53	25	11	12
Get over fear of speaking in public	47	32	14	7
Practice presenting	60	19	14	7
Work with other performers	48	18	21	13
Put on a show	44	18	21	17
Skills for team sports				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates	82	12	4	2
Teamwork	86	7	5	2
Do your best on a team	85	14	10	-
Respect a coach	87	8	3	2
Encourage team members	78	18	3	1
Resolve disagreements with teammates	76	16	5	3
Respect the feelings of others	79	12	5	4
Be a good sport	86	11	2	1
Be patient with teammates	75	17	6	2
Listen to a Coach	85	7	6	2
Cooperate better	81	13	5	1
Set a good example	81	12	7	-
Lead teammates	75	13	6	6
Recreation and athletic skills				
<i>How much has this program helped you with the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Throwing	62	20	10	7
Catching	62	20	13	4
Kicking	-	91	9	-
Hitting balls	70	17	6	7
Martial arts	40	19	14	27
Running	91	8	-	1
Jumping	71	18	5	6
Dancing	32	19	18	31
Swimming	40	4	19	36
Gymnastics	34	15	20	30
Biking	45	6	14	35
Skating	38	8	16	38
Balance	51	23	17	10
Learning a routine	60	18	14	8
Building endurance	61	24	10	5
Getting more flexible	59	23	10	8
Getting stronger	75	16	7	2
Getting faster	82	13	3	2
Please list any other sports or recreation skills that this program has helped you with:				



American Lung Association: Oakland Kicks Asthma Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

Provide school based asthma classes for elementary and middle school students, in which two groups of an average of 10 participants meet one day each week for 4 weeks to learn in interactive fashion about asthma management strategies from a health educator. Also provide a home case management program in which a health educator meets with family in the home up to four times to review asthma management strategies, triggers, communicating with the MD, and make referrals.

Grant Size: \$33,667

Qualitative Observations from Site Visit

Areas of Excellence: High quality curriculum. Depth of information & material is surprising, considering the young age of participants (elementary and middle school) and the limited amount of time available for the intervention.

Areas for Improvement: Being housed within the schools is wonderful - great access to target population - but presents environmental challenges and little "home" for presenters and participants. Limited curricular emphasis on participants as a supportive community beyond the course.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased self-efficacy in program areas	84% of respondents report a HIGH level of improvement. 3% of respondents report a MEDIUM level of improvement. 13% of respondents report a LOW level of improvement.
Increased sense of belongingness	55% of respondents report a HIGH level of improvement. 29% of respondents report a MEDIUM level of improvement. 16% of respondents report a LOW level of improvement.
Increased self-awareness	35% of respondents report a HIGH level of improvement. 35% of respondents report a MEDIUM level of improvement. 29% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	100% of respondents report risky behavior in their peer group, while 74% of respondents report protective behavior. 19% report a MODERATE level of healthy behavior.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)				
	460	900.0	Physical and Behavioral Health				
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)				
	2306	2220	104%				
Program Quality Assessment	Category		Strategy Area Score	Program Score			
	Overall Score – 29 total observations		2.6	2.2			
	Physical and Emotional Safety – 5 observations of space and norms		2.8	2.4			
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	2.5			
	Skill Building – 4 observations of activity design and methods		2.5	2.2			
	Fun – 1 observation of adult and youth behavior		2.7	2.0			
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.1			
	Youth Engagement – 3 observations of youth behavior		2.2	1.9			
	Diversity and Identity – 6 observations of youth and adult behavior		2.7	2.5			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.						
	Sense of self-efficacy in program areas						
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
	I know I can learn what this program teaches.		75	18	4	4	
	I know I can do what this program teaches.		52	30	15	4	
	I can do all the things in this program if I try.		62	24	10	3	
	Sense of belonging						
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
	I feel like I belong.		44	33	15	7	
	I feel well supported.		65	15	15	4	
	I feel connected to my school.		40	28	24	8	
	I feel connected to my community.		48	30	13	9	
	I feel connected to my peers.		54	27	15	4	
	Self-awareness						
	<i>How much has this program helped you do the following?</i>		"A lot"	"A little"	"Not much"	"Not at all"	
	Share my beliefs and feelings with others.		33	30	26	11	
	Understand how I make decisions.		50	31	15	4	
	Feel in charge of what happens to me.		56	32	8	4	
	Be aware of what makes me mad.		50	31	12	8	
	Health Behavior						
	<i>How many of your friends do the following?</i>		0	1	2	3	4 or more
	Stay alcohol free		22	7	15	7	48
	Use drugs		70	17	3	3	7
	Stay drug free		24	7	3	3	62
	Participate in clubs or sports		38	8	15	4	35
	Smoke cigarettes		63	-	13	-	25
	Have a gun		78	4	7	-	11
	Get in fights		30	19	19	19	19
Steal		54	19	19	4	8	
Cheat on tests		52	20	8	4	16	
<i>How many days a week do you do the following?</i>		0	1	2	3	4 or more	
Eat fruits and vegetables		12	15	8	4	62	
Eat breakfast		24	4	8	4	60	



	Eat dinner together with my family	16	8	12	4	60
	Exercise	12	16	16	8	
	Smoke cigarettes	10	10	-	-	



Bay Area Outreach and Recreation Program: Sports and Recreation for Disabled Youth Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Ongoing sessions will coordinate indoor and outdoor recreation adapted to needs of disabled youth. Formal and informal mentoring opportunities will be provided, as will opportunities for adult and family involvement.

Grant Size: \$40,320

Qualitative Observations from Site Visit

Areas of Excellence: Staff is dedicated, caring and genuinely passionate about youth and work. They are constantly innovating their program design to meet the physical, emotional and academic needs of youth in the program.

Areas for Improvement: BORP is working on better and more targeted outreach. The program has limited cultural awareness and diversity. Issues of awareness and diversity are currently addressed as needed.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	85% of respondents report a HIGH level of improvement. 15% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	88% of respondents report a HIGH level of improvement. 12% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Increased sense of belongingness	69% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for building peer relationships	81% of respondents report a HIGH level of improvement. 19% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 2 greatly improved skills and 1 moderately improved skills.
Skills for team sports, including working with and getting	92% of respondents report a HIGH level of improvement. 8% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Recreational and athletic skills, including specific skills such as throwing and	Youth reported an average number of 7 greatly improved skills and 1 moderately improved skills.



catching a ball, martial arts, track and field, dance, swimming or gymnastics	
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Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)			
	49	30.0	Physical and Behavioral Health			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	4712	4361	108%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.8		
	Physical and Emotional Safety – 5 observations of space and norms		2.8	3.0		
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	3.0		
	Skill Building – 4 observations of activity design and methods		2.5	3.0		
	Fun – 1 observation of adult and youth behavior		2.7	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.6		
	Youth Engagement – 3 observations of youth behavior		2.2	2.5		
Diversity and Identity – 6 observations of youth and adult behavior		2.7	2.5			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.					
	Sense of mastery and accomplishment					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		100	-	-	-
	In this program, I work hard.		88	12	-	-
	In this program, I am successful.		65	31	4	-
	In this program, I am working toward my goals.		88	8	4	-
	How much has this program helped you?		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		68	28	4	-
	Expect good things from yourself.		85	15	-	-
	Plan and organize.		48	48	4	-
	Learn to set goals.		63	33	4	-
	Improve your ability to solve problems.		76	16	8	-
	Sense of self-efficacy in program areas					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		85	15	-	-
	I know I can do what this program teaches.		88	12	-	-
	I can do all the things in this program if I try.		92	8	-	-
	Sense of belonging					
	How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.		92	8	-	-
	I feel well supported.		100	-	-	-
	I feel connected to my school.		50	33	17	-
	I feel connected to my community.		56	40	4	-
	I feel connected to my peers.		58	35	8	-
	Skills for building peer relationships					
	How much did you learn from this program about:		"A lot"	"A little"	"Not much"	"Not at all"



Making friends.	69	31	-	-
Getting along with others	65	35	-	-
Working on a group project	70	30	-	-
Doing my own share of work	69	31	-	-
Encouraging others	83	17	-	-
Resolving disagreements	62	29	10	-
Respecting the feelings of others	65	35	-	-
Being a good sport	88	12	-	-
Supporting others	80	20	-	-
Listening	88	12	-	-
Speaking up	76	24	-	-
Skills for self-sufficiency				
<i>How much has this program taught you about the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Filling out job applications				
Filling out school applications	57	36	7	-
Finding job postings				
Getting school funding	58	25	8	8
Interviewing well				
Calling in when you're sick	73	20	7	-
Filling out work timesheets				
Showing up for work or school everyday	64	9	23	5
Completing school requirements	72	6	17	6
Finding internships				
Finding help for what I need	73	23	5	-
Skills for team sports				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates	88	12	-	-
Teamwork	100	-	-	-
Do your best on a team	92	8	-	-
Respect a coach	92	8	-	-
Encourage team members	85	15	-	-
Resolve disagreements with teammates	58	38	4	-
Respect the feelings of others	81	19	-	-
Be a good sport	96	4	-	-
Be patient with teammates	88	12	-	-
Listen to a Coach	88	12	-	-
Cooperate better	96	4	-	-
Set a good example	72	28	-	-
Lead teammates	61	30	9	-
Recreation and athletic skills				
<i>How much has this program helped you with the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Throwing	89	11	-	-
Catching	100	-	-	-
Kicking	73	9	9	9
Hitting balls				
Martial arts				
Running				
Jumping				
Dancing				
Swimming				
Gymnastics				
Biking	82	12	6	-
Skating	75	-	-	25



Balance	77	18	5	-
Learning a routine	77	23	-	-
Building endurance	92	8	-	-
Getting more flexible	52	44	4	-
Getting stronger	92	8	-	-
Getting faster	96	4	-	-
Please list any other sports or recreation skills that this program has helped you with:				



Big Brothers Big Sisters of the Bay Area: Community Based Youth Mentoring Services Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

BBBS BA carefully matches a young person—or “Little”—with an adult—“Big”—who has been thoroughly screened, and then we support that Match as they take part in activities at least two times per month on their own schedules, on an ongoing basis.

Grant Size: \$86,812

Qualitative Observations from Site Visit

Areas of Excellence: The bonds between Big Brothers/Sisters and Little Brothers/Sisters are evidently very strong, and well-supported by the program's training and ongoing assistance for "Bigs".

Areas for Improvement: BBBSBA is actively addressing retention of volunteer mentors.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased self-efficacy in program areas	86% of respondents report a HIGH level of improvement. 13% of respondents report a MEDIUM level of improvement. 2% of respondents report a LOW level of improvement.
Increased sense of belongingness	70% of respondents report a HIGH level of improvement. 17% of respondents report a MEDIUM level of improvement. 13% of respondents report a LOW level of improvement.
Increased self-awareness	56% of respondents report a HIGH level of improvement. 36% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased sense of future possibility	67% of respondents report a HIGH level of improvement. 20% of respondents report a MEDIUM level of improvement. 13% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	128	115.0	Physical and Behavioral Health		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	4692	4336	108%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.6		
	Physical and Emotional Safety – 5 observations of space and norms	2.8	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction	2.8	3.0		
	Skill Building – 4 observations of activity design and methods	2.5	2.6		
	Fun – 1 observation of adult and youth behavior	2.7	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.4	2.3		
	Youth Engagement – 3 observations of youth behavior	2.2	2.3		
Diversity and Identity – 6 observations of youth and adult behavior	2.7	2.5			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of self-efficacy in program areas				
	<i>How much do the following statements describe you?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	I know I can learn what this program teaches.	78	20	2	-
	I know I can do what this program teaches.	91	9	-	-
	I can do all the things in this program if I try.	86	12	2	-
	Sense of belonging				
	<i>How much do the following statements describe you?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	I feel like I belong.	84	5	6	5
	I feel well supported.	92	6	2	-
	I feel connected to my school.	52	33	8	5
	I feel connected to my community.	52	35	10	3
	I feel connected to my peers.	75	17	6	2
	Self-awareness				
	<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	Learn about my strengths and weaknesses.	65	32	2	2
	Share my beliefs and feelings with others.				
	Understand my learning style.	58	30	11	2
	Understand how I make decisions.	65	33	2	-
	Develop personal standards that guide my behavior.	70	21	9	-
	Feel in charge of what happens to me.	72	24	2	2
	Be aware of what makes me mad.	60	31	7	2
Sense of future possibility					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Think about what I want to do in the future	60	35	2	3	
Know what I want to do when I'm older	68	19	8	5	
Set goals	71	23	5	2	



	Make progress towards my goals	67	25	5	3
	Work hard to reach my dreams	76	15	8	2
	Have hopes for the future	81	13	6	-



First Place for Youth: Healthy Transitions Project Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 - 2010

Scope of Work Project Description

First Place for Youth is an Oakland-based nonprofit dedicated to helping Oakland youth between 16-20 years old 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.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth respond immediately and demonstrate high respect for teachers. Internal evaluation and case management systems are exemplary.

Areas for Improvement: Introductory class was low energy, but definitely engaged. Limited use of varied teaching modalities.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	76% of respondents report a HIGH level of improvement. 17% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	86% of respondents report a HIGH level of improvement. 13% of respondents report a MEDIUM level of improvement. 1% of respondents report a LOW level of improvement.
Increased sense of belongingness	49% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 19% of respondents report a LOW level of improvement.
Increased knowledge of and valuing of one's cultural background	41% of respondents report a HIGH level of improvement. 39% of respondents report a MEDIUM level of improvement. 20% of respondents report a LOW level of improvement.
Increased self-awareness	58% of respondents report a HIGH level of improvement. 27% of respondents report a MEDIUM level of improvement. 15% of respondents report a LOW level of improvement.
Increased sense of future possibility	76% of respondents report a HIGH level of improvement. 15% of respondents report a MEDIUM level of improvement.



	9% of respondents report a LOW level of improvement.
Skills for building peer relationships	67% of respondents report a HIGH level of improvement. 23% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	82% of respondents report risky behavior in their peer group, while 81% of respondents report protective behavior. 17% report a MODERATE level of healthy behavior.
Skills for self-sufficiency; awareness of resources and how to use them	Youth reported an average number of 10 greatly improved skills and 3 moderately improved skills.
Skills for elementary school students, including reading, language arts, math, computers, science, social studies, etc.	Youth reported an average number of 3 greatly improved skills and 2 moderately improved skills.
Skills for middle school students, including the above areas, plus skills for school success, such as organization, completing homework, etc.	Youth reported an average number of 5 greatly improved skills and 3 moderately improved skills.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 7 greatly improved skills and 5 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	1023	800.0	Physical and Behavioral Health		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	18838	15140	124%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.4		
	Physical and Emotional Safety – 5 observations of space and norms	2.8	3.0		
	Caring Adults – 4 observations of adult-to-youth interaction	2.8	3.0		
	Skill Building – 4 observations of activity design and methods	2.5	2.6		
	Fun – 1 observation of adult and youth behavior	2.7	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.4	2.0		
	Youth Engagement – 3 observations of youth behavior	2.2	2.0		
Diversity and Identity – 6 observations of youth and adult behavior	2.7	not observed			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	71	26	4	-
	In this program, I work hard.	67	30	4	-
	In this program, I am successful.	67	20	11	1
	In this program, I am working toward my goals.	86	11	1	2
	How much has this program helped you?	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	71	22	6	1
	Expect good things from yourself.	78	17	3	1
	Plan and organize.	70	24	3	2
	Learn to set goals.	72	25	1	2
	Improve your ability to solve problems.	64	29	5	2
	Sense of self-efficacy in program areas				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.	77	20	3	-
	I know I can do what this program teaches.	88	10	2	-
	I can do all the things in this program if I try.	91	7	2	-
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	61	25	13	1
	I feel well supported.	72	20	7	1
	I feel connected to my school.	60	21	13	7
	I feel connected to my community.	51	26	19	5
	I feel connected to my peers.	56	28	13	3
	Valuing one's cultural background				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
I value my cultural background.	73	18	8	1	
I know my family history.	45	23	23	8	
How much do the following statements describe this program?					
This program values my culture.	58	26	12	4	
This program values everyone's culture.	63	24	10	3	
Kids in this program are learning about different cultures.	44	26	17	13	



Self-awareness				
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Learn about my strengths and weaknesses.	64	26	7	3
Share my beliefs and feelings with others.	48	36	12	5
Understand my learning style.	51	27	11	12
Understand how I make decisions.	62	25	8	5
Develop personal standards that guide my behavior.	66	22	8	4
Feel in charge of what happens to me.	69	23	5	4
Be aware of what makes me mad.	65	23	7	5

Sense of future possibility				
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Think about what I want to do in the future	76	19	4	1
Know what I want to do when I'm older	76	14	9	1
Set goals	82	13	4	1
Make progress towards my goals	78	17	4	1
Work hard to reach my dreams	75	18	5	2
Have hopes for the future	80	13	5	3
Three goals I have for the future are:				

Skills for building peer relationships				
<i>How much did you learn from this program about:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Making friends.	50	33	11	6
Getting along with others	62	28	8	3
Working on a group project	48	32	14	7
Doing my own share of work	70	27	1	1
Encouraging others	67	32	4	6
Resolving disagreements	55	36	5	4
Respecting the feelings of others	68	32	8	3
Being a good sport	68	20	8	4
Supporting others	62	28	8	3
Listening	80	12	5	2
Speaking up	78	18	3	1

Health Behavior.					
<i>How many of your friends do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	28	9	12	9	42
Stay alcohol free	24	11	14	5	47
Use drugs	38	8	13	4	36
Stay drug free	25	10	14	5	47
Participate in clubs or sports	21	8	17	9	45
Smoke cigarettes	34	10	11	6	39
Have a gun	69	6	11	5	9
Have sex	20	3	5	7	65
Get in fights	46	9	10	12	22
Are gang members	80	3	6	3	7
Steal	67	6	9	4	13
Cheat on tests	70	7	4	4	15
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	5	11	22	10	52
Eat breakfast	15	9	18	13	45
Eat dinner together with my family	40	11	9	6	33
Exercise	7	16	17	16	44
Smoke cigarettes	30	6	6	1	58

Skills for self-sufficiency



<i>How much has this program taught you about the following?</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	Filling out job applications	62	26	9	4
	Filling out school applications	58	23	10	10
	Finding job postings	61	28	7	5
	Getting school funding	51	32	8	7
	Interviewing well	60	23	9	8
	Calling in when you're sick	53	25	9	13
	Filling out work timesheets	52	23	10	14
	Showing up for work or school everyday	63	25	5	7
	Balancing a checkbook	44	30	13	13
	Opening a bank account	53	21	10	16
	Paying bills	67	20	5	8
	Completing school requirements	59	24	8	8
	Finding internships	51	24	17	8
	Finding help for what I need	65	28	5	3
	Finding a place to stay (housing)	74	17	4	5
	Getting healthcare	62	20	8	9
	Getting childcare	46	29	10	15
Skills for elementary school students					
<i>How much has this program helped you with:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	Reading	40	23	13	23
	Language arts	33	30	10	27
	Handwriting	40	20	20	20
	English	40	23	13	23
	Math	43	17	20	20
	Using computers	47	22	16	16
	Science	38	17	21	24
	Social Studies	34	21	21	24
	Writing	43	20	17	20
Skills for middle school students					
<i>How much has this program helped you with:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	Reading	39	21	18	21
	Language arts	34	28	17	21
	English	36	32	14	18
	Math	36	21	21	21
	Using Computers	43	25	14	18
	Science	43	21	14	21
	Social Studies	36	29	14	21
	Writing	45	24	14	17
	History	40	20	13	27
	Geography	38	21	10	31
	Culture	39	26	16	19
	Foreign Language	15	22	17	46
	Completing homework	38	26	11	23
	Managing time	64	18	5	13
	Being organized	62	21	6	11
	Studying for tests	43	29	8	20
Skills for high school students					
<i>How much has this program helped you with:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
	Reading	35	20	8	37
	English	29	27	8	35
	Math	29	24	18	29
	Using Computers	48	28	6	19



Science	23	31	10	35
Writing	31	31	4	33
History	25	29	10	35
Geography	23	31	8	38
Culture	32	28	11	30
Foreign Language	21	23	15	40
Managing time	53	24	3	20
Being organized	57	24	2	17
Studying for tests	42	25	9	24
Government	25	24	14	37
Politics	29	30	16	33
Literature	27	25	16	33
Typing	31	20	19	19
Preparing for college	40	25	15	19
Preparing for the SAT	33	20	18	29
Graduating from high school	40	19	13	27
Preparing for the GED	39	20	15	26
Completing the GED	33	18	18	31
Applying for college	53	14	14	20



Native American Health Center:Indigenous Youth Voices Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Our approach is culturally relevant and family orientated. FCGC and Youth Program staff combine prevention, intervention and treatment to address the changing needs of Native American youth in Oakland. Our programs allow youth to develop skills according to their strengths, interests, and abilities, while challenging them to understand the relationship between commitment, positive decision-making and success. We promote a healthy environment for Native American youth and their families, and enable them to be active members of the community and participants in cultural, recreational, clinical and educational activities.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: NAHC is an integrated and integral part of the community. It encourages family participation at events, and views each of the youth as family. The Center holds cultural values at the center of its curriculum, and welcomes anyone to the family who appreciates and accepts that viewpoint. NAHC utilizes that familiarity to reach out to other family members for additional support, information, or discipline. Youth appear to really enjoy the center and the staff, and continue contact as alumni.

Areas for Improvement: Limited opportunity for youth to be engaged and responsible for the program activities. There was evidence of self-direction and independence among many of the youth, but that did not translate into youth making critical decisions or youth leadership overall.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	59% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Increased self-efficacy in program areas	79% of respondents report a HIGH level of improvement. 17% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased sense of belongingness	66% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	41% of respondents report a HIGH level of improvement. 34% of respondents report a MEDIUM level of improvement. 24% of respondents report a LOW level of improvement.
Increased knowledge of and	76% of respondents report a HIGH level of improvement.



valuing of one's cultural background	21% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	83% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased self-awareness	59% of respondents report a HIGH level of improvement. 34% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Increased sense of future possibility	59% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 17% of respondents report a LOW level of improvement.
Skills for building peer relationships	59% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 17% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	93% of respondents report risky behavior in their peer group, while 86% of respondents report protective behavior. 50% report MODERATE levels of healthy behavior.
Skills for self-expression and awareness of community context, including problem-solving and advocacy	55% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.
Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Youth reported an average number of 5 greatly improved skills and 3 moderately improved skills.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership and supporting others	55% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 14% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	243	170.0	Physical and Behavioral Health		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)		
	44948	41392	109%		
Program Quality Assessment	Category	Strategy Area Score	Program Score		
	Overall Score – 29 total observations	2.6	2.9		
	Physical and Emotional Safety – 5 observations of space and norms	2.8	3.0		
	Caring Adults – 4 observations of adult-to-youth interaction	2.8	3.0		
	Skill Building – 4 observations of activity design and methods	2.5	2.8		
	Fun – 1 observation of adult and youth behavior	2.7	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction	2.4	2.7		
	Youth Engagement – 3 observations of youth behavior	2.2	2.6		
Diversity and Identity – 6 observations of youth and adult behavior	2.7	3.0			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.				
	Sense of mastery and accomplishment				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.	68	32	-	-
	In this program, I work hard.	68	29	-	4
	In this program, I am successful.	75	25	-	-
	In this program, I am working toward my goals.	50	43	7	-
	How much has this program helped you?	"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.	59	41	-	-
	Expect good things from yourself.	57	43	-	-
	Plan and organize.	48	26	26	-
	Learn to set goals.	56	37	7	-
	Improve your ability to solve problems.	59	30	11	-
	Sense of self-efficacy in program areas				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.	79	18	4	-
	I know I can do what this program teaches.	75	21	4	-
	I can do all the things in this program if I try.	82	14	4	-
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	86	14	-	-
	I feel well supported.	86	14	-	-
	I feel connected to my school.	54	39	7	-
	I feel connected to my community.	54	36	11	-
	I feel connected to my peers.	63	37	-	-
Self-efficacy in affecting change					
How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"	
I know how to find community resources to make things better where I live.	41	33	26	-	
I can make a difference in my community.	43	43	14	-	
I can understand some causes of problems facing my community.	59	37	4	-	
I can think through possible solutions for problems facing my community.	44	44	11	-	



Valuing one's cultural background						
How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"	
I value my cultural background.		93	7	-	-	
I know my family history.		48	26	26	-	
How much do the following statements describe this program?						
This program values my culture.		79	21	-	-	
This program values everyone's culture.		79	21	-	-	
Kids in this program are learning about different cultures.		46	46	7	-	
Knowledge of and valuing of diversity						
How much do the following statements describe you?		"A lot"	"A little"	"Not much"	"Not at all"	
I value other people's cultural backgrounds.		75	21	4	-	
How much do the following statements describe this program?						
This program values people of all races, ethnicities, & cultures.		82	18	-	-	
This program values people of all gender and gender identifications.		86	11	4	-	
This program values people of all sexual orientations.		81	15	4	-	
Self-awareness						
How much has this program helped you do the following?		"A lot"	"A little"	"Not much"	"Not at all"	
Learn about my strengths and weaknesses.		59	37	4	-	
Share my beliefs and feelings with others.		57	32	7	4	
Understand my learning style.		52	41	7	-	
Understand how I make decisions.		54	43	4	-	
Develop personal standards that guide my behavior.		54	39	7	-	
Feel in charge of what happens to me.		71	25	4	-	
Be aware of what makes me mad.		54	35	8	4	
Sense of future possibility						
How much has this program helped you do the following?		"A lot"	"A little"	"Not much"	"Not at all"	
Think about what I want to do in the future		68	18	14	-	
Know what I want to do when I'm older		46	39	14	-	
Set goals		54	39	7	-	
Make progress towards my goals		57	39	4	-	
Work hard to reach my dreams		61	29	11	-	
Have hopes for the future		75	18	4	4	
Three goals I have for the future are:						
Skills for building peer relationships						
How much did you learn from this program about:		"A lot"	"A little"	"Not much"	"Not at all"	
Making friends.		46	35	12	8	
Getting along with others		59	26	7	7	
Working on a group project		52	24	20	4	
Doing my own share of work		54	35	-	12	
Encouraging others		59	33	4	4	
Resolving disagreements		54	31	8	8	
Respecting the feelings of others		64	29	4	4	
Being a good sport		56	41	-	4	
Supporting others		61	29	7	4	
Listening		68	32	-	-	
Speaking up		63	30	7	-	
Health Behavior						
How many of your friends do the following?		0	1	2	3	4 or more
Drink alcohol		29	4	7	4	57
Stay alcohol free		19	19	7	7	48
Use drugs		19	15	4	7	56
Stay drug free		29	7	14	7	43



Participate in clubs or sports	7	7	25	18	43
Smoke cigarettes	32	4	14	14	36
Have a gun	37	11	7	11	33
Have sex	20	12	-	8	16
Get in fights	15	8	12	8	58
Are gang members	33	-	11	15	41
Steal	37	15	7	4	37
Cheat on tests	41	-	-	11	48
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	11	14	21	11	43
Eat breakfast	19	11	33	-	37
Eat dinner together with my family	33	-	-	-	67
Exercise	12	12	24	12	40
Smoke cigarettes	4	-	4	-	93
Skills for self-expression and creative arts					
<i>How much has this program helped you:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use your imagination		61	25	14	-
Think of new ideas		70	26	4	-
Make connections between ideas that seem unrelated		54	27	19	-
Create a story		36	32	24	8
Create art		60	16	16	8
Make things		46	36	7	11
Make music		29	33	19	19
Make video		37	21	21	21
Work with digital media		28	17	28	28
Improve your singing		24	18	29	29
Improve your dancing		29	24	24	24
Improve your acting		25	25	19	31
Improve your performance skills		50	17	17	17
Work backstage		25	19	25	31
Skills for team sports					
<i>How much has this program helped you:</i>		<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates		64	28	4	4
Teamwork		67	25	4	4
Do your best on a team		60	28	4	8
Respect a coach		59	23	9	9
Encourage team members		61	35	-	4
Resolve disagreements with teammates		48	39	4	9
Respect the feelings of others		62	23	8	8
Be a good sport		52	43	-	4
Be patient with teammates		41	45	9	5
Listen to a Coach		59	27	-	14
Cooperate better		52	43	4	-
Set a good example		58	33	8	-
Lead teammates		52	35	-	13



Oakland Based Urban Garden OBUGS:Planting A Future Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

OBUGS has developed and maintains four food-producing gardens in West Oakland. The gardens are used primarily for hands-on educational activities for students, but program participants also take home fresh produce to share with their families. Diet-related diseases are epidemic in West Oakland, fresh produce is not easily available, and schools do not offer health classes all factors that lead to unhealthy diets and inactive lifestyles, which in turn create physical and behavioral health problems and contribute to low academic performance. OBUGS programs address these needs by providing a source of fresh produce, nutrition education, and experiential academic enrichment. Our programs also provide safe places for children to be after school, interactions with caring adults and teen mentors, and community leadership training. Our sincerest goal is that students in our programs will succeed academically and grow into Oakland's community leaders. Each year our programs grow in response to the requests of participants. Parents continually report that their children's skills and interests grow through OBUGS, and that they eat more vegetables and fruits because of their participation.

