CITY OF OAKLAND
AGENDA REPORT

To: Office of the City Administrator
Attn: Dan Lindheim, City Administrator
From: Department of Human Services
Date: April 13, 2010

RE: **An Informational Report On The Oakland Fund For Children And Youth Interim Evaluation Reports For Fiscal Year 2009-2010**

SUMMARY

Two interim evaluation reports have been prepared for the Oakland Fund for Children and Youth and are submitted to the City Council for informational purposes. The interim evaluation reports concern grantee services and programs initiated July 1, 2009 through two quarters of activity completed this fiscal year. The *Interim After School Program Evaluation Findings Report* submitted by the firm Public Profit covers 68 school based and 9 community based after school programs. The *Interim Evaluation Report* submitted by the firm See Change covers the 58 programs within the strategy areas of early childhood, summer, older youth, and physical and behavioral health. These reports are included as *Attachment A* and *Attachment B*.

FISCAL IMPACT

There are no fiscal impacts associated with this report.

BACKGROUND

In May 2009, the City approved the selection of two firms to conduct the 2009-2010 evaluation for OFCY. OFCY's evaluation spans 135 individual grantees within the OFCY program strategy areas. Public Profit and See Change began contracted services as of July 1, 2009. The interim evaluation reports were completed in February, based on two quarters of grantee activity reported as of January 2010.

OFCY tracking of grants activities through the online data management system customized by Cityspan was initiated this fiscal year. The use of Cityspan by both the City and the Oakland Unified School District (OUSD) allows more efficient collection of participant data and enhanced cross system data sharing and analysis due to improved access to OUSD student outcomes data.

The City Council approved a resolution in support of universal after school programs in 2004. Based on that policy directive, OFCY began to leverage City dollars with After School Education and Safety Program funds through collaboration with OUSD to develop high quality citywide after school programs in support of the shared vision for positive student outcomes. The selection of Public Profit to evaluate all publicly funded after school programs, extends the

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collaboration to a joint evaluation of the City's after school initiative as a multi-funded but increasingly seamless program model with positive outcomes for children and youth.

The selection of See Change to evaluate early childhood, older youth, summer, and physical and behavioral health programs using the Cityspan platform extends the opportunity for cross-system data sharing access and analysis for thousands of Oakland youth enrolled in OFCY programs.

KEY ISSUES AND IMPACTS

Interim After School Program Evaluation (Public Profit Inc.)

Public Profit has been contracted to develop a comprehensive, citywide evaluation system spanning the 95 publicly-funded after school programs for the 2009-10 year. The joint evaluation of all after school programs funded either by Oakland Unified School District or the Oakland Fund for Children and Youth encompasses:

1. All elementary and middle school based programs that receive support from both OFCY and OUSD via After School Education and Safety Program (ASES) and 21st Century Community Learning Centers (21st CCC) grants.
2. 10 after school programs in community-based settings or charter schools that receive support only from OFCY.
3. 17 high school-based programs that receive support from OUSD via the 21st Century After School Safety and Enrichment for Teens (ASSETS) grant.

Public Profit's approach relies upon best practice standards and provides feedback for the purpose of program improvement. The evaluator assesses services based on an integrated model of funding to support high quality school based services. The evaluation is based on a theory that emphasizes the links between regular participation, high quality programming, and positive student outcomes.

The comprehensive framework for evaluating the quality of the City's after school programs focuses on key elements for each program site: vision and mission, 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. Since survey administration, site quality assessments, and cross system data sharing are completed late in the school year, the complete analysis of participant outcomes and program quality will be available in the final after school evaluation report to be delivered in November.

The Public Profit interim report focuses on whether after school programs are on track to meet their annual attendance goals and target number of young people served. Programs that are not on target to meet their participation goals will be further assessed through site visits and work with the OUSD After School Programs Office to identify any technical assistance needed.

An update on six after school programs that missed key performance indicators in last year's 2008-2009 evaluation is provided in *Attachment C* (Table A - Grantees with Missed 2008-2009 Performance Indicators), based on the interim evaluation report and findings from site visits.

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Feedback from Public Profit's site review is provided to after school program providers, the OUSD After School Programs Office, and OFCY, and will be used to identify continuing challenges and plans for improvement for these grantees.

Interim Evaluation from See Change

The See Change evaluation covers 58 OFCY programs among four different strategy areas. The evaluation is designed to assess the value, effectiveness, quality and outcomes of the programs composing the early childhood, summer, physical and behavioral health, and older youth program strategy areas. The evaluation framework links the resources and conditions with the intensity and duration of activities and best practices to assess program outcomes. For each program strategy along the age continuum, individual logic models are developed in consultation with the grantees as shown in the appendix.

See Change uses a program quality assessment (PQA) tool for observation and 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. Since considerable data collection takes place in the spring, the complete analysis of results and outcomes for each strategy area and the results from the program quality assessments will be included in the final report.

The See Change interim evaluation documents each program's progress toward reaching the projected number of participants (or participant integrity) and projected service hours (service integrity). This review of service delivery targets at mid-year enables OFCY to identify programs with lower than expected participation. Some grantees may require additional training for data entry using the new Cityspan system. Additional grant monitoring may be needed to identify challenges and technical assistance recommended for some programs.

A review of baseline data comparing OFCY participants in 08-09 to other OUSD students is included in this report. Over time and if the resources exist, the evaluators may be able to provide multi-year analysis of participant and student outcome data.

PROJECT DESCRIPTION

OFCY's evaluations are based on "best practices" for assessing youth programs. 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 then conducts site visits, administers surveys to parents, youth, and providers, and applies a quality assessment tool based on best practices by program type for each grant program. Participant tracking and linkage to student outcome data will enable analysis at the strategy level as well as individual grantee evaluation.

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

This report has no direct impact on disability and senior citizen access issues.

RECOMMENDATION(S) AND RATIONALE

There are no recommendations associated with this report.

ACTION REQUESTED OF THE CITY COUNCIL

There is no action requested.

Respectfully submitted,

ANDREA YOUNGDAHL
Director, Department of Human Services

Prepared by: Sandra Taylor
                  Children and Youth Services Manager

ATTACHMENTS:
Attachment A - Interim After School Program Evaluation
Attachment B - Interim Evaluation Report for Early Childhood, Older Youth,
                Physical and Behavioral Health, and Summer Programs
Attachment C - Table A - Grantees with Missed 2008-2009 Performance Indicators

APPROVED AND FORWARDED TO
THE LIFE ENRICHMENT COMMITTEE:

Office of the City Administrator

INTERIM AFTER SCHOOL PROGRAM EVALUATION FINDINGS REPORT

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

[public profit]

[measure and manage what matters.]

ACKNOWLEDGEMENTS

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Patricia Kernigan	Council Member, District 2
Nancy Nadel	Council Member, District 3
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EXECUTIVE SUMMARY

Programs Included in the Interim Report

The Oakland Fund for Children and Youth (OFCY) makes a
substantial financial commitment to after school programs in
Oakland, providing grants to 80 after school programs citywide,
including 65 of the programs that receive state and federal funds
through the Oakland Unified School District (OUSD). As a result,
OFCY and OUSD have substantially similar informational needs with
regard to the after school evaluation.

> Beginning in 2009-10, after
> school programs supported
> *either* by the Oakland Fund
> for Children and Youth or
> Oakland Unified School
> District will be included in
> the citywide evaluation.

Since 2007-08, Public Profit has been contracted by the Oakland
Unified School District to evaluate its after school programs. Both OFCY and OUSD have agreed to
commission Public Profit to develop one comprehensive, citywide evaluation system with a total of
95 publicly-funded after school programs for the 2009-10 school year, including all after school
programs funded *either* by OUSD or OFCY. Community Bridge Video (CBV), a subcontractor to Public
Profit, leads the youth evaluation component of the project.

Programs included in the citywide evaluation report include:

1. School-based programs that receive support from *both* OUSD -- via After School Education and
   Safety Program (ASES) and 21st Century Community Learning Centers (21st CCLC) grants - and
   the Oakland Fund for Children and Youth. This group includes nearly all elementary and
   middle school-based programs in the report.[1]

2. After school programs in either community-based settings or in charter schools that receive
   support *only* from OFCY. This group includes all programs in the Community/Charter group.

3. School-based programs that receive support *only* from OUSD via the 21st Century After School
   Safety and Enrichment for Teens (ASSETS) grant. This group includes all high school-based
   programs in the report.

Public Profit has been commissioned by OFCY and OUSD to deliver the evaluation design, provide
technical assistance to grantees, collect and analyze data, and report findings. CBV is responsible for
the youth evaluation component of the project, including recruiting youth evaluators from Met West
High School, implementing a youth evaluation and media production curriculum, and assisting youth
as they produce an interactive map of after school programs in Oakland.

Staff from the Oakland Fund for Children and Youth, OUSD After School Programs Office, and OUSD
Office of Research and Assessment provide ongoing consultation and oversight of the evaluation.

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[1] The after school program at Reach Academy elementary school does not receive direct OFCY support.

Highlights from the Interim Report

Information presented in this report is based on after school program attendance and performance between July and December 2009. Since the majority of after school programs included in this study operate on a school year schedule, this period encompasses roughly 40% of the program year.

Highlights from this report include:

- After school programs supported by the Oakland Fund for Children and Youth (OFCY) and Oakland Unified School District (OUSD) served 16,972 youth, or about 25% of the youth population of Oakland. School-based after school in elementary schools served 7,229 youth, middle school-based programs 3,852, high school programs 3,508, and community and charter-based programs 2,383.

- Available evidence suggests that the majority of after school programs are on track to meet their annual attendance goals and target number of youth served. Programs' strong performance on these measures suggests that they are reaching large numbers of youth and maintaining targeted enrollment rates. See Table 1.

- Based on common activity categories used by OFCY and OUSD, program attendance records indicate that the most common after school activities were tutoring/academic assistance (80% of after school attendees participated), sports or recreation (49%), health/nutrition (38%), and arts (36%).

- Overall, after school programs are providing quality services, meeting commonly accepted standards for program quality in four broad domains: physical and emotional safety; equity, access and inclusion; meaningful learning opportunities; and academic support. Very few observed programs had any reports of *Limited Evidence* for a particular quality practice, and none were found by site visitors in need of immediate intervention.

- Available evidence indicates that after school program participants are attending school more often – a proxy for school engagement – and being suspended less often – a proxy for pro-social behaviors. See Table 1.

Table 1: Summary of Program Performance and Key Participant Outcomes

Program Type	Serving Targeted Number of Unduplicated Youth (90% or above)	On Track to Reach Annual Attendance Goals (85% or higher)	Participants Demonstrate School Day Attendance Gains*	Participants Demonstrate Declines in Suspension Rates*
Elementary (n=52)	100%	96%	63%	15%
Middle (n=16)	94%	69%	25%	31%
High (n=17)	Not Required	29%	47%	71%
Charter/Community (n=10)	80%	80%	Not Available	Not Available
Overall (n=95)	96%	76%	52%	29%

*Measured as programs whose participants have a statistically significant improvement at the 95% or greater level of confidence.
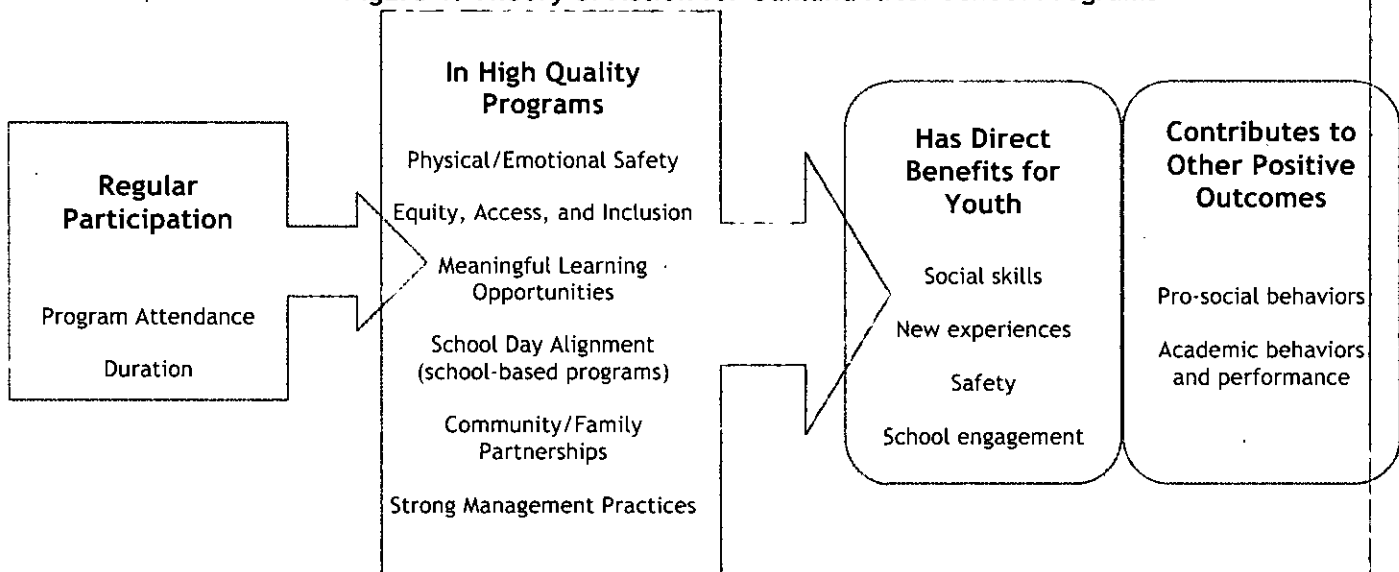
THEORY OF ACTION FOR AFTER SCHOOL PROGRAMS IN OAKLAND

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 students 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.

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.

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 students' 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 students receive in the classroom, factors over which after school programs have limited control.

Figure 1: Theory of Action for Oakland After School Programs

Regular Participation

Program Attendance

Duration

In High Quality Programs

Physical/Emotional Safety

Equity, Access, and Inclusion

Meaningful Learning · Opportunities

School Day Alignment (school-based programs)

Community/Family Partnerships

Strong Management Practices

Has Direct Benefits for Youth

Social skills

New experiences

Safety

School engagement

Contributes to Other Positive Outcomes

Pro-social behaviors

Academic behaviors and performance

Regular Participation in After School

Research in the after school field finds that students 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 students who attended regularly demonstrated significant gains in standardized math scores (compared to similar students who were unsupervised after school) and decreases in misconduct at school, including skipping school and fighting with other students. [2] Another study found that students 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. [3]

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 students, 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 students 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. [4] 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.

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[2] 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).
[3] 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.
[4] 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.
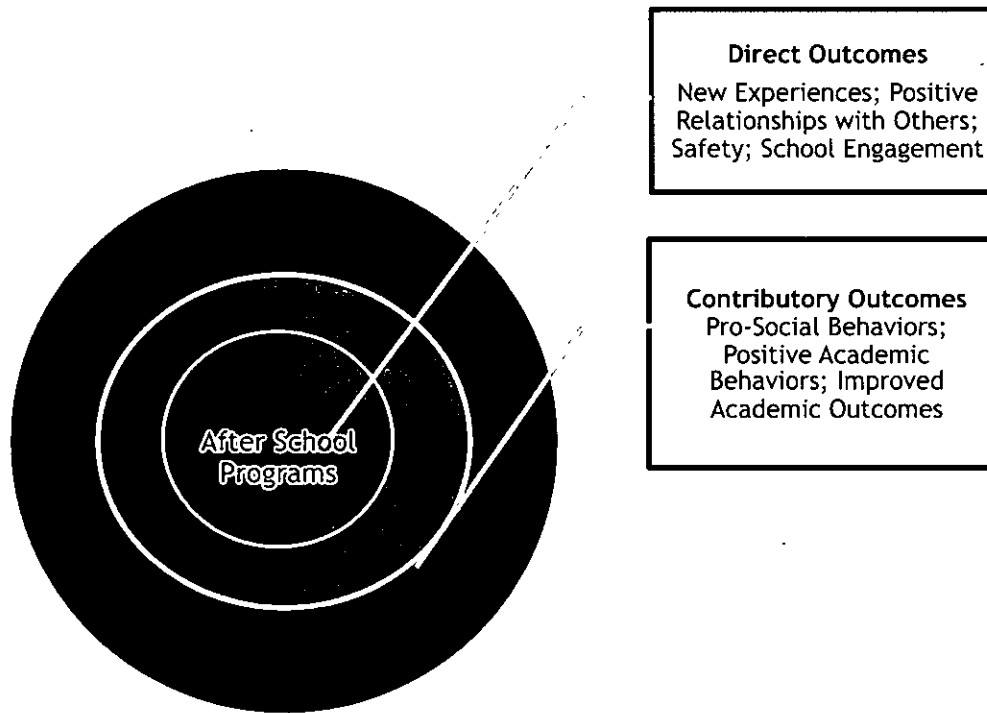
3. **Meaningful learning opportunities** – After school programs engage students as active learners in challenging, relevant, and enriching learning experiences that provide rich opportunities for youth to learn new skills that draw on their personal interests.

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 students, 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 students' 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 2 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 students' other extracurricular activities.

Figure 2: The Range of After School Outcomes

Direct Outcomes

New Experiences; Positive Relationships with Others; Safety; School Engagement

Contributory Outcomes
Pro-Social Behaviors; Positive Academic Behaviors; Improved Academic Outcomes

After School Programs

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.

PROGRAM PERFORMANCE AND YOUTH OUTCOMES

At a Glance: Enrollment and Attendance

This section summarizes key program performance metrics by program type. Site-level data is provided in Part II and III of this report.

After school programs in Oakland served 16,972 children and youth in the first half of the 2009-10 program year, accounting for roughly 25% of 5-18 year-olds in the city.[5] School-based programs served approximately 45% of the student population at their host schools.[6] Attendance records provided by grantees indicate that school-based after school in elementary schools served 7,229 students, middle school-based programs 3,852, high school programs 3,508, and community and charter-based programs 2,383.

> 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.

Of the children and youth served in the first half of the 2009-10 program year, 36% are Latino/a, 38% are African American, 11% are Asian/Pacific Islander, 3% are White, and 1% are of Native American heritage.[7] The racial/ethnic heritage of youth served by program type is in Figure 3.

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. Available evidence suggests that of all after school program participants, 33% are English Learners, and 6% are enrolled in a special education program.

Figure 3: Participants' Race/Ethnicity
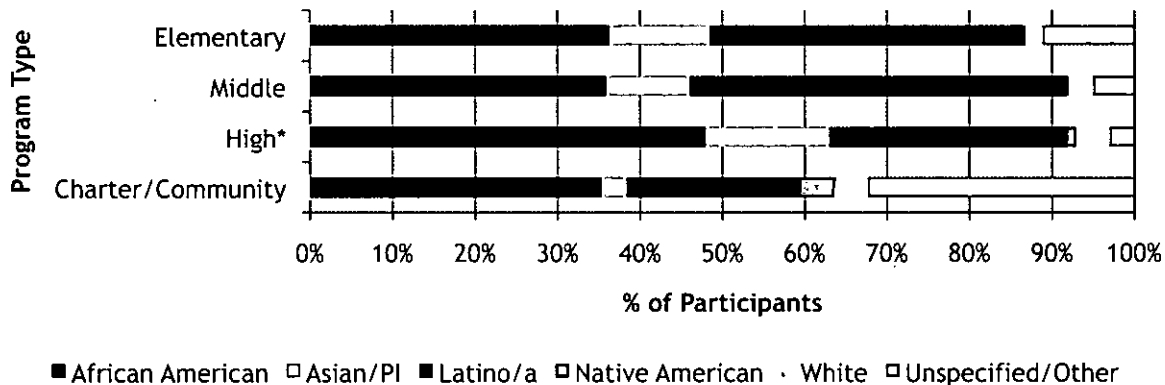
■ African American □ Asian/PI ■ Latino/a □ Native American · White □ Unspecified/Other

*ASSETS-funded programs only.
Source: CitySpan attendance records for youth who attended after school between July and December 2009.

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[5] 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.
[6] Based on 2008-09 enrollment figures for schools that host a school-based after school program.
[7] Race/ethnicity is available for 14,932 participants, approximately 90% of youth served.

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. Since high school after school programs do not receive direct OFCY funding, they are excluded from this analysis. Site-by-site results are available in the table that begins on page 21.

Figure 4: Program Integrity

Program Type	Progress Toward Target Number of Youth Served
Elementary	127%
Middle	125%
Charter/Community	128%
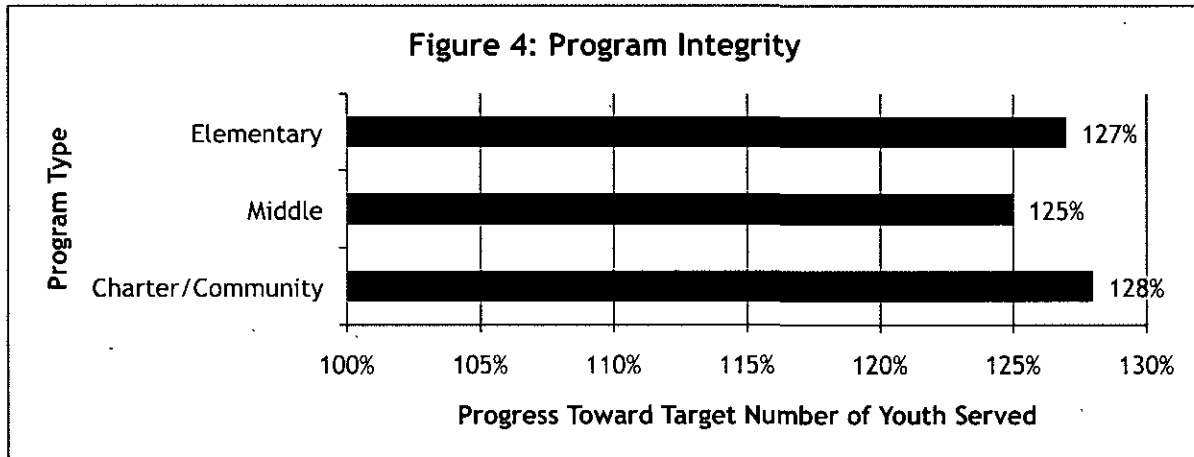
Source: CitySpan attendance records for 76 after school programs that receive OFCY funds.

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.

Between July and December 2009, Oakland's after school programs should have met about 40% of their annual attendance target in order to be on track to meet their yearly attendance goal.[8] To date, Oakland after school programs earned 44% of their target attendances for the year, including 42% for elementary school-based programs, 45% for programs in middle schools, 36% for high school-based programs and 49% for charter and community-based programs.

Among school-based after school programs, those serving elementary and middle schools are projected to meet or exceed their CDE-defined annual attendance goals, while high schools will need to increase their attendance rates to meet the 85% attendance threshold. Charter and community-based programs are projected to exceed their attendances goals established by OFCY.[9]

Table 3, which begins on page 21, provides site-by-site results that show that 75% of after school programs in Oakland are on track to meet or exceed their targeted enrollment rate if they sustain current attendance levels throughout the program year.

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[8] Nearly all programs operate on a school-year calendar, and will have therefore operated for roughly 40% of their program year by the end of December (i.e., four of nine months).
[9] Projected annual attendance is calculated by multiplying attendances recorded between June and December by 2.5. See the Appendix for more information.
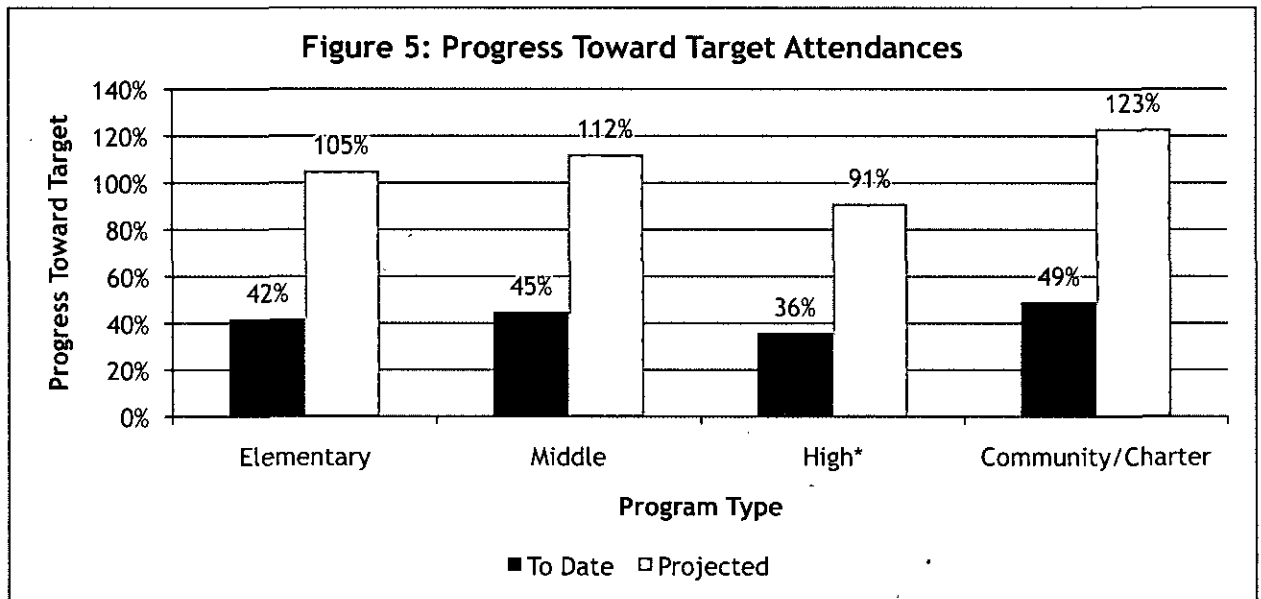
Figure 5: Progress Toward Target Attendances

A bar chart titled "Figure 5: Progress Toward Target Attendances" with the y-axis labeled "Progress Toward Target" ranging from 0% to 140%, and x-axis labeled "Program Type." Each program type has two bars: "To Date" (black) and "Projected" (white).

- Elementary: To Date 42%, Projected 105%
- Middle: To Date 45%, Projected 112%
- High*: To Date 36%, Projected 91%
- Community/Charter: To Date 49%, Projected 123%

Legend: ■ To Date □ Projected

Current after school research suggests that children and youth who attend high quality after school programs most often demonstrate the strongest improvements. Younger children tend to attend after school more often, as youth have more alternative choices and responsibilities in middle and high school. Figure 6 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.

School-based after school programs have 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, reflecting the drop-in model that many programs in this category use, in which youth may choose to attend as often as they prefer.
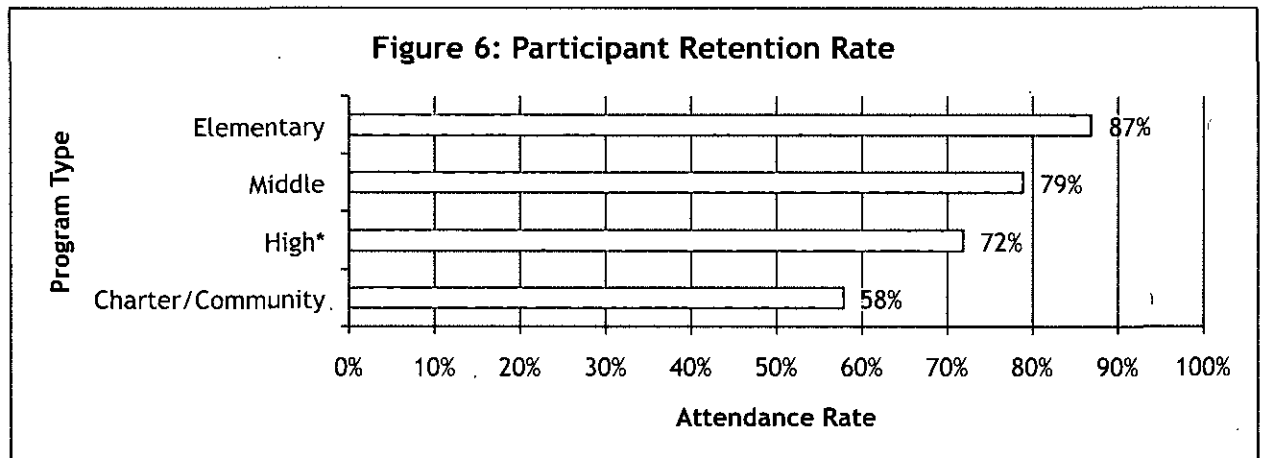
Figure 6: Participant Retention Rate

A horizontal bar chart titled "Figure 6: Participant Retention Rate" with the y-axis labeled "Program Type" and x-axis labeled "Attendance Rate" ranging from 0% to 100%.