Grant Size: \$84,000

Qualitative Observations from Site Visit

Areas of Excellence: Students are engaged and eager to learn.

Areas for Improvement: Limited positive behavior management. The program, which is usually outdoors, was observed inside due to rain. This may have exacerbated behavior issues.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	57% of respondents report protective behavior in their peer group. 58% report MODERATE levels of healthy behavior. (Youth in this program were not surveyed on risky behavior due to the age of the participants.)
Skills for elementary school students, including reading, language arts, math, computers, science, social studies, etc.	Youth reported an average number of 4 greatly improved skills and 1 moderately improved skills.
Skills for middle school students, including the areas for elementary school students, plus skills for school success such as organization,	Youth reported an average number of 5 greatly improved skills and 3 moderately improved skills.



completing homework	
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Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)			
	510	450.0	Physical and Behavioral Health			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)			
	16949	26555	64%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.3		
	Physical and Emotional Safety – 5 observations of space and norms		2.8	1.8		
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	2.3		
	Skill Building – 4 observations of activity design and methods		2.5	2.6		
	Fun – 1 observation of adult and youth behavior		2.7	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.2		
	Youth Engagement – 3 observations of youth behavior		2.2	2.3		
Diversity and Identity – 6 observations of youth and adult behavior		2.7	2.0			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		64	29	5	3
	In this program, I work hard.		59	27	11	2
	In this program, I am successful.		64	30	4	2
	In this program, I am working toward my goals.		69	21	7	3
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		61	23	13	3
	Expect good things from yourself.		76	15	8	1
	Plan and organize.		55	23	16	9
	Learn to set goals.		66	21	12	2
	Improve your ability to solve problems.		51	35	7	6
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		69	17	8	6
	I know I can do what this program teaches.		67	18	10	5
	I can do all the things in this program if I try.		78	13	7	2
	Health Behavior					
	<i>How many of your friends do the following?</i>		0	1	2	3
Drink alcohol		72	6	-	6	17
Stay alcohol free		28	4	4	4	59
Use drugs		72	7	3	-	17
Stay drug free		30	4	-	6	61
Participate in clubs or sports		27	1	4	7	60
Smoke cigarettes		78	1	-	4	16
Have a gun		70	6	1	6	17
Get in fights		17	13	13	7	50
Are gang members		66	6	-	6	22
Steal		52	13	7	3	25
Cheat on tests		54	17	6	1	22



<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	8	7	12	12	63
Eat breakfast	13	7	3	4	74
Eat dinner together with my family	13	4	6	6	71
Exercise	8	8	13	12	60
Smoke cigarettes	12	-	-	3	85
Skills for elementary school students					
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Reading	50	32	11	7	
Language arts	67	13	17	3	
Handwriting	52	21	21	7	
English	75	7	7	11	
Math	24	19	29	29	
Using computers	9	18	27	45	
Science	-	85	12	30	
Social Studies	27	58	8	8	
Writing	86	4	4	7	
Skills for middle school students					
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Reading	40	22	25	13	
Language arts	44	21	17	17	
English	51	18	14	18	
Math	50	15	15	20	
Using Computers	49	10	14	27	
Science	47	36	7	10	
Social Studies	30	26	20	24	
Writing	43	20	20	18	
History	37	17	25	21	
Geography	31	27	14	29	
Culture	25	31	20	22	
Foreign Language	21	19	19	40	
Completing homework	40	13	19	28	
Managing time	34	29	16	20	
Being organized	54	23	10	13	
Studying for tests	45	12	20	22	



Oakland International High School Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

For the Refugee and Immigrant Wellness Project, Oakland International High School will collaborate with Refugee Transitions, Ca Youth Outreach, and Soccer With Out Borders to provide tutoring, mentoring, counseling, health and recreational activities for 125 youth.

Grant Size: \$72,193

Qualitative Observations from Site Visit

Areas of Excellence: OIHS Refugee and Immigrant Wellness Project has multiple strands to reach out and provide opportunities for a wide range of youth. Each of the programs address a different area of need - physical, academic, and personal - that youth in the school may be struggling with.

Areas for Improvement: As a whole, the project does a good job in each of the areas of observation above; however, within each program, areas of improvement include: CYO: Program may benefit from structured peer-to-peer mentoring, sharing stories, and facilitated group interactions; RT: Although some tutors may build relationships with youth over time, there did not appear to much recognition of individual youth's identity, personal interests, and learning styles. SWB: All youth were actively participating as a team, but there may be opportunities for one-on-one work with others on the team, in particular between the more experienced players and the newer players.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	68% of respondents report a HIGH level of improvement. 25% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Increased self-efficiency in program areas	72% of respondents report a HIGH level of improvement. 25% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased sense of belongingness	64% of respondents report a HIGH level of improvement. 26% of respondents report a MEDIUM level of improvement. 10% of respondents report a LOW level of improvement.
Increased sense of future possibility	67% of respondents report a HIGH level of improvement. 27% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Skills for building peer relationships	92% of respondents report a HIGH level of improvement. 8% of respondents report a MEDIUM level of improvement.



	0% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	99% of respondents report risky behavior in their peer group, while 99% of respondents report protective behavior. 42% report MODERATE levels of healthy behavior.
Skills for self-sufficiency; awareness of resources and how to access them	Youth reported an average number of 5 greatly improved skills and 2 moderately improved skills.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	95% of respondents report a HIGH level of improvement. 5% of respondents report a MEDIUM level of improvement. 0% of respondents report a LOW level of improvement.
Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, or gymnastics	Youth reported an average number of 7 greatly improved skills and 2 moderately improved skills.
Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	Youth reported an average number of 9 greatly improved skills and 5 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual /Projected Number of Participants)			
	224	126.0	Physical and Behavioral Health			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual /Projected)			
	23596	13700	172%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.9		
	Physical and Emotional Safety –5 observations of space and norms		2.8	3.0		
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	3.0		
	Skill Building – 4 observations of activity design and methods		2.5	3.0		
	Fun – 1 observation of adult and youth behavior		2.7	3.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.7		
	Youth Engagement – 3 observations of youth behavior		2.2	2.8		
Diversity and Identity – 6 observations of youth and adult behavior		2.7	3.0			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>					
		"A lot"	"A little"	"Not much"	"Not at all"	
	In this program, I am trying my best.	83	16	1	-	
	In this program, I work hard.	82	15	3	-	
	In this program, I am successful.	67	24	9	-	
	In this program, I am working toward my goals.	74	19	7	-	
	<i>How much has this program helped you?</i>					
		"A lot"	"A little"	"Not much"	"Not at all"	
	Do things on your own.	56	39	4	1	
	Expect good things from yourself.	69	27	4	-	
	Plan and organize.	59	34	6	1	
	Learn to set goals.	67	27	6	-	
	Improve your ability to solve problems.	68	26	6	-	
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>					
		"A lot"	"A little"	"Not much"	"Not at all"	
	I know I can learn what this program teaches.	72	27	1	-	
	I know I can do what this program teaches.	61	34	6	-	
	I can do all the things in this program if I try.	72	25	3	-	
	Sense of belonging					
	<i>How much do the following statements describe you?</i>					
		"A lot"	"A little"	"Not much"	"Not at all"	
	I feel like I belong.	52	39	6	2	
	I feel well supported.	67	29	4	-	
	I feel connected to my school.	74	21	1	3	
	I feel connected to my community.	54	42	4	-	
I feel connected to my peers.	55	41	4	-		
Sense of future possibility						
<i>How much has this program helped you do the following?</i>						
	"A lot"	"A little"	"Not much"	"Not at all"		
Think about what I want to do in the future	55	38	7	-		
Know what I want to do when I'm older	54	35	10	1		
Set goals	60	34	6	-		
Make progress towards my goals	65	31	4	-		



Work hard to reach my dreams	68	29	3	-	
Have hopes for the future	74	23	3	-	
Three goals I have for the future are:					
Skills for building peer relationships					
<i>How much did you learn from this program about:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Making friends.	83	17	-	-	
Getting along with others	66	34	-	-	
Working on a group project	67	33	-	-	
Doing my own share of work	75	25	-	-	
Encouraging others	68	29	4	-	
Resolving disagreements	66	31	3	-	
Respecting the feelings of others	76	24	-	-	
Being a good sport	83	17	-	-	
Supporting others	76	24	-	-	
Listening	72	28	-	-	
Speaking up	63	33	-	-	
Health Behavior					
<i>How many of your friends do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	-	20	-	-	80
Stay alcohol free	75	-	25	-	-
Use drugs	-	40	-	-	60
Stay drug free	25	50	25	-	-
Participate in clubs or sports	40	20	-	-	40
Smoke cigarettes	20	-	20	20	40
Have a gun	40	-	20	-	40
Have sex	20	20	20	-	40
Get in fights	-	40	-	-	60
Are gang members	-	20	40	-	40
Steal	20	-	40	-	40
Cheat on tests	20	20	-	20	40
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	22	17	17	6	39
Eat breakfast	33	6	22	11	28
Eat dinner together with my family					
Exercise	35	18	6	-	41
Smoke cigarettes	37	5	-	5	53
Skills for self-sufficiency					
<i>How much has this program taught you about the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Filling out job applications	44	44	11	-	
Filling out school applications	63	25	13	-	
Finding job postings	36	43	21	-	
Getting school funding	-	25	75	-	
Interviewing well	-	50	17	33	
Calling in when you're sick	44	28	28	-	
Filling out work timesheets	20	40	40	-	
Showing up for work or school everyday	90	-	10	-	
Balancing a checkbook	33	-	17	50	
Opening a bank account	33	50	17	-	
Paying bills	57	14	29	-	
Completing school requirements	69	31	-	-	
Finding internships	31	31	6	31	
Finding help for what I need	70	25	5	-	
Finding a place to stay (housing)	29	-	43	29	



Getting healthcare	63	13	13	13
Getting childcare	-	33	33	33
Skills for team sports				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates	67	33	-	-
Teamwork	79	21	-	-
Do your best on a team	75	25	-	-
Respect a coach	83	17	-	-
Encourage team members	79	21	-	-
Resolve disagreements with teammates	75	25	-	-
Respect the feelings of others	79	21	-	-
Be a good sport	83	17	-	-
Be patient with teammates	83	17	-	-
Listen to a Coach	83	17	-	-
Cooperate better	79	21	-	-
Set a good example	79	21	-	-
Lead teammates	83	17	-	-
Recreation and athletic skills				
<i>How much has this program helped you with the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Throwing	50	44	6	-
Catching	100	-	-	-
Kicking	68	32	-	-
Hitting balls	100	-	-	-
Martial arts	100	-	-	-
Running	68	32	-	-
Jumping	100	-	-	-
Dancing	100	-	-	-
Swimming	100	-	-	-
Gymnastics	100	-	-	-
Biking	100	-	-	-
Skating	100	-	-	-
Balance	75	25	-	-
Learning a routine	70	30	-	-
Building endurance	70	30	-	-
Getting more flexible	75	25	-	-
Getting stronger	80	20	-	-
Getting faster	84	17	-	-
Skills for high school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	75	20	5	-
English	78	20	1	-
Math	81	14	2	2
Using Computers	54	32	7	7
Science	67	31	2	-
Writing	74	23	2	-
History	70	19	7	5
Geography	54	31	10	5
Culture	40	43	13	5
Foreign Language	38	15	15	31
Managing time	49	37	12	2
Being organized	49	44	5	2
Studying for tests	74	21	2	2



Government	20	51	17	12
Politics	18	63	13	8
Literature	33	38	18	13
Typing	50	43	7	-
Preparing for college	55	24	18	3
Preparing for the SAT	29	21	36	14
Graduating from high school	67	23	10	-
Preparing for the GED	-	50	50	-
Completing the GED				-
Applying for college	39	27	24	9



Playworks: Sports4Kids After School Program Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Playworks is committed to providing an after school program for 15 students per school in 21 Oakland schools in order to promote healthy living. The after school program is designed to not only enhance students' physical health, but to aide in students' social and intellectual development as well. The after school program participants are selected with careful coordination between Playworks staff and school principals, teachers, and parents. High priority is given to students who are in need of a quiet, structured environment to work on their homework, and those who need of a safe space to play with peers.

Grant Size: \$113,400

Qualitative Observations from Site Visit

Areas of Excellence: Excellent organization, combination of activities, and systemic supports of the development of positive interaction between students and in a team.

Areas for Improvement: Students have limited one-on-one attention from positive role models (coaches). Program has limited opportunities for students to take leadership roles in shaping activities and voicing their opinions.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of belongingness	62% of respondents report a HIGH level of improvement. 24% of respondents report a MEDIUM level of improvement. 15% of respondents report a LOW level of improvement.
Skills for building peer relationships	58% of respondents report a HIGH level of improvement. 30% of respondents report a MEDIUM level of improvement. 12% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	54% of respondents report MODERATE levels of healthy behavior. (Questions regarding peer groups were not surveyed, as requested by the program.)
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	70% of respondents report a HIGH level of improvement. 22% of respondents report a MEDIUM level of improvement. 9% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)		
	547	315.0	Physical and Behavioral Health		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)		
	76851	75969.6	101%		
Program Quality Assessment	Category		Strategy Area Score	Program Score	
	Overall Score – 29 total observations		2.6	2.8	
	Physical and Emotional Safety – 5 observations of space and norms		2.8	3.0	
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	2.8	
	Skill Building – 4 observations of activity design and methods		2.5	2.4	
	Fun – 1 observation of adult and youth behavior		2.7	3.0	
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.7	
	Youth Engagement – 3 observations of youth behavior		2.2	2.5	
Diversity and Identity – 6 observations of youth and adult behavior		2.7	3.0		
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recorded as blank responses.				
	Sense of mastery and accomplishment				
	Improve your ability to solve problems.	69	22	8	1
	Sense of belonging				
	How much do the following statements describe you?	"A lot"	"A little"	"Not much"	"Not at all"
	I feel like I belong.	67	27	3	3
	I feel well supported.	65	25	8	3
	I feel connected to my school.	67	22	6	5
	I feel connected to my community.	59	27	11	3
	I feel connected to my peers.	67	25	6	2
	Skills for building peer relationships				
	How much did you learn from this program about:	"A lot"	"A little"	"Not much"	"Not at all"
	Making friends.	71	20	7	3
	Getting along with others	58	34	7	1
	Working on a group project	55	30	12	3
	Doing my own share of work	63	28	8	1
	Encouraging others	55	31	11	3
	Resolving disagreements	52	32	11	5
	Respecting the feelings of others	62	32	6	1
	Being a good sport	76	20	4	1
	Supporting others	62	30	7	1
	Listening	68	26	6	-
	Speaking up	57	29	8	6
Health Behavior					
How many days a week do you do the following?	0	1	2	3	4 or more
Eat fruits and vegetables	14	10	15	17	45
Eat breakfast	20	12	10	10	48
Eat dinner together with my family	23	10	4	15	49
Exercise	14	12	12	17	45
Smoke cigarettes	15	3	-	2	79
Skills for team sports					



<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates				
Teamwork	75	20	4	-
Do your best on a team	79	17	3	1
Respect a coach	87	11	2	1
Encourage team members	63	29	6	1
Resolve disagreements with teammates	61	26	10	3
Respect the feelings of others	67	24	6	1
Be a good sport	80	17	2	1
Be patient with teammates	65	25	7	3
Listen to a Coach	85	13	2	-
Cooperate better	72	23	4	2
Set a good example	67	25	6	2



Project Re-Connect Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

30 mentees and mentor volunteers will receive continued support through quarterly social activities, educational events and field trips to support the mentor/mentee relationship.

Grant Size: \$126,000

Qualitative Observations from Site Visit

Areas of Excellence: This program has great staff - women & men who have had similar experiences to the youth, and youth peer leaders who have been in the same program.

Areas for Improvement: Limited peer interaction was observed. However, the observed part of the curriculum does not emphasize peer interaction.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Increased sense of mastery and accomplishment	67% of respondents report a HIGH level of improvement. 22% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Increased self-efficiency in program areas	81% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Increased sense of self-efficacy in affecting change, individually and within broader contexts	50% of respondents report a HIGH level of improvement. 42% of respondents report a MEDIUM level of improvement. 8% of respondents report a LOW level of improvement.
Increased knowledge of and valuing of one's cultural background	75% of respondents report a HIGH level of improvement. 22% of respondents report a MEDIUM level of improvement. 3% of respondents report a LOW level of improvement.
Increased sense of future possibility	64% of respondents report a HIGH level of improvement. 31% of respondents report a MEDIUM level of improvement. 6% of respondents report a LOW level of improvement.
Skills for building peer relationships	78% of respondents report a HIGH level of improvement. 11% of respondents report a MEDIUM level of improvement. 11% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	100% of respondents report risky behavior in their peer group, while 94% of respondents report protective behavior. 33% report MODERATE levels of healthy behavior.



Skills for self-expression and awareness of community context, including problem-solving and advocacy

75% of respondents report a HIGH level of improvement.
17% of respondents report a MEDIUM level of improvement.
8% of respondents report a LOW level of improvement.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)			
	86	101.0	Physical and Behavioral Health			
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)			
	14969	20585	73%			
Program Quality Assessment	Category		Strategy Area Score	Program Score		
	Overall Score – 29 total observations		2.6	2.4		
	Physical and Emotional Safety – 5 observations of space and norms		2.8	2.8		
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	2.5		
	Skill Building – 4 observations of activity design and methods		2.5	2.0		
	Fun – 1 observation of adult and youth behavior		2.7	2.0		
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.2		
	Youth Engagement – 3 observations of youth behavior		2.2	2.5		
Diversity and Identity – 6 observations of youth and adult behavior		2.7	2.8			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.					
	Sense of mastery and accomplishment					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	In this program, I am trying my best.		81	19	-	-
	In this program, I work hard.		69	28	3	-
	In this program, I am successful.		69	28	3	-
	In this program, I am working toward my goals.		71	23	6	-
	<i>How much has this program helped you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	Do things on your own.		71	21	6	3
	Expect good things from yourself.		79	18	3	-
	Plan and organize.		54	37	8	-
	Learn to set goals.		68	23	-	-
	Improve your ability to solve problems.		74	20	6	-
	Sense of self-efficacy in program areas					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know I can learn what this program teaches.		86	11	3	-
	I know I can do what this program teaches.		81	17	3	-
	I can do all the things in this program if I try.		81	19	-	-
	Self-efficacy in affecting change					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I know how to find community resources to make things better where I live.		41	50	9	-
	I can make a difference in my community.		50	38	9	3
	I can understand some causes of problems facing my community.		62	29	9	-
	I can think through possible solutions for problems facing my community.		56	35	9	-
	Valuing one's cultural background					
	<i>How much do the following statements describe you?</i>		"A lot"	"A little"	"Not much"	"Not at all"
	I value my cultural background.		94	6	-	-
	I know my family history.		64	36	-	-
<i>How much do the following statements describe this program?</i>						
This program values my culture.		71	20	9	-	
This program values everyone's culture.		80	17	3	-	



Kids in this program are learning about different cultures.	71	26	3	-	
Sense of future possibility					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Think about what I want to do in the future	71	26	3	-	
Know what I want to do when I'm older	56	38	6	-	
Set goals	68	29	3	-	
Make progress towards my goals	62	35	3	-	
Work hard to reach my dreams	64	27	9	-	
Have hopes for the future	85	15	-	-	
Three goals I have for the future are:					
Skills for building peer relationships					
<i>How much did you learn from this program about:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Getting along with others	65	31	4	-	
Working on a group project	52	29	14	5	
Doing my own share of work	61	30	9	-	
Encouraging others	68	28	4	-	
Resolving disagreements	69	27	4	-	
Respecting the feelings of others	93	7	-	-	
Being a good sport	74	17	9	-	
Supporting others	70	22	7	-	
Listening	90	10	-	-	
Speaking up	75	21	4	-	
Health Behavior					
<i>How many of your friends do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Drink alcohol	19	-	15	7	59
Stay alcohol free	12	8	12	4	65
Use drugs	20	16	8	-	56
Stay drug free	12	-	4	12	73
Participate in clubs or sports	19	-	8	-	73
Smoke cigarettes	27	8	12	4	50
Have a gun	35	8	8	-	50
Have sex	4	-	-	8	88
Get in fights	27	12	4	4	54
Are gang members	31	8	4	-	58
Steal	50	-	8	4	38
Cheat on tests	50	12	-	-	38
<i>How many days a week do you do the following?</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>
Eat fruits and vegetables	10	14	10	10	55
Eat breakfast	7	17	14	3	59
Eat dinner together with my family	21	10	14	17	38
Exercise	10	14	21	-	55
Smoke cigarettes	23	10	7	10	50
Skills for self-expression and awareness of community context					
<i>How much has this program helped you do the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Use what you are learning to make a difference in my community	73	20	7	-	
Make choices that help your community better	69	28	3	-	
Work with others to make your community better	79	11	11	-	
Skills for self-sufficiency					
<i>How much has this program taught you about the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>	
Filling out job applications	67	25	8	-	
Filling out school applications	42	25	33	-	
Finding job postings	46	38	15	-	
Getting school funding	25	42	33	-	



Interviewing well	30	40	20	10
Calling in when you're sick	38	23	31	8
Filling out work timesheets	71	14	14	-
Showing up for work or school everyday	80	20	-	-
Balancing a checkbook	25	8	67	-
Opening a bank account	8	31	54	8
Paying bills	33	20	33	13
Completing school requirements	90	10	-	-
Finding internships	33	27	33	7
Finding help for what I need	59	29	12	-
Finding a place to stay (housing)	27	36	36	-
Getting healthcare	8	50	33	8
Getting childcare	11	44	44	-
Skills for self-expression and creative arts				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Use your imagination	55	36	9	-
Think of new ideas	64	28	8	-
Make connections between ideas that seem unrelated	67	30	9	-
Create a story	43	21	21	14
Create art	46	23	23	8
Make things	47	40	7	7
Make music	21	29	36	14
Make video	8	33	42	17
Work with digital media	8	25	50	17
Improve your singing	-	11	67	22
Improve your dancing	-	11	67	22
Improve your acting	-	27	54	18
Improve your performance skills	18	45	27	9
Work backstage	-	10	60	30
Skills for Performance				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Speak more clearly	52	17	22	9
Project your voice	52	17	22	9
Prepare a speech	41	14	36	9
Talk to an audience	54	25	17	4
Get over fear of speaking in public	57	22	17	4
Practice presenting	33	33	25	8
Work with other performers	20	40	30	10
Put on a show	18	27	36	18
Skills for team sports				
<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates	63	31	-	6
Teamwork	56	44	-	-
Do your best on a team	60	33	7	-
Respect a coach	46	38	15	-
Encourage team members	64	21	14	-
Resolve disagreements with teammates	43	43	14	-
Respect the feelings of others	79	21	-	-
Be a good sport	59	29	12	-
Be patient with teammates	50	36	14	-
Listen to a Coach	50	25	25	-
Cooperate better	50	39	11	-
Set a good example	61	22	11	-



Lead teammates	57	29	14	-
Recreation and athletic skills				
<i>How much has this program helped you with the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Throwing	20	20	40	20
Catching	20	20	40	20
Kicking	40	-	40	20
Hitting balls	40	-	40	20
Martial arts	25	-	50	25
Running	40	-	40	20
Jumping	40	-	40	20
Dancing	17	17	33	33
Swimming	17	-	33	50
Gymnastics	-	33	17	50
Biking	-	17	33	50
Skating	-	17	33	50
Balance	-	33	33	33
Learning a routine	25	25	25	25
Building endurance	-	33	33	33
Getting more flexible	-	33	33	33
Getting stronger	33	22	22	22
Getting faster	-	43	29	29
Please list any other sports or recreation skills that this program has helped you with:				
Skills for elementary school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	-	75	-	25
Language arts	-	50	25	25
Handwriting	-	50	25	25
English	25	25	25	25
Math	-	50	25	25
Using computers	-	50	25	25
Science	-	50	25	25
Social Studies	-	50	25	25
Writing	25	25	25	25
Skills for middle school students				
<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	-	80	-	20
Language arts	25	25	25	25
English	50	17	17	17
Math	17	33	17	33
Using Computers	60	20	-	20
Science	33	33	-	33
Social Studies	20	40	-	40
Writing	33	33	-	33
History	-	50	-	50
Geography	-	50	25	25
Culture	-	50	-	50
Foreign Language	33	33	-	33
Completing homework	50	33	-	17
Managing time	17	67	-	17
Being organized	17	67	-	17
Studying for tests	17	50	-	33
Skills for high school students				



<i>How much has this program helped you with:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Reading	25	25	33	13
English	25	25	37	13
Math	14	29	43	14
Using Computers	30	10	40	20
Science	-	38	50	12
Writing	25	38	25	12
History	13	50	25	12
Geography	-	29	57	14
Culture	10	40	40	10
Foreign Language	13	37	37	13
Managing time	18	55	18	9
Being organized	21	57	14	7
Studying for tests	23	54	15	8
Government	-	57	29	14
Politics	-	43	29	29
Literature	-	14	57	29
Typing	-	25	50	25
Preparing for college	10	60	10	20
Preparing for the SAT	11	33	33	22
Graduating from high school	33	33	25	8
Preparing for the GED	-	50	25	25
Completing the GED	-	50	33	17
Applying for college	25	50	13	13



Through the Looking Glass - Services to Children with Disability Issues Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

Services begin with the initial referral and intake process. Services provided to clients during weekly 2-hour visits primarily in home and community settings. Visits are tailored around child and family needs and preferences but may include developmental assessment and enhancement, disability adaptations and coping strategies in play and parental care and teaching, therapeutic play, crisis intervention, practical problem-solving, parenting skills, behavior management, nurturing secure attachment/relationships in the face of disabilities, and alleviating child and family stresses. Beyond the home visit, clinicians will provide collateral support, case management, and assistance with linkage to resources and referrals, meeting needs of clients, during weekly one-hour sessions. This includes case coordination with CCS and Family services. Child and family networking will include visits, outings and peer support groups involving more than one family, visits and play dates between children, facilitating linkages to other resources and community supports, and participation in parent support groups. Seven children will attend a weekly group for children with disabilities in July and August. Children whose parents are unable to assist them with their schoolwork due to disabilities will receive tutoring once a week for one hour. Tutoring to take place from October through May.