- Elementary: 87%
- Middle: 79%
- High*: 72%
- Charter/Community: 58%

Figure 7 maps after school programs that receive OFCY funding by their progress toward annual enrollment goals and participants' retention rate. Elementary school-based programs are designated as blue circles, middle school-based progr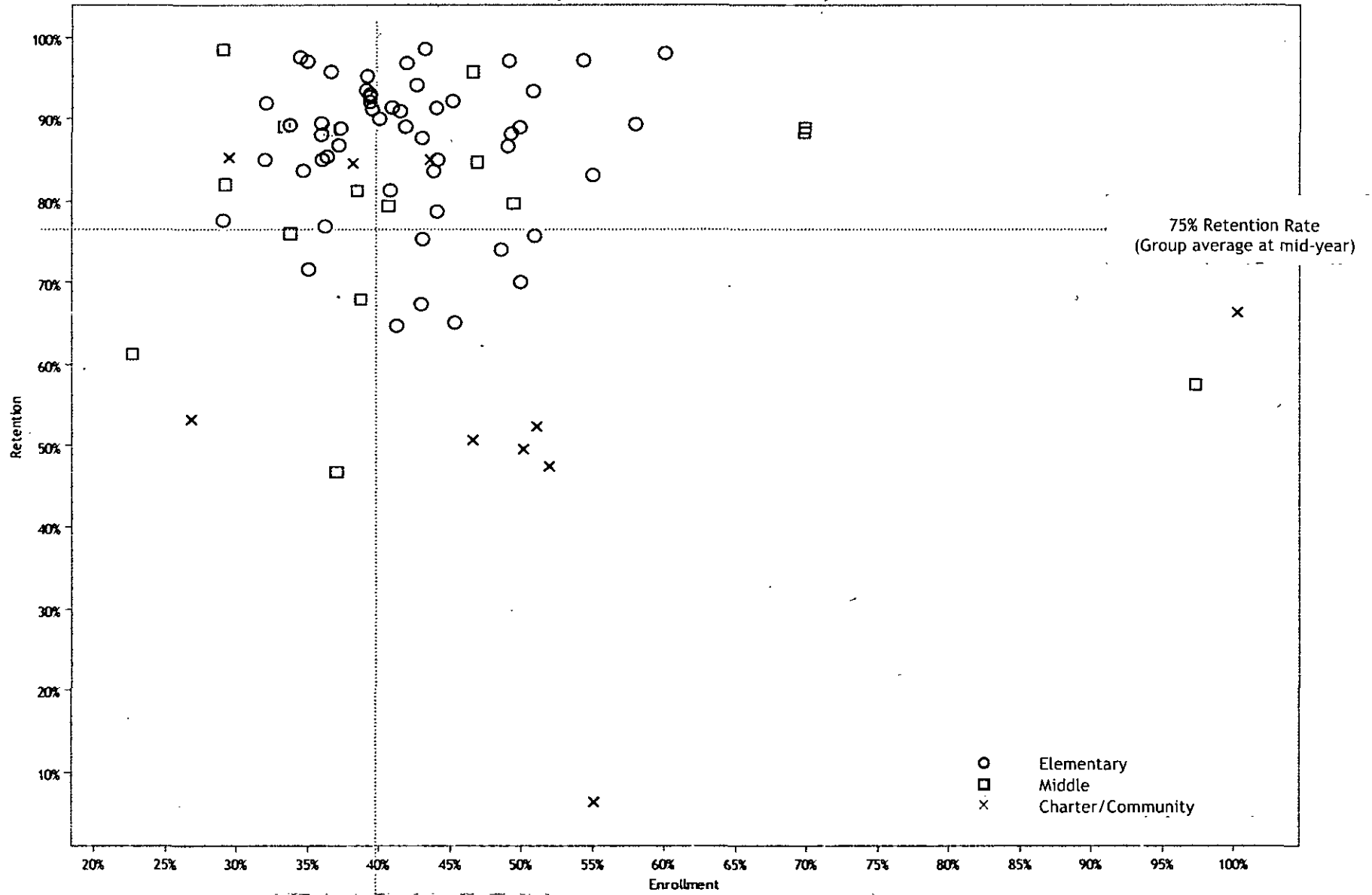ams are orange squares, and charter/community-based programs are brown crosses. See Appendix 2 for a figure that includes high school program performance (i.e., Appendix 2 includes all programs in the evaluation).

Sites that are toward the upper right hand quadrant are meeting or exceeding targeted enrollment *and* have high retention rates, suggesting that these programs are both filling seats and retaining youth over time. Sites in the lower right hand corner are meeting or exceeding enrollment targets, but have relatively low retention rates, suggesting that youth turnover is high. Those in the upper left hand corner have relatively high retention rates, but have not yet met their targeted enrolment numbers, suggesting that youth who attend do so regularly, but that more young people need to be recruited. Programs in the lower left hand corner have not yet met their enrollment targets, and the youth who attend are there less frequently.

As noted earlier in this report, after school programs for youth in middle and high school-based programs tend to have lower attendance rates overall, as youth have more choices and responsibilities in the afterschool hours. Similarly, after school programs that use a drop-in model have lower retention rates by design.

Overall, most programs are clustered near the 40-50% mark for progress toward enrollment, as expected. Elementary-based programs tend to be more closely clustered in the higher attendance rate area of the graph, while middle and high school programs are more dispersed. Community and charter-based programs tend to be reaching their enrollment targets, but are quite widely dispersed with regard to participant retention, reflecting the drop-in nature of many programs in this category.

Figure 7: After School Enrollment and Retention
Elementary, Middle and Charter/Community

75% Retention Rate
(Group average at mid-year)

Retention

O   Elementary
□   Middle
✕   Charter/Community

Enrollment

Mid-Year Enrollment Target
(40%)

At a Glance: After School Activities

After school programs in Oakland provide a variety of activities for children and youth, ranging from arts-based enrichment such as music, visual arts, and dance, to homework help and tutoring. OFCY and OUSD have established common activity definitions that allow multiple kinds of activities to be grouped into similar categories. The figures below rely on sites' use of these categories.

In the first half of the 2009-10 program year, the most common after school activities were tutoring/academic assistance (80% of after school attendees participated), sports or recreation (49%), health/nutrition (38%), and arts (36%).

Figure 8: Youth Served by Activity Type
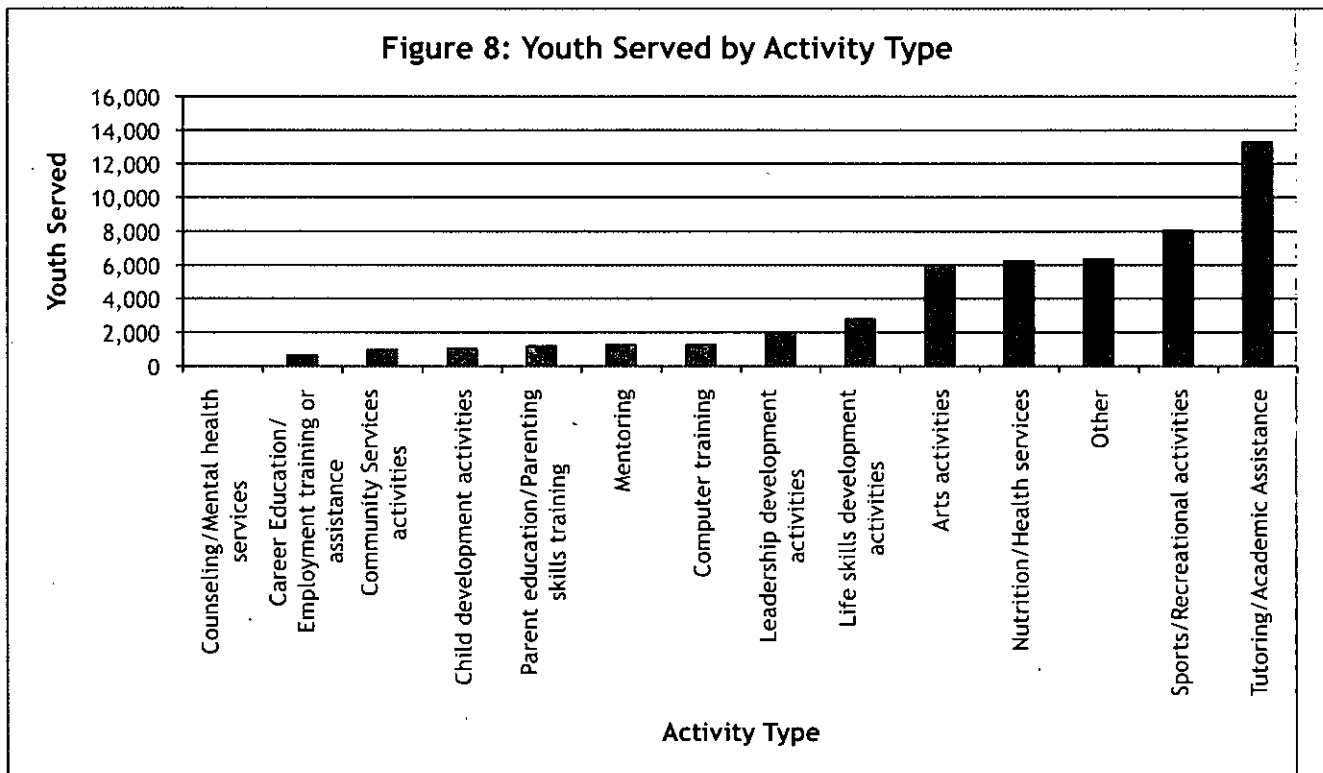
Source: CitySpan attendance records for youth who attended after school between July and December 2009.

After school programs tailor their offerings based on youths' interests and needs. Figure 9[10] describes the average amount of time that youth spend in different activities across the four program types. Overall, after school program participants spend a substantial amount of time in tutoring/academic assistance activities and sports and recreation.

Students in high school based programs are notably more likely to participate in mentoring and leadership development activities than youth in other program types. The relatively large average time spent in child development activities among charter/community programs is attributable to the fact that two after school programs for children with special needs are included in this group.
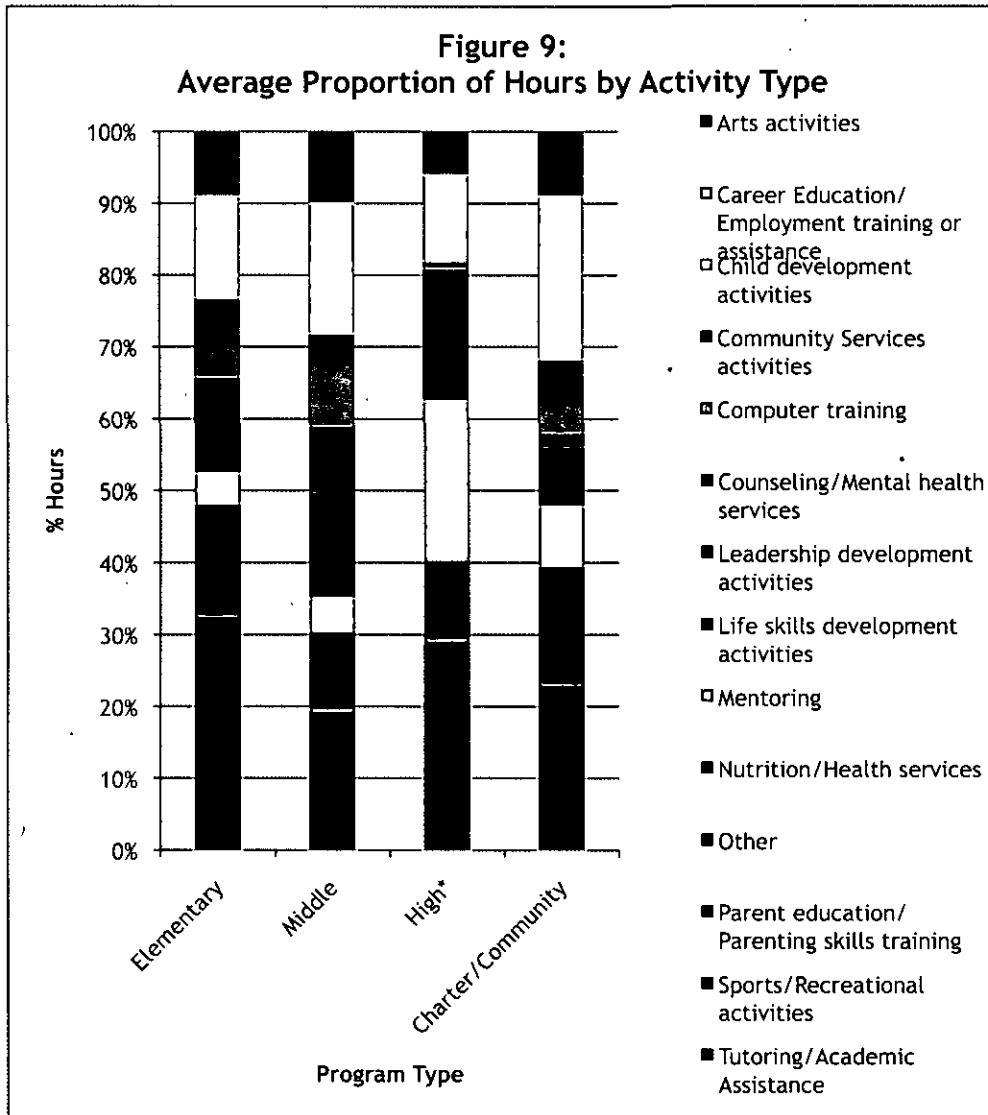

Figure 9:
Average Proportion of Hours by Activity Type

Legend:
- Arts activities
- Career Education/ Employment training or assistance
- Child development activities
- Community Services activities
- Computer training
- Counseling/Mental health services
- Leadership development activities
- Life skills development activities
- Mentoring
- Nutrition/Health services
- Other
- Parent education/ Parenting skills training
- Sports/Recreational activities
- Tutoring/Academic Assistance

Y-axis: % Hours (0% to 100%)
X-axis: Program Type (Elementary, Middle, High*, Charter/Community)

*ASSETS-funded programs only.
Source: CitySpan attendance records for youth who attended after school between July and December 2009.

[10] See the Appendix for the average amount of time spent in different activities in table form.

At a Glance: After School Program Quality

Site visits provide observationally-based data about key components of program quality, a key component of the evaluation Theory of Action. Table 2 summarizes results of site visits conducted by the evaluation team and Oakland After School Programs Office (for school-based programs). The tables summarize - by program type - the observed point-of-service quality in four domains: Physical and Emotional Safety; Equity, Access, and Inclusion; Academic Support; Meaningful Learning Opportunities.[11]

The rating scale used in the observations Is based on a three-point system:

- **Ample Evidence (3)**: Based on observations and conversations during the visit, the program exceeds expectations.
- **Sufficient Evidence (2)**: Based on observations and conversations during the visit, the program meets expectations.
- **Limited Evidence (1)**: Based on observations and conversations during the visit, the program does not meet expectations.
- **Not Observed**: Observer did not have the opportunity to observe element during the visit or the element is not applicable to the program. Items marked "Not Observed" are excluded from the calculation below.

Overall, after school programs are providing quality services to Oakland's young people, meeting commonly accepted standards for program quality in four broad domains. Very few observed programs had any reports of *Limited Evidence* for a particular quality practice, and none were found to need immediate intervention by site visitors.

Programs tended to score highest in the Physical & Emotional Safety and Equity, Access, and Inclusion domains, reflecting the programs' ability to support to the social and emotional health of young people. The program-specific scores for Physical & Emotional Safety ranged from 1.5 to 3.0; site-specific ranged for Equity, Access, and Inclusion ranged from 2 to 3.

Similarly, after school programs received high overall marks in the Academic Support domain, which is recorded for programs that have specifically-targeted academic support activities, such as homework help, tutoring, and school subject-related enrichment. Academic Support ratings for individual programs ranged from 1.3 to 2.9.

School-based after school programs received somewhat lower ratings in the Meaningful Learning Opportunities domain, which includes indicators such as staff members' preparation, participants' engagement in the activity, students' opportunities to make choices, and the use of multiple kinds of instructional strategies. Individual sites' ratings in this domain ranged from 1 to 2.75.

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[11] Site visits will be completed in spring 2010, and site-level point-of-service ratings will be reported in the annual evaluation report.

Table 2: Point-of-Service Quality

Site Type	Physical & Emotional Safety	Equity, Access, and Inclusion	Meaningful Learning Opportunities	Academic Support**
Elementary (n=58)	2.05	2.02	1.97	1.99
Middle (n=14)	2.15	2.39	1.73	1.99
Community/Charter (n=6)	2.02	2.00	2.03	2.00
High* (n=11)	2.01	1.98	1.85	1.90

*ASSETS-funded programs only.
** For activities with a clear academic support component.
Source: 89 site visit observations conducted by Public Profit and the Oakland After School Programs Office (for school-based programs).

At a Glance: Participant Outcomes[12]

The Theory of Action that guides the after school evaluation hypothesizes a variety of potential outcomes for participants, many of which will be assessed through surveys conducted in spring 2010. One key outcome measure for after school participants is their sense of connection with positive community institutions, such as school.

Participants' school day attendance rates are common ways to measure young people's connection with school; their suspension rates are one way to assess participants' pro-social skill development. Among students who participated in school-based after school programs (the only group of participants for whom school day attendance was available), participants in elementary, middle, and high school-based programs demonstrated *statistically significant* improvements in their school day attendance rate.

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[12] Data in this section is drawn from records provided by the Oakland Unified School District for school-based and community programs. Similar data are not yet available for charter/community-based programs.
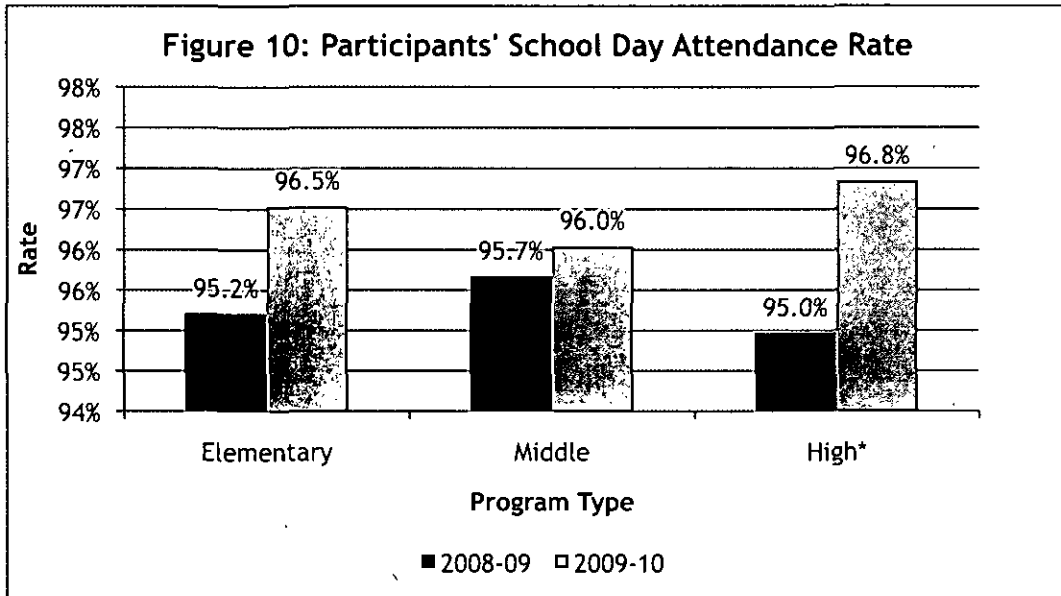
Figure 10: Participants' School Day Attendance Rate

*ASSETS-funded programs only.
Source: CitySpan attendance records for youth who attended after school between July and December 2009 for whom two years of OUSD school attendance records were available.

Per student suspension rates describe the extent to which youth engage in negative behaviors considered serious enough to require their temporary removal from school. As in nearly all school districts, suspensions are relatively infrequent in the Oakland Unified School District, and are therefore subject to substantial variation.

For the first half of the program year, the per student suspension rate for after school program participants was .14 suspensions per participant, a 30% decline from the prior years' rate of .2 suspensions per participant.[13] Participants in high school programs demonstrated the greatest year-over-year decline, from .34 suspensions per student to .23. Middle school participants' rate declined from .3 to .22, and elementary participants' rate from .06 to .02. All changes in suspension rates among after school program participants are statistically significant.

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[13] Among the 10,126 OUSD students for whom two years of suspension data were available.

SITE-LEVEL PROGRAM PERFORMANCE IN THE FIRST HALF OF 2009-10

Table 3 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.
- **Attendance** is the number of unique visits to the after school program, a key measure of program capacity. In the July-December period, most programs operated for about 40% of their expected days, and therefore should have reached about 40% of their targeted attendances. The yearly projected attendances should be greater than 85% for school-based programs, per the California Department of Education, a primary funding source for these programs.
- **Retention** is the average participant attendance rate in the after school program. It measures the frequency with which youth attend after school.

Programs that had complete attendance information for the July – December program period made strong progress in reaching the targeted number of young people and in sustaining targeted attendance rates. For example, just three programs are notably below their program integrity goal (i.e., reaching fewer than 90% of their targeted youth served). Similarly, as noted earlier, three in four programs are on track to reach their annual attendance goals.

In keeping with the program models described above, school-based after school programs for elementary and middle schools tended to serve young people more often, as measured by the average days attended. Participants in community and charter-based programs attend fewer days on average, reflecting the greater number of sites that provide drop-in style activities in this program category.

Table 3: Enrollment, Attendance & Retention by Site

OFCY Grantee	Program Site	Enrollment		Attendance**			Retention	
		Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate
Elementary								
AspiraNet	Acorn Woodland	174	129%	9,396	39%	98%	54	95%
Higher Ground	Allendale	119	132%	6,272	42%	105%	53	89%
Oakland LEAF	Ascend	212	99%	12,056	34%	86%	57	98%
East Bay Asian Youth Center (EBAYC)	Bella Vista	170	228%	5,429	36%	90%	33	77%
Bay Area Community Resources (BACR)	Bridges Academy	105	100%	5,584	37%	93%	53	89%
Higher Ground	Brookfield	135	101%	6,185	41%	103%	46	65%
Learning for Life	Burckhalter	134	123%	7,387	49%	123%	55	88%
AspiraNet	Carl Munck	135	96%	8,493	60%	150%	66	99%
Oakland Asian Student Educational Services (OASES)	Cleveland	105	117%	6,284	42%	105%	60	97%
AspiraNet	Community United	129	·108%	6,052	40%	100%	47	90%

OFCY Grantee	Program Site	Enrollment		Attendance**			Retention	
		Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate
AspiraNet	East Oakland Pride	141	130%	7,283	49%	121%	51	74%
BACR	Emerson	114	113%	6,767	45%	113%	59	92%
AspiraNet	Encompass Academy	117	118%	6,387	43%	106%	55	94%
BACR	Esperanza Academy	131	132%	6,866	43%	108%	52	75%
EBAYC	Franklin	257	215%	9,314	44%	110%	37	85%
BACR	Fred T. Korematsu	137	138%	6,796	45%	113%	50	65%
Learning for Life	Fruitvale	147	113%	7,355	49%	123%	50	87%
AspiraNet	Futures Elementary	119	99%	5,371	36%	90%	45	85%
EBAYC	Garfield	266	223%	10,769	36%	90%	41	88%
BACR	Glenview	81	90%	5,243	35%	87%	65	97%
BACR	Global Family School	119	111%	6,595	44%	110%	56	91%
AspiraNet	Grass Valley	131	101%	6,607	44%	110%	50	79%
BACR	Greenleaf	110	122%	6,190	41%	104%	56	91%
BACR	Hoover	175	143%	8,214	55%	137%	47	83%
Learning for Life	Horace Mann	159	133%	7,445	50%	125%	47	89%
AspiraNet	Howard	97	102%	5,037	34%	84%	52	89%
AspiraNet	International Community School	121	101%	6,545	44%	110%	54	84%
EBAYC	La Escuelita	154	221%	5,573	37%	93%	37	87%
BACR	Lafayette	125	100%	7,331	49%	123%	59	97%
Ujima Foundation	Lakeview	129	111%	6,424	43%	107%	50	88%
PMA Consulting	Laurel	120	119%	6,106	41%	102%	51	91%
Spanish Speaking Citizens' Foundation	Lazear	102	102%	5,386	36%	90%	53	89%
BACR	Learning Without Limits	103	100%	5,878	39%	98%	57	93%
OASES	Lincoln	179	108%	9,830	37%	91%	55	96%
BACR	M.L. King, Jr.	137	135%	7,488	50%	125%	55	70%
EBAYC	Manzanita Community School	205	271%	5,428	36%	91%	27	85%
Learning for Life	Manzanita Seed	114	103%	6,413	43%	107%	56	67%
BACR	Markham	94	99%	6,094	41%	102%	65	81%
Learning for Life	Marshall	109	110%	5,900	39%	98%	54	93%
Learning for Life	Maxwell Park	105	106%	5,898	39%	99%	56	91%
Higher Ground	New Highland Academy	331	339%	6,474	43%	108%	20	99%
Girls, Inc.	Parker	122	101%	5,183	35%	87%	42	84%
BACR	Peralta	162	104%	7,604	51%	127%	47	76%
AspiraNet	Piedmont Avenue	130	104%	7,584	51%	127%	58	93%
BACR	Place @ Prescott	98	100%	4,757	29%	73%	49	78%

OFCY Grantee	Program Site	Enrollment		Attendance**			Retention	
		Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate
NA	Reach Academy***	118	NA	5,236	35%	88%	44	72%
AspiraNet	Rise Community School	140	101%	5,835	39%	98%	42	93%
BACR	Sankofa	114	115%	6,328	32%	80%	56	85%
BACR	Santa Fe	105	106%	4,785	32%	80%	46	92%
East Bay Agency for Children	Sequoia	98	103%	5,901	39%	98%	60	92%
Higher Ground	Sobrante Park	135	102%	8,110	54%	136%	60	97%
AspiraNet	Think College Now	160	104%	8,688	58%	145%	54	89%
	Average/Total	7,229	127%	352,156	42%	105%	51	87%
Middle								
Higher Ground	Alliance Academy	304	99%	13,959	70%	174%	46	88%
Murphy and Associates	Bret Harte	165	101%	9,367	47%	117%	55	85%
BACR	Claremont	206	132%	6,756	34%	84%	33	76%
AspiraNet	Coliseum College Prep Academy	134	60%	7,305	37%	91%	56	89%
Safe Passages	Edna Brewer	269	106%	7,733	39%	97%	29	68%
BACR	Elmhurst Community Prep	312	97%	13,956	70%	174%	45	89%
YMCA of the East Bay	Explore College Prep	169	91%	9,299	46%	116%	57	96%
Safe Passages	Frick	152	97%	6,658	33%	83%	40	89%
BACR	Madison	306	236%	14,530	97%	243%	48	57%
AspiraNet	Melrose Leadership	202	100%	11,274	29%	73%	56	98%
EBAYC	Roosevelt	376	340%	12,846	38%	96%	35	81%
AspiraNet	Roots	134	92%	4,209	29%	73%	31	82%
Safe Passages	United For Success	255	108%	7,388	41%	102%	29	79%
Oakland LEAF	Urban Promise Academy	287	190%	7,398	37%	92%	26	47%
Ujima Foundation	West Oakland Middle	230	107%	9,885	49%	124%	42	80%
Eagle Village Community Center	Westlake	351	152%	9,072	23%	57%	30	61%
	Average/Total	3,852	125%	151,635	45%	112%	41	79%
Charter/Community								
Ala Costa Center	Ala Costa Centers	217	255%	20,476	44%	109%	47	85%
Civicorps	Civicorps Charter	213	107%	10,249	29%	74%	30	85%
Lighthouse Community Charter	Lighthouse Community Charter	116	62%	11,953	27%	67%	32	53%
East Oakland Youth Development Center	Community After School Program	236	189%	35,054	51%	128%	49	52%
EBAC	Hawthorne Family	112	130%	13,507	38%	95%	37	85%

OFCY Grantee	Program Site	Enrollment		Attendance**			Retention	
		Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate
	Resource Center							
Oakland Parks and Recreation	OPR Inclusion Center	195	108%	24,738	100%	251%	21	66%
Camp Fire USA	Kids With Dreams	100	118%	10,994	47%	116%	39	51%
American Indian Child Resource Center	Nurturing Native Pride	83	208%	8,540	52%	130%	26	47%
Oakland Parks and Recreation	Oakland Discovery Centers	745	373%	27,428	55%	138%	5	6%
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	266	44%	61,981	50%	125%	66	50%
	Average/Total	2,283	128%	224,920	49%	123%	35	58%
High*								
NA	Bunche	158	NR	4,342	32%	80%	26	75%
NA	Coliseum College Prep Academy (CCPA)	120	NR	4,503	29%	72%	2	75%
NA	College Prep & Architecture	163	NR	7,060	37%	93%	44	75%
NA	Dewey	221	NR	7,017	28%	70%	32	65%
NA	EXCEL	208	NR	1,956	9%	23%	9	34%
NA	Far West	142	NR	3,618	14%	36%	25	68%
NA	Life Academy	246	NR	6,175	41%	103%	27	80%
NA	Mandela	139	NR	6,042	32%	80%	43	90%
NA	Media Academy	108	NR	3,591	19%	48%	33	68%
NA	Met West	134	NR	3,704	24%	61%	28	90%
NA	Oakland High	471	NR	10,414	42%	105%	25	37%
NA	Oakland Technical	733	NR	34,524	139%	347%	48	99%
NA	Robeson	56	NR	3,772	20%	50%	46	63%
NA	Rudsdale Continuation	174	NR	6,010	28%	70%	31	60%
NA	Skyline	312	NR	12,225	72%	180%	39	80%
NA	Street Academy	90	NR	2,977	22%	55%	33	88%
NA	Youth Empowerment School	201	NR	6,310	27%	67%	32	75%
	Average/Total	3,508	NR	124,240	36%	91%	31	72%

NR = Not required. School based programs in high schools are not required to set targets for unduplicated youth served.
*ASSETS-funded programs only.
**State-funded after school programs are mandated to reach 85% of their targeted attendance to sustain their grants.
***Reach Academy does not receive direct OFCY funding.

SITE-LEVEL PARTICIPANT OUTCOMES

As described earlier in this report after school programs can affect a variety of student behaviors, skills, and attitudes, including their sense of belonging to positive institutions (such as school), social/emotional well-being, physical and emotional safety, academic behaviors, and academic performance.

At mid-year, the evaluation team looked at students' school-day attendance and suspension rates as proxies for participants' attachment to school. Paired samples t-tests compare this year's participants to themselves in the 2008-09 and 2009-10 school years.

Young people attending school-based after school programs at the elementary, middle, and high school level are broadly demonstrating improvements in their school-day attendance rate along with decreases in the per student suspension rate.