Grant Size: \$63,000

Qualitative Observations from Site Visit

Areas of Excellence: Modeling and development of communication norms for parent-child pair. Ability to serve as node for multiple services.

Areas for Improvement: Doesn't integrate motor skills and development directly, although the focus of the program is really on social and emotional development. The structure of the program (meetings between family members and clinician) does not provide time for peer interaction.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Outcome	Parent/Caregiver Survey Result
Social and emotional skills	73% of parents/caregivers report a HIGH level of improvement. 27% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Cognitive skills	82% of parents/caregivers report a HIGH level of improvement. 18% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Parenting skills	82% of parents/caregivers report a HIGH level of improvement. 18% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.
Access to community resources	45% of parents/caregivers report a HIGH level of improvement. 55% of parents/caregivers report a MEDIUM level of improvement. 0% of parents/caregivers report a LOW level of improvement.



Participation and	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)		
	80	105	131%		
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)		
	8238	7953	104%		
Program Quality Assessment	Category		Strategy/Area Score	Program Score	
	Overall Score		2.7	2.74	
	Health, Safety & Nutrition		2.8	NA	
	Environment		3.0	NA	
	Developmentally Appropriate Content & Curriculum		2.7	2.3	
	Interaction and Supports for Relationship-Building		2.5	2.3	
	Collaboration and Access		2.6	3.0	
	Cultural Competence		2.6	3.0	
	Professionalism		2.9	2.8	
	Playgroups & Dyadic Therapy		2.4	NA	
	Center-based Mental Health Consultants		2.3	NA	
	Roving Workshops		2.8	NA	
Program Specific Observations		2.8	3.0		
Outcomes Survey	<p>Because of the diversity in early childhood programming, programs were given the opportunity to choose which survey questions were relevant to survey. Programs also decided whether to survey parents/caregivers, educator/providers, or both. Note: Percentages may not add to 100 because of rounding. The percentages reported below are based on the number of respondents who answered that particular question, not the total number of surveys. Responses of "Not applicable," are not included in the following table, as they were recoded as blank responses.</p>				
	Parent/Caregiver Survey				
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		"Unchanged"	"A little better"	"A lot better"
	My understanding of how my child learns through playing is...		10%	20%	70%
	My ability to play with my child is...		0%	10%	90%
	My understanding of different styles of discipline for my child is...		0%	40%	60%
	My ability to recognize and respond effectively to my child's feelings is...		0%	10%	90%
	My ability to help my child through challenging situations is...		0%	18%	82%
	My understanding of how to form a positive relationship with my child is...		0%	9%	91%
	My ability to care for my new baby is...		0%	0%	100%
	My understanding of the importance that my child feels safe with me is...		0%	20%	80%
	My confidence in helping my child learn is...		0%	22%	78%
	My ability to FIND helpful community resources for my child or family is...		0%	36%	64%
	My ability to USE community resources to help my child or family is...		0%	36%	64%
	<i>As a result of your experiences with this program, how much change have you seen in the CHILDREN you work with?</i>		"Unchanged"	"A little better"	"A lot better"
	My child's ability to play with other children is...		0%	50%	50%
	My child's ability to cope in challenging situations is...		0%	27%	73%
	My child's ability to talk about his/her needs and wants is...		0%	9%	91%
My child's ability to follow routines and structure is...		0%	9%	91%	
My child's ability to learn new things is...		0%	20%	80%	



Unity Council: Neighborhood Sports Initiative Physical and Behavioral Health Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

The Girls Sports program will offer sports and recreational activities for 50 unduplicated girls, ages 9 to 16 years, throughout the year. Activities are scheduled Monday - Friday from 4 p.m. to 6 p.m. during the academic school year, and 9 a.m. to 6 p.m. during the summer months. Participants will gain skills in tennis from professional instructors at Mills College. The 6pm – 9pm Soccer, basketball and volleyball practice serves 700 unduplicated youth, ages 8 to 18 years, by facilitating access to after-school sports practice at the Cesar Chavez Education Center facilities. Soccer teams are lead by adult volunteer coaches (most of whom are parents) and sessions include drills, scrimmage games and practice.

Grant Size: \$84,000

Qualitative Observations from Site Visit

Areas of Excellence: Ample evidence of youth supporting each other and caring adults. Youth are excited to be in program, and are building relationships with peers and adults in the community.

Areas for Improvement: Limited opportunities for youth to drive activities (i.e., choose activities, provide instructions to others, etc.).

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Physical and Behavioral Health

Logic Model Outcomes and Performance

Outcome	Survey Result
Skills for building peer relationships	50% of respondents report a HIGH level of improvement. 35% of respondents report a MEDIUM level of improvement. 16% of respondents report a LOW level of improvement.
Skills for healthy living, including nutrition and exercise, avoiding harmful activities	100% of respondents report risky behavior in their peer group, while 86% of respondents report protective behavior. 47% report MODERATE levels of health skills.
Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	79% of respondents report a HIGH level of improvement. 14% of respondents report a MEDIUM level of improvement. 7% of respondents report a LOW level of improvement.
Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track and field, dance, swimming, or gymnastics	Youth reported an average number of 9 greatly improved skills and 2 moderately improved skills.



Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)				
	783	700.0	Physical and Behavioral Health				
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)				
	75876	51541	147%				
Program Quality Assessment	Category		Strategy Area Score	Program Score			
	Overall Score – 29 total observations		2.6	2.8			
	Physical and Emotional Safety – 5 observations of space and norms		2.8	3.0			
	Caring Adults – 4 observations of adult-to-youth interaction		2.8	3.0			
	Skill Building – 4 observations of activity design and methods		2.5	2.6			
	Fun – 1 observation of adult and youth behavior		2.7	3.0			
	Supportive Peers – 6 observations of youth-to-youth interaction		2.4	2.6			
	Youth Engagement – 3 observations of youth behavior		2.2	2.5			
	Diversity and Identity – 6 observations of youth and adult behavior		2.7	2.7			
Outcomes Survey	In the spring of 2010, youth surveys were collected. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question. The percentages you see below are based on the number of youth who answered that particular question, not the total number of surveys. Responses of "This does not apply to me," are not included in the following table, as they were recoded as blank responses.						
	Sense of mastery and accomplishment						
	How much has this program helped you?		"A lot"	"A little"	"Not much"	"Not at all"	
	Improve your ability to solve problems.		80	16	4	-	
	Skills for building peer relationships						
	How much did you learn from this program about:		"A lot"	"A little"	"Not much"	"Not at all"	
	Making Friends.		52	38	6	3	
	Getting along with others		63	29	7	1	
	Working on a group project		52	30	13	5	
	Doing my own share of work		56	31	12	2	
	Encouraging others		44	45	9	2	
	Resolving disagreements		37	42	17	4	
	Respecting the feelings of others		51	33	15	2	
	Being a good sport		77	19	3	1	
	Supporting others		64	29	5	2	
	Listening		60	31	9	-	
	Speaking up		52	38	7	3	
	Health Behavior						
	How many of your friends do the following?		0	1	2	3	4 or more
	Stay alcohol free		25	8	9	8	51
	Use drugs		67	-	-	-	33
	Stay drug free		26	4	6	6	57
	Participate in clubs or sports		11	8	8	9	64
Smoke cigarettes		63	5	8	7	17	
Have a gun		100	-	-	-	-	
Have sex		100	-	-	-	-	
Get in fights		38	24	13	11	13	
Are gang members		62	12	8	4	15	
Steal		63	8	8	5	15	
Cheat on tests		48	11	10	8	23	
How many days a week do you do the following?		0	1	2	3	4 or more	
Eat fruits and vegetables		10	6	21	15	48	



Eat breakfast	13	9	10	18	60
Eat dinner together with my family	16	9	10	13	53
Exercise	8	9	11	17	56
Smoke cigarettes	10	3	2	3	83

Skills for team sports

<i>How much has this program helped you:</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Get along with teammates				
Teamwork	78	20	3	-
Do your best on a team	85	10	5	-
Respect a coach	84	11	4	-
Encourage team members	77	19	3	2
Resolve disagreements with teammates	60	26	11	3
Respect the feelings of others	76	18	5	-
Be a good sport	84	11	3	1
Be patient with teammates	73	20	5	2
Listen to a Coach	81	12	7	-
Cooperate better	80	16	3	2
Set a good example	69	25	5	1
Lead teammates	67	22	9	3

Recreation and athletic skills

<i>How much has this program helped you with the following?</i>	<i>"A lot"</i>	<i>"A little"</i>	<i>"Not much"</i>	<i>"Not at all"</i>
Throwing	61	30	5	5
Catching	63	24	7	6
Kicking	90	6	2	2
Hitting balls	82	13	4	2
Martial arts	-	-	100	-
Running	84	13	2	1
Jumping	77	20	2	1
Dancing	49	17	10	23
Swimming	37	18	13	32
Balance	55	25	13	7
Learning a routine	70	20	5	5
Building endurance	72	20	6	3
Getting more flexible	65	27	3	5
Getting stronger	80	13	4	4
Getting faster	85	15	-	-



Aim High Summer Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$100,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are very engaged. They teach each other and return to volunteer with the program.

Areas for Improvement: No substantial areas for improvement.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Summer

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	247	240	103%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	35136	32070	110%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.2
	Physical and Emotional Safety – 5 observations of space and norms		2.5	2.4
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	2.0
	Skill Building – 4 observations of activity design and methods		2.5	2.3
	Fun – 1 observation of adult and youth behavior		2.6	2.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.2
	Youth Engagement – 3 observations of youth behavior		2.2	2.7
Diversity and Identity – 6 observations of youth and adult behavior		2.5	not observed	



Alta Bates Summit Foundation Summer Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$29,752

Qualitative Observations from Site Visit

Areas of Excellence: This program provides exemplary skill building opportunities for youth in a variety of modalities geared toward medicine and science.

Areas for Improvement: In part because of the structure of the program, youth leadership opportunities are rare.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	57	54	106%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	8527	11664	73%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.2
	Physical and Emotional Safety – 5 observations of space and norms		2.5	2.2
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	2.7
	Skill Building – 4 observations of activity design and methods		2.5	2.8
	Fun – 1 observation of adult and youth behavior		2.6	2.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.0
	Youth Engagement – 3 observations of youth behavior		2.2	1.3
Diversity and Identity – 6 observations of youth and adult behavior		2.5	not observed	



**American Indian Child Resource Center (Summer Urban Rez)
Summer Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$37,875

Qualitative Observations from Site Visit

Areas of Excellence: High adult-to-youth ratio during activities.

Areas for Improvement: Youth engagement is limited.

Youth-led Evaluation

"+ Plus: All the youth seem to get along really well with each other. Important cultural traditions (games, songs, crafts) passed along to the youth who attend the program. AICRC picks up every participant at school in a program van."

"Δ Delta: The youth were off track and unable to focus during the focus group. There were a couple of youth who were disrupting."

Digital Stories

7 Digital Stories were collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	47	36	131%	
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	3066	4209	73%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.2
	Physical and Emotional Safety – 5 observations of space and norms		2.5	2.2
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	2.3
	Skill Building – 4 observations of activity design and methods		2.5	1.8
	Fun – 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	1.8
	Youth Engagement – 3 observations of youth behavior		2.2	1.3
Diversity and Identity – 6 observations of youth and adult behavior		2.5	3.0	



Destiny Arts Center Summer Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$45,000

Qualitative Observations from Site Visit

Areas of Excellence: Program model is unique and compelling. Dance classes are diverse. Youth are highly engaged and participate actively.

Areas for Improvement: There are limited opportunities for youth to take leadership positions within the program.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
		72	60	120%
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
		3858	2952	131%
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score - 29 total observations		2.5	2.5
	Physical and Emotional Safety - 5 observations of space and norms		2.5	2.8
	Caring Adults - 4 observations of adult-to-youth interaction		2.6	2.5
	Skill Building - 4 observations of activity design and methods		2.5	2.7
	Fun - 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers - 6 observations of youth-to-youth interaction		2.5	2.5
	Youth Engagement - 3 observations of youth behavior		2.2	2.0
Diversity and Identity - 6 observations of youth and adult behavior		2.5	2.0	



East Bay Asian Youth Center (San Antonio Summer Sports Initiative SASSI) Summer Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$56,024

Qualitative Observations from Site Visit

Areas of Excellence: Youth have fun working together.

Areas for Improvement: There are limited opportunities for youth leadership.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	270	200	135%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	18168	13840	131%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.3
	Physical and Emotional Safety – 5 observations of space and norms		2.5	2.2
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	2.3
	Skill Building – 4 observations of activity design and methods		2.5	2.5
	Fun – 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.2
	Youth Engagement – 3 observations of youth behavior		2.2	2.0
Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.0	



**East Oakland Youth Development Center (SCEP)
Summer Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$52,800

Qualitative Observations from Site Visit

Areas of Excellence: Activities are well organized and there is a clear intentionality to the organizational structure. High school youth successfully run this program with minimal support from agency adults.
Areas for Improvement: Adult engagement with youth is mostly positive but can be very directive.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

15 Digital Stories were collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	136	155	88%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	252642	39135	646%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score - 29 total observations		2.5	2.4
	Physical and Emotional Safety -5 observations of space and norms		2.5	2.6
	Caring Adults - 4 observations of adult-to-youth interaction		2.6	2.3
	Skill Building - 4 observations of activity design and methods		2.5	2.3
	Fun - 1 observation of adult and youth behavior		2.6	2.0
	Supportive Peers - 6 observations of youth-to-youth interaction		2.5	3.0
	Youth Engagement - 3 observations of youth behavior		2.2	2.3
	Diversity and Identity - 6 observations of youth and adult behavior		2.5	not observed



Family Support Services of the Bay Area (Kinship Summer Youth Program- KSYP) Summer Strategy Area OFCY Evaluation 2009 – 2010

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$100,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are very supportive of one-another and equally include shy and reserved youth.

Areas for Improvement: No substantial areas for improvement.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)	
		85	80	106%
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)	
		15179	15124	100%
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score - 29 total observations		2.5	2.4
	Physical and Emotional Safety - 5 observations of space and norms		2.5	2.2
	Caring Adults - 4 observations of adult-to-youth interaction		2.6	2.5
	Skill Building - 4 observations of activity design and methods		2.5	1.8
	Fun - 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers - 6 observations of youth-to-youth interaction		2.5	2.7
	Youth Engagement - 3 observations of youth behavior		2.2	2.3
Diversity and Identity - 6 observations of youth and adult behavior		2.5	2.0	



**Girls Inc. (Eureka Teen Achievement Summer Program)
 Summer Strategy Area
 OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$45,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are friendly with each other and having fun.

Areas for Improvement: Opportunities for youth to contribute opinions and ideas are limited.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

1 Digital Story was collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	85	83	102%	
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	9424	7480	126%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score - 29 total observations		2.5	2.3
	Physical and Emotional Safety - 5 observations of space and norms		2.5	2.6
	Caring Adults - 4 observations of adult-to-youth interaction		2.6	2.5
	Skill Building - 4 observations of activity design and methods		2.5	2.5
	Fun - 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers - 6 observations of youth-to-youth interaction		2.5	2.2
	Youth Engagement - 3 observations of youth behavior		2.2	1.5
Diversity and Identity - 6 observations of youth and adult behavior		2.5	2.0	



**Girls Inc. of Alameda County (Concordia Park Young Girls Summer Program)
 Summer Strategy Area
 OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$30,739

Qualitative Observations from Site Visit

Areas of Excellence: Adults guide youth through emotionally-charged peer interaction with patience and thoughtfulness.

Areas for Improvement: Distribution of work and participation is uneven among youth.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

4 Digital Stories were collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	45	85	53%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	8616	5293	163%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score - 29 total observations		2.5	2.0
	Physical and Emotional Safety - 5 observations of space and norms		2.5	1.8
	Caring Adults - 4 observations of adult-to-youth interaction		2.6	2.5
	Skill Building - 4 observations of activity design and methods		2.5	2.3
	Fun - 1 observation of adult and youth behavior		2.6	2.0
	Supportive Peers - 6 observations of youth-to-youth interaction		2.5	2.0
	Youth Engagement - 3 observations of youth behavior		2.2	1.7
Diversity and Identity - 6 observations of youth and adult behavior		2.5	not observed	



**Leadership Excellence (Oakland Freedom School)
Summer Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$59,400

Qualitative Observations from Site Visit

Areas of Excellence: Varied teaching strategies showed excellence in skill building. The following strategies were used: reading, physical activities, a powerpoint, video, a field trip and program visitors addressing visual, kinesthetic, linguistic and interpersonal learners.

Areas for Improvement: No substantial areas for improvement.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	58	60	97%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	8647	9690	89%	
Program Quality Assessment	Category		Strategy/Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.7
	Physical and Emotional Safety –5 observations of space and norms		2.5	2.8
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	2.8
	Skill Building – 4 observations of activity design and methods		2.5	2.8



	Fun - 1 observation of adult and youth behavior	2.6	2.0
	Supportive Peers - 6 observations of youth-to-youth interaction	2.5	2.7
	Youth Engagement - 3 observations of youth behavior	2.2	2.7
	Diversity and Identity - 6 observations of youth and adult behavior	2.5	3.0



**Marcus A. Foster Educational Institute (Prescott Circus Theatre Summer Program)
Summer Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$30,000

Qualitative Observations from Site Visit

Areas of Excellence: This is an exemplary program that emphasizes concepts of self assessment, perseverance, integrity and endurance.

Areas for Improvement: No substantial areas for improvement.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	35	30	117%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	4600	4332	106%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	3.0
	Physical and Emotional Safety –5 observations of space and norms		2.5	3.0
	Caring Adults - 4 observations of adult-to-youth interaction		2.6	3.0
	Skill Building - 4 observations of activity design and methods		2.5	3.0
	Fun – 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	3.0
	Youth Engagement - 3 observations of youth behavior		2.2	3.0
	Diversity and Identity – 6 observations of youth and adult behavior		2.5	3.0



**Oakland Leaf (UPA; Oakland Peace Camp)
Summer Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$75,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth engagement and leadership are areas of strength for this program.
Areas for Improvement: No substantial areas for improvement.

Youth-led Evaluation

"+ Plus: Youth Roots is a program that offers many different resources that the youth are satisfied with. It is also well organized and has a quality space. Youth Roots has staff that work really well with youth, and it is a good place to empower youth voice. Everybody's like a family and seems comfortable with each other. It is a nice and safe space. This program also has a loving vibe where everybody gets along in a nice environment."

"Δ Delta: This program can use a little change in how they were engaging the youth in activities. Also, the vibe in this program felt like a classroom. Doesn't feel diverse enough and youth weren't focused during the focus group."

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	108	100	108%	
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	8278	9213	90%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.8
	Physical and Emotional Safety – 5 observations of space and norms		2.5	2.8
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	3.0
	Skill Building – 4 observations of activity design and methods		2.5	3.0
	Fun – 1 observation of adult and youth behavior		2.6	2.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.7
	Youth Engagement – 3 observations of youth behavior		2.2	3.0
Diversity and Identity – 6 observations of youth and adult behavior		2.5	3.0	





**OASES (Summer Playhouse)
Summer Strategy Area
OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$30,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are highly supportive of one-another, and receive excellent support from adults.

Areas for Improvement: There are limited opportunities for youth to take more leadership positions within the program.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	48	48	100%	
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	5015	5032	100%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score - 29 total observations		2.5	2.8
	Physical and Emotional Safety - 5 observations of space and norms		2.5	2.8
	Caring Adults - 4 observations of adult-to-youth interaction		2.6	3.0
	Skill Building - 4 observations of activity design and methods		2.5	2.8
	Fun - 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers - 6 observations of youth-to-youth interaction		2.5	3.0
	Youth Engagement - 3 observations of youth behavior		2.2	2.5
Diversity and Identity - 6 observations of youth and adult behavior		2.5	2.5	



**OPR (Oakland Discovery Centers -- Summer)
 Summer Strategy Area
 OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$48,000

Qualitative Observations from Site Visit

Areas of Excellence: Youth are friendly and supportive of each other.

Areas for Improvement: No substantial areas for improvement.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual/Projected Number of Participants)	
	455	200	228%	
	Actual Service Hours	Projected Service Hours	Service Integrity (Actual/Projected)	
	18728	16058	117%	
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.8
	Physical and Emotional Safety – 5 observations of space and norms		2.5	3.0
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	3.0
	Skill Building – 4 observations of activity design and methods		2.5	2.8
	Fun – 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	3.0
	Youth Engagement – 3 observations of youth behavior		2.2	3.0
Diversity and Identity – 6 observations of youth and adult behavior		2.5	2.0	



**OPR (Summer Camp Explosion)
 Summer Strategy Area
 OFCY Evaluation 2009 – 2010**

Scope of Work Project Description

SOW summaries for summer programs were not available, due to the implementation schedule of the Cityspan system.

Grant Size: \$250,000

Qualitative Observations from Site Visit

Areas of Excellence: The adult to youth ratio is high and youth are very interested in interacting with adults.

Areas for Improvement: There is limited variety in teaching strategies.

Youth-led Evaluation

This program was not evaluated by OYES, the youth-led evaluation team.

Digital Stories

Digital Stories were not collected by this program.

Logic Model Outcomes and Performance

Summer programs were not surveyed during 2009.

Participation and Service	Actual Number of Participants Served	Projected Number of Participants	Participant Integrity (Actual / Projected Number of Participants)	
		153	300	51%
Participation and Service	Actual Service Hours	Projected Service Hours	Service Integrity (Actual / Projected)	
		111282	29075	383%
Program Quality Assessment	Category		Strategy Area Score	Program Score
	Overall Score – 29 total observations		2.5	2.2
	Physical and Emotional Safety – 5 observations of space and norms		2.5	2.2
	Caring Adults – 4 observations of adult-to-youth interaction		2.6	2.8
	Skill Building – 4 observations of activity design and methods		2.5	1.8
	Fun – 1 observation of adult and youth behavior		2.6	3.0
	Supportive Peers – 6 observations of youth-to-youth interaction		2.5	2.3
	Youth Engagement – 3 observations of youth behavior		2.2	1.0
Diversity and Identity – 6 observations of youth and adult behavior		2.5	not observed	

Oakland Fund for Children and Youth

**2009-10 EVALUATION OF EARLY CHILDHOOD,
OLDER YOUTH, PHYSICAL & BEHAVIORAL HEALTH
AND SUMMER STRATEGY AREAS**

FINAL REPORT APPENDIX B-G



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APPENDIX B: SERVICE AND PARTICIPATION TABLES

Early Childhood	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Bring Me a Book Foundation [†]	500	486	97%	20965	25406	121%
Children's Hospital & Research Center at Oakland	84	195	232%	8746	10324	118%
City of Oakland - San Antonio Even Start	45	46	102%	51625	35390	69%
East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support	100	184	184%	15503.5	25891	167%
Family Paths, Inc. - The Oakland Early Childhood Mental Health Collaborative [†]	500	945	189%	14717	38271	260%
Jump Start	225	190	84%	22230	14781	66%
La Clinica de La Raza	260	990	381%	5492	5373	98%
Museum of Children's Art (MOCHA) [†]	972	455	47%	18697	18523	99%
OPR - Sandboxes to Community Empowerment	100	88	22%	17847.5	25199	141%
The Link to Children	467	62	13%	3020	2800	93%

[†] Corrections to projected and actual participants were provided by OFCY for this grantee.



Older Youth	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Alameda County Health Care Services Agency - Young Men in Leadership (YMIL) Project	819	355	43%	6187.1	12248	197%
Alameda County Medical Center - Model Neighborhood	400	347	87%	10043	14745	147%
Alameda Family Services - DreamCatcher	300	327	109%	47146	34113	72%
Alternatives in Action - HOME Project Oakland	300	303	101%	19163	30546	159%
Asian Community Mental Health Services - Asian/Pacific Islander Youth Promoting Advocacy and Leadership	330	249	75%	30799.5	54616	177%
Centro Legal de la Raza	51	47	92%	4745	4582	97%
East Bay Asian Youth Center - Wildcats Wellness Center	200	587	294%	33865	58970	174%
Eastside Arts Alliance	168	283	168%	50119.5	41275	82%
Family Violence Law Center - RAP Project	40	82	205%	4452.5	4640	104%
Girls Inc of Alameda County - Eureka! Teen Internship Program	64	64	100%	5661.75	6776	120%
Leadership Excellence - Youth Leadership Program	200	221	111%	28568	10790	38%
Next Step Learning Center	105	109	104%	5482.5	14616	267%
Oakland Kids First - Real Hard	790	1047	133%	20220.5	23986	119%
OASES - SOAR New Immigrant Services	50	63	126%	4990	6271	126%
Opera Piccola	200	179	90%	14579	14811	102%
Spanish Speaking Citizens Foundation - LIBRE	67	78	116%	4761	5768	121%
Spanish Speaking Citizens Foundation - YLACC	54	128	237%	17422	21237	122%
The Youth Employment Partnership, Inc.	100	139	139%	22578	33356	148%
Youth ALIVE!	44	44	100%	13033.5	20367	156%
Youth Together, Inc.	1423	655	46%	58887.5	85400	145%
Youth UpRising	260	474	182%	70181	37901	54%

Corrections to projected and actual participants were provided by OFCY for this grantee.