Table 4: Participants' School Day Attendance and Suspension Rates[14]

OFCY Grantee	Program Site	Participants' School Day Attendance Rate			Participants' Per Student Suspension Rate		
		2008-09	2009-10	% Point Diff.*	2008-09	2009-10	Difference*
Elementary							
AspiraNet	Acorn Woodland	95.54%	97.22%	1.67%*	.01	.01	0.00
Higher Ground	Allendale	94.95%	96.44%	1.49%*	.01	.00	-0.01
Oakland LEAF	Ascend	96.89%	97.49%	0.61%	.01	.00	-0.01
EBAYC	Bella Vista	97.43%	98.11%	0.67%	.00	.01	0.01
BACR	Bridges Academy	96.84%	97.48%	0.64%	.00	.00	0.00
Higher Ground	Brookfield	92.33%	95.54%	3.21%*	.16	.01	-0.15
Learning for Life	Burckhalter	94.11%	95.33%	1.23%*	.07	.00	-0.07
AspiraNet	Carl Munck	94.29%	97.13%	2.84%*	.00	.00	0.00
OASES	Cleveland	97.28%	98.38%	1.10%*	.00	.00	0.00
AspiraNet	Community United	95.92%	97.37%	1.45%*	.06	.00	-.06*
AspiraNet	East Oakland Pride	94.30%	95.41%	1.11%	.17	.14	-0.03
BACR	Emerson	94.76%	95.83%	1.07%	.00	.00	0.00
AspiraNet	Encompass Academy	95.03%	96.63%	1.60%*	.05	.11	0.06
BACR	Esperanza Academy	96.90%	98.28%	1.37%*	.00	.00	0.00
EBAYC	Franklin	97.38%	98.36%	0.98%*	.00	.00	0.00
BACR	Fred T. Korematsu	94.99%	96.70%	1.71%*	.14	.01	-0.13*
Learning for Life	Fruitvale	95.29%	96.52%	1.23%*	.01	.04	0.03
AspiraNet	Futures Elementary	91.83%	95.77%	3.94%*	.20	.10	-.1
EBAYC	Garfield	95.24%	96.45%	1.20%*	.15	.09	-0.06
BACR	Glenview	95.45%	96.92%	1.47%*	.00	.00	0.00
BACR	Global Family School	95.04%	95.62%	0.58%	.00	.00	0.00

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[14] Data are not available for participants in Charter/Community-Based sites. The evaluation team is collaborating with charter-based sites to access student data for use in the final report.

OFCY Grantee	Program Site	Participants' School Day Attendance Rate			Participants' Per Student Suspension Rate		
		2008-09	2009-10	% Point Diff.*	2008-09	2009-10	Difference*
AspiraNet	Grass Valley	96.90%	97.23%	0.32%	.13	.00	-0.13
BACR	Greenleaf	95.47%	97.44%	1.97%*	.06	.00	-0.06
BACR	Hoover	92.40%	94.74%	2.34%*	.05	.00	-0.05*
Learning for Life	Horace Mann	95.10%	95.65%	0.55%	.05	.00	-0.05
AspiraNet	Howard	93.77%	95.97%	2.20%*	.03	.00	-0.03
AspiraNet	International Community	95.94%	97.19%	1.25%*	.05	.00	-0.05
EBAYC	La Escuelita	95.94%	97.99%	2.05%*	.01	.00	-0.01
BACR	Lafayette	93.01%	94.49%	1.48%	.16	.02	-0.14
Ujima Foundation	Lakeview	93.58%	96.57%	2.99%*	.07	.02	-0.05*
PMA Consulting	Laurel	96.35%	97.36%	1.01%*	.03	.00	-0.03
Spanish Speaking Citizens' Foundation	Lazear	96.08%	96.67%	0.60%	.11	.08	-0.03
BACR	Learning Without Limits	94.19%	96.83%	2.64%*	.01	.00	-0.01
OASES	Lincoln	99.05%	99.19%	0.14%	.00	.00	0.00
BACR	M.L. King, Jr.	92.46%	94.57%	2.11%*	.25	.06	-0.19*
EBAYC	Manzanita Community School	95.08%	95.18%	0.11%	.45	.47	0.02
Learning for Life	Manzanita Seed	95.85%	96.91%	1.06%*	.10	.01	-0.08
BACR	Markham	95.07%	95.94%	0.87%	.03	.00	-0.03
Learning for Life	Marshall	95.13%	96.67%	1.54%*	.07	.00	-0.07*
Learning for Life	Maxwell Park	94.02%	95.78%	1.76%*	.09	.00	-0.09*
Higher Ground	New Highland Academy	95.17%	96.32%	1.14%*	.02	.00	-0.02*
Girls, Inc.	Parker	95.88%	95.36%	-0.53%	.03	.00	-0.03
BACR	Peralta	97.67%	96.26%	-1.41%*	.00	.00	0.00
AspiraNet	Piedmont Avenue	94.14%	94.93%	0.80%	.00	.00	0.00
BACR	Place @ Prescott	91.41%	94.30%	2.89%*	.09	.00	-0.09
NA	Reach Academy***	92.55%	94.09%	1.54%*	.20	.01	-0.18
AspiraNet	Rise Community School	94.19%	96.81%	2.61%*	.00	.01	0.01
BACR	Sankofa	93.37%	94.26%	0.90%	.33	.00	-0.33
BACR	Santa Fe	91.04%	95.23%	4.18%*	.03	.00	-0.03
East Bay Agency for	Sequoia	95.89%	96.89%	1.00%	.00	.00	0.00
Higher Ground	Sobrante Park	94.43%	94.92%	0.48%	.10	.08	-0.03
AspiraNet	Think College Now	97.04%	97.80%	0.76%*	.01	.02	0.01
	Average/Total	95.21%	96.53%	1.32%*	0.06	0.02	-.04*
Middle							
Higher Ground	Alliance Academy	96.31%	96.35%	0.04%	.12	.08	-0.04
Murphy and Associates	Bret Harte	95.97%	95.66%	-0.31%	.31	.23	-0.08
BACR	Claremont	95.97%	94.98%	-0.99%*	.28	.12	-0.16*
AspiraNet	Coliseum College Prep	95.83%	96.62%	0.79%*	.20	.15	-0.05
Safe Passages	Edna Brewer	96.91%	96.94%	0.03%	.14	.13	-0.02
BACR	Elmhurst Community Prep	96.66%	96.44%	-0.21%	.13	.08	-0.05

OFCY Grantee	Program Site	Participants' School Day Attendance Rate			Participants' Per Student Suspension Rate		
		2008-09	2009-10	% Point Diff.*	2008-09	2009-10	Difference*
YMCA of the East Bay	Explore College Prep	95.23%	97.22%	1.99%*	1.09	1.12	0.03
Safe Passages	Frick	94.46%	94.74%	0.28%	.51	.25	-0.25*
BACR	Madison	95.09%	95.51%	0.42%	.09	.10	0.02
AspiraNet	Melrose Leadership	96.01%	97.07%	1.05%*	.11	.09	-0.02
EBAYC	Roosevelt	97.08%	96.70%	-0.38%	.22	.08	-0.14*
AspiraNet	Roots	95.51%	97.88%	2.38%*	.37	.37	0.00
Safe Passages	United For Success	94.18%	94.73%	0.55%	.33	.23	-0.10*
Oakland LEAF	Urban Promise Academy	96.20%	96.81%	0.61%	.20	.23	0.03
Ujima Foundation	West Oakland Middle	92.91%	94.12%	1.21%	.69	.25	-0.44*
Eagle Village Community Center	Westlake	95.32%	95.78%	0.45%	.48	.46	-0.02
	Average/Total	**95.66%**	**96.06%**	**0.4***	**0.3**	**0.22**	**-.08***
High*							
NA	Bunche	89.99%	99.47%	9.47%*	.48	.34	-0.14*
NA	Coliseum College Prep	95.79%	95.50%	-0.29%	.55	.35	-0.20*
NA	College Prep & Architecture	96.26%	96.87%	0.60%	.56	.43	-0.13
NA	Dewey	88.86%	99.37%	10.51%*	.27	.04	-0.24*
NA	EXCEL	95.81%	95.59%	-0.23%	.30	.10	-0.20*
NA	Far West	93.42%	99.30%	5.88%*	.38	.06	-0.33*
NA	Life Academy	96.47%	96.82%	0.35%	.31	.08	-0.23*
NA	Mandela	94.56%	94.55%	0.00%	.44	.29	-0.14*
NA	Media Academy	94.75%	97.09%	2.34%*	.41	.13	-0.28*
NA	Met West	96.02%	99.95%	3.94%*	.16	.04	-0.12*
NA	Oakland High	97.05%	97.30%	0.25%	.22	.08	-0.14*
NA	Oakland Technical	96.74%	96.59%	-0.15%	.12	.03	-0.09*
NA	Robeson	96.77%	93.24%	-3.53%*	.16	.32	0.16
NA	Rudsdale Continuation	88.37%	96.00%	7.63%*	.25	.01	-0.24*
NA	Skyline High School	95.97%	95.85%	-.12%	.17	.14	-.03
NA	Street Academy	94.75%	100.00%	5.25%*	.25	.00	-0.25
NA	Youth Empowerment School	93.32%	92.20%	-1.12%	1.58	2.13	0.54*
	Average/Total	**95.00%**	**96.79%**	**1.79*%**	**.34**	**.23**	**-.11***

* Statistically significant difference at p=.05 or less.
**ASSETS-funded programs only.
***Reach Academy does not receive direct OFCY funding.

APPENDICES

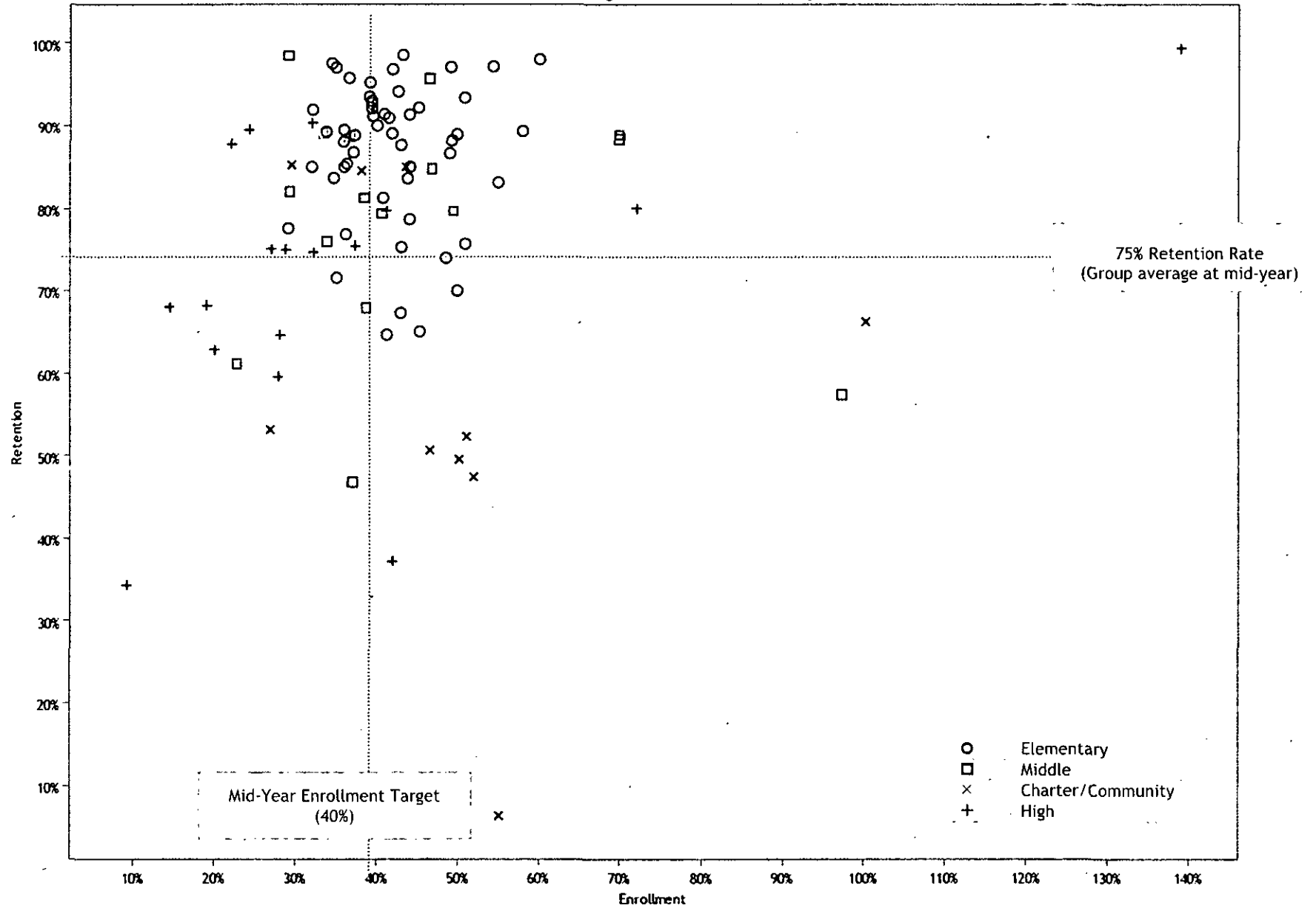## Appendix 1: Average Hours by Activity Type

	Program Type			
Activity Category	**Elementary**	**Middle**	**Charter/ Community**	**High***
Arts activities	26	44	33	20
Career Education/Employment training or assistance	15	38	16	43
Child development activities	28	44	70	.
Community Services activities	16	20	23	4
Computer training	17	37	15	.
Counseling/Mental health services	.	41	8	.
Leadership development activities	21	26	12	37
Life skills development activities	18	38	18	25
Mentoring	13	22	32	77
Nutrition/Health services	19	16	32	.
Other	27	34	30	39
Parent education/Parenting skills training	3	.	12	.
Sports/Recreational activities	38	43	38	35
Tutoring/Academic Assistance	56	43	35	65

* ASSETS funded programs only.

75% Retention Rate
(Group average at mid-year)

Retention

Mid-Year Enrollment Target
(40%)

O	Elementary
□	Middle
×	Charter/Community
+	High

Enrollment

Appendix 3: Data Sources & Calculations

Data sources and calculation methods are listed in the order in which they appear.

Data Source/Calculation	Description
Children/Youth Served	Based on attendance records kept by each program site on CitySpan, an online attendance database.
Program Type	School-based programs supported by the Oakland Unified School District are sub-divided based on the type of school they are based in - Elementary, Middle, or High. After school programs that are not supported by OUSD are grouped together as Charter/Community programs.
Participants' Race/Ethnicity	Based on program enrollment records entered into CitySpan and matched with OUSD student files, where available.
English Learner Status	Based on OUSD student records; after school attendance records are matched with OUSD student files.
Special Education Placement	Based on OUSD student records; after school attendance records are matched with OUSD student files.
Target Attendances - School-Based Programs	Based on program's state and federal grant amounts. For elementary and middle school programs, target yearly attendances are calculated by dividing the total grant by $7.50, the per student per day funding allocation. E.g., a $100,000 grant should cover up to 13,333 attendances, or about 79 students per day for the program year. For high schools, target attendances are calculated by dividing the total grant by $10. E.g., a $150,000 grant should cover up to 15,000 attendances. The California Department of Education (CDE) has set 85% targets for all after school programs: those that reach 85% or more of their targeted attendances are considered compliant. Progress toward target attendance is calculated by dividing the target annual attendances by the actual attendances to date (Actual Attendances/Target Attendances).
Target Attendances - Charter/Community Programs	Based on sites' Scope of Work with the Oakland Fund for Children and Youth, which sets targets for annual program attendance. Progress toward target attendance is calculated by dividing the target annual attendances by the actual attendances to date (Actual Aggregate Attendances/Target Aggregate Attendances).
After School Retention Rate	The after school retention rate is calculated by dividing the actual number of days a student attended after school by the days she/he was enrolled (Actual Student Attendances/Days Enrolled in After School).