Physical & Behavioral Health	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
AIDS Project of the East Bay	200	330	165%	20025	22789	114%
America SCORES Bay Area	350	212	60%	35753.7	37950	106%
American Lung Association - Oakland Kicks Asthma	900	460	51%	2220	2306	104%
Bay Area Outreach and Recreation Program - Sports and Recreation for Disabled Youth	30	49	163%	4361	4712	108%
Big Brothers Big Sisters of the Bay Area	115	128	111%	4336	4692	108%
First Place for Youth	800	1023	128%	15140	18838	124%
Native American Health Center	170	243	143%	41392	44948	109%
Oakland Based Urban Garden (OBUGS)	450	510	113%	26555	16949	64%
Oakland International High School - Refugee and Immigrant Wellness Project	126	224	178%	13700	23596	172%
Project Re-Connect	101	86	85%	20585	14969	73%
Sports4Kids	315	547	174%	75969.6	76851	101%
Through the Looking Glass - Services to Children with Disability Issues	105	80	76%	7953	8238	104%
Unity Council - Neighborhood Sports Initiative	700	783	111%	51540.5	75876	147%

Corrections to projected and actual participants were provided by OFCY for this grantee.



Summer	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Aim High	240	247	103%	32070.04	35136	110%
Alta Bates Summit Foundation	54	57	106%	11664	8527	73%
American Indian Child Resource Center (Summer Urban Rez)	36	47	131%	4209	3066	73%
Destiny Arts Center [†]	60	72	120%	2952	3858	131%
East Bay Asian Youth Center - San Antonio Summer Sports Initiative (SASSI)	200	270	135%	13840	18168	131%
East Oakland Youth Development Center - SCEP	155	136	88%	39135	252642	646%
Family Support Services of the Bay Area - Kinship Summer Youth Program (KSYP)	80	85	106%	15124	15179	100%
Girls Inc. of Alameda County - Concordia Park Young Girls Summer Program	85	45	53%	5292.5	8616	163%
Girls Inc. - Eureka Teen Achievement Summer Program	83	85	102%	7479.5	9424	126%
Leadership Excellence - Oakland Freedom School	60	58	97%	9690	8647	89%
Marcus A. Foster Educational Institute - Prescott Circus Theatre Summer Program	30	35	117%	4332	4600	106%
Oakland Leaf - UPA; Oakland Peace Camp	100	108	108%	9213	8278	90%
OASES - Summer Playhouse	48	48	100%	5032.25	5015	100%
OPR - Oakland Discovery Centers	200	455	228%	16058	18728	117%
OPR - Summer Camp Explosion	300	153	51%	29075	111282	383%

[†] Corrections to projected and actual participants were provided by OFCY for this grantee.

**APPENDIX C: PROGRAM QUALITY ASSESSMENT TOOL AND METHODS****HOW DOES THE RATING SCALE WORK?**

The Program Quality Assessment (PQA) rates a program's practices and style of delivery. Program Quality Criteria were scored on a scale of 1 to 3:

- 3 – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)
- 2 – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)
- 1 – The program does not meet quality expectations and demonstrates the need for training and assistance
- 0 – Indicates that the observer did not have the opportunity to observe the item during the visit or the item is not applicable to the program. 0 scores were not averaged into area scores or the overall means.

PQA SCORING AREAS: EARLY CHILDHOOD

Each grantee selected those of the following categories that were relevant to the observation of their program.

HEALTH, SAFETY & NUTRITION

- 1) Physical location & space is adequate & welcoming.
- 2) Food or drink served at program is nutritious.
- 3) Program space is arranged for safe use and staff understands how to use any equipment safely.
- 4) Adequate and safe indoor or outdoor space is provided for physical activity.
- 5) Staff and children practice good hygiene, including hand-washing.

ENVIRONMENT

- 6) The environment is safe for children ages 0-5.
- 7) The environment has all the materials necessary in order to carry out its program.
- 8) The environment is conducive to program implementation (ie, space requirements, sound capabilities, etc),

DEVELOPMENTALLY APPROPRIATE CONTENT & CURRICULUM

- 9) Support is provided for children to develop their fine and gross motor skills
- 10) Staff facilitate opportunities for children to develop cognitive skills.
- 11) Staff facilitate opportunities for children to develop language, literacy and self-expression.
- 12) Program provides opportunities for children to develop their development and social/emotional skills,

INTERACTION: SUPPORTS FOR RELATIONSHIP BUILDING

- 13) Program supports staff and caregivers to use positive behavior management techniques
- 14) Staff supports engagement with children.
- 15) Staff promotes activities that are engaging and fun for children.
- 16) Staff promotes positive peer interactions.

FAMILY, COMMUNITY & SCHOOL COLLABORATION & ACCESS

- 17) Program provides an environment and culture that is welcoming and communicative to all families.
- 18) Program is easily physically accessible to all families via location in community or clinical setting.



- 19) Program staff are regularly in contact with other programs serving children's families.
- 20) Program encourages collaboration from families by eliciting and understanding families' perspectives and expectations, and offering opportunities to participate in and contribute to programming.
- 21) Program performs outreach to families and children in local community and targets communities relevant to its particular mission.

CULTURAL COMPETENCE OF STAFF AND PROGRAMMING

- 22) Staff has a process for incorporating and addressing the cultural background of families.
- 23) The program has the capacity to provide language assistance services to children and/or families.
- 24) The environment of the program contains substantial resources to celebrate children's cultural backgrounds.

PROFESSIONALISM

- 25) Staff behave courteously, conscientiously and in a businesslike manner with children, families and one another.
- 26) Staff demonstrate extensive knowledge of the programming and objectives of the organization.
- 27) Staff demonstrate clear knowledge of issues and organizations in the community they serve and issues relevant to the children served.
- 28) Staff demonstrate commitment to their organization's work, and a desire to improve and provide its services to children.

PLAYGROUPS & DYADIC THERAPY

- 29) Specialist facilitates guided play between parents and children.
- 30) One-on-one play takes place between children & trained early care providers that allows for close attention to the child's needs and models appropriate play for parents.
- 31) Parents are provided with clear instructions on strategies for working with their children, and provided with useful and applicable educational materials.

CENTER-BASED MENTAL HEALTH CONSULTANTS

- 32) Mental health consultant supports ongoing dialogue with teachers and directors about mental health issues.
- 33) Mental health consultant supports child specific consultation, including assessment of the child, consultation to teachers, directors and families regarding a specific child, and advocacy and referral where necessary
- 34) Mental health consultant supports program consultation and training.
- 35) Mental health consultants belong to a network of well-trained, competent mental health service providers.
- 36) Mental health consultants support relationship-based services, promoting stable, nurturing relationships is a basic prerequisite for mental health.

ROVING WORKSHOPS

- 37) Program collaborates with external sites to provide relevant and enriching programming.
- 38) Services or materials provided to external sites are targeted to be relevant, useful and of good quality.
- 39) Services introduce children to activities to which they would otherwise have little or no access in the host site.
- 40) Agency develops long-term relationship with host sites and helps to build capacity in that site and community.

PQA SCORING AREAS: SUMMER, PHYSICAL AND BEHAVIORAL HEALTH, AND OLDER YOUTH



PHYSICAL & EMOTIONAL SAFETY

- 1) Physical club location and space is adequate and welcoming.
- 2) Adult uses positive behavior management techniques.
- 3) Adult encourages the participation of all youth, regardless of gender, race, language ability, or other evident differences among students.
- 4) Activities are well-organized.
- 5) Behavioral norms exist among youth.

CARING ADULTS

- 6) Adult values youth's uniqueness.
- 7) Adult engages with youth.
- 8) Youth interact positively with adults.
- 9) Adult is available to youth during activities and drop-in times.

SKILL BUILDING

- 10) Teaching strategies are varied to accommodate different learning styles.
- 11) Activity challenges students intellectually and/or creatively.
- 12) Adults help youth to gauge their progress.
- 13) Activity requires age-appropriate analytical thinking.

FUN

- 14) Adults design activities that are engaging and fun for youth.

SUPPORTIVE PEERS

- 15) Youth are friendly with one another.
- 16) Youth show respect for one another.
- 17) Youth participate in team-work.
- 18) Youth listen and respond actively to peers.
- 19) Adults guide positive peer interactions.
- 20) Participation by youth is even and equitable.

YOUTH ENGAGEMENT

- 21) Adult encourages youth to contribute.
- 22) Youth contribute opinions, ideas and/or concerns.
- 23) Youth are responsible for an entire activity or the program overall.

DIVERSITY/IDENTITY

- 24) Adults challenge language or practices that would stereotype individuals or groups.
- 25) Youth feel comfortable sharing about their cultural backgrounds. Youth are not criticized or made fun of for their cultural background by their peers.
- 26) Youth are presented with positive models with which they can identify.
- 27) Adult support youth in exploring their emerging identities.
- 28) Youth are encouraged to make connections/deepen bonds with peers and communities with which they identify.
- 29) Youth are made aware of and encouraged to value individuals and communities that are different from their own.



APPENDIX D: PROGRAM QUALITY ASSESSMENT (PQA) TABLES

EARLY CHILDHOOD QUANTITATIVE PQA DATA

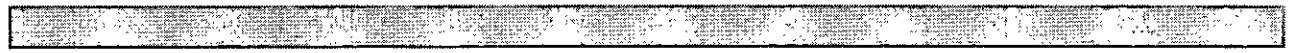
The Early Childhood PQA tool was created in partnership with the programs themselves. Due to the diversity of programs in this strategy area, programs were only assessed on the PQA categories deemed relevant for them. Categories that were not appropriate for the grantee were scored as "Not applicable", or "NA".

Early Childhood 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
Early Childhood Strategy Area*		2.70	2.8	3.0	2.7	2.5	2.6	2.6	2.9	2.4	2.3	2.8	2.8
Bring Me a Book Foundation	No substantial concerns about program quality	2.49	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	2.76	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	2.78	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	2.78	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	2.60	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	2.82	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	2.55	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	2.80	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	2.75	NA	NA	3.0	NA	3.0	3.0	2.7	NA	1.8	NA	3.0
Physical and Behavioral Health Strategy Area**													
Through the	No substantial	2.74	NA	NA	2.3	2.3	3.0	3.0	2.8	NA	NA	NA	3.0



Looking Glass	concerns about program quality																			
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*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.





EARLY CHILDHOOD QUALITATIVE PQA DATA

Early Childhood Program Name	Areas of Excellence:	Areas for Improvement:
Bring Me a Book Foundation - Oakland Early Learning Collaborative	Program staff are well-connected to the families they serve. The mothers in particular feel very comfortable sharing their personal lives.	One-on-one play between program staff and children is limited due to the large number of families participating.
Children's Hospital & Research Center of Oakland	Highly dynamic teacher did a great job modeling child interactions alongside parents.	Limited peer-to-peer interaction between parents and between children.
City of Oakland - San Antonio Even Start	Program offers many opportunities for play and physical experiences using all senses. Program collaborates with multiple parent education programs.	While not a substantial concern, there were not very many children (6) present on the day of the program observation.
East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support	Great modeling for parents. Family involvement is comprehensive through multiple areas.	Limited focus on social-emotional development and skills. Because the focus was on the parent-child relationship, there was limited peer social interaction.
Family Paths, Inc. - The Oakland Early Childhood Mental Health Collaborative	Excellent relationships between staff and consultant. Thoughtful one-on-one interaction between consultant and children was used to resolve emotional outbursts.	Because of the consultant model, some aspects of the site were beyond the program's control. (For example, inconvenient space, lack of materials, etc.)
Jump Start	Staff used a variety of reading strategies and techniques. There was a high adult-to-child ratio.	Limited group or social-emotional development worked into the curriculum, as it related to the books being read.
La Clinica de La Raza	Excellent teachers were well-organized, dynamic, accessible to teens, and great at communicating the many different resources the clinic has available.	Limited positive peer interaction and opportunities for community building through this class.
Museum of Children's Art (MOCHA)	Program is very organized, and kids are very excited about the activities.	Limited recognition of family background, but this is not necessarily applicable to the program's format.
OPR - Sandboxes to Community Empowerment	Staff was great about helping child-parent pairs move from one activity to another and model adult-child relationships. The main teacher was energetic, warm and well-organized.	Limited opportunities for developing social/emotional skills with peers, but there was some encouragement of hand-shaking and smiling at "your neighbor" during song-time.
The Link to Children	Program shows strong commitment to linking early childhood education with mental health, and to serving as bridge to bring other resources, players and trainings in those worlds. Strong commitment to cultural competence.	Limited staff resources due to financial cutbacks; limited opportunities for continual growth.



OLDER YOUTH QUANTITATIVE PQA DATA

Older Youth Program Name	Suggested follow-up:	Total Score	Physical & Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
Older Youth Strategy Area		2.60	2.7	2.7	2.4	2.5	2.5	2.6	2.5
Alameda County Health Care Services Agency: Young Men in Leadership (YMIL) Project	No substantial concerns about program quality	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 about program quality	2.58	2.8	2.5	2.4	2.0	2.4	3.0	3.0
Alameda Family Services: Dreamcatcher	No substantial concerns about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Leadership Excellence: Youth Leadership Program	No substantial concerns about program quality	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 about program quality	2.32	2.4	2.8	2.6	2.0	2.2	2.3	2.0



Older Youth Program Name	Suggested follow-up:	Total Score	Physical & Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
Oakland Kids First: Real Hard	No substantial concerns about program quality	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 about program quality	2.27	2.0	2.5	2.4	2.0	2.3	2.2	2.6
Opera Piccola: Artgate Advance	No substantial concerns about program quality	2.49	2.4	2.3	2.6	3.0	2.4	2.4	2.4
SSCF: Libre	No substantial concerns about program quality	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 about program quality	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 about program quality	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 about program quality	2.56	2.8	2.5	2.2	3.0	2.3	2.6	2.5
Youth UpRising: Youth Grants 4Youth Action	One or more substantial concerns about program quality. (See Change's only concern is the consistency and commitment of youth involved in the program.)	2.44	2.8	2.8	2.2	2.0	2.5	2.3	2.5





OLDER YOUTH QUALITATIVE PQA DATA

Older Youth Program Name	Areas of Excellence:	Areas for Improvement:
Alameda County Health Care Services Agency: Young Men in Leadership (YMIL) Project	Youth are extremely excited about the group's camping trips. There is a strong group dynamic.	Positive behavior management techniques were lacking: youth talked back to adults, did not abide by group rules to not talk over one another, and, in one case, disparaged other youth without adult intervention/correction.
Alameda County Medical Center: Model Neighborhood Program	The real-world experience that youth receive in this program is impressive, and the youth gain practical job skills.	During the shadowing portion, some youth seem bored with their assigned tasks.
Alameda Family Services: Dreamcatcher	Dreamcatcher is a calm and safe space for teens to share difficult experiences and thoughts through writing and reflection. All teens were welcomed warmly and immediately included.	Limited opportunities for teens to build rapport, work on a project together, or take responsibility for parts of the center. Recruitment may be an issue given that there were only two at this workshop.
Alternatives in Action: HOME Project Oakland Program (HPOP)	There is a good balance between structured and unstructured time. Adults pay close attention and monitor multiple aspects of student life. Youth are aware that adults have high expectations for them.	Staff turnover is high. Youth do not always appear to enjoy themselves during the academic parts of the program.
Asian Community Mental Health Services: AYPAL	Youth clearly feel very comfortable in the environment and are empowered to tackle weighty social issues.	The program has a very specific style and point of view, which may not be appropriate for all youth.
Centro Legal de la Raza: Youth Law Academy	Youth are very interested in the topics. Staff go above and beyond to counsel youth. Very strong program which addresses many aspects of youth development and intensive college preparation.	Limited evidence of supported peer interaction. Youth stay in cliques.
East Bay Asian Youth Center: Wildcats Wellness Center	Youth are having fun and exude confidence. There is a strong sense of belonging.	Limited behavior management in some classes: disruptive behavior not directly addressed by academic mentors.
Eastside Arts Alliance: ESAA Youth Arts Program	Youth are expressive and creative. There is a variety of teaching modalities being used.	Not all youth pay attention to the lecture portion of the activity.
Family Violence Law Center: RAP Project: Relationship Abuse Prevention Project	Youth are engaged. Before leaving, one student says, "I love this class!"	Educator managed the classroom, but there were opportunities for better positive behavior management when youth were not listening to each other.
Leadership Excellence: Youth Leadership Program	Program has a familial feeling among youth and adults.	Limited focus on conventional skill-building.



Older Youth Program Name	Areas of Excellence:	Areas for Improvement:
Next Step Learning Center: Success at Seventeen Plus	This is a great academic program that is very successful at helping participants pass their GED. Great tutors.	Program is aware that they could benefit from more diversity in program staff and volunteers. There is limited initial training for volunteers, especially of teaching methods and learning styles.
Oakland International High School	Immigrant Wellness Project has multiple strands to reach out and provide opportunities for a wide range of youth. Each strand addresses a different area of need: physical, academic, and personal.	<p>Within each program, areas of improvement include: California Youth Outreach: Program has limited structured peer-to-peer mentoring, sharing stories, and facilitated group interactions.</p> <p>Refugee Transitions: Although some tutors may build relationships with youth over time, there was limited recognition of individual youth's identity, personal interests, and learning styles.</p> <p>Soccer Without Borders: Limited opportunities for one-on-one work with others on the team, in particular between the more experienced players and the newer players.</p>
Oakland Kids First: Real Hard	Real Hard is responsive to the input and feedback of youth, and incorporates this into the program curriculum. It gives youth the knowledge, skills, and opportunities to engage and educate peers on issues that are critical to the success of all students in the school. Real Hard's program is a great opportunity for youth to build leadership skills and experience.	It was difficult to get the youth engaged in the activities and keep them on track, despite having two staff on hand. There were limited opportunities for youth to have a facilitation role in these sessions.
OASES: SOAR New Immigrant Services (NIS) High School	Youth are very academically motivated and self-regulating.	Teaching ability varies widely across volunteers.
Opera Piccola: Artgate Advance	Youth are a close-knit group and are clearly having fun.	There is understandably some cultural disconnect between the adults and the youth, who, in this observation, were refugees from Bhutan.
SSCF: Libre	This program does not shy away from direct discussion of difficult topics that are of high concern to youth. Strong and direct development of community identity and encouragement of community-building is supported within this environment.	The focus was largely on the negative things that students were doing or that society was doing to them, and less about what youth can proactively do to change the circumstances of their community and their lives.



Older Youth Program Name	Areas of Excellence:	Areas for Improvement:
SSCF: Youth Leadership, Academic and Career Collaborative (YLACC)	Youth participate in high quality exploration and development of strong community identities.	Teachers did not employed varied teaching strategies to engage all students, including students with <i>different learning styles</i> .
Youth ALIVE!: Teens on Target Prevention	Youth are enjoying themselves and eager to participate.	Limited positive behavior management techniques. The activity was somewhat disorganized; at times it seemed like the adults did not have control of the classroom environment.
Youth Together, Inc.: Building Leadership, Building Community	Youth are taught to analyze important aspects of their communities.	This particular group of youth took some time to warm-up to one-another, which seemed unusual for a group that has been together for as long as they have.
Youth UpRising: Youth Grants 4Youth Action	This is a unique and compelling program model. Youth analyze grant proposals and make decisions about grantmaking.	Program consistency is lacking. When See Change visited the program on 3/17, no youth showed up. On a second visit, youth grantmakers and grantees were present. Additionally, the program has limited continuing education about grantmaking.



PHYSICAL AND BEHAVIORAL HEALTH QUANTITATIVE PQA DATA

Program Name	Suggested follow-up:	Total Score	Physical & Emotional Safety	Caring Adults	Skill-Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
Physical and Behavioral Health Strategy Area		2.59	2.8	2.8	2.5	2.7	2.4	2.2	2.7
AIDS Project of the East Bay: SMAAC	No substantial concerns about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	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 about program quality	2.30	1.8	2.3	2.6	3.0	2.2	2.3	2.0
Oakland International High School	No substantial concerns about program quality	2.93	3.0	3.0	3.0	3.0	2.7	2.8	3.0
Playworks: Sports4Kids After School Program	No substantial concerns about program quality	2.76	3.0	2.8	2.4	3.0	2.7	2.5	3.0
Project Re-Connect	No substantial concerns about program quality	2.40	2.8	2.5	2.0	2.0	2.2	2.5	2.8



Program Name	Suggested follow-up:	Total Score	Physical & Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
Unity Council: Neighborhood Sports Initiative	No substantial concerns about program quality	2.77	3.0	3.0	2.6	3.0	2.6	2.5	2.7
Early Childhood Strategy Area*									
La Clinica de La Raza: Teens and Tots Program	No substantial concerns about program quality	2.51	2.8	2.8	2.4	2.0	2.0	3.0	2.7

*La Clinica de La Raza was evaluated using the Youth Program Quality Assessment tool because of its focus on helping teen parents.



PHYSICAL AND BEHAVIORAL HEALTH QUALITATIVE PQA DATA

Physical and Behavioral Health Program Name	Areas of Excellence:	Areas for Improvement:
AIDS Project of the East Bay: SMAAC	Program is obviously doing something very right for their target population: Alumni work at SMAAC, and one youth had been an active participant there for 5 years.	Physical facility is expansive, but poorly maintained. In some areas of the building, wires are exposed and lights are out. This may be a landlord issue, if the building is rented. Also recruitment may be an issue, there were only 5 youth at the organized program (as opposed to the drop-in portion of the center, which was not observed with participants).
America SCORES Bay Area: Oakland SCORES	Program does a great job recruiting volunteers from the community. Family involvement is high, and youth and families are having fun.	Although soccer teams were co-ed, there were more boys than girls on most teams. Targeted recruitment of girls could enhance the program overall.
American Lung Association: Oakland Kicks Asthma	High-quality curriculum. Depth of information and material is surprising, considering the young age of participants (elementary and middle school) and the limited amount of time available for the intervention:	Being housed within the schools is wonderful—great access to target population—but presents environmental challenges and no feeling of "home." Limited curricular emphasis on participants as a supportive community beyond the course.
Bay Area Outreach and Recreation Program: Sports and Recreation for Disabled Youth	Staff is dedicated, caring and genuinely passionate about youth and work. They are constantly innovating their program design to meet the physical, emotional and academic needs of youth in the program.	BORP is working on better and more targeted outreach. Some issues of cultural awareness and diversity exist, but are currently addressed as needed.
Big Brothers Big Sisters of the Bay Area: Community Based Youth Mentoring Services	The bonds between Big Brothers/Sisters and Little Brothers/Sisters are evidently very strong and well-supported by the program's training and ongoing assistance for "Bigs".	BBBSBA is actively addressing retention of volunteer mentors.
First Place for Youth: Healthy Transitions Project	Youth respond immediately and demonstrate high respect for teachers. Internal evaluation and case management systems are exemplary.	Introductory class was low energy, but definitely engaged. Limited use of varied teaching modalities.



Physical and Behavioral Health Program Name	Areas of Excellence:	Areas for Improvement:
Girls Inc of Alameda County: Eureka! Teen Internship Program	Program is an asset to the youth. It provides girls with a range of issue areas to explore and offers practical lessons and experience in preparation for college, careers, and adulthood. Additionally, the national reputation of Girls Inc offers youth amazing experiences, such as the ING-Girls Inc Investment Challenge, and incredible guest speakers like Alice Walker. Program offers girls learning opportunities and experience in a variety of areas, yet is still focused and clear about goals and expectations for youth as they progress through the program.	Limited opportunities for youth to plan, facilitate, or co-facilitate sessions in areas where they are particularly knowledgeable or skilled.
Native American Health Center: Indigenous Youth Voices	NAHC is an integrated and integral part of the community. It encourages family participation at events, and views each of the youth as family. The Center holds cultural values at the center of its curriculum, and welcomes anyone to the family who appreciates and accepts that viewpoint. NAHC utilizes that familiarity to reach out to other family members for additional support, information, or discipline. Youth appear to really enjoy the center and the staff, and continue that connection as alumni.	Limited opportunity for youth to be engaged and responsible for the program activities. There was evidence of self-direction and independence among many of the youth, but that did not translate into youth making critical decisions or youth leadership overall.
Oakland Based Urban Garden (OBUGS): Planting A Future	Students are engaged and eager to learn.	Limited positive behavior management. The program, usually outdoors, was observed inside due to rain, which may have exacerbated behavior issues.
Playworks: Sports4Kids After School Program	Excellent organization, combination of activities, and systemic support of the development of positive interaction between students and in a team.	Students have limited one-on-one attention from positive role models (coaches). Program has limited opportunities for students to take leadership roles in shaping activities and voicing their opinions.
Project Re-Connect	This program has great staff, women and men who have had similar experiences to the youth, and youth peer leaders who have been in the same program.	Limited peer interaction was observed. However, the observed part of the curriculum does not emphasize peer interaction.



Physical and Behavioral Health Program Name	Areas of Excellence:	Areas for Improvement:
Through the Looking Glass	Modeling and development of communication norms for parent-child pair. Ability to serve as node for multiple services.	Doesn't integrate motor skills and development directly, although the focus of the program is really on social and emotional development. The structure of the program (meetings between family members and clinician) does not provide time for peer interaction.
Unity Council: Neighborhood Sports Initiative	Ample evidence of youth supporting each other and caring adults. Youth are excited to be in program, and are building relationships with peers and adults in the community.	Limited opportunities for youth to drive activities (i.e., choose activities, provide instructions to others, etc.).





SUMMER QUALITATIVE PQA DATA

Summer Program Name	Total Score	Physical & Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity*
Summer Strategy Area**	2.45	2.5	2.6	2.5	2.6	2.5	2.2	2.5
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)	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 has since been updated with additional observations.

**YEP - was not observed in summer 2009, due to confusion about whether this was a Summer or Older Youth program.



SUMMER QUALITATIVE PQA DATA

Summer Program Name	Areas of Excellence:	Areas for Improvement:
Aim High	Youth are very engaged with the program and with each other. Many return to volunteer with the program.	Adult are clearly engaged with youth on a programmatic level, but did not appear to be as much on a personal level.
Alta Bates Summit Foundation	This program provides exemplary skill building opportunities for youth in a variety of modalities geared toward medicine and science.	In part because of the structure of the program, youth leadership opportunities are rare.
American Indian Child Resource Center - Summer Urban Rez	High adult-to-youth ratio during activities.	Leadership opportunities for youth is limited.
Destiny Arts Center	Program model is unique and compelling. Dance classes are diverse. Youth are highly engaged and participate actively.	There are limited opportunities for youth leadership.
East Bay Asian Youth Center - San Antonio Summer Sports Initiative (SASSI)	Youth have fun working together.	There are limited opportunities for youth leadership.
East Oakland Youth Development Center - SCEP	Activities are well organized and there is a clear intentionality to the organizational structure. High school youth successfully run this program with minimal support from agency adults.	Adult engagement with youth is mostly positive, but can be very directive.
Family Support Services of the Bay Area - Kinship Summer Youth Program (KSYP)	Youth are very supportive of one-another and equally include shy and reserved youth.	Limited skill-building observed directly at site visit (preparing for Spirit Day).
Girls Inc. of Alameda County - Concordia Park Young Girls Summer Program	Adults guide youth through emotionally-charged peer interaction with patience and thoughtfulness.	Some safety concerns, as the program is housed in a public park. Although extensive precautions have been taken, incidents still arise.
Girls Inc. - Eureka Teen Achievement Summer Program	Youth are engaged in challenging, but fun, curriculum. Girls are friendly with each other and having fun.	Limited opportunities for engagement with girls outside their cohort.
Leadership Excellence (Oakland Freedom School)	Varied teaching strategies showed excellence in skill building. The following strategies were used: reading, physical activities, a powerpoint, video, a field trip and program visitors addressing visual, kinesthetic, linguistic and interpersonal learners.	No substantial areas for improvement.



Summer Program Name	Areas of Excellence:	Areas for Improvement:
Marcus A. Foster Educational Institute (Prescott Circus Theatre Summer Program)	This is an exemplary program that emphasizes concepts of self-assessment, perseverance, integrity and endurance.	No substantial areas for improvement.
Oakland Leaf (UPA; Oakland Peace Camp)	Youth engagement and leadership are areas of strength for this program.	No substantial areas for improvement.
OASES (Summer Playhouse)	Youth are highly supportive of one-another, and receive excellent support from adults.	There is room for youth to take more leadership positions within the program.
OPR (Oakland Discovery Centers -- Summer)	Youth are friendly and supportive of each other.	No substantial areas for improvement.
OPR (Summer Camp Explosion)	The adult to youth ratio is high and youth are very interested in interacting with adults.	There is limited variety in teaching strategies.



APPENDIX E: LOGIC MODEL OUTCOME AND SURVEY DETAILS

EARLY CHILDHOOD LOGIC MODEL OUTCOMES

<p>1. Attachment of children to their caregivers.</p>	<p>Definition: Children develop attachment styles based on experiences and interactions with caregivers. A securely attached child will explore freely while the parent is present, typically engages with strangers, is often visibly upset when the parent departs, and is generally happy to see the parent return.</p> <p>Relevance: Attachment of children to their caregivers is a key outcome for early childhood programs because the a child's trust of, reaction and relationship to adults is developed early, and can greatly affect the child's ability to develop <i>positive relationships later in development.</i></p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none"> - My child's ability to form positive relationships with adults is (34) - My child's ability to connect with me through physical touch is (35) - In a group setting with children and other adults, my child's emotional security is (36) - My child's ability to connect with me when I talk to him/her is (48) - The children's ability to form positive relationships with adults is (28)
<p>2. Social and Emotional skills</p>	<p>Definition: Social skills facilitate interaction and communication with others and are developed through socialization, and emotional skills allow for the perception and communication of internal emotions.</p> <p>Relevance: Social and emotional skills developed in early childhood lay the groundwork for a child's ability to communicate and socialize well with their peers, <i>caregivers and community.</i></p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none"> - My child's ability to share with other children is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to take turns with other children is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to play with other children is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to perform personal care activities is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to cope in challenging situations is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to cope in stressful situations is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to control his/her emotions is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to talk about his/her needs and wants is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to follow routines and structure is (Unchanged/A Little Better/A Lot Better/Not Applicable) - The ability of my children to share with others is (Unchanged/A Little Better/A Lot Better/Not Applicable) - The ability of my children to take turns is (Unchanged/A Little



	<p>Better/A Lot Better/Not Applicable)</p> <ul style="list-style-type: none">- The ability of my children to play with others is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The ability of my children to cope in challenging situations is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The ability of my children to cope in stressful situations is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The ability of my children to control their emotions is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The ability of my children to express their needs and wants in their primary language is (Unchanged/A Little Better/A Lot Better/Not Applicable)- In a group setting with other children and adults, my children's ability to feel emotionally secure is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The ability of 0-2 year olds to connect with me when I talk to them is (Unchanged/A Little Better/A Lot Better/Not Applicable)
3. Cognitive skills	<p>Definition: Cognitive skills are the basic mental abilities used to think, study, and learn, including mental processes used to analyze, recall, associate and concentrate</p> <p>Relevance: Early development of cognitive skills prepares children to begin school and allows them to develop familiarity with the process of learning and acquiring information.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- My child's ability to recognize letters of the alphabet is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's engagement in reading or looking at books is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's exposure to age-appropriate books at home is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's ability to recognize colors is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's ability to recognize shapes is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's sense of numbers is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's ability to master new skills is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's exposure to early learning opportunities is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My child's ability to learn new things is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The children's ability to recognize letters of the alphabet is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The children's engagement in reading/looking at books is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The children's ability to recognize colors is (Unchanged/A Little



	<p>Better/A Lot Better/Not Applicable)</p> <ul style="list-style-type: none"> - The children's ability to recognize shapes (Unchanged/A Little Better/A Lot Better/Not Applicable) - The children's sense of numbers is (Unchanged/A Little Better/A Lot Better/Not Applicable) - The children's ability to follow routines and structure is (Unchanged/A Little Better/A Lot Better/Not Applicable) - The children's ability to master new skills is (Unchanged/A Little Better/A Lot Better/Not Applicable) - The ability of 0-2 year olds to learn new things is (Unchanged/A Little Better/A Lot Better/Not Applicable)
<p>4. Gross and Fine motor skills</p>	<p>Definition: Gross motor skills involve the large muscles of the body that enable such functions as walking, kicking, sitting upright, lifting, and throwing a ball. Fine motor skills are the coordination of small muscle movements which occur usually in the fingers, usually in coordination with the eyes.</p> <p>Relevance: Early development of gross and fine motors skills build muscle and skills and prepare the body for physical development later in life.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none"> - My child's GROSS motor skills are (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's FINE motor skills are (Unchanged/A Little Better/A Lot Better/Not Applicable) - The children's GROSS motor skills are (Unchanged/A Little Better/A Lot Better/Not Applicable) - The children's FINE motor skills are (Unchanged/A Little Better/A Lot Better/Not Applicable) - My child's ability to play with a ball is (Unchanged/A Little Better/A Lot Better/Not Applicable)
<p>5. Parenting skills-advocating behavior management, reading with children</p>	<p>Definition: Parenting skills are depth and breadth of knowledge of how to raise children. This outcome focuses especially on skills for encouraging positive behavior, maintaining firm boundaries, responding to children's emotional needs, and working with children on literacy skills.</p> <p>Relevance: Caregivers who acquire parenting and behavior management skills early in children's development are better able to aid their children in school and development, and to build strong communication and close relationships with their children.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none"> - My knowledge of the developmental stages of my child is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My understanding of how my child learns through playing is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My ability to play with my child is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My ability to support my child's development of personal care skills is (Unchanged/A Little Better/A Lot Better/Not Applicable) - My understanding of different styles of discipline for my child is



	<p>(Unchanged/A Little Better/A Lot Better/Not Applicable)</p> <ul style="list-style-type: none">- My understanding of positive ways to respond to my child's feelings is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to recognize and respond effectively to my child's feelings is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to help my child through challenging situations is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to help my child talk about and understand he/her feelings is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My understanding of how to form a positive relationship with my child is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to connect with my child through physical touch is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to care for my new baby is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My understanding of the importance that my child feels safe with me (Unchanged/A Little Better/A Lot Better/Not Applicable)- My understanding of the importance that my child feels safe with other caring adults (Unchanged/A Little Better/A Lot Better/Not Applicable)- My knowledge of early steps to reading is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The amount of time I spend reading or looking at books with my child is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to help my child become ready for kindergarten is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to be my child's first teacher is (18)- My ability to help my child learn new skills (such as recognize letters and count) is (19)- My confidence in helping my child learn is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The communication between my child and me is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My idea of what behaviors are appropriate (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to teach my child to take care of himself/herself (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to think about my own reactions to my child is... (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to think about the meaning of my child's behavior is... (Unchanged/A Little Better/A Lot Better/Not Applicable)- A parent's appreciation of their child's unique qualities is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The parent understanding and responsiveness to their child's needs is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My understanding in which children develop their language and literary skills is (Unchanged/A Little Better/A Lot Better/Not Applicable)
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6. Access to community resources	<p>Definition: This outcome looks at how much and often caregivers are able to access and utilize available community resources.</p> <p>Relevance: Caregivers who learn to obtain and take advantage of resources for their families are likely to continue to be pro-active in finding the resources they need throughout a child's development and are likely to take active roles in parenting.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- My ability to FIND helpful community resources for my child or family is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to USE community resources to help my child or family is (Unchanged/A Little Better/A Lot Better/Not Applicable)
7. Decreased isolation of caregivers	<p>Definition: This outcome examines how much caregivers have built relations and connections with other caregivers, resources and partners as a result of their participant in the program.</p> <p>Relevance: Caregivers who are linked in to a community of caregivers are more able to share best practices, find emotional and communal and support, and communicate well with their partners around family issues.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- My opportunities to talk with other parents about parenting/caregiving are (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to share ideas about parenting/caregiving with other parents is (Unchanged/A Little Better/A Lot Better/Not Applicable)- The number of my supportive connections with other parents/caregivers is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to take care of my own health is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to communicate with my partner is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to connect with family members is (Unchanged/A Little Better/A Lot Better/Not Applicable)



<p>8. Understanding of children's socio-emotional, cognitive, and physical development needs</p>	<p>Definition: This outcome examines caregivers' or educators' level of information and comprehension of the developmental needs and skills areas of a child.</p> <p>Relevance: Caregivers with a strong comprehension of the way a child's skills are developed are better able to notice changes and needs in their child and to conceptualize the context in which a child is acting.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- My ability to assess children's developmental needs is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My knowledge of the developmental stages of children is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My knowledge of age appropriate behavioral management techniques is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My understanding of how to form a positive relationship with children is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My knowledge of early steps to reading is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My knowledge of how art and movement contribute to the development of pre-writing and reading skills is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to think about the meaning of children's behaviors is... (Unchanged/A Little Better/A Lot Better/Not Applicable)
<p>9. Response to children's socio-emotional cognitive, and physical development needs</p>	<p>Definition: This outcome examines caregivers' or educators' ability to cater to a child's developmental needs and draw on knowledge and resources toward that aim.</p> <p>Relevance: Caregivers or educators who are confident in their teaching and communication skills have a stronger ability to connect with children and aid in their learning process.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- My ability to teach children through playing and singing is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to respond in positive ways to children's needs is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My understanding of culturally relevant responses to children's needs is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to bond with an individual child is (Unchanged/A Little Better/A Lot Better/Not Applicable)- In a group setting with other children and adults my ability to make children feel secure is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to help children prepare for kindergarten is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My confidence in helping children learn is (Unchanged/A Little Better/A Lot Better/Not Applicable)



	<ul style="list-style-type: none">- My ability to find community resources to enhance children's learning is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to use community resources to enhance children's learning is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to collaborate/partner with other service providers in the community is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My knowledge of local art spaces and activities for children is (Unchanged/A Little Better/A Lot Better/Not Applicable)- My ability to think about my own reactions to children's behaviors is (Unchanged/A Little Better/A Lot Better/Not Applicable)
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**OLDER YOUTH AND PHYSICAL AND BEHAVIORAL HEALTH LOGIC MODEL OUTCOMES**

<p>1. Knowledge and valuing of self: Sense of Mastery</p>	<p>Definition: A sense of mastery is developed when a child believes in his or her own competence and ability to acquire competence.</p> <p>Relevance: Youth with a strong sense of mastery are more likely to be motivated to challenge themselves and pursue their goals.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- In this program, I am trying my best. (A lot like me/A little like me/Not much like me/Not at all like me/This does not apply to me)- In this program, I work hard. (A lot like me/A little like me/Not much like me/Not at all like me/This does not apply to me)- In this program, I am successful. (A lot like me/A little like me/Not much like me/Not at all like me/This does not apply to me)- In this program, I am working toward my goals. (A lot like me/A little like me/Not much like me/Not at all like me/This does not apply to me)- How much has this program helped you do things on your own? (A lot/A little/Not much/Not at all/This does not apply to me)- How much has this program expect good things from yourself? (A lot/A little/Not much/Not at all/This does not apply to me)- How much has this program plan and organize? (A lot/A little/Not much/Not at all/This does not apply to me)- How much has this program learn to set goals? (A lot/A little/Not much/Not at all/This does not apply to me)- How much has this program improve your ability to solve problems? (A lot/A little/Not much/Not at all/This does not apply to me)
<p>2. Knowledge and valuing of self: Self efficacy in program areas</p>	<p>Definition: Self efficacy is a belief that one is capable of performing in a certain manner to attain certain goals – in this case, the goals of the particular program.</p> <p>Relevance: Youth with a strong sense of self-efficacy are more likely to feel motivated to attempt all of a program’s activities.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- I know I can learn what this program teaches. (A lot/A little/Not much/Not at all/This does not apply to me)- I know I can learn what this program teaches. (A lot/A little/Not much/Not at all/This does not apply to me)- I can do all the things in this program if I try. (A lot/A little/Not much/Not at all/This does not apply to me)
<p>3. Knowledge and valuing of self: Sense of belongingness</p>	<p>Definition: This outcome measures how much a participant feels connected to a broader community, program and peers.</p> <p>Relevance: Youth with a strong sense of belongingness are more likely to feel supported and to are more likely to have a strong sense of identity.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- I feel like I belong. (A lot/A little/Not much/Not at all/This does not



	<p>apply to me)</p> <ul style="list-style-type: none"> - I feel well supported. (A lot/A little/Not much/Not at all/This does not apply to me) - I feel connected to my school. (A lot/A little/Not much/Not at all/This does not apply to me) - I feel connected to my community. (A lot/A little/Not much/Not at all/This does not apply to me) - I feel connected to my peers. (A lot/A little/Not much/Not at all/This does not apply to me)
<p>4. Knowledge and valuing of self: Self efficacy in affecting change</p>	<p>Definition: Self efficacy is a belief that one is capable of performing in a certain manner to attain certain goals and assert influence over one’s life – in the case, asserting influence over change-making opportunities in the community.</p> <p>Relevance: Youth who believe they can affect change are more likely to take on leadership roles and confront challenges in making a difference in their communities.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none"> - I know how to find community resources to make things better where I live. (A lot/A little/Not much/Not at all/This does not apply to me) - I can make a difference in my community. (A lot/A little/Not much/Not at all/This does not apply to me) - I understand some causes of problems facing my community. (A lot/A little/Not much/Not at all/This does not apply to me) - I can think through possible solutions for problems facing my community. (A lot/A little/Not much/Not at all/This does not apply to me)
<p>5. Knowledge and valuing of self: Valuing one’s cultural background</p>	<p>Definition: This outcome examines how connected a participant is to his or her person culture and heritage, and how much he or she inhabits a culture that values this heritage.</p> <p>Relevance: Youth who values their cultural background are more likely to develop a strong sense of identity and pride, and to extend the same opportunity to others.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none"> - I value my cultural background. (A lot/A little/Not much/Not at all/This does not apply to me) - I know my family history. (A lot/A little/Not much/Not at all/This does not apply to me) - This program values my culture. (A lot/A little/Not much/Not at all/This does not apply to me) - This program values everyone’s culture. (A lot/A little/Not much/Not at all/This does not apply to me) - Kids in this program are learning about different cultures. (A lot/A little/Not much/Not at all/This does not apply to me)



<p>6. Knowledge and valuing of self: Knowledge of and Valuing of Cultural Diversity</p>	<p>Definition: This outcome examines how much a participant values diversity, especially around race, ethnicity, culture, gender, physical & mental disability, and sexual orientation.</p> <p>Relevance: Youth who value cultural diversity are more likely to be a part of create an open and caring community in which all youth feel welcome.</p> <p>Corresponding Survey Questions:</p> <ul style="list-style-type: none">- I value other people's cultural backgrounds. (A lot/A little/Not much/Not at all/This does not apply to me)- This program values people of all races, ethnicities & cultures. (A lot/A little/Not much/Not at all/This does not apply to me)- This program values people of all gender and gender identifications. (A lot/A little/Not much/Not at all/This does not apply to me)- This program values people of all sexual orientations. (A lot/A little/Not much/Not at all/This does not apply to me)
<p>7. Knowledge and valuing of self: Self-awareness</p>	<p>Definition: Self-awareness is the perception and awareness of the self that allows one to evaluate one's own behaviors and experiences.</p> <p>Relevance: Youth with a strong sense of self-awareness are more likely to be able to regulate their own emotions, decisions and goals.</p> <p>Corresponding Survey Questions: How much has this program helped you do the following?</p> <ul style="list-style-type: none">- Learn about my strengths and weaknesses. (A lot/A little/Not much/Not at all/This does not apply to me)- Share my beliefs and feelings with others. (A lot/A little/Not much/Not at all/This does not apply to me)- Understand my learning style. (A lot/A little/Not much/Not at all/This does not apply to me)- Understand how I make decisions. (A lot/A little/Not much/Not at all/This does not apply to me)- Develop personal standards that guide my behavior. (A lot/A little/Not much/Not at all/This does not apply to me)- Feel in charge of what happens to me (A lot/A little/Not much/Not at all/This does not apply to me)- Be aware of what makes me mad. (A lot/A little/Not much/Not at all/This does not apply to me)
<p>8. Knowledge and valuing of self: Sense of Future Possibility</p>	<p>Definition: The outcome examines to what extent a participant thinks actively about the future and future plans.</p> <p>Relevance: Youth with a strong sense of future possibility and a clear sense of future goals are more likely to be motivated to succeed in areas that bring them toward said goals.</p> <p>Corresponding Survey Questions: How much has this program helped you do the following?</p> <ul style="list-style-type: none">- Think about what I want to do in the future (A lot/A little/Not much/Not at all/This does not apply to me)- Know what I want to do when I'm older (A lot/A little/Not much/Not at all/This does not apply to me)



	<ul style="list-style-type: none">- Set goals (A lot/A little/Not much/Not at all/This does not apply to me)- Make progress toward my goals (A lot/A little/Not much/Not at all/This does not apply to me)- Work hard to reach my dreams (A lot/A little/Not much/Not at all/This does not apply to me)- Have hopes for the future (A lot/A little/Not much/Not at all/This does not apply to me)- Three goals I have for the future are: (Fill in the blank)
9. Skill Increase: Life Skills	<p>Definition: This outcome examines how much a participant has learned from a program in terms of skills that allow him or her to function in the social world, in communities; and in communication.</p> <p>Relevance: Youth who acquire life skills in a program that they might not otherwise acquire are more likely to maintain these skills and use them outside of the context of the program.</p> <p>Corresponding Survey Questions: How much did you learn from this program about:</p> <ul style="list-style-type: none">- Living with Roommates/ housemates (A lot/A little/Not much/Not at all/This does not apply to me)- Making friends (A lot/A little/Not much/Not at all/This does not apply to me)- Getting along with others (A lot/A little/Not much/Not at all/This does not apply to me)- Working on a group project (A lot/A little/Not much/Not at all/This does not apply to me)- Doing my own share of work (A lot/A little/Not much/Not at all/This does not apply to me)- Encouraging others (A lot/A little/Not much/Not at all/This does not apply to me)- Resolving disagreements (A lot/A little/Not much/Not at all/This does not apply to me)- Respecting the feelings of others (A lot/A little/Not much/Not at all/This does not apply to me)- Being a good sport (A lot/A little/Not much/Not at all/This does not apply to me)- Supporting others (A lot/A little/Not much/Not at all/This does not apply to me)- Listening (A lot/A little/Not much/Not at all/This does not apply to me)- Speaking up (A lot/A little/Not much/Not at all/This does not apply to me)



<p>10. Skill Increase: Skills for healthy living</p>	<p>Definition: This outcome examines the healthy and unhealthy behaviors of participants and peers.</p> <p>Relevance: Incidence of skills for healthy living is a good indication of how well a program is able to encourage healthy behavior both in and outside of program time.</p> <p>Corresponding Survey Questions: How many of your friends do the following?</p> <ul style="list-style-type: none">- Drink alcohol (0/1/2/3/4 or more)- Stay alcohol free (0/1/2/3/4 or more)- Use drugs (0/1/2/3/4 or more)- Stay drug free (0/1/2/3/4 or more)- Participate in clubs or sports (0/1/2/3/4 or more)- Smoke cigarettes (0/1/2/3/4 or more)- Have a gun (0/1/2/3/4 or more)- Have sex (0/1/2/3/4 or more)- Get in fights (0/1/2/3/4 or more)- Are gang members (0/1/2/3/4 or more)- Steal (0/1/2/3/4 or more)- Cheat on tests (0/1/2/3/4 or more)- How many days a week do you do the following?<ol style="list-style-type: none">1. Eat fruits and vegetables (0/1/2/3/4 or more)2. Eat breakfast (0/1/2/3/4 or more)3. Eat dinner together with my family (0/1/2/3/4 or more)4. Exercise (0/1/2/3/4 or more)5. Feel safe going out at night in my community (0/1/2/3/4 or more)6. Smoke cigarettes (0/1/2/3/4 or more)
<p>11. Skill Increase: Skills for self expression and awareness of community context</p>	<p>Definition: This outcome examines how much a participant can define and enact his or her role in his or her community.</p> <p>Relevance: Youth with a strong awareness of their role in their community are more likely to take on community leadership roles and work to make an impact for good.</p> <p>Corresponding Survey Questions: How much has this program helped you do the following?</p> <ul style="list-style-type: none">- Use what you are learning to make a difference in my community. (A lot/A little/Not much/Not at all/This does not apply to me)- Make choices that help your community. (A lot/A little/Not much/Not at all/This does not apply to me)- Work with others to make your community better. (A lot/A little/Not much/Not at all/This does not apply to me)



<p>12. Skill Increase: Skills for Self-Sufficiency</p>	<p>Definition: Self-sufficiency defines how much a participant is able to thrive without outside aid or support.</p> <p>Relevance: Programs that provide youth with self-sufficiency skills are providing them with the skills to function well whether or not they are in the program itself.</p> <p>Corresponding Survey Questions: How much has this program taught you about the following?</p> <ul style="list-style-type: none">- Filling out job applications (A lot/A little/Not much/Not at all/This does not apply to me)- Filling out school applications (A lot/A little/Not much/Not at all/This does not apply to me)- Finding job postings (A lot/A little/Not much/Not at all/This does not apply to me)- Getting school funding (A lot/A little/Not much/Not at all/This does not apply to me)- Interviewing well (A lot/A little/Not much/Not at all/This does not apply to me)- Calling in when you're sick (A lot/A little/Not much/Not at all/This does not apply to me)- Filling out work timesheets (A lot/A little/Not much/Not at all/This does not apply to me)- Showing up for work or school everyday (A lot/A little/Not much/Not at all/This does not apply to me)- Balancing a checkbook (A lot/A little/Not much/Not at all/This does not apply to me)- Opening a bank account (A lot/A little/Not much/Not at all/This does not apply to me)- Paying bills (A lot/A little/Not much/Not at all/This does not apply to me)- Completing school requirements (A lot/A little/Not much/Not at all/This does not apply to me)- Finding internships (A lot/A little/Not much/Not at all/This does not apply to me)- Finding help for what I need (A lot/A little/Not much/Not at all/This does not apply to me)- Finding a place to stay (housing) (A lot/A little/Not much/Not at all/This does not apply to me)- Getting healthcare (A lot/A little/Not much/Not at all/This does not apply to me)- Getting childcare (A lot/A little/Not much/Not at all/This does not apply to me)
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<p>13. Increase in Creative Skills: Self-expression skills</p>	<p>Definition: This outcome measures how much a participant expresses him or herself through the arts or creative work.</p> <p>Relevance: Youth with strong self-expression skills are more likely to have a strong sense of identity, a strong belief in their ability to create, and an impulse to think creatively and problem-solve.</p> <p>Corresponding Survey Questions: How much has this program helped you:</p> <ul style="list-style-type: none"> - Use your imagination (A lot/A little/Not much/Not at all/This does not apply to me) - Think of new ideas (A lot/A little/Not much/Not at all/This does not apply to me) - Make connections between ideas that seem unrelated (A lot/A little/Not much/Not at all/This does not apply to me) - Create a story (A lot/A little/Not much/Not at all/This does not apply to me) - Create art (A lot/A little/Not much/Not at all/This does not apply to me) - Make things (A lot/A little/Not much/Not at all/This does not apply to me) - Make music (A lot/A little/Not much/Not at all/This does not apply to me) - Make video (A lot/A little/Not much/Not at all/This does not apply to me) - Work with digital media (A lot/A little/Not much/Not at all/This does not apply to me) - Improve your singing (A lot/A little/Not much/Not at all/This does not apply to me) - Improve your dancing (A lot/A little/Not much/Not at all/This does not apply to me) - Improve your acting (A lot/A little/Not much/Not at all/This does not apply to me) - Improve your performance skills (A lot/A little/Not much/Not at all/This does not apply to me) - Work backstage (A lot/A little/Not much/Not at all/This does not apply to me)
<p>14. Increase in Creative Skills: Skills for Performance</p>	<p>Definition: This outcome examines how much a participant is able to perform and effectively present information.</p> <p>Relevance: Youth who are able to effectively present information are more likely to get their ideas and opinions heard and to present themselves confidently.</p> <p>Corresponding Survey Questions: How much has this program helped you:</p> <ul style="list-style-type: none"> - Speak more clearly (A lot/A little/Not much/Not at all/This does not apply to me) - Project your voice (A lot/A little/Not much/Not at all/This does not apply to me) - Prepare a speech (A lot/A little/Not much/Not at all/This does not apply to me) - Talk to an audience (A lot/A little/Not much/Not at all/This does not apply to me)



	<p>apply to me)</p> <ul style="list-style-type: none">- Get over fear of speaking in public (A lot/A little/Not much/Not at all/This does not apply to me)- Practice presenting (A lot/A little/Not much/Not at all/This does not apply to me)- Work with other performers (A lot/A little/Not much/Not at all/This does not apply to me)- Put on a show (A lot/A little/Not much/Not at all/This does not apply to me)
15. Increased Physical Skills: Skills for Team Sports	<p>Definition: This outcome examines how well a participant works on a team.</p> <p>Relevance: The development of team skills trains youth to work in communities and group settings for common goals.</p> <p>Corresponding Survey Questions: How much has this program helped you:</p> <ul style="list-style-type: none">- Get along with teammates (A lot/A little/Not much/Not at all/This does not apply to me)- Teamwork (A lot/A little/Not much/Not at all/This does not apply to me)- Do your best on a team (A lot/A little/Not much/Not at all/This does not apply to me)- Respect a coach (A lot/A little/Not much/Not at all/This does not apply to me)- Encourage team members (A lot/A little/Not much/Not at all/This does not apply to me)- Resolve disagreements with teammates (A lot/A little/Not much/Not at all/This does not apply to me)- Respect the feelings of others (A lot/A little/Not much/Not at all/This does not apply to me)- Be a good sport (A lot/A little/Not much/Not at all/This does not apply to me)- Be patient with teammates (A lot/A little/Not much/Not at all/This does not apply to me)- Listen to a Coach (A lot/A little/Not much/Not at all/This does not apply to me)- Cooperate better (A lot/A little/Not much/Not at all/This does not apply to me)- Set a good example (A lot/A little/Not much/Not at all/This does not apply to me)- Lead teammates (A lot/A little/Not much/Not at all/This does not apply to me)