Data Source/Calculation	Description
Youth Served by Activity Type	Drawn from CitySpan program attendance rates, listing the unduplicated number of children and youth who participated in each of 13 different types of activities.
Hours by Activity Type	Average hours participant spent in each activity type, sub-divided by program type.
After School Program Quality	Based on observational data collected by trained observers on the Oakland after school evaluation team and Oakland After School Programs Office (OUSD). Observational items are aggregated into four domains: physical & emotional safety; equity, access & inclusion; academic support; and meaningful learning opportunities.
School Day Attendance	Drawn from OUSD student records, and reported only for those students who have both 2008-09 and 2009-10 school day attendance data available.
Suspensions	Drawn from OUSD student records. Per student suspension rate is calculated as the total number of suspensions divided by the number of unduplicated participants (Suspensions/Students).
Program Attendance - Yearly Projection	After school programs operate on the same schedule as the public schools: 180 total program days, 40% of which take place between August and December. The projected annual attendance for school-based programs is calculated by multiplying the actual attendances in August-December by 2.5, then dividing that figure by the annual target attendances. For example, a program that had 1,000 attendances in the August-December period would have an estimated annual attendance figure of 2,500.

Interim Evaluation Report
for Early Childhood, Older Youth,
Physical and Behavioral Health, & Summer Programs

Oakland Fund for Children and Youth

Interim Report, February 2010

Presented to: The Oakland Fund for Children and Youth

Presented by:

see change
evaluation through a new lens

Melanie Moore Kubo, Ph.D.
Cati Brown, Ph.D.

EXECUTIVE SUMMARY

This report focuses on the Evaluation of four Oakland Fund for Children and Youth (OFCY) strategy areas and the individual grantees within these strategy areas. Data and analysis represent the work to date of the 2009-10 evaluation cycle in which See Change is investigating the value, effectiveness, quality and outcomes of the following Oakland Fund for Children and Youth Strategy Areas: Summer, Early Childhood, Physical & Behavioral Health, and Older Youth.

This is the first year that See Change has evaluated OFCY Early Childhood, Older Youth, Physical & Behavioral Health, and Summer programming. The first six months of our contract have involved the design and implementation of new evaluation systems. At the time this report was prepared, significant data collection at program sites (survey administration and program quality site visits) had not yet occurred but was scheduled for Spring 2010. This report provides an update on the evaluation and program progress to date. The final report will provide a more comprehensive view of OFCY programs and their outcomes.

The OFCY Interim Evaluation Report of Early Childhood, Older Youth, Physical & Behavioral Health, and Summer Programs accomplishes the following objectives:

1. Reports on program level progress to date toward program goals for participation and service,

2. Summarizes evaluation work to date of the 2009-10 evaluation cycle including program outcome identification and Summer 2009 Evaluation,

3. Reports on Strategy Area implementation, from the perspective of activity category popularity,

4. Establishes baselines for OFCY participants in school attachment, school behavior and school performance indicators.

The following *research questions* and headlines are discussed in this report:

How much and what kinds of service does OFCY provide? How much are program participants participating?

→ OFCY program activities are centered around *Child Development, Parent Education & Involvement,* and *Other* (Early Childhood); *Leadership Development* (Older Youth); *Sports/Recreation* and *Life Skills* (Physical & Behavioral Health); *Arts, Sports/Recreation* and *Tutoring/Academics* (Summer).

How has OFCY strategy translated into goals at individual programs?

→ OFCY programs focus on outcomes related to *parent/caregiver outcomes* (Early Childhood), *academic skills* (Older Youth), *life skills* (Physical & Behavioral Health), and *creative skills* and *physical skills* (Summer).

What is the overall effect of OFCY funding on the well-being of children and youth in Oakland?

→ Baseline school attendance, behavior and performance data from 2008-09 show that OFCY Older Youth, Physical & Behavioral Health and Summer participants were on par with Oakland Unified School District students overall in 2008-09.

Are Summer programs high quality, and thus as capable as possible of producing positive outcomes?

➔ Program Quality fundamentals are solid across the board for Summer programs. (Program Quality Assessments for other Strategy Areas are being implemented this Spring).

What positive outcomes are occurring for Summer program participants?

➔ Analysis of Summer Digital Stories (individual program participant qualitative data) reveals reference to a range of outcomes. Summer Digital Stories show that OFCY is achieving their goal of supporting Oakland youth through a variety of means with Summer programming.

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2009-10 OFCY EVALUATION RESEARCH QUESTIONS

The following table outlines See Change's research process to date, describing research questions, methodology, and data sources. The research questions are drawn from three areas of interest: 1) the overall effect of OFCY funding; 2) individual program impacts on outcomes; and 3) outcomes for all OFCY participants.

2009-10 OFCY Interim Report Evaluation Research Questions

RESEARCH QUESTIONS	METHODOLOGY	DATA SOURCE
Overall Effect of OFCY Funding on Programs and Children, Youth & Families in Oakland		
How much and what kinds of service does OFCY provide? How much are program participants participating?	See Change examines attendance data (dosage), units of service and activities provided.	Cityspan database, populated by OFCY grantees with data about services provided and activity participation rates
How has the OFCY strategy translated into goals at individual programs?	See Change reviews the Logic Model Outcomes for individuals programs, and the distribution of program outcomes from the Logic Model Templates across Strategy Areas and OFCY overall.	Program outcomes identified in Logic Model specification meetings by Executive Directors, Program Directors and in some cases program staff
What is the overall effect of OFCY funding on the well-being of children and youth in Oakland?	See Change shares baseline student behavior and achievement data, which will serve as the foundation for longer-term analysis of OFCY's impact on Oakland children and youth	Student behavior and achievement data from OUSD matched with OFCY data by first name, last name and grade
Individual Program Impact on Outcomes (Summer only for the Interim Report)		
Are Summer programs high quality, and thus as capable as possible of producing positive outcomes?	See Change reviews Program Quality Assessment observation tool (PQA) results for summer programs.	Program Quality Assessment site visit observations and interviews with program staff
Outcomes for OFCY Participants (Summer only for the Interim Report)		
What positive outcomes are occurring for Summer program participants?	See Change analyzes Digital Stories created in 2009 summer, and shares baseline school promotion, attendance and behavioral data.	Digital stories created by participants and program staff from a sample of grantees; OUSD matched student data

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GRANTEE PARTICIPATION PROGRESS

The following section outlines individual OFCY grantee progress towards enrollment and service delivery goals, using the measurements below. Note that because this report is an *interim* report, projected versus actual percentages may be lower than expected for some programs.

Metrics Used in Participation Tables

Metric	Description
Annual Projected Participants	Total unduplicated projected participants for 2009-10
Number of Participants to Mid-Year	Total unduplicated participants who attended up to mid-year, defined as the deadline for the second Quarterly Report – January 15th
Participant Integrity – Ratio of Mid-Year to Annual Projected Participants	Number of Unduplicated Participants to Mid-Year over Number of Annual Projected Unduplicated Participants
Annual Projected Service Hours	Total projected Units of Service expected for 2009-10
Service Hours (Units of Service) to Mid-Year	Total completed Units of Service up to Mid-Year, defined as the deadline for the second Quarterly Report – January 15th
Service Integrity – Ratio of Mid-Year to Annual Projected Service Hours	Number of service hours to mid-year over the Annual Projected Service Hours

Early Childhood Progress Toward Enrollment and Service Delivery Goals

Early Childhood Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year [1]	Participant Integrity = Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity = Ratio of Mid-Year to Annual Projected Service Hours
Bring Me a Book Foundation	Parent Education and Involvement, Child Development	800	378	47.30%	24,765	10,660	50.80%
Children's Hospital & Research Center at Oakland	Child Development	168	225	133.00%	9,039	5,323	60.90%
City of Oakland - San Antonio Even Start	Community Service, Parent Education and Involvement	45	67	148.90%	47,374	16,276	34.00%
East Bay Agency for Children - Hawthorne Family Resource Center Parent-Child Education & Support	Child Development, Parent Education and Involvement	100	158	158.00%	15,504	18,331	118.20%
Family Paths, Inc. - The Oakland Early Childhood Mental Health Collaborative	Counseling/Mental Health	500	43	8.60%	20,297	3,123	15.00%
Jump Start	Child Development	225	190	84.40%	62,458	8,307	13.30%
La Clinica de La Raza	Nutrition/ Health, Counseling/Mental Health	260	515	198.1%	5,492	2,048	37.30%
Museum of Children's Art (MOCHA)	Parent Education and Involvement	972	761	78.30%	18,697	8,997	48.10%
OPR - Sandboxes to Community Empowerment	Arts, Child Development, Nutrition/ Health	400	73	18.30%	17,848	7,271	41.00%

Early Childhood Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year [1]	Participant Integrity = Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity = Ratio of Mid-Year to Annual Projected Service Hours
The Link to Children	Counseling/Mental Health	467	120	25.7%	3,402	942	27.7%

Older Youth Progress Toward Enrollment and Service Delivery Goals

Older Youth Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year[1]	Participant Integrity = Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity = Ratio of Mid-Year to Annual Projected Service Hours
Alameda County Health Care Services Agency - Young Men in Leadership (YMIL) Project	Life Skills, Leadership Development	819	177	21.60%	7,787	8,087	103.85%
Alameda County Medical Center - Model Neighborhood	Career Education, Mentoring	400	149	37.30%	10,232	7,620	74.50%
Alameda Family Services - DreamCatcher	Sports/Recreation, Nutrition/ Health	300	172	57.30%	50,762	13,750	29.20%
Alternatives in Action - HOME Project Oakland	Parent Education and Involvement, Nutrition/Health Services	300	223	74.33%	19163	11131	58%
Asian Community Mental Health Services - Asian/Pacific Islander Youth Promoting Advocacy and Leadership	Leadership Development, Sports/Recreation	330	207	62.70%	7,787	14,641	188.02%
Centro Legal de la Raza	Career Education, Tutoring/Academics	51	50	98.00%	5,621	2,178	38.75%
East Bay Asian Youth Center (Wildcats Wellness Center)	Tutoring/Academics	not available	426	not available	33865	25957	77%

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Older Youth Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year[1]	Participant Integrity — Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity — Ratio of Mid-Year to Annual Projected Service Hours
Eastside Arts Alliance	Career Education, Life Skills	168	194	115.50%	50,120	19,729	39.36%
Family Violence Law Center - RAP Project	Leadership Development	40	66	165.00%	6,703	1,946	43.70%
Girls Inc of Alameda County (Eureka! Teen Internship Program)	Career Education	64	62	96.88%	5,993	5,938	99.08%
Leadership Excellence (Youth Leadership Program)	Life Skills, Community Service,	200	121	60.50%	33,568	4,223	14.70%
Next Step Learning Center	Tutoring/Academics, Mentoring	105	77	73.30%	33,095	11,451	34.60%
Oakland Kids First (Real Hard)	Leadership Development, Tutoring/Academics	790	576	72.90%	23,062	8,948	38.80%
OASES (SOAR New Immigrant Services)	Tutoring/Academics, Leadership Development	50	55	110.00%	4,990	2,889	57.90%
Opera Piccola	Arts, Career Education	200	145	72.50%	14,578	3,659	25.10%
Spanish Speaking Citizens Foundation (LIBRE)	Counseling/Mental Health, Leadership Development	67	67	100.00%	4761	2100	44.11%
Spanish Speaking Citizens Foundation (YLACC)	Leadership Development, Career Education	54	110	203.70%	17,429	15,268	87.60%

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Older Youth Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year [1]	Participant Integrity = Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity = Ratio of Mid-Year to Annual Projected Service Hours
The Youth Employment Partnership, Inc.	Career Education	100	143	143.00%	22,584	33,356	147.70%
Youth ALIVE!	Leadership Development, Nutrition/ Health	44	46	104.50%	12,933	13,295	102.80%
Youth Together, Inc.	Leadership Development	1423	533	37.46%	58,888	23,174	39.35%
Youth UpRising	Youth-to-youth grant making activities	260	219	84.2%	70,181	10,059	14.3%

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evaluation through knowledge

Physical & Behavioral Health Progress Toward Enrollment and Service Delivery Goals

Physical & Behavioral Health Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year [1]	Participant Integrity – Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service Hours (Units of Service) to Mid-Year	Service Integrity – Ratio of Mid-Year to Annual Projected Service Hours
AIDS Project of the East Bay	Nutrition/ Health	2870	204	7.11%	21,475	30,725	143.07%
America SCORES Bay Area	Sports/Recreation	350	162	46.29%	35,754	15,927	44.55%
American Lung Association - Oakland Kicks Asthma	Nutrition/ Health	900	109	12.11%	2226	543	24.39%
Bay Area Outreach and Recreation Program - Sports and Recreation for Disabled Youth	Sports/Recreation, Nutrition/ Health	30	36	120.00%	4,361	2,372	54.39%
Big Brothers Big Sisters of the Bay Area	Mentoring	115	106	92.17%	4,336	2,182	50.32%
First Place for Youth	Counseling/Mental Health, Life Skills	800	426	53.25%	15,140	4,225	27.91%
Native American Health Center	Sports/Recreation, Arts activities	170	148	87.06%	41,392	21,250	51.34%
Oakland Based Urban Garden OBUGS	Nutrition/ Health	450	348	77.33%	11,760	9,735	82.78%
Oakland International High School - Refugee and Immigrant Wellness Project	Tutoring/Academics, Sports/Recreation	126	182	144.44%	13,700	9,823	71.70%
Playworks	Other	315	440	139.68%	75,970	30,903	40.68%
Project Re-Connect	Counseling/Mental Health, Life Skills	101	88	87.13%	20,585	6,511	31.63%

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Physical & Behavioral Health Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year[1]	Participant Integrity – Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service Hours (Units of Service) to Mid-Year	Service Integrity – Ratio of Mid-Year to Annual Projected Service Hours
Through the Looking Glass - Services to Children with Disability Issues	Counseling/Mental Health, Life Skills	105	60	57.14%	7,953	4,327	54.41%
Unity Council - Neighborhood Sports Initiative	Sports/Recreation	700	653	93.29%	51,541	31,564	61.24%

Summer Progress Toward Enrollment and Service Delivery Goals

Summer Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year[1]	Participant Integrity = Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity = Ratio of Mid-Year to Annual Projected Service Hours
Aim High	Arts activities, Life Skills, Mentoring, Sports/Recreation, Tutoring/Academics	240	247	102.9%	32,070	35,136	109.6%
Alta Bates Summit Foundation	Nutrition/ Health, Sports/Recreation	54	57	105.6%	11,664	8,527	73.1%
American Indian Child Resource Center (Summer Urban Rez)	Arts activities	36	58	161.1%	4,209	3,066	72.8%
Destiny Arts Center	Arts activities	60	71	118.3%	2952	3858	130.1%
East Bay Asian Youth Center (San Antonio Summer Sports Initiative SASSI)	Sports/Recreation	200	269	134.5%	13,840	18,168	131.3%
East Oakland Youth Development Center (SCEP)	Arts activities, Career Education, Community Service, Nutrition/ Health, Other, Sports/Recreation, Tutoring/Academics	155	155	100.0%	39,135	287,745	735.3%