<p>16. Increased Physical Skills: Recreational and Athletic Skills</p>	<p>Definition: This outcome examines how well a participant can do various athletic skills as a result of his or her participation in the program.</p> <p>Relevance: The development of athletic skills aids youth in physical development, promotes healthy living and provides structure and goals.</p> <p>Corresponding Survey Questions: How much has this program helped you with:</p> <ul style="list-style-type: none">- Throwing (A lot/A little/Not much/Not at all/This does not apply to me)- Catching (A lot/A little/Not much/Not at all/This does not apply to me)- Kicking (A lot/A little/Not much/Not at all/This does not apply to me)- Hitting balls (A lot/A little/Not much/Not at all/This does not apply to me)- Martial arts (A lot/A little/Not much/Not at all/This does not apply to me)- Running (A lot/A little/Not much/Not at all/This does not apply to me)- Jumping (A lot/A little/Not much/Not at all/This does not apply to me)- Dancing (A lot/A little/Not much/Not at all/This does not apply to me)- Swimming (A lot/A little/Not much/Not at all/This does not apply to me)- Gymnastics (A lot/A little/Not much/Not at all/This does not apply to me)- Biking (A lot/A little/Not much/Not at all/This does not apply to me)- Balance (A lot/A little/Not much/Not at all/This does not apply to me)- Learning a routine (A lot/A little/Not much/Not at all/This does not apply to me)- Building endurance (A lot/A little/Not much/Not at all/This does not apply to me)- Getting more flexible (A lot/A little/Not much/Not at all/This does not apply to me)- Getting stronger (A lot/A little/Not much/Not at all/This does not apply to me)- Getting faster (A lot/A little/Not much/Not at all/This does not apply to me)- Please list any other sports or recreation skills that this program has helped you with: (Fill in the blank)
<p>17. Increased Academic Skills: Skills for Elementary School Students</p>	<p>Definition: This outcome measures how well a participant performs on academic skills appropriate for elementary school students as a result of his or participation in the program.</p> <p>Relevance: Programs that aid youth with their academic skills support them to perform better in school and gain academic confidence.</p> <p>Corresponding Survey Questions: How much has this program helped you with:</p> <ul style="list-style-type: none">- Reading (A lot/A little/Not much/Not at all/This does not apply to me)- Language Arts (A lot/A little/Not much/Not at all/This does not apply to me)- Handwriting (A lot/A little/Not much/Not at all/This does not apply to me)- English (A lot/A little/Not much/Not at all/This does not apply to me)- Math (A lot/A little/Not much/Not at all/This does not apply to me)



	<ul style="list-style-type: none">- Using computers (A lot/A little/Not much/Not at all/This does not apply to me)- Science (A lot/A little/Not much/Not at all/This does not apply to me)- Social Studies (A lot/A little/Not much/Not at all/This does not apply to me)- Writing (A lot/A little/Not much/Not at all/This does not apply to me)
18. Increased Academic Skills: Skills for Middle School Students	<p>Definition: This outcome measures how well a participant performs on academic skills appropriate for middle school students as a result of his or participation in the program.</p> <p>Relevance: Programs that aid youth with their academic skills support them to perform better in school and gain academic confidence.</p> <p>Corresponding Survey Questions: How much has this program helped you with:</p> <ul style="list-style-type: none">- Reading (A lot/A little/Not much/Not at all/This does not apply to me)- Language Arts (A lot/A little/Not much/Not at all/This does not apply to me)- English (A lot/A little/Not much/Not at all/This does not apply to me)- Math (A lot/A little/Not much/Not at all/This does not apply to me)- Using computers (A lot/A little/Not much/Not at all/This does not apply to me)- Science (A lot/A little/Not much/Not at all/This does not apply to me)- Social Studies (A lot/A little/Not much/Not at all/This does not apply to me)- Writing (A lot/A little/Not much/Not at all/This does not apply to me)- History (A lot/A little/Not much/Not at all/This does not apply to me)- Geography (A lot/A little/Not much/Not at all/This does not apply to me)- Culture (A lot/A little/Not much/Not at all/This does not apply to me)- Foreign Language (A lot/A little/Not much/Not at all/This does not apply to me)- Completing homework (A lot/A little/Not much/Not at all/This does not apply to me)- Managing time (A lot/A little/Not much/Not at all/This does not apply to me)- Being organized (A lot/A little/Not much/Not at all/This does not apply to me)- Studying for tests (A lot/A little/Not much/Not at all/This does not apply to me)



19. Increased Academic Skills: Skills for High School Students

Definition: This outcome measures how well a participant performs on academic skills appropriate for high school students as a result of his or participation in the program.

Relevance: Programs that aid youth with their academic skills support them to perform better in school and gain academic confidence.

Corresponding Survey Questions: How much has this program helped you with:

- Reading (A lot/A little/Not much/Not at all/This does not apply to me)
- English (A lot/A little/Not much/Not at all/This does not apply to me)
- Math (A lot/A little/Not much/Not at all/This does not apply to me)
- Using computers (A lot/A little/Not much/Not at all/This does not apply to me)
- Science (A lot/A little/Not much/Not at all/This does not apply to me)
- Writing (A lot/A little/Not much/Not at all/This does not apply to me)
- History (A lot/A little/Not much/Not at all/This does not apply to me)
- Geography (A lot/A little/Not much/Not at all/This does not apply to me)
- Culture (A lot/A little/Not much/Not at all/This does not apply to me)
- Foreign Language (A lot/A little/Not much/Not at all/This does not apply to me)
- Managing Time (A lot/A little/Not much/Not at all/This does not apply to me)
- Being Organized (A lot/A little/Not much/Not at all/This does not apply to me)
- Studying for Tests (A lot/A little/Not much/Not at all/This does not apply to me)
- Government (A lot/A little/Not much/Not at all/This does not apply to me)
- Politics (A lot/A little/Not much/Not at all/This does not apply to me)
- Literature (A lot/A little/Not much/Not at all/This does not apply to me)
- Typing (A lot/A little/Not much/Not at all/This does not apply to me)
- Preparing for college (A lot/A little/Not much/Not at all/This does not apply to me)
- Preparing for the SAT (A lot/A little/Not much/Not at all/This does not apply to me)
- Graduating from high school (A lot/A little/Not much/Not at all/This does not apply to me)
- Preparing for the GED (A lot/A little/Not much/Not at all/This does not apply to me)
- Completing the GED (A lot/A little/Not much/Not at all/This does not apply to me)
- Applying for college (A lot/A little/Not much/Not at all/This does not apply to me)

**APPENDIX F: SURVEY ADMINISTRATION, METHODOLOGY AND ANALYSIS**

Surveys were used to help determine the level at which Program Logic Model outcomes were being achieved. See Change surveys were administered to youth in Older Youth and Physical and Behavioral & Health. For the Early Childhood strategy area, adult caregivers as well as educator/providers were surveyed. As detailed in Appendix E, survey items were linked to chosen Logic Model program outcomes. Each program outcome was created with a corresponding survey item, based on the program's logic model, these items were then compiled to create a customized survey. See Change or program staff administered surveys prior to the end of program in the spring of 2010. Survey results were submitted to See Change by June 2010.

SURVEY ADMINISTRATION

- Surveys were administered in paper form, with surveys handed out to programs at quarterly meetings and returned to See Change via mail, pickup at program, or pickup at OFCY.
- Early Childhood surveys were distributed via email on February 25th and were due back to See Change by May 1st, 2010. Older Youth and Physical and Behavioral Health surveys were distributed in person on April 15, and were due back to See Change in May 2010.
- Summer programs were not surveyed as the survey tool was not finalized before the first Summer program ended for the year.
- Surveys were confidential, and all tracking was completed through Cityspan identification numbers.
- All survey questions included an option to mark "does not apply". In this way, irrelevant questions were not factored into program scores, and youth had the option to by-pass any questions they felt uncomfortable answering.

SURVEY ANALYSIS

- Survey data was linked to attendance by a *PersonID* identification number. This number was generated by the Cityspan system. For programs with fewer than 150 participants, surveys were administered using labels. Programs with over 150 participants administered surveys using lists.

Labels: Paper surveys administered in this method were each stapled to a label, which included a participant name and the corresponding PersonID number. The PersonID numbers were also printed directly onto the paper surveys. Programs were instructed to pass the survey to the participant whose name appeared on the label, and then tear off the stapled label. This was to ensure that See Change could enter the surveys with PersonID numbers while the participants' names were kept confidential.

Lists: Programs were provided with lists of participants and their corresponding PersonID numbers. When administering the survey, programs were instructed to write the PersonID number of the youth they handed the survey out to.

- Survey questions were combined into an outcome score for each strategy area and each program.
- Question coding:

Responses to survey items were coded in the following way:

- A lot = 3
- A little = 2
- Not much = 1
- Not at all = 0
- This does not apply to me = null. [These responses were coded the same as missing or blank responses]

- Aggregating survey items for each outcome:

Means

- Outcomes with survey items that were closely related to an underlying trait were aggregated by computing the mean of responses to survey items related to an outcome. Then, the mean was used to determine if a youth reported high, medium, or low levels of the outcome using the following cut-off points:

- High: Greater than 2.5
- Medium: 2-2.5
- Low: Less than 2
- For example, consider a youth who responded to the survey items for self-efficacy in program areas, in the following way:

- How much do the following statements describe you?

- I know I can learn what this program teaches.
 - A lot – 3 (see recoding)
- I know I can do what this program teaches.
 - A little – 2 (see recoding)
- I know I can do what all things in this program if I try.
 - A little – 2 (see recoding)

The mean of these three responses is $(2+2+3)/3=2.33$. Because 2.33 is between 2 and 2.5, this youth would be considered as reporting a medium level of self-efficacy in program areas.

Counts:



- For certain outcomes, survey batteries consisted of a list of relevant skills. These outcome survey items were aggregated using counts of skills, rather than an arithmetic mean, to ensure that the program is evaluated on its specific goals. For example, a program with a math class may have chosen “academic skills” as an outcome in its logic model. For this program, survey responses regarding improvement in reading skills may be less relevant to the program.
- 3 categories of results are reported on for each outcome survey battery, which is aggregated by a count:
 - Average number of skills greatly improved: For each participant, a count was calculated of the number of skills which are reported at a “high” level of 3. (See recoding.) Then, the average of this count was calculated across all respondents.
 - Average number of skills moderately improved: For each participant, a count was calculated of the number of skills which are reported at a “medium” level of 2. (See recoding.) Then, the average of this count was calculated across all respondents.
 - Top 3 skills reported: The arithmetic mean (across participants) for each skill was calculated. The skills with the highest means were reported as “top skills”.

Peer groups:

The Health Behavior outcome was measured in the following way:

Risky peer groups: Youth were considered to belong to a risky peer group if they reported having three friends or more, performing any of the following behaviors:

- Drink alcohol
- Use drugs
- Smoke cigarettes
- Have a gun
- Have sex
- Get in fights
- Are gang members
- Steal
- Cheat on tests

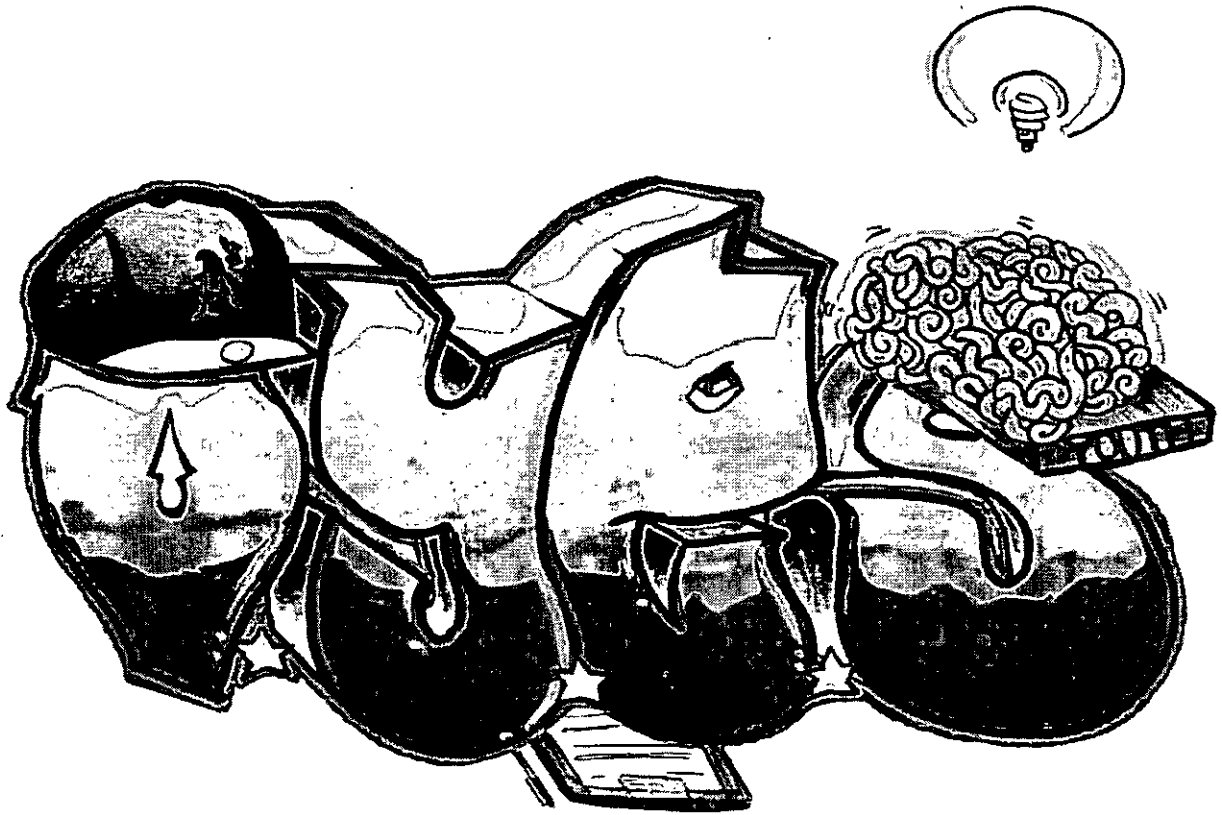
Protective peer groups: Youth were considered to belong to a protective peer group if they reported having three friends or more, performing any of the following behaviors:

- Stay alcohol free
- Stay drug free
- Participate in clubs or sports

Note that it is possible for a participant to belong to both a risky peer group and a protective peer group.

Healthy Behavior: Youth were considered to have a “moderate” level of healthy behavior if they reported performing ALL of the following behaviors more than twice a week:

- Eat fruits and vegetables
- Eat breakfast
- Eat dinner with my family
- Exercise AND
- report smoking ZERO days/week.



oakland youth evaluators society

presents

2009-2010 Youth-Led

Evaluation

of

programs funded by **Oakland Fund for Children and Youth (OFCY)**

Older Youth and Physical and Behavioral Health strategy areas

in Association with

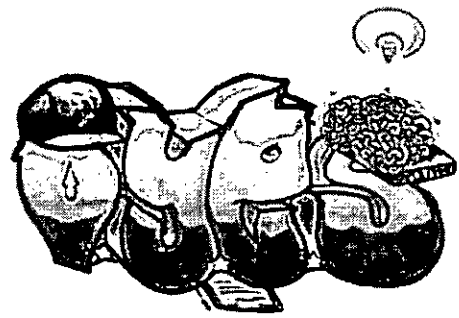


**Youth
In Focus**



Who is OYES?

We are OYES, Oakland Youth Evaluators Society. We are a diverse group of youth from all over Oakland and Richmond. We started off as a youth evaluation team working with Youth In Focus, in partnership with See Change, to evaluate youth programs funded by the Oakland Fund for Children and Youth. Our adult advisor was Aaron Nakai and our project cocoordinator was Tony Robinson. Through this project our vision was to listen to the youth in youth programs funded by OFCY, evaluate their programs, and advocate for their voice.



"Oakland youth evaluators society"

our mission:

Our mission was to attend various youth programs in Oakland, both those funded by OFCY and those not, to evaluate their structure and programming in order to find out what they're doing well and how they can be improved. We looked specifically at programs in the Older Youth and Physical and Behavioral Health strategy areas. We wanted to find out what youth programs in those strategy areas do to change the lives of all youth while involving parents, guardians, and community members.

our vision:

Throughout our evaluation project we were always in the driver's seat. As youth who have been involved in youth programs in Oakland, we know from first and second hand experience, what WE WANT and WHAT WE NEED! Having an opportunity such as this one really boosted our self-confidence to speak up and make sure our voices are heard.

our methods:

Our main focus for this evaluation project was advocating for the youth in Oakland. It is important that we did this research and evaluation rather than adults. As youth growing up in the same communities as many of those who attend youth programs in Oakland, we are able to relate to them on a personal and social level, and better understand the issues they face. Also, we can easily relate as youth who are currently in youth programs.



We discussed our 'ideal' youth program compared to what 'real' youth programs are like. What works and what doesn't work in youth programs in Oakland? What keeps youth coming to the programs? This dialogue helped us to determine what we wanted to find out about youth programs, and brainstorm the main issues youth in Oakland face.

Some methods we used were: surveys, interviews, and filmed focus groups. With all the data we

collected, we hope to aid in the improvement of youth programs throughout Oakland. We want to give feedback to OFCY and to the individual youth programs from youth, employees of youth programs, and community members. We can advise youth programs about how to implement successful methods from other programs in Oakland, instead of reinventing programming. We met every Wednesday and as we were finishing the process, we met on Saturdays, too!

our themes:

In our project we thought about the most important issues youth in Oakland face and came up with the following themes for our evaluation of OFCY-funded youth programs in the Older Youth & Physical and Behavioral Health strategy areas: Social Development, Sex Decisions, Gaining Independence, Teen Violence and Safety, and Family and Community.



Dattaji, Yoon and Fatima write the OYES final report.

our research question:

After we decided the themes for our evaluation we brainstormed seven possible research questions. We voted and narrowed them down to the best four:

- How can youth programs in Oakland benefit youth while involving parents, guardians, and families?
- How do youth programs in Oakland make a

positive change in the community?

- How do youth programs effect the safety and well being of Oakland youth? .
- What's the structure of the youth program and how does it incorporate elements that focus on academics?

We combined these top questions and they became the building blocks for our final research question:

What can youth programs in Oakland do to change the lives of all youth while involving their parents, guardians, and community members?

our sample:

The youth programs we chose to evaluate were based in part on the ones we were involved in, those programs that expressed interest in being involved with a youth-led evaluation, those we knew to be excellent, and many others that we were unfamiliar with. When we went to the youth programs we held focus groups, interviews, passed out surveys, and wrote down our observations. We used these tools because we felt that this would be the best way to collect the strongest and the most data. We collected data at youth programs, schools, and our neighborhoods. We collected around 170 surveys, held 12 focus groups, conducted 6 adult staff interviews, took over 30 photos, and recorded 15 observations.

our analysis:

After we collected the data we carefully analyzed it and created a group of solid findings. One of the ways we chose our findings was by looking through the information that most connected to our research question, helped answer it, and had enough evidence to back it up. Through this process we also devised the visions and recommendations.



programs we evaluated:

- American Indian Child Resource Center (AICRC)
- Asian and Pacific Islander Youth Promoting Advocacy & Leadership (AYPAL)
- Beyond Emancipation (B:E)*
- Destiny Arts*
- Leadership Excellence (LE)
- Kids First Oakland/REAL HARD, Oakland HS
- Sexual Minority Alliance of Alameda County (SMAAC)/Aids Project of the East Bay (APEB)
- Visual Element @ Eastside Arts Alliance*
- Youth Alive!/Teens On Target, Castlemont HS
- Youth Radio*
- Youth Roots/Oakland LEAF
- Youth Together, YES and Skyline HS

* program not directly funded by the Oakland Fund for Children and Youth

OYES FINDings...

family & community:

Youth in Oakland attend programs that provide them a sense of family; they see their programs as a second home when they receive emotional support, are respected by staff, feel comfortable, meet new friends, and are a part of a safe community.

Sub-finding:

Not all youth are connected to their families. It is hard for families struggling everyday to get by and to provide all the support their youth need.

Supporting Data:

- "[This program] feels more like a family than just a program I go to. I feel Youth Roots has been the most positive impact on my life."
—Thalia, Youth Roots
- "Leadership Excellence is like a family. That's part of the things they try to make sure they keep going. Like the conduct of what goes on here seems more family-like and it helps you trust each other more, so if you trust and respect your space you don't really wanna keep it unsafe. You want it safe and [to] trust and respect it. It almost gives you a sense of ownership." —Kennedy, Leadership Excellence
- When asked what makes youth want to return to youth programs, over 70% of youth surveyed said one of the main reasons is the staff treats them with fairness and respect. 75% said they return to youth programs because they learn things, and 68% said they return because they make friends.
- "The thing I like about this program is they be on you; they be on you. Some of the parents slack off sometimes, but this family right here, they be on you. That's what I like." —Calvin, Leadership Excellence
- Youth in Oakland report that over 70% of program staff and directors are 'very passionate' and dedicated to youth programs. Over 95% of all youth surveyed said they felt 'comfortable' or 'very comfortable' with the staff, space, and the other youth in their youth programs.
- "...here I feel like I have a voice and I can say what I want cause I'm somewhat of a shy person around new people and this group gave me a feeling of comfort like a family outside my family..." —Bridget, Youth Together at Skyline HS
- "I used to hang around my cousins and they were a really bad influence. They were doing gangs, drugs, violence, but then coming to this youth program it allowed a safe space for me to like grow up, and blossom

like a beautiful little rose, and now I feel good about myself. I have all this knowledge about racism and consciousness about what's going on in the world." – Vincent, AYPAL

- "When I came here I had like a cold heart toward my family, like there was a bunch of problems with my family, and now I'm more open and it's like what I learn here I take home with me." – Tatiana, REAL HARD, Oakland High

vision:

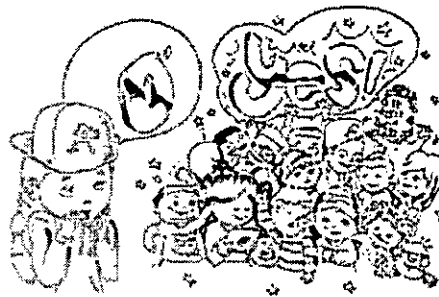
All youth programs in Oakland will provide youth with a safe space that feels like a second home where they feel comfortable, where they feel respected, and where they work as a functioning and safe community.

recommendations:

- Youth programs should build counseling services into their programming, and develop staff from alumni and people from the community who are passionate about building social relationships with youth, in order to provide all youth with a strong sense of family. Programs that do this very well are: Beyond Emancipation, Leadership Excellence, Youth Roots, American Indian Child Resource Center (AICRC), Visual Element, Youth Radio, and AYPAL.
- Youth programs should create more opportunities for community-building activities, for example, neighborhood clean-ups; youth visits to senior center, hospitals, pre-schools, and community gardens; and youth-led events and celebrations.
- Programs should allow youth enough time to get to know each other, build trust, and establish a culture of respect before 'jumping in' to program curriculum. Programs that do this very well are: Youth Roots, Destiny Arts, Leadership Excellence, Eastside Arts Alliance, and Sexual Minority Alliance of Alameda County (SMAAC.)

youth voice:

Youth are more engaged in youth programs that encourage them to give input and influence the program.



Supporting Data:

- When asked how willing youth are to participate in leadership at their youth program, 94.6% of those who said their ideas influence their youth program, also said youth are 'willing' or 'very willing' to participate in leadership; this is compared to only 77% of those who said their ideas do not influence their youth program who said youth are 'willing' or 'very willing' to participate in leadership.
- Over 95% of youth who said their ideas influence their youth program also say they have used skills from their youth programs to do better in school.
- Over 87% of youth who said their ideas influence the structure of their youth program said leadership skills are most helpful to them.
- "Our voice, even within this program, is always heard. Whenever they create something, they do it because of what we want for them to create." –David, Leadership Excellence
- "It changed me. It made me a better person. It made me confident. I can speak out and teach other youth about like the problems and like not be scared or shutter or have a



heart attack right then and there because I used to be hella scared talking in front of people." -Linda, AYPAL

- Over 55% of youth who say their ideas influence their youth program also believe their goals are most supported by youth leadership and development programs.
- When asked how willing youth are to participate in making a change in their community, 91.7% of those who said their ideas influence their youth program also said youth are 'willing' or 'very willing' to participate in making a change in their community; this is compared to only 76.9% of those who said their ideas do not influence their youth program who said youth are 'willing' or 'very willing' to participate in making a change in their community.
- 98% of youth whose ideas influence their youth program also believe their program would be beneficial to someone who isn't in a youth program.
- "...we can come here and talk about anything that grown-ups are talking about, because this is our generation of people and we know what we are talking about..." -Amber, Youth Radio
- 57% of youth surveyed said that staff at their youth programs worked 'very well' with them to empower youth voice.
- "I used to be a really loud person but I used to be loud in a really bad way; I spoke up about the wrong things. And now I kinda, I feel like I'm a smarter loud person. I'm still loud, but I don't say things before not thinking about them, I don't like saying things that don't have meaning." -Bridget, Youth Together, Skyline HS

VISION:

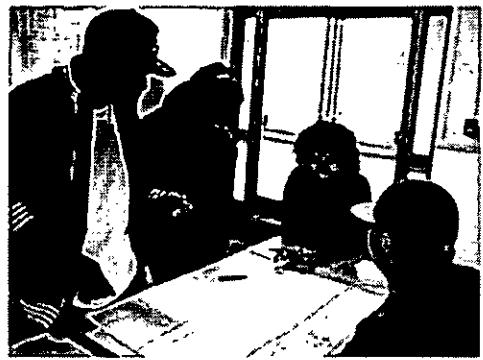
There are more leadership roles in youth programs for youth to use their voices and give input into what happens at their programs (i.e. what funding goes towards.) Youth will take part in decision-making at

their youth programs which will give them confidence to lead their own lives and not fold under pressure. More youth will participate, build trust, and rely on their own voices to help them feel comfortable connecting with school counselors, program staff, their community and their peers.

recommendations:

- Youth should see and know how the process of decision-making at their program works. If the program is planning to change anything, they should ask youth and involve youth in meetings with adults to share the decision-making power (i.e. funding).
- Create facilitation and leadership roles for youth. Create opportunities that allow youth to practice and feel comfortable speaking and leading, as well as providing space for youth to make decisions regarding the direction their program is going.
- Programs should make it mandatory that all students participate in youth-led events.
- Make youth program about the youth - youth programming should address interesting and relevant issues that youth face today. Programming should be facilitated in a manner that is reflective of the cultures and communities that youth in Oakland come from.
- Youth should be a part of city council meetings and have the option to speak to - and make decisions about - things that directly effect them.
- Youth leaders from within the youth program should set examples by empowering other youth in the program to speak up. Older youth from the program or the community can serve as mentors in youth-led meetings, speeches, talent shows, and other forms of expression.

"Youth Roots is good at making you realize that you have a voice and that you're not saying random bullcrap."



Youth evaluators Mario, Dalah, Fatima, and Franklin make an issue map of their community.

youth transitions:

Youth gain skills vital for their transition into adult life from their youth programs that they don't get from their schools.

Sub-finding:

Youth programs that provide leadership roles, communication skills and opportunities to talk about issues that youth face help youth improve social skills and speak up about what matters to them.

Supporting Data:

- "One of the main things that Leadership Excellence [does is] they try and make sure you self-build so that you're building yourself. Even when you not at Leadership Excellence, like once you move on in life, like move or whatever you end up doing, they make sure you still got them tools in yourself to make sure you can try to find the answers to life's questions." -Kennedy, Leadership Excellence
- Over 84% of youth surveyed said they gained leadership, communication, social/inter-action and public speaking skills from their youth programs, compared to only 49% that said they gained these skills from school. - "They always inform us about different things

going on in the community, and when we go there they usually know we're from Leadership Excellence. And what's funny about it is when you're there they'll ask you specifically - like 'when nobody else in the room know[s] - they'll be like, 'Well maybe Leadership Excellence people know.' So then, it makes it where you want to be educated on all the stuff, and know everything. It makes it to where you gotta step up and make sure you're saying what you want." -Kennedy, Leadership Excellence

- Over 90% of youth surveyed said they have used the skills they gain in their youth programs to do better in school.
- 74% of youth surveyed said leadership skills gained in youth programs help them most outside their programs, compared with 28% who said computer skills help them most.
- 70% of youth surveyed said communication skills gained in youth programs help them most outside their programs, compared with 29% who said facilitation skills help them most.
- "Up in here you show people respect, and when you get out there you show even more respect because you know, feel me, they tryin' to do somethin' with they life, and they tryin' to push this positive energy." -THR33, REAL HARD, Oakland HS
- 77% of youth surveyed said they are 'connected' or 'very connected' with youth program staff, compared to 55% who said they are 'connected' or 'very connected' with their teachers.
- Over half the youth surveyed said their youth programs provide tutoring and peer-to-peer help with academic support.
- Over 87% of youth surveyed said they feel comfortable getting academic resources through their youth programs.
- 94% of youth surveyed said their youth programs help prepare them for their future.

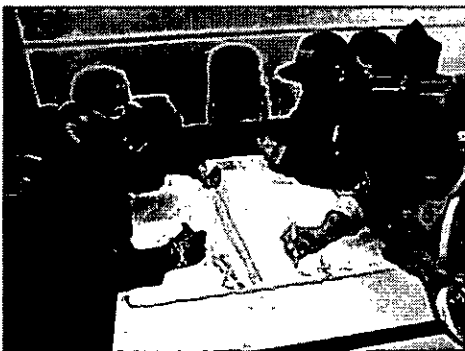
vision:

There is better communication between youth programs and schools. This will happen through integrated curriculum created from the best practices of youth programs that apply to the lives of young people in Oakland. It will bridge the ability of schools to recommend students to certain youth programs as a resource for support. In addition, youth take on leadership roles in the program and take the responsibility of doing outreach to other young people.

recommendations:

- **Oakland Youth Evaluator's Society in coalition with youth leaders from across the city, Oakland Unified School District [OUSD] and Oakland Fund for Children and Youth [OFCY] should meet on a regular basis to discuss cross-coordination and shared practice between youth programs and schools. Outcomes of these meetings could include:**
- Providing youth increased access to more empowering skill-building opportunities, employment opportunities, and awareness regarding the availability of activities that help their transition into adulthood.
- Better training and technical support for youth programs in recruitment and outreach.

- One OUSD community town hall meeting per semester focused on school and youth program collaboration.
- Schools can create assemblies for youth programs to introduce what they do to young people.
- Schools can support effective youth programs and work harder to recommend students to them; in addition, schools can connect alumni from youth programs to mentor youth throughout the school district.
- Teachers, administrators, and school counselors can get first-hand knowledge about youth programs in Oakland. Through regular meetings, all stakeholders can begin building a plan to align what happens at school with what happens at youth programs, and actively connect youth to these programs.
- Youth programs need to implement lifeskills training for youth through real-world workshops. These trainings should include classes that help prepare youth for adult life after their youth programs. Currently, there are programs at certain high schools in Oakland that make internships a mandatory part of the curriculum for all students. Youth programs should connect to these schools and model this element of their programs after them.
- Youth programs in Oakland that do very well helping youth make the transition to adult life are: Beyond Emancipation (although youth must be emancipated foster youth to receive services), Youth Radio (helps youth move on whether it's school or otherwise), First Place 4 Youth, Leadership Excellence, Destiny Arts (although focused primarily on careers in dance and theatre.)



Euribia, Bams, Roger, and Yoon work together to map the challenges, assets and allies in their community.

"They can help you increase your skills and talent and you can go out there and make it BIG time."

community resources:

Too few Oakland youth access 'community resources', such as housing placement, financial education, and trade skills, through their youth programs.

Supporting Data:

- Of youth between the ages of 13-18, only 12.4% gained 'community resources' through their youth programs.
- Of youth between the ages of 19-25, only 17.4% gained 'community resources' through their youth programs.
- Under 15% of youth surveyed gained financial education through their youth programs.
- Only 15% of youth surveyed gained trade skills from their youth programs.

*** It is possible there was significant variance in how those who took the survey understood 'community resources.' The term was defined in the survey, in parentheses, only as (housing, financial, etc.) In further evaluation it will be important to more clearly define and ask youth about what specific community resources are available through their youth programs.*



OYES co-coordinator, Tony Robinson, facilitates the team through an activity to understand the project's SAMPLE.

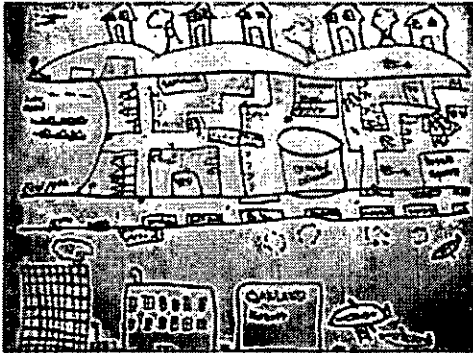
vision:

Youth will have enough resources to help them be successful members of their communities and society. They will have jobs, money, college opportunities, and housing. They will take advantage of community resources that youth programs provide that their schools don't including: networking, training, physical and mental health resources, leadership opportunities and workshops on community issues.

recommendations:

- Establish wellness centers at each school site to coordinate with county and city services and provide youth the ability to connect with community resources, including: emotional support and counseling, academic support, financial planning and employment and career opportunities, access to academic tutors, access to food, clothing, and shelter, health care, child care, and awareness of community issues.
- Adopt elements of Beyond Emancipation's model (program for foster youth aging-out of the system); resources for housing, jobs, education, financial aid, and resource counselor all in one program. This model allows for one-on-one sessions with program staff to find out exactly what youth actually need, and provide them with the most up-to-date information about services available to them.
- Create and provide access to a database for resources and youth programs (flyers, booklet, sticky board, online system, etc.) The database can include a website to provide better outreach and information to youth about where to go to get what they need.

"When I needed to pass CAHSEE to graduate, I did from encouragement. It was my 8th time taking it."



OYES man of issues in their communities.

teen violence:

Youth programs in Oakland keep youth safe. Youth that attend youth programs are less likely to be involved in behavior with negative consequences such as selling and doing drugs, gang banging, prostitution, gun violence, robbing, fighting and harassment.

supporting data

- 63% of youth surveyed said the youth programs in Oakland provide safety training and tips about staying safe.
- 74% of youth surveyed who have attended or are currently attending youth programs in Oakland, said violence between youth never happens in their youth programs, compared to only 6% that said violence occurs all the time.
- "AYPAL changed my life because it gave me another option in life" -Chris, AYPAL
- "I've seen many different opportunities out there that I can do instead of being out there on the streets doing stuff that I know I shouldn't be doing. It made me realize that I can do other things instead of being out there on the streets." -Ricky, Youth Radio

- "This program has helped me a lot by staying out the streets cause I used to stay out in the streets 24/7. I came here once and they always told me about the positive things, and they showed me how to take my art to a whole new level. Instead of taking my art to the streets, I could show my art to the community." -Kid 1, Visual Element
- "I was kinda always the bad one in my family, because I didn't know how to express myself. Unlike my siblings, I used to be really violent and I used to get in a lot of fights, so I kinda started breaking the family apart, until I came to the youth center in 9th grade. Youth Together actually really helped me and my family get back together and close." -Bobby, Youth Together, Skyline HS

- Over 67% of youth surveyed said staff members at their program make sure youth arrive to the program safely.
- 62% of youth surveyed said staff members at their program make sure youth leave the program safely.
- 52% of youth surveyed said staff members at their program provide conflict mediation.
- "...I'm teaching youth in the community about political education, helping them pursue higher education, and basically being a role model for them to see that there's better things out there than just standing on the streets, doing drugs, or getting into fights and getting into gangs." -Nora, AYPAL
- "It changed my life pretty much 'cause I had nothing else to do after school or I'll just go kick it in the hood and not do nothing. At least now I can do that and get a positive message out to my friends." -Deante, Youth Alive, Castlemont HS
- "Youth Roots is the only program that made me change more and keep me off th streets." -J, Youth Roots

Vision:

Youth will be occupied with positive youth programs that will lead toward: lower crime rates, stronger prevention of violent youth death, less youth-on-youth violence, and reduced harassment and racial profiling of youth by police. Youth will have jobs, networking opportunities and job training that will provide solid options to violence.

recommendations:

- Youth programs should host monthly weekend retreats with the youth, staff, family, friends and community members to establish a culture of safety, trust, respect, humanity and community.
- Youth programs should have a mediation center that provides anger management counseling, conflict mediation, training for positive peer role models from the community, peer mentors, peer resources, and violence prevention workshops, and restorative justice.
- Youth programs should provide weekend service and ensure safe transportation to and from the programs (i.e. bus and BART passes, passenger vans, ridesharing, etc.).



Community mural at one of the twelve programs the OYES team evaluated, Youth Roots in East Oakland

gaining Independence:

Youth in Oakland want more career and college readiness in their youth programs.

supporting data

- 60% of youth surveyed said they have used skills gained at their youth program to obtain a job.
- Over 80% of youth surveyed said career & college readiness/academic support/science programs support their goals and lifestyles most.
- Over 92% of youth surveyed said their youth program has helped them gain independence.
- "[This program] makes you aware of what's going on in our community and it teaches you life skills and leadership that you need for college and for the real world out there so you won't be stuck." -Sumatra, AYPAL
- "[This program has helped me to] feel like I deserve to have better grades, so I work harder to not disappoint myself!" -OYES Survey Response
- "[In this program] I gained more confidence and motivation to pursue higher education." -OYES Survey Response
- "[This youth program] keeps you happy and wanting to be successful in school." -OYES Survey Response

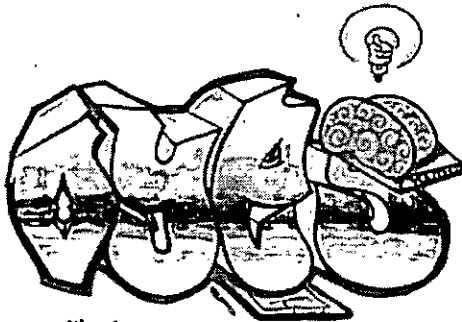
recommendations:

- Youth programs should train youth to be active thinkers in their community by providing workshops on independent living skills: i.e. securing housing, getting jobs, money management, writing checks and balancing checkbooks.
- Increase city sponsored workshops on jobs, career opportunities, and internships for high school and college students in partnership

with youth programs, universities, colleges, junior colleges, high schools, businesses, community groups and trade organizations.

- Employ youth mentors and alumni from youth programs to teach younger youth how to access college and job opportunities.
- Every youth program should have a college and career center with access to computers, counselors, financial aid advising, workshops, and pamphlets. Students from middle school on should have access to college mentors who come from their community and are also based at local community colleges or universities.
- Youth programs should set aside specific time to help youth with filling out applications: college, job, financial aid, scholarships, etc. In addition, the youth programs should build in opportunities for youth to be familiar with the steps for moving forward in adulthood, preparation for job and college interviews, and practice for the college/career testing and application process.

"The definition of independence to me is to be able to do what I want to in the right way and be able to express myself, and Leadership Excellence has helped me to express myself in a positive way."



limitations and lessons learned:

In our evaluation of youth programs funded by OFCY, we could have done a couple more things that would have given us more data. These include going to more youth programs and asking more specific questions in our survey and in the focus groups. For example, we could have asked: *Why did the youth in this program join the program? What makes youth want to join this program? What do youth need in this program and their community?*

We learned many things about research and evaluation while doing this project. We learned that it is a long process that takes a lot of hard work to complete. You have to be organized and know what you're looking for in the evaluation, and when you get the results you have to know what you're looking at. We also learned that you have to collect a lot of information and make sure your data covers your themes and your research question.

In addition, the limit of eight months working on this project rushed us a little bit. We would have had a more thorough project if we had twelve months and the project would be almost perfect! It would have also been good to have more than one or two interactions with the youth.

next steps & action:

- OYES should begin meeting with OFCY, city officials, OUSD, and city council to plan a youth-led working group. This working group will allow OYES and other youth leaders to ensure OFCY is staying on course with the strategic plan but more importantly, following up with the OYES recommendations.
- OYES and other youth leaders can continue presenting their evaluation of youth programs as speakers using 'speakers cards' at city council meetings, specifically the city council's Life Enrichment committee and the OFCY POC meetings.

- Create a follow-up documentary film/media piece to more fully showcase the voices of youth in OFCY-funded youth programs and further present all the data we collected.
- Make OYES into a permanent evaluation team.
- Present our findings and recommendations to OFCY and OFCY POC.
- Publish OYES final report and firm on the OFCY website.
- Collaborate with OUSD's Meaningful Student Engagement and other youth-led research teams from the beginning of the year.
- Present our work at MSE's Spit the Runway Event at city hall.
- Present OYES findings and recommendations back to the youth programs we evaluated.
- Create a youth-led committee based specifically on implementing our recommendations and aligning our research to strengthen the evaluation of youth programs.

plus/delta evaluation of individual programs:

+ **Plus:** refers to observed strengths of the youth program.

Δ **Delta:** refers to potential areas of improvement for the youth program.

** *Indicates youth program not directly funded by OFCY.*

american indian child resource center - aircrc:

+ **Plus:** *All the youth seem to get along really well with each other. Important cultural traditions (games, songs, crafts) passed along to the youth who attend the program. AICRC picks up every participant at school in a program van.*

Δ **Delta:** *The youth were off track and unable to focus during the focus group. There were a couple of youth who were disrupting.*



aypal - asian & pacific islander youth promoting advocacy & leadership:

+ **Plus:** *AYPAL's strong family setting plays a huge part in the program. Having such a positive & growth driven environment creates one of the best setting for after school academics and a safe space to kick it.*

Δ **Delta:** *Similar to every other youth program, the lack of proper funding has impacted AYPAL, forcing them to limit the resources they offer and cut their staff.*

**Beyond emancipation: ****

+ **Plus:** *Beyond Emancipation had a very comfortable feeling that had good outreach to foster youth. The space is big and there are a lot of excellent resources for foster youth. A great model for providing wrap around services and resources for emancipated foster youth.*

Δ **Delta:** *Participants came late. Not enough outreach so all foster youth don't know about the program. You have to be a emancipated foster youth to receive services, and youth who are not foster youth could benefit greatly from a similar program.*

leadership Excellence:

+ **Plus:** *LE's cultural base brings about a comforting environment for all the youth. This understanding & safe program helps youth be receptive to learning new things. The program lets youth know their youth program has their back and will help them in any way they can, especially in gaining independence, self empowerment and awareness of culture.*

Δ **Deltas:** *Due to funding cuts LE has limited resources now. Currently, there are no school based outreach recruiters from LE. The LE program should be in every school in Oakland.*

Destiny arts: **

+ **Plus:** *Destiny Arts is a very family oriented environment. It seems like everybody feels respected at this program. This program has a cool vibe and they welcome all people with open arms. The dancing is very engaging, and the staff helped the youth whenever they needed it.*

Δ **Delta:** *Sometimes the freedom and trust that staff show the youth could be taken advantage of by the youth. For example, youth can be messing around or disrespecting each other during their free time.*

Kids First Oakland/ R.E.A.I H.A.R.D, Oakland h.s.:

+ **Plus:** *The same program at multiple high school sites around Oakland. Youth say the program has made a difference in their lives.*

Δ **Delta:** *Lack of youth participation. Too many youth coming in late for the meeting. Youth were lightweight; disrespectful.*



**smaac - Sexual minority Alliance of
Almaeda County:**

+ **Plus:** SMAAC has a great culture and family environment. It is a great program that gives access to resources for health and wellness for LGBTQ and straight youth. This is a safe space where safety for all youth is always the highest high priority.

Δ **Delta:** The decrease in funding from OFCY has greatly impacted the functionality and effectiveness of the program.

**Youth Alive! - Teens on target, Castlemont
h.s.:**

+ **Plus:** Youth Alive is good because it is school based. The staff in the program had good connections with the youth and the youth were very engaged. Moreover, Youth Alive had a good program agenda and a lot of the youth attending the program had siblings who were alumni.

Δ **Delta:** Some youth in the program weren't very engaged. In addition, this program had a lack of space and carried a classroom vibe.

visual element @ Eastside arts alliance:

+ **Plus:** Visual Element is a community-oriented program that's extremely well put together. This program is very nice, welcoming, has great opportunities for youth to do art, and has a lot of artwork and supplies.

Δ **Delta:** This program needs more youth involvement, and it also has no women. There were only a few students there.

youth radio: **

+ **Plus:** Youth Radio offers a wide range of media resources, like computer skills, digital media production, and music studios for production. This program was very well organized and has a great quality space. The program staff worked really well with the youth and the program itself is a good place to empower youth voice.

Δ **Delta:** It was hard to interview staff because their time was very limited.



youth roots - Oakland leaf:

+ Plus: Youth Roots is a program that offers many different resources that the youth are satisfied with. It is also well organized and has a quality space. Youth Roots has staff that work really well with youth, and it is a good place to empower youth voice. Everybody's like a family and seems comfortable with each other. It is a nice and safe space. This program also has a loving vibe where everybody gets along in a nice environment.

Δ Delta: This program can use a little change in how they were engaging the youth in activities. Also, the vibe in this program felt like a classroom. Doesn't feel diverse enough and youth weren't focused during the focus group.

youth together - YES and skyline h.s.:

+ Plus: Youth Together is well known for being good at political training. They also provide great training for youth to have communication skills.

Δ Delta: Youth Together has a minor challenge with outreaching to youth, and a major challenge with lack of funding from OFCY.

OYES BIOS...

boris aguilár,

(age 18) considers himself a street scholar. Everyday he struggles to make his community a better place for youth. As a member of OYES, Boris enjoys talking to the youth, who he sees as future leaders.



franklin zuniga,

(age 18) graduated from Fremont Media Academy in Oakland, CA and has been involved in bettering his community for a couple years. He is a part of OYES because he believes there are programs in Oakland that deserve to get more funding, or just funding period.



Daliah bill-johnson,

(age 14) goes to Skyline High School in Oakland, CA, loves food! A LOT! She joined OYES to help her youth program.



mario hammond,

(age 19) attends the college of Alameda. He joined the OYES team not only because he cares about youth programs in his hometown of Oakland, CA, but he also wants to be a part of making change within them. He has attended a few youth programs and has always wanted to have a say in them, and now he can.



Enrisha middleton,

(age 19) attends Merrit College where she studies nursing. She just recently had a baby boy named Ama'e Evans who is now 2 months old. She enjoys working with OYES because she got an opportunity to hear what is on the minds of other youth her age.



roger saechao,

(age 19) is a Southeast Asian Mien youth born and raised in East Oakland, CA. He graduated from Skyline High School, class of 2009, and is currently attending Laney College. He has been organizing in his community since the age of 14. Some of the organizations he has been a part of are: Lao Family, AYPAL, and Youth Together.



fatima-lee almaweri,

(age 23) is a young woman who attends Laney College in Oakland, CA. She is very outgoing, can be talkative when need be, and is also a bit of a peacekeeper. She has been a part of many youth and community organizations such as, YAYI, EBAYC, Critical Resistance and she joined OYES to continue in her commitment to improving her community in any positive way possible.



tiffany jones,

(age 19) is a student at Contra Costa college. She enjoys dancing and was an active member of Youth Together at Richmond High School, in Richmond, CA.



tim cheadle,

(age 18) is a student at Berkeley City College. He wants to earn a degree in Psychology and eventually become a Psychologist. He wants to make a



difference in the violence in his community.

yoon saechao,

(age 20) is currently attending Laney College in Oakland, CA and will be transferring to San Francisco State University in the spring in 2011. He



will be double majoring in Sociology and Asian American Studies.

Project co-coordinator**tony robinson,**

(age 19) is a graduate of Fremont H.S. and currently attends Laney College. Tony has been involved in youth-led participatory action research projects



for 4 years and is a co-coordinator for OYES as well as Da Town Researchers.

OYES!

OAKland youth evaluators society



Youth-Led Action Research and Evaluation Retreat: OYES team meets with Oakland-based Fresh Flava and New York/New Orleans-based New York 2 New Orleans Coalition.

ATTACHMENT 6
(13 Pages)

Oakland Fund for Children and Youth

2009-10 GRANT PERFORMANCE REPORT



OFCY Grant Performance 2009-10

Table 1: Current Year Grant Performance by Program Area

Program Area	OFCY Funds Granted	OFCY Funds Spent	Funds Matched		Youth Served	OFCY Cost Per Youth	Total Cost per Youth	OFCY Cost per Hour	Total Cost per Hour
			ASES/ 21 st CCLC	Other					
After School	\$5,963,992	\$5,945,717	\$8,952,681	\$3,180,965	15,164	\$392	\$1,192	\$1.01	\$3.08
<i>Elementary</i>	\$3,726,660	\$3,720,150	\$6,253,558	\$510,351	7,549	\$493	\$1,389	\$.94	\$2.65
<i>Middle</i>	\$1,373,820	\$1,362,055	\$2,699,123	\$269,794	4,852	\$281	\$893	\$1.03	\$3.28
<i>Charter/Community</i>	\$863,512	\$863,512	NA	\$2,400,821	2,763	\$313	\$1,181	\$1.45	\$5.48
Early Childhood	\$1,226,333	\$1,226,333	\$705,819		3,641	\$337	\$531	\$6.07	\$9.57
Older Youth	\$2,247,797	\$2,247,334	\$2,143,651		5,781	\$389	\$760	\$4.18	\$8.18
Physical & Behavioral Health	\$1,229,026	\$1,203,587	\$1,054,861		4,675	\$257	\$483	\$3.41	\$6.40
Summer	\$989,590	\$989,617	\$657,303		1,901	\$521	\$866	\$1.94	\$3.22
TOTAL	\$11,656,738	\$11,612,588	\$16,695,279		31,162	\$373	\$908	\$1.55	\$3.78

Table 2: Year-over-Year Grant Performance for Current Grantee Cohort

	FY 07-08	FY 08-09	FY 09-10	TOTAL
Measure K OFCY Funds Spent	\$11,906,580	\$13,719,076	\$11,612,588	\$37,238,244
Matching Funds Spent	\$17,967,914	\$18,972,662	\$16,695,279	\$53,635,855
Total Funds Spent	\$29,874,494	\$32,691,738	\$28,307,867	\$90,874,099
% Leveraged of OFCY Funds	151%	138%	144%	144%

Table 3: Site-Level Grant Performance for After School Programs

Lead Agency	Site Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Elementary										
AspiraNet	Acorn Woodland	\$79,800	\$79,800	100%	\$278,789	212	\$376	\$1,315	\$0.76	\$2.64
Higher Ground	Allendale	\$79,800	\$79,800	100%	\$192,300	131	\$609	\$1,468	\$0.97	\$2.33
Oakland LEAF	ASCEND - Sunset Warriors	\$94,500	\$94,500	100%	\$357,015	226	\$418	\$1,580	\$0.84	\$3.16
East Bay Asian Youth Center (EBAYC)	Bella Vista	\$94,500	\$94,500	100%	\$207,000	104	\$909	\$1,990	\$2.34	\$5.12
Bay Area Community Resources (BACR)	Bridges Academy	\$79,800	\$79,800	100%	\$192,300	124	\$644	\$1,551	\$1.06	\$2.55
Higher Ground	Brookfield Village	\$79,800	\$79,800	100%	\$192,300	145	\$550	\$1,326	\$1.13	\$2.72
Learning for Life	Burkhaulter	\$61,110	\$61,110	100%	\$173,610	151	\$405	\$1,150	\$0.58	\$1.66
AspiraNet	Carl B. Munck	\$79,800	\$79,800	100%	\$200,111	153	\$522	\$1,308	\$0.65	\$1.63
Oakland Asian Student Educational Services (OASES)	Cleveland	\$61,110	\$61,110	100%	\$193,260	98	\$624	\$1,972	\$0.80	\$2.53
AspiraNet	Community United	\$61,110	\$54,600	89%	\$171,192	155	\$352	\$1,104	\$0.73	\$2.30
AspiraNet	East Oakland Pride	\$61,110	\$61,110	100%	\$175,736	168	\$364	\$1,046	\$1.11	\$3.20
BACR	Emerson	\$79,800	\$79,800	100%	\$192,300	120	\$665	\$1,603	\$1.19	\$2.86
AspiraNet	EnCompass	\$61,110	\$61,110	100%	\$195,989	138	\$443	\$1,420	\$0.72	\$2.30
BACR	Esperanza	\$54,600	\$54,600	100%	\$174,300	137	\$399	\$1,272	\$0.52	\$1.67
EBAYC	Franklin	\$94,500	\$94,500	100%	\$252,910	157	\$602	\$1,611	\$1.43	\$3.82
Learning for Life	Fruitvale	\$79,800	\$79,800	100%	\$212,300	161	\$496	\$1,319	\$1.04	\$2.76

Lead Agency	Site Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
AspiraNet	Futures	\$61,110	\$61,110	100%	\$179,715	140	\$437	\$1,284	\$0.79	\$2.32
EBAYC	Garfield	\$94,500	\$94,500	100%	\$461,398	232	\$407	\$1,989	\$1.18	\$5.78
BACR	Glenview	\$61,110	\$61,110	100%	\$173,610	89	\$687	\$1,951	\$0.87	\$2.46
BACR	Global Family	\$54,600	\$54,600	100%	\$167,100	144	\$379	\$1,160	\$0.93	\$2.86
AspiraNet	Grass Valley	\$79,800	\$79,800	100%	\$196,262	145	\$550	\$1,354	\$0.91	\$2.23
BACR	Greenleaf	\$54,600	\$54,600	100%	\$167,100	125	\$437	\$1,337	\$1.00	\$3.06
BACR	Hoover	\$94,500	\$94,500	100%	\$207,000	179	\$528	\$1,156	\$0.98	\$2.15
Learning for Life	Horace Mann	\$79,800	\$79,800	100%	\$192,300	174	\$459	\$1,105	\$0.92	\$2.21
AspiraNet	Howard	\$61,110	\$61,110	100%	\$185,650	107	\$571	\$1,735	\$0.84	\$2.55
AspiraNet	International Community School	\$54,600	\$54,600	100%	\$171,774	147	\$371	\$1,169	\$0.91	\$2.88
BACR	Korematsu	\$54,600	\$54,600	100%	\$167,100	147	\$371	\$1,137	\$0.70	\$2.13
EBAYC	La Escuelita	\$79,800	\$79,800	100%	\$192,300	108	\$739	\$1,781	\$1.91	\$4.60
BACR	Lafayette	\$61,110	\$61,110	100%	\$173,610	130	\$470	\$1,335	\$1.10	\$3.13
Ujima Foundation	Lakeview	\$79,800	\$79,800	100%	\$192,300	148	\$539	\$1,299	\$0.92	\$2.22
PMA Consulting	Laurel	\$94,500	\$94,500	100%	\$213,428	132	\$716	\$1,617	\$1.19	\$2.68
Spanish Speaking Citizens' Foundation	Lazear School	\$61,110	\$61,110	100%	\$189,610	157	\$389	\$1,208	\$0.89	\$2.76
BACR	Learning Without Limits	\$54,600	\$54,600	100%	\$167,100	125	\$437	\$1,337	\$0.92	\$2.81
OASES	Lincoln	\$94,500	\$94,500	100%	\$461,175	184	\$514	\$2,506	\$0.95	\$4.63
EBAYC	Manzanita Community School	\$94,500	\$94,500	100%	\$207,000	154	\$614	\$1,344	\$2.11	\$4.63
OUSD	Manzanita	\$79,800	\$79,800	100%	\$192,300	120	\$665	\$1,603	\$0.87	\$2.09