Summer Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year[1]	Participant Integrity = Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity = Ratio of Mid-Year to Annual Projected Service Hours
Family Support Services of the Bay Area (Kinship Summer Youth Program-KSYP)	Life Skills, Mentoring, Nutrition/ Health, Sports/Recreation, Tutoring/Academics	80	86	107.5%	15,124	15,179	100.4%
Girls Inc. of Alameda County (Concordia Park Young Girls Summer Program)	Life Skills, Nutrition/ Health, Sports/Recreation	85	45	52.9%	5,293	8,616	162.8%
Girls Inc. (Eureka Teen Achievement Summer Program)	Community Service, Tutoring/Academics	83	83	100%	7,480	9425	126.0%
Leadership Excellence (Oakland Freedom School)	Arts activities, Community Service, Tutoring/Academics	60	113	188.3%	9,690	8,647	89.2%
Marcus A. Foster Educational Institute (Prescott Circus Theatre Summer Program)	Community Service	30	36	120.0%	4,332	4,600	106.2%
Oakland Leaf (UPA; Oakland Peace Camp)	Arts activities, Nutrition/ Health	100	108	108.0%	9,213	8,278	89.9%
OASES (Summer Playhouse)	Tutoring/Academics, Life Skills	48	49	102.1%	5,032	5,395	107.2%

Summer Program	Top Activities	Annual Projected Participants	Number of Participants to Mid-Year[1]	Participant Integrity = Ratio of Mid-Year to Annual Projected Participants	Annual Projected Service Hours	Service hours (Units of Service) to Mid-Year	Service Integrity = Ratio of Mid-Year to Annual Projected Service Hours
OPR (Oakland Discovery Centers -- Summer)	Tutoring/Academics, Life skills development	200	745	372.5%	49,787.5	27428	55.1%
OPR (Summer Camp Explosion)	Physical Education/Sports; Academic Skills Reinforcement	300	310	103.3%	23,620	103,582	438.5%

GRANTEE LOGIC MODELING AND OUTCOMES

Logic Modeling is a tool used in evaluation to map the links between programming and desired population effects known as *outputs* and *outcomes*. In June, See Change and OFCY hosted the Indicator Summit, a day-long event whose main goal was to gather substantial input from programs about their anticipated outcomes. At the Indicator Summit, each strategy area worked in small groups to define a set of outcomes that best represent the potential community/population change created by their programs. Summer, Older Youth and Physical & Behavioral Health strategy areas had similar outcome lists; accordingly, their set of possible outcomes is very similar.

In Fall 2009, each grantee met with an Evaluation Coach to customize their own Logic Model, including choosing outcomes from those template lists developed with programs at the Indicator Summit. Logic Model Templates, which were used during these meetings, and which include lists of all possible outcome choices, are included in this document in Appendix A.

In this section, we report on the popularity of each outcome category by strategy area. We also include tables that show exactly which outcomes within outcome categories were chosen by each grantee.

Early Childhood Outcomes

The most popular outcomes chosen by Early Childhood Programs were under the *Parent/Caregiver Outcomes* category, followed by *Developmental Outcomes for Children.*

Popularity of Outcome Categories for Early Childhood
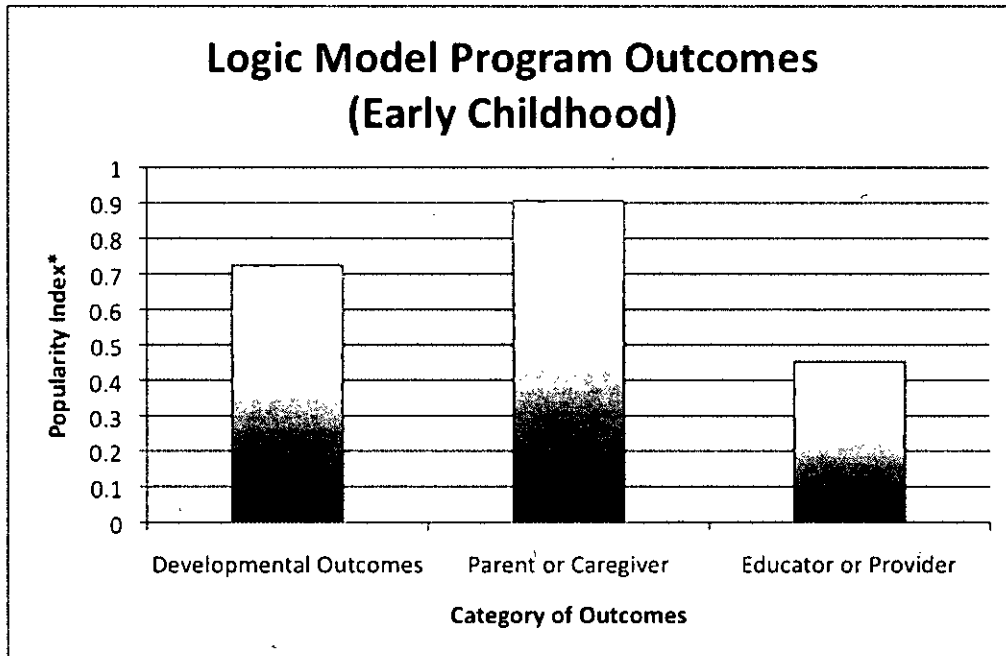
Logic Model Program Outcomes (Early Childhood)

*Popularity index is the number of chosen outcomes over the number of possible outcome choices per category.

Early Childhood Program Outcomes by Grantee

Program	Developmental Outcomes for Children						Parent/Caregiver Outcomes		Educator and Provider Outcomes
	Attachment of children to their caregivers	Social and emotional skills	Cognitive skills	Gross and fine motor skills	Parenting skills - advocating, behavior management, reading with children.	Access to community resources	Decreased isolation of caregivers	Understanding of children's socioemotional, cognitive, and physical development needs	Response to children's socioemotional, cognitive, and physical development needs
Bring Me a Book Foundation	X	X			X	X	X		
Children's Hospital & Research Center at Oakland	X	X	X	X	X	X	X		
City of Oakland San Antonio Even Start	X	X	X	X	X	X	X		
East Bay Agency for Children - Hawthorne Family Resource Center	X	X	X	X	X	X	X		
Family Paths, Inc - The Oakland Early Childhood Mental Health Collaborative					X	X	X	X	X
Jump Start	X	X	X	X				X	X
OPR - Sandboxes to Community Empowerment					X	X	X		
The Link to Children- Early Childhood Mental Health Services for High Risk Children	X	X	X	X	X	X	X	X	X
La Clinica de la Raza	X	X			X	X	X		
Museum of Children's Art (MOCHA)	X	X	X	X	X	X	X	X	X
Through the Looking Glass	X	X	X	X	X	X	X	X	X
Number of Programs	9	9	7	7	10	10	10	5	5
Percent of Programs	82%	82%	64%	64%	91%	91%	91%	45%	45%

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Older Youth Outcomes

- *Academic Skills* and *Knowledge of and Valuing of Self* were the most popular outcome category for Older Youth Programs.
- *Physical Skills* was the least popular outcome category for Older Youth Programs.

Popularity of Outcome Categories for Older Youth
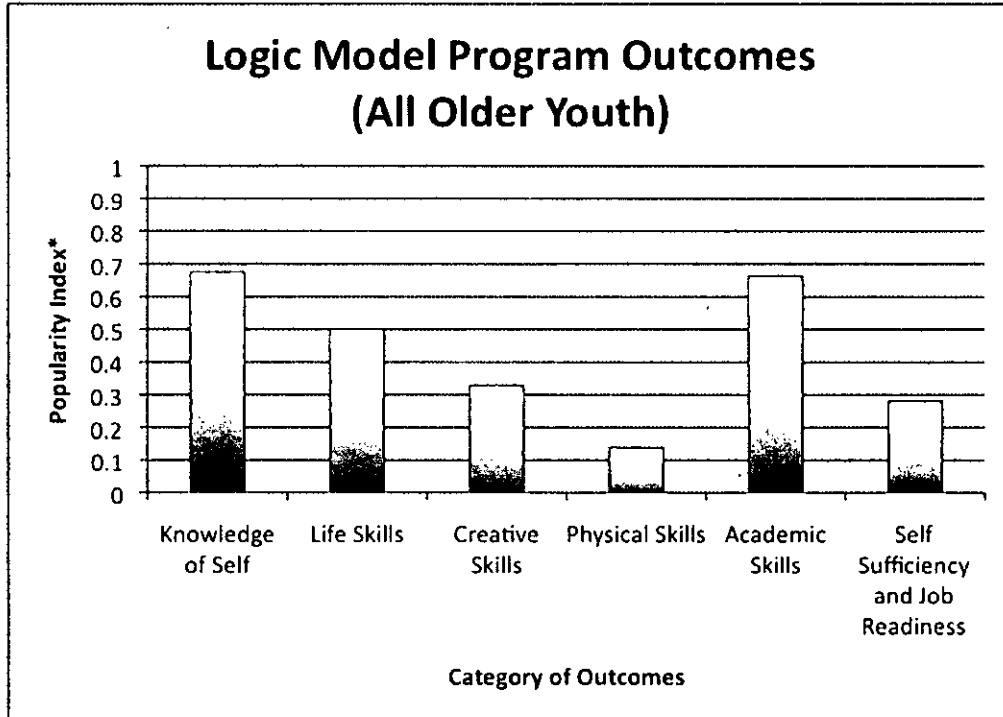
Logic Model Program Outcomes (All Older Youth)

Y-axis: **Popularity Index***: 0, 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 1

X-axis: Knowledge of Self, Life Skills, Creative Skills, Physical Skills, Academic Skills, Self Sufficiency and Job Readiness

Category of Outcomes

*Popularity index is the number of chosen outcomes in a category over the number of possible outcomes choices per category, except for *Academic Skills* and *Self-Sufficiency and Job Readiness*. Due to the mutually exclusive nature of outcomes under *Academic Skills*, the popularity of this category is the percentage of programs choosing ANY "Academic Skills" outcomes.

The following chart demonstrates differences in focus within the Older Youth Strategy Area between Career & College Readiness programs, and Leadership programs.

Popularity of Outcome Categories for Older Youth:

Career and College Readiness compared to Leadership Programs
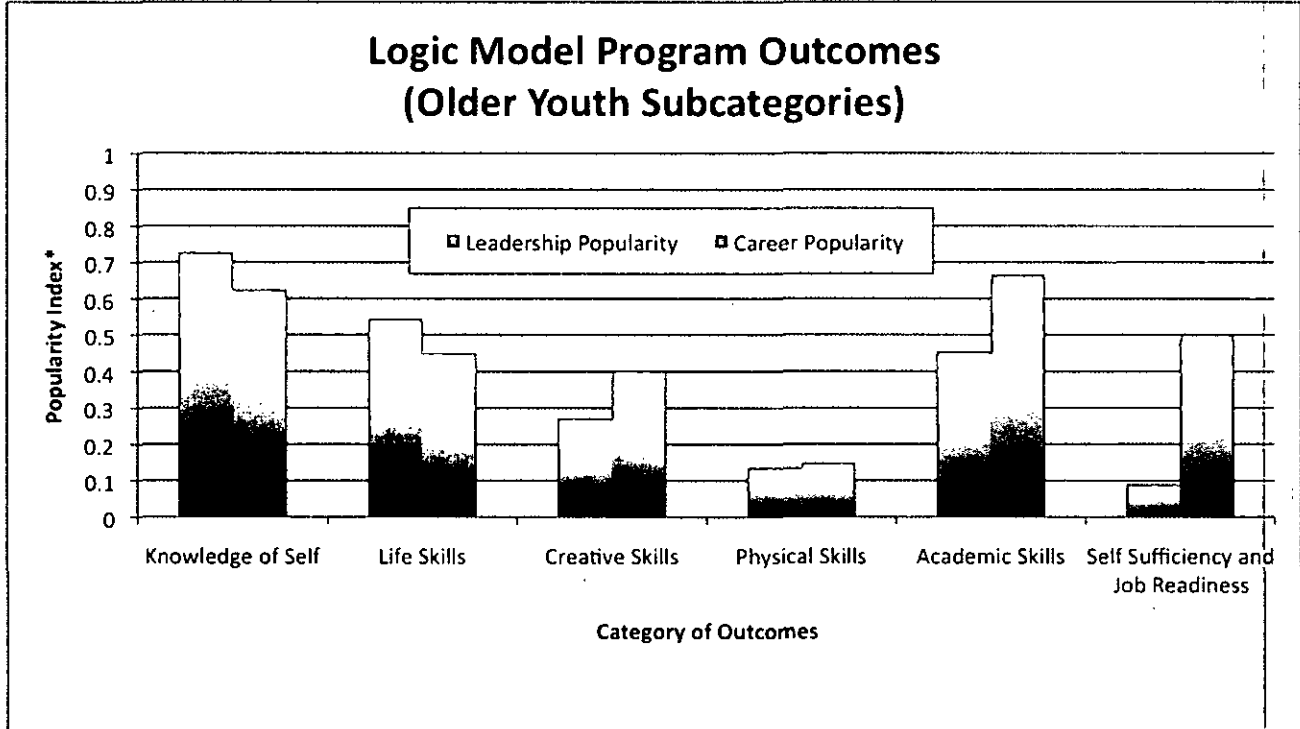
Logic Model Program Outcomes
(Older Youth Subcategories)

*Popularity index is the number of chosen outcomes in a category over the number of possible outcomes choices per category, except for *Academic Skills* and *Self-Sufficiency and Job Readiness*. Due to the mutually exclusive nature of outcomes under *Academic Skills*, the popularity of this category is the percentage of programs choosing ANY "Academic Skills" outcomes.