Lead Agency	Site Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
	Seed									
BACR	Markham	\$79,800	\$79,800	100%	\$192,300	112	\$713	\$1,717	\$1.03	\$2.48
BACR	Martin Luther King Jr.	\$79,800	\$79,800	100%	\$192,300	166	\$481	\$1,158	\$1.98	\$4.78
Learning for Life	Maxwell Park	\$79,800	\$79,800	100%	\$192,300	119	\$671	\$1,616	\$0.91	\$2.19
Higher Ground	New Highland	\$61,110	\$61,110	100%	\$173,610	329	\$186	\$528	\$0.82	\$2.33
Girls, Inc.	Parker	\$79,800	\$79,800	100%	\$216,810	143	\$558	\$1,516	\$1.51	\$4.11
AspiraNet	Peralta	\$61,110	\$61,110	100%	\$176,952	190	\$322	\$931	\$0.74	\$2.14
AspiraNet	Piedmont Avenue	\$79,800	\$79,800	100%	\$198,229	138	\$578	\$1,436	\$0.80	\$1.99
BACR	Place @ Prescott	\$79,800	\$79,800	100%	\$202,500	140	\$570	\$1,446	\$1.49	\$3.79
AspiraNet	Rise	\$61,110	\$61,110	100%	\$185,319	169	\$362	\$1,097	\$0.62	\$1.88
BACR	Sankofa	\$61,110	\$61,110	100%	\$209,505	131	\$466	\$1,599	\$0.63	\$2.16
BACR	Santa Fe	\$94,500	\$94,500	100%	\$207,000	119	\$794	\$1,739	\$1.06	\$2.31
East Bay Agency for Children	Sequoia	\$61,110	\$61,110	100%	\$173,610	102	\$599	\$1,702	\$0.87	\$2.47
Higher Ground	Sobrante Park	\$79,800	\$79,800	100%	\$192,300	148	\$539	\$1,299	\$1.06	\$2.55
AspiraNet	Think College Now	\$54,600	\$54,600	100%	\$178,470	162	\$337	\$1,102	\$0.59	\$1.94
Learning for Life	Thurgood Marshall	\$61,110	\$61,110	100%	\$173,610	114	\$536	\$1,523	\$0.67	\$1.90
	Subtotal	\$3,726,660	\$3,720,150	100%	\$10,484,059	7,549	\$493	\$1,389	\$0.94	\$2.65

Lead Agency	Site Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Middle										
BACR	Alliance Middle School	\$79,800	\$79,800	100%	\$229,800	322	\$248	\$714	\$0.85	\$2.46
Murphy and Associates	Bret Harte	\$105,000	\$105,000	100%	\$285,000	215	\$488	\$1,326	\$0.84	\$2.29
AspiraNet (ASES) & Safe Passages (OFCY)	CCPA	\$61,110	\$61,110	100%	\$262,824	159	\$384	\$1,653	\$1.81	\$7.78
BACR	Claremont	\$94,500	\$94,500	100%	\$244,500	355	\$266	\$689	\$1.38	\$3.57
Safe Passages	Edna Brewer	\$94,500	\$94,500	100%	\$244,500	343	\$276	\$713	\$1.42	\$3.69
BACR	Elmhurst Community Prep	\$79,800	\$68,035	85%	\$218,035	328	\$207	\$665	\$0.71	\$2.28
YMCA of the East Bay	Explore	\$79,800	\$79,800	100%	\$229,800	170	\$469	\$1,352	\$0.97	\$2.80
Safe Passages	Frick School	\$79,800	\$79,800	100%	\$229,800	350	\$228	\$657	\$1.67	\$4.81
BACR	Madison	\$94,500	\$94,500	100%	\$237,545	305	\$310	\$779	\$1.01	\$2.53
AspiraNet	Melrose Leadership Academy	\$79,800	\$79,800	100%	\$382,462	249	\$320	\$1,536	\$0.55	\$2.64
EBAYC	Roosevelt	\$113,400	\$113,400	100%	\$364,170	257	\$441	\$1,417	\$1.07	\$3.44
AspiraNet (ASES) & Safe Passages (OFCY)	Roots International	\$61,110	\$61,110	100%	\$216,051	214	\$286	\$1,010	\$2.21	\$7.82
Safe Passages	United for Success	\$79,800	\$79,800	100%	\$315,600	337	\$237	\$936	\$1.37	\$5.40
Oakland LEAF	Urban Promise Academy	\$94,500	\$94,500	100%	\$244,500	292	\$324	\$837	\$1.28	\$3.32
Ujima Foundation	West Oakland	\$63,000	\$63,000	100%	\$213,000	248	\$254	\$859	\$1.17	\$3.96
Eagle Village Community Center	Westlake	\$113,400	\$113,400	100%	\$413,385	708	\$160	\$584	\$0.76	\$2.78
	Subtotal	\$1,373,820	\$1,362,055	99%	\$4,330,972	4,852	\$281	\$893	\$1.03	\$3.28

Lead Agency	Site Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Charter/Community										
Ala Costa Center	Ala Costa Centers	\$94,500	\$94,500	100%	\$1,450,214	225	\$420	\$6,445	\$2.20	\$33.76
Civicorps	Civicorps	\$79,800	\$79,800	100%	\$99,773	125	\$638	\$798	\$4.49	\$5.62
East Oakland Youth Development Center	Community After School Program	\$63,000	\$63,000	100%	\$206,025	219	\$288	\$941	\$2.52	\$8.25
EBAC	Hawthorne Family Resource Center	\$84,000	\$84,000	100%	\$149,000	163	\$515	\$914	\$2.14	\$3.80
Oakland Parks and Recreation	Inclusion Center	\$86,941	\$86,941	100%	\$170,305	379	\$229	\$449	\$0.60	\$1.17
Camp Fire USA	Kids With Dreams	\$63,000	\$63,000	100%	\$310,178	241	\$261	\$1,287	\$0.42	\$2.09
Lighthouse Community Charter	Lighthouse Community Charter School	\$94,500	\$94,500	100%	\$126,000	236	\$400	\$534	\$1.49	\$1.99
The American Indian Child Resource Center	Nurturing Native Pride	\$81,891	\$81,891	100%	\$102,364	866	\$95	\$118	\$1.44	\$1.80
Oakland Parks and Recreation	Oakland Discovery Centers	\$131,880	\$131,880	100%	\$252,374	199	\$663	\$1,268	\$3.57	\$6.83
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	\$84,000	\$84,000	100%	\$398,100	110	\$764	\$3,619	\$4.25	\$20.13
	Subtotal	\$863,512	\$863,512	100%	\$3,264,333	2,763	\$313	\$1,181	\$1.45	\$5.48
	All OFCY-Funded After School Programs	\$5,963,992	\$5,945,717	100%	\$18,079,363	15,164	\$392	\$1,192	\$1.01	\$3.08

**Table 4: Site-Level Grant Performance for
Early Childhood Strategy Area**

Agency Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Early Childhood Programs									
Bring Me A Book Foundation	\$147,000	\$147,000	100%	\$232,612	486	\$302	\$479	\$5.79	\$9.16
Childrens Hospital and Research Center of Oakland	\$168,000	\$168,000	100%	\$290,526	195	\$862	\$1,490	\$16.27	\$28.14
Department of Human Services - San Antonio Even Start Family Literacy Program	\$126,000	\$126,000	100%	\$246,750	46	\$2,739	\$5,364	\$3.56	\$6.97
East Bay Agency for Children HFRC - Parent Child Education and Support Program	\$105,000	\$105,000	100%	\$140,000	184	\$571	\$761	\$4.06	\$5.41
Family Paths Inc.	\$168,000	\$168,000	100%	\$271,431	945	\$178	\$287	\$4.39	\$7.09
Jump Start For Young Children Inc.	\$50,400	\$50,400	100%	\$69,200	190	\$265	\$364	\$3.41	\$4.68
La Clinica De La Raza, Inc. - Teens and Tots Program	\$84,000	\$84,000	100%	\$167,000	990	\$85	\$169	\$15.63	\$31.08
MOCHA - Little Studio Residencies Program	\$168,000	\$168,000	100%	\$224,700	455	\$369	\$494	\$9.07	\$12.13
OPR - Sandboxes to Community Empowerment*	\$147,000	\$147,000	100%	\$147,000	88	\$1,670	\$1,670	\$5.83	\$5.83
The Link To Children (TLC)	\$62,933	\$62,933	100%	\$142,933	62	\$1,015	\$2,305	\$22.48	\$51.05
Total OFCY-Funded Early Childhood Programs	\$1,226,333	\$1,226,333	100%	\$1,932,152	3641	\$337	\$531	\$6.07	\$9.57

*Note: Funds Matched not provided by OPR – Sandboxes to Community Empowerment

**Table 5: Site-Level Grant Performance for
Older Youth Strategy Area**

Agency Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Older Youth									
Alameda County Health Care Services Agency - YMILP	\$126,000	\$125,557	100%	\$163,519	355	\$354	\$461	\$10.25	\$13.35
Alameda County Medical Center	\$126,000	\$126,000	100%	\$204,128	347	\$363	\$588	\$8.55	\$13.84
Alameda Family Services	\$126,000	\$126,000	100%	\$391,025	327	\$385	\$1,196	\$3.69	\$11.46
Alternatives In Action	\$76,081	\$76,081	100%	\$264,947	303	\$251	\$874	\$2.49	\$8.67
Asian Community Mental Health Services - AYPAL	\$168,000	\$168,000	100%	\$217,236	249	\$675	\$872	\$3.08	\$3.98
Centro Legal De La Raza	\$35,280	\$35,280	100%	\$80,811	47	\$751	\$1,719	\$7.70	\$17.64
East Bay Asian Youth Center - Wild Cats Wellness Center	\$147,000	\$147,000	100%	\$396,226	587	\$250	\$675	\$2.49	\$6.72
East Side Arts Alliance	\$126,000	\$125,980	100%	\$245,980	283	\$445	\$869	\$3.05	\$5.96
Family Violence Law Center	\$75,600	\$75,600	100%	\$98,221	82	\$922	\$1,198	\$16.29	\$21.17
Girls Inc. - Eureka Teen Achievement Internship Program	\$37,800	\$37,800	100%	\$55,300	64	\$591	\$864	\$5.58	\$8.16
Leadership Excellence - Youth Leadership Program	\$147,000	\$147,000	100%	\$187,000	221	\$665	\$846	\$13.62	\$17.33
Next Step Learning Center - Success At Seventeen Plus	\$67,036	\$67,036	100%	\$97,906	109	\$615	\$898	\$4.59	\$6.70
Oakland Kids First	\$84,000	\$84,000	100%	\$339,000	1047	\$80	\$324	\$3.50	\$14.13
OASES - Soar New Immigrant Services	\$42,000	\$42,000	100%	\$110,368	63	\$667	\$1,752	\$6.70	\$17.60
Opera Piccola	\$126,000	\$126,000	100%	\$158,100	179	\$704	\$883	\$8.51	\$10.67
Spanish Speaking Citizen's Foundation – LIBRE*	\$42,000	\$42,000	100%	\$42,000	78	\$538	\$538	\$7.28	\$7.28

Agency Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Spanish Speaking Citizen's Foundation - YLACC	\$126,000	\$126,000	100%	\$162,000	128	\$984	\$1,266	\$5.93	\$7.63
The Youth Employment Partnership, Inc.	\$150,000	\$150,000	100%	\$225,000	139	\$1,079	\$1,619	\$4.50	\$6.75
Youth Alive	\$126,000	\$126,000	100%	\$186,444	44	\$2,864	\$4,237	\$6.19	\$9.15
Youth Together, Inc.	\$147,000	\$147,000	100%	\$582,025	655	\$224	\$889	\$1.72	\$6.82
Youth UpRising	\$147,000	\$147,000	100%	\$183,750	474	\$310	\$388	\$3.88	\$4.85
Total OFCY-Funded Older Youth Programs	\$2,247,797	\$2,247,334	100%	\$4,390,985	5781	\$389	\$760	\$4.18	\$8.18

*Note: Funds Matched not provided by Spanish Speaking Citizen's Foundation - LIBRE

**Table 6: Site-Level Grant Performance for
Physical and Behavioral Health Strategy Area**

Agency Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Physical and Behavioral Health Programs									
AIDS Project Of The East Bay	\$147,000	\$147,000	100%	\$202,000	330	\$445	\$612	\$6.45	\$8.86
AMERICA SCORES Bay Area	\$126,634	\$126,634	100%	\$182,247	212	\$597	\$860	\$3.34	\$4.80
American Lung Association Of California*	\$33,667	\$17,256	51%	\$17,256	460	\$38	\$38	\$7.48	\$7.48
Bay Area Outreach & Recreational Program	\$40,320	\$40,320	100%	\$65,970	49	\$823	\$1,346	\$8.56	\$14.00
Big Brothers Big Sisters Of The Bay Area	\$86,812	\$86,812	100%	\$169,812	128	\$678	\$1,327	\$18.50	\$36.19
First Place For Youth	\$126,000	\$126,000	100%	\$355,647	1023	\$123	\$348	\$6.69	\$18.88
Native American Health Center Inc. - Indigenous Youth Voices	\$126,000	\$125,997	100%	\$376,345	243	\$519	\$1,549	\$2.80	\$8.37
Oakland Based Urban Garden (OBUGS)	\$84,000	\$84,000	100%	\$184,000	510	\$165	\$361	\$4.96	\$10.86
Oakland International High school (Refugee and Immigrant Wellness Program)	\$72,193	\$63,168	87%	\$99,124	224	\$282	\$443	\$2.68	\$4.20
Project Re-Connect	\$126,000	\$126,000	100%	\$234,463	86	\$1,465	\$2,726	\$8.42	\$15.66
Sports4Kids	\$113,400	\$113,400	100%	\$148,650	547	\$207	\$272	\$1.48	\$1.93
Through the Looking Glass	\$63,000	\$63,000	100%	\$102,800	80	\$788	\$1,285	\$7.65	\$12.48
Unity Council - Neighborhood Sports Initiative	\$84,000	\$84,000	100%	\$120,134	783	\$107	\$153	\$1.11	\$1.58
Total OFCY-Funded Physical and Behavioral Health Programs	\$1,229,026	\$1,203,587	98%	\$2,258,448	4675	\$257	\$483	\$3.41	\$6.40

*Note: Funds Matched not provided by the American Lung Association of California.

**Table 7: Site-Level Grant Performance for
Summer Strategy Area**

Agency Name	OFCY Contract Amount	OFCY Amount Paid	OFCY Percent Expended	Total Funds Spent	Youth Served	OFCY \$ Per Youth Served	Total \$ Per Youth Served	OFCY \$ Per Hour	Total \$ Per Hour
Summer Enrichment Programs									
Aim High	\$100,000	\$100,000	100%	\$265,492	247	\$405	\$1,075	\$2.85	\$7.56
Alta Bates Summit Foundation	\$29,752	\$29,752	100%	\$50,904	57	\$522	\$893	\$3.49	\$5.97
American Indian Child Resource Center - Summer Urban Rez	\$37,875	\$37,902	100%	\$58,374	47	\$806	\$1,242	\$12.36	\$19.04
Destiny Arts Center	\$45,000	\$45,000	100%	\$90,000	72	\$625	\$1,250	\$11.66	\$23.33
East Bay Asian Youth Center - San Antonio Summer Sports Initiative	\$56,024	\$56,024	100%	\$156,024	270	\$207	\$578	\$3.08	\$8.59
East Oakland Youth Development Center - Summer Cultural Enrichment Program (SCEP)	\$52,800	\$52,800	100%	\$146,800	136	\$388	\$1,079	\$0.21	\$0.58
Family Support Services of the Bay Area	\$100,000	\$100,000	100%	\$170,589	85	\$1,176	\$2,007	\$6.59	\$11.24
Girls Inc. - Concordia Park Young Girls Summer Program	\$30,739	\$30,739	100%	\$55,739	45	\$683	\$1,239	\$3.57	\$6.47
Girls Inc. - Eureka Teen Achievement Summer Program	\$45,000	\$45,000	100%	\$65,000	85	\$529	\$765	\$4.78	\$6.90
Leadership Excellence - Oakland Freedom School	\$59,400	\$59,400	100%	\$82,625	58	\$1,024	\$1,425	\$6.87	\$9.56
Marcus A. Foster Educational Institute - Prescott Circus Theatre	\$30,000	\$30,000	100%	\$40,000	35	\$857	\$1,143	\$6.52	\$8.70
Oakland Leaf - Oakland Peace Camp	\$75,000	\$75,000	100%	\$77,500	108	\$694	\$718	\$9.06	\$9.36
OASES - Summer Playhouse	\$30,000	\$30,000	100%	\$70,857	48	\$625	\$1,476	\$5.98	\$14.13
OPR - Oakland Discovery Centers (summer)	\$48,000	\$48,000	100%	\$67,016	455	\$105	\$147	\$2.56	\$3.58
OPR - Summer Camp Explosion*	\$250,000	\$250,000	100%	\$250,000	153	\$1,634	\$1,634	\$2.25	\$2.25
Total OFCY-Funded Summer Programs	\$989,590	\$989,617	100%	\$1,646,920	1901	\$521	\$866	\$1.94	\$3.22

*Note: Funds Matched not provided by OPR Summer Camp Explosion

ATTACHMENT 7

(10 Pages)

OUSD After School Program Improvement Plan

School: Burckhalter	Lead Agency: Ujimaa	Date: October 14, 2010
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The Program Improvement Plan identifies key program strengths and areas of progress, as well as areas for improvement. The Program Improvement Plan is developed collaboratively with the Principal, After School Site Coordinator, Lead Agency Director, and OUSD After School Program Manager, and outlines action steps needed for improvement in one or more program quality areas, based on the specific needs of the program.

	Strengths/Areas of Progress	Needs/Gaps	Action Steps for Improvement	Who is responsible?	By When?
Safe Environment	<p>Many steps have been implemented to increase the safety of the ASP environment. These include the following:</p> <ul style="list-style-type: none"> A sign-out desk has been set up at near the main office and directly inside the front door. This is the sole gateway for parents/family member to sign out the children each day. The individual staffing this desk has an up-to-date roster of each child and all approved adults that are authorized to pick up each child. All students are required to have a "Hall Pass" whenever they leave a classroom. 	<ul style="list-style-type: none"> There is a side gate, near the cafeteria, which is always unlocked and is very difficult to monitor through out the program hours. There is a chain on the gate, but the locked is not functional – no key. Mr. Morton has requested 2-3 additional walkie-talkies so that all staff have access to these handheld communication devises. 	<ul style="list-style-type: none"> Communication/Request should be sent to Building and Grounds a) to determine if this gate can be locked and in doing so not create a fire hazard b) ensure a new lock is placed on the chain/gate and keys are made available to the site. The OUSD After School Office may have a limited number of walkie-talkies that can be sent to Burckhalter's ASP. There needs to be a status check and delivery of the units if possible/available. 	<p>Mr. Morton with assistance of Principal Geathers – Jason Riggs and Julia Ma (OUSD ASPO) will assist if needed.</p>	By 10/29/10
				<p>Jason Riggs</p>	By 10/22/10

Supportive Environment					
Interaction	The Academic Liaison reported to the OUSD Program Manager that she was very happy with the new partnership with Ujima and that she could see and feel the positive change this partnership has brought to the ASP at Burckhalter.				
Engagement		<ul style="list-style-type: none"> There is a need for professional development and other supports in lesson plan development and implementing outcomes based enrichment activities. 	<ul style="list-style-type: none"> Academic Liaison will be conducting observations and professional development this semester. Ms. Temple and Mr. Morton should be in meeting regularly to ensure that staff/program receives the appropriate supports. Sign Staff up to participate in one or more After School Learning Communities facilitated by OUSD. (see attached) 	Academic Liaison and Site Coordinator Mr. Morton and staff	Fall 2010 By 10/28/2010
Academic Support					
Attendance	<ul style="list-style-type: none"> Program is fully enrolled and there is a waitlist. 				
Program Operations and Compliance	<p>It is important to note the steps that have taken thus far to improve the relationship with the school day.</p> <ul style="list-style-type: none"> The program 				

	<p>schedule was intentionally designed so that no classroom is used until 4:30 PM each day. This was done so that school day teachers would not be impacted immediately after school and are given quiet time to clean-up, plan/ready the room for the next day, etc.</p> <ul style="list-style-type: none">• Communication tools have been developed which allow back and forth dialogue btw. School day teachers with students in program and after school staff. This tool serves two primary purposes. First, teachers mark the behavior status for each child during the daytime which gives ASP staff a "heads-up" of any issues, concerns, etc. Also, teachers report back on the status of their classrooms when they first arrive each morning. This holds ASP staff accountable to				
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	<p>ensuring that classrooms are respected and left in a clean orderly manner. ASP staff in urn complete the same document each evening for the school day teachers.</p> <ul style="list-style-type: none">• Mr. Morton (Site Coordinator) reports having a strong relationship with the principal. They communicate and meet regularly, and Mr. Morton frequently attends faculty meetings.• 95% of all participating families have attended an orientation. This orientation established the "ground rules" and expectations of the program.				
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OUSD After School Program Improvement Plan

School:	Lead Agency:	Date:
East Oakland Pride	Aspiranet	October 27, 2010

The Program Improvement Plan identifies key program strengths and areas of progress, as well as areas for improvement. The Program Improvement Plan is developed collaboratively with the Principal, After School Site Coordinator, Lead Agency Director, and OUSD After School Program Manager, and outlines action steps needed for improvement in one or more program quality areas, based on the specific needs of the program.

	Strengths/Areas of Progress	Needs/Gaps	Action Steps for Improvement	Who is responsible?	By When?
Safe Environment	<p>Each day the staff and students engage in community building activities.</p> <p>Staff have been trained, practice and have successfully implemented crisis response protocols and procedures.</p>				
Supportive Environment	The first 3 weeks of program; staff implemented TRIBES curriculum to establish a caring supportive environment.	Boy and Girl specific groups are in development.			
Interaction					
Engagement	All enrichment activities are project/themed based and linked to long term outcomes. For example, students in the cooking class will eventually conduct cooking demonstrations at the Farmers Market, the				

	<p>Science/Mythology class is developing a performance for the winter showcase, and the 4th grade students participating in Fitness will lead yoga activities for the entire program.</p> <p>There are many ways for students to assume leadership roles in the ASP (class leaders, snack, table monitors, line leaders).</p> <p>Students switch enrichment classes every 12 weeks. This change was made based on student survey data from 2009-10.</p>				
<p>Academic Support</p>	<p>The ASP at EOP is divided into two components. Superstars Literacy is responsible for providing services to all K-2 and the Touch the Sky (Aspiranet) serves 3-5th grade.</p> <p>In coordination with the Academic Liaison, the SL staff work (Americorp) provide Tier 3 Intervention support to identified students during the school day. During the ASP hours these same staff engage students in literacy development and intervention including</p>	<p>Bolster ELA Strategies</p>	<p>Academic Liaison is preparing a staff training For January</p>	<p>AL</p>	<p>January</p>

	<p>read alouds, phonics games, etc.</p> <p>Referrals to the Touch the Sky component are base first on Academic need and then social/emotional.</p> <p>Focused academic support is provided for 1 hour daily. All students participate in read aloud/silent/independent and small group reading activities after homework.</p> <p>Program has incorporated incentives to motivate and reinforce positive study habits during homework time.</p> <p>The Academic Liaison has created student tracking charts for participating students. The charts track fluency, reading levels and other ELA skills.</p> <p>Academic Centers are being created and utilized to reinforce/practice basic skill development.</p> <p>All students are offered additional Homework help from 5-5:30 each day. This change was based on Parent Survey data received last year.</p>				

Attendance					
Program Operations and Compliance					

OUSD After School Program Improvement Plan

School: Manzanita Community School	Lead Agency: EBAYC	Date: 11/12/10
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The Program Improvement Plan identifies key program strengths and areas of progress, as well as areas for improvement. The Program Improvement Plan is developed collaboratively with the Principal, After School Site Coordinator, Lead Agency Director, and OUSD After School Program Manager, and outlines action steps needed for improvement in one or more program quality areas, based on the specific needs of the program.

	Strengths/Areas of Progress	Needs/Gaps	Action Steps for Improvement	Who is responsible?	By When?
Safe Environment	The program is well structured and staff are diligent about supervising outdoor spaces				
Supportive Environment	Program has begun implementing "Community Circle Time".	<p>Community Circle time is a promising idea, but seems to be very structured recreation-heavy with little explicit discussion of how the activities develop community. Additionally, staff need support around approaching conflict and negative behavior in a non-threatening manner.</p> <p>Program activities provide limited opportunities for youth to talk about what they are doing and what they are thinking with others.</p>	<p>Strongly recommend the key program staff attend the Building Intentional Communities training.</p> <p>Program staff will need to begin structuring time during the activities for youth to discuss and reflect on activities in pairs or small groups.</p>	<p>Managing Director</p> <p>Managing Director with Program Manager Support</p>	<p>As soon as possible.</p> <p>Spring 2011</p>

Interaction		Staff make limited use of open-ended questions to support higher order thinking and reflection on activities.	Program manager will work with site coordinator developing staff's capacity to facilitate co-inquiry process.	Managing Director and Program Manager	January 2011
Engagement					
Academic Support	The program's academic liaisons have provided the program staff with Cy Swan math activities which serves as the focus on the program's academic component.	Staff do not use learning targets effectively across the program.	Program manager provided PD on learning target to the Managing Director. As follow up, Program Manager provided site with K-8 Math "kid friendly" standards (math learning targets) which will need to be cross-walked with the Cy Swan math materials.	Managing Director and program staff	January 2011
Attendance	Program has strong attendance and retention.				
Program Operations and Compliance					