Older Youth Program Outcomes by Grantee - Knowledge & Valuing of Self, and Life Skills

Program	Increased sense of mastery and accomplishment	Increased self-efficacy in program areas	Increased sense of belongingness	Increased sense of self-efficacy in affecting change, individually and within broader contexts	Increased knowledge of one's cultural background	Increased knowledge, awareness and valuing of diversity in community contexts and relationships	Increased knowledge of and valuing of relationships specifically around race, ethnicity, culture, gender and sexual orientation	Increased self-awareness	Increased sense of future possibility	Skills for building peer relationships	Skills for healthy living, including nutrition and exercise, avoiding harmful activities	Skills for self-expression and awareness of community context, including problem-solving and advocacy	Skills for self-sufficiency; awareness of resources and how to access them
Career and College Readiness													
Alameda County Medical Center - Model Neighborhood	X	X	X	X	X	X	X	X	X	X	X	X	
Alameda Family Services - DreamCatcher	X						X					X	
Centro Legal de la Raza	X	X	X	X	X		X	X			X		
Eastside Arts Alliance	X	X	X	X	X	X	X	X	X		X		
Girls Inc of Alameda County (Eureka! Teen Internship Program)	X	X	X		X		X	X	X	X		X	
Next Step Learning Center	X		X				X	X					
OASES (SOAR New Immigrant Services)			X									X	
Opera Piccola	X		X						X				
Spanish Speaking Citizens Foundation (YLACC)	X	X	X	X		X	X	X		X	X		
The Youth Employment Partnership, Inc.	X	X	X	X			X	X	X			X	
Leadership													
Alameda County Health Care Services Agency - Young Men in Leadership (YMIL) Project	X	X	X	X	X	X	X	X	X	X	X		
Alternatives in Action - HOME Project Oakland	X	X	X	X			X	X	X		X		
Asian Community Mental Health Services - Asian/Pacific Islander Youth Promoting Advocacy and Leadership	X	X	X	X	X	X	X	X	X		X		
East Bay Asian Youth Center (Wildcats Wellness Center)	X	X	X			X	X						
Family Violence Law Center - RAP Project	X	X	X			X	X		X	X	X		
Leadership Excellence (Youth Leadership Program)	X	X	X	X	X	X	X	X	X	X	X	X	
Oakland Kids First (Real Hard)	X	X	X						X		X		
Spanish Speaking Citizens Foundation (LIBRE)	X	X	X	X	X	X			X	X	X		
Youth ALIVE!		X	X			X		X	X	X	X		
Youth Together Inc.	X			X	X	X			X		X		
Youth UpRising	X		X		X	X	X	X		X			
Number of Programs	19	15	19	11	10	12	15	13	15	9	12	6	
Percent of Programs	90%	71%	90%	52%	48%	57%	71%	62%	71%	43%	57%	29%	

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## Older Youth Program Outcomes by Grantee – Creative, Physical & Academic Skills

	Program	Creative Skills: Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	Physical Skills: Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, or gymnastics	Skills for elementary school students, including reading language arts, math, computers, science, social studies, etc.	Skills for middle school students, including the above areas, plus skills for school success, such as organization, completing homework	Academic Skills: Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion
Careers and College Readiness	Alameda County Medical Center - Model Neighborhood	see previous page						
	Alameda Family Services - DreamCatcher							X
	Centro Legal de la Raza		X					X
	Eastside Arts Alliance	X	X	X				
	Girls Inc of Alameda County (Eureka! Teen Internship Program)	X	X	X	X		X	
	Next Step Learning Center							X
	OASES (SOAR New Immigrant Services)							X
	Opera Piccola	X	X					
	Spanish Speaking Citizens Foundation (YLACC)		X					X
	The Youth Employment Partnership, Inc.	see previous page						
Leadership	Alameda County Health Care Services Agency - Young Men in Leadership (YMIL) Project	see previous page						
	Alternatives in Action - HOME Project Oakland	see previous page						
	Asian Community Mental Health Services - Asian/Pacific Islander Youth Promoting Advocacy and Leadership	X	X					
	EastBay Asian Youth Center (Wildcats Wellness Center)						X	X
	Family Violence Law Center - RAP Project	see previous page						
	Leadership Excellence (Youth Leadership Program)	X	X					
	Oakland Kids First (RealliHard)			X				X
	Spanish Speaking Citizens Foundation (LIBRE)						X	
	Youth ALIVE!		X	X	X	X	X	X
	Youth Together Inc		X					X
	Youth UpRising	see previous page						
	Number of Programs	5	9	4	2	1	4	9
	Percent of Programs	24%	43%	19%	10%	5%	19%	43%

Physical & Behavioral Health Outcomes

- *Life and Leadership Skills* was the most popular outcome category for Physical & Behavioral Health Programs, followed closely by *Physical Skills.*
- *Creative Skills* was the least popular outcome category for Physical & Behavioral Health programs.

Popularity of Outcome Categories for Physical & Behavioral Health Programs
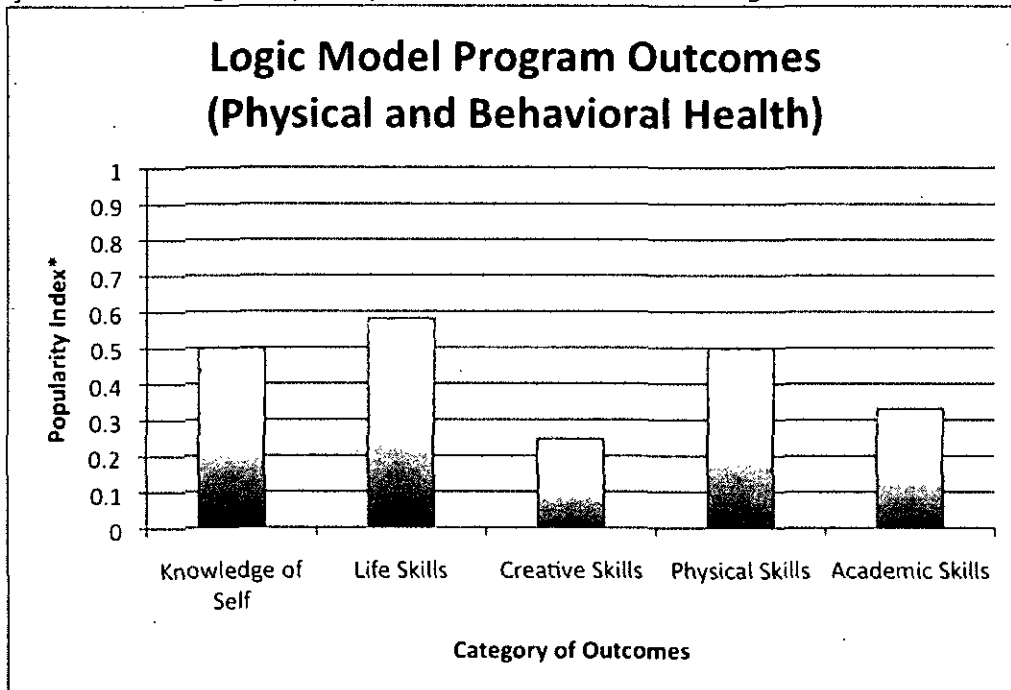
Logic Model Program Outcomes (Physical and Behavioral Health)

*Popularity index is the number of chosen outcomes over the number of possible outcome choices per category.
**Due to the mutually exclusive nature of outcomes under *Academic Skills*, the popularity of this category is the percentage of programs choosing ANY *Academic Skills* outcomes.

Physical & Behavioral Health Program Outcomes by Grantee – Knowledge & Valuing of Self, and Life Skills

Program	Increased sense of mastery and accomplishment	Increased self-efficacy in program areas	Increased sense of belongingness	Increased sense of self-efficacy in affecting change, individually and within broader contexts	Increased knowledge of and valuing of one's cultural background	Increase knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation	Increased self-awareness	Increased sense of future possibility	Skills for building peer relationships	Skills for healthy living, including nutrition and exercise, avoiding harmful activities	Skills for self-expression and awareness of community context, including problem-solving and advocacy	Skills for self-sufficiency, awareness of resources and how to access them
AIDS Project of the East Bay	X	X	X	X	X	X			X	X	X	X
America SCORES Bay Area	X	X	X		X				X			
American Lung Association - Oakland Kicks Asthma		X	X				X			X		
Bay Area Outreach and Recreation Program - Sports and Recreation for Disabled Youth	X	X	X							X		X
Big Brothers Big Sisters of the Bay Area		X	X				X	X	X			
First Place for Youth	X	X	X		X		X	X	X	X		X
Native American Health Center	X	X	X	X	X	X	X	X	X	X	X	
Oakland Based Urban Garden (OBUGS)	X	X			X			X	X	X		
Oakland International High School - Refugee and Immigrant Wellness Project	X	X	X					X	X	X		X
Playworks			X						X	X		
Project Re-Connect	X	X		X	X			X	X	X	X	X
Through the Looking Glass - Services to Children with Disability Issues	See Early Childhood											
Unity Council Neighborhood Sports Initiative									X	X		
Number of Programs	8	10	9	3	6	2	4	6	10	10	3	5
Percent of Programs	62%	77%	69%	23%	46%	15%	31%	46%	77%	77%	23%	38%

Knowledge of and Valuing of Self — Increased Life Skills

Physical & Behavioral Health Program Outcomes by Grantee – Creative, Physical & Academic Skills

Program	Creative Skills		Physical Skills		Academic Skills		
	Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, or gymnastics	Skills for elementary school students, including reading, language arts, math, computers, science, social studies, etc.	Skills for middle school students, including the above areas, plus skills for school success, such as organization, completing homework	Skills for high school students, including academic content, plus college readiness, such as prep, GED completion, SAT
AIDS Project of the East Bay	see previous page						
America SCORES Bay Area	X	X	X	X			
American Lung Association - Oakland Kicks Asthma	see previous page						
Bay Area Outreach and Recreation Program - Sports and Recreation for Disabled Youth			X	X			
Big Brothers Big Sisters of the Bay Area	see previous page						
First Place for Youth					X	X	X
Native American Health Center	X		X				
Oakland Based Urban Garden (OBUGS)	X				X	X	
Oakland International High School - Refugee and Immigrant Wellness Project			X	X			X
Playworks			X				
Project Re-Connect	X	X	X	X	X	X	X
Through the Looking Glass - Services to Children with Disability Issues	See Early Childhood						
Unity Council Neighborhood Sports Initiative			X	X			
Number of Programs	4	2	7	5	3	3	3
Percent of Programs	31%	15%	54%	38%	23%	23%	23%

Summer Outcomes

- The most popular Summer Program outcome categories were *Creative Skills* and *Physical Skills.*

Popularity of Outcome Categories for Summer Programs
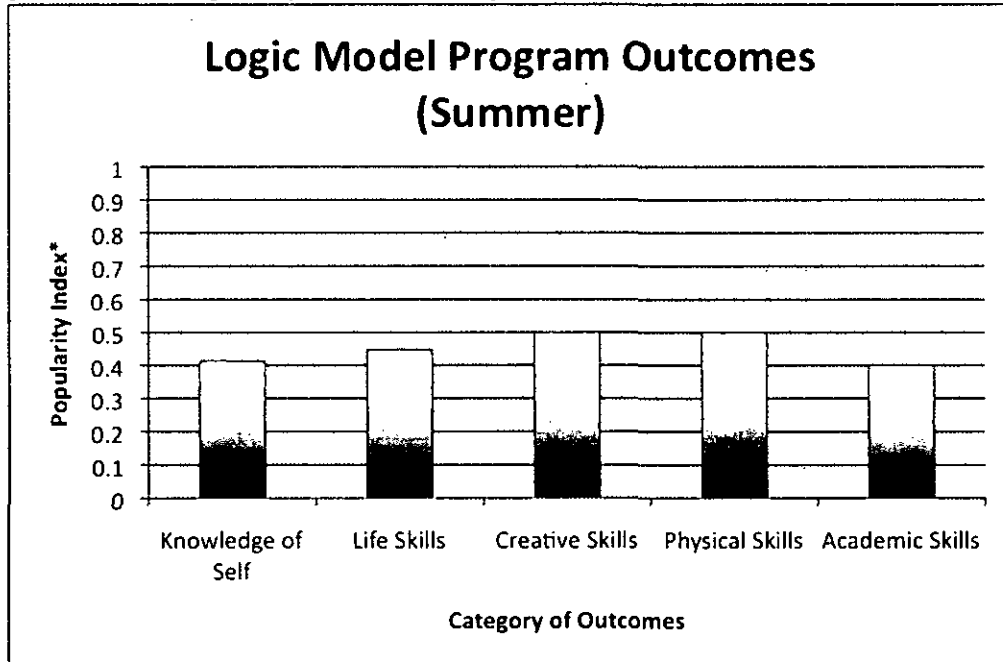
Logic Model Program Outcomes (Summer)

Chart showing Popularity Index (y-axis, 0 to 1) by Category of Outcomes (x-axis): Knowledge of Self, Life Skills, Creative Skills, Physical Skills, Academic Skills.

*Popularity index is the number of chosen outcomes over the number of possible outcome choices per category.
**Due to the mutually exclusive nature of outcomes under *Academic Skills*, the popularity of this category is the percentage of programs choosing ANY *Academic Skills* outcomes.

Summer Program Outcomes by Grantee – Knowledge & Valuing of Self, and Life Skills

Column headers:
1. Increased sense of mastery and accomplishment
2. Increased self-efficacy in program areas
3. Increased sense of belongingness
4. Increased sense of self-efficacy in affecting change, individually and within broader contexts
5. Increased knowledge of and valuing of one's cultural background
6. Increase knowledge, awareness and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender and sexual orientation

Knowledge of and Valuing of Self
7. Increased self-awareness
8. Increased sense of future possibility
9. Skills for building peer relationships

Increased Life Skills
10. Skills for healthy living, including nutrition and exercise, avoiding harmful activities
11. Skills for self-expression and awareness of community context, including problem-solving and advocacy
12. Skills for self-sufficiency: awareness of resources and how to access them

Program	1	2	3	4	5	6	7	8	9	10	11	12
Aim High	X		X		X		X	X	X	X		
Alta Bates Summit Foundation	X	X	X		X		X	X	X	X		X
American Indian Child Resource Center (Summer Urban Rez)	X		X		X			X	X	X		
Destiny Arts Center	X	X	X				X	X	X	X		X
East Bay Asian Youth Center (San Antonio Summer Sports Initiative SASSI)			X				X			X		
East Oakland Youth Development Center (SCEP)	X		X		X		X	X	X	X		X
Family Support Services of the Bay Area (Kinship Summer Youth Program KSYP)	X		X				X		X			
Girls Inc of Alameda County (Concordia Park Young Girls Summer Program)			X						X	X		X
Girls Inc (Eureka!)	X	X	X	X	X	X	X	X		X	X	
Leadership Excellence (Oakland Freedom School)					X	X			X		X	
Marcus A Foster Educational Institute (Prescott Circus Theatre Summer Program)		X		X	X		X		X			
Oakland Leaf (UPA Oakland Peace Camp)	X								X	X		
OASES (Summer Playhouse)			X				X		X			
OPRI (Oakland Discovery Centers Summer)	X						X		X			
OPRI (Summer Camp Explosion!)			X		X		X	X	X	X		
Number of Programs	9	4	11	2	8	2	11	7	12	11	2	4
Percent of Programs	64%	29%	79%	14%	57%	14%	79%	50%	86%	79%	14%	29%

Summer Program Outcomes by Grantee – Creative, Physical & Academic Skills

Program	Creative Skills			Physical Skills	Academic Skills		
	Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.	Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others	Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, or gymnastics	Skills for elementary school students, including reading, language arts, math, computers, science, social studies, etc.	Skills for middle school students, including the above areas, plus skills for school success, such as organization, completing homework	Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion
Aim High				X		X	
Alta Bates Summit Foundation	X	X		X		X	
American Indian Child Resource Center (Summer Urban Rez)	X		X				
Destiny Arts Center	X	X	X	X			
East Bay Asian Youth Center (San Antonio Summer Sports Initiative SASSI)			X	X			
East Oakland Youth Development Center (SCEP)	X			X	X	X	
Family Support Services of the Bay Area (Kinship Summer Youth Program KSYP)	X			X			
Girls Inc of Alameda County (Concordia Park Young Girls Summer Program)	X		X	X			
Girls Inc (Eureka!)	X					X	
Leadership Excellence (Oakland Freedom School)			see previous page				
Marcus A Foster Educational Institute (Prescott Circus Theatre Summer Program)	X	X	X	X	X	X	
Oakland Leaf (UPA Oakland Peace Camp)	X	X	X				
OASES (Summer Playhouse)	X			X	X	X	
OPRF (Oakland Discovery Centers Summer)	X						
OPRF (Summer Camp Explosion!)	X	X	X	X			
Number of Programs	**12**	**5**	**7**	**10**	**3**	**6**	**0**
Percent of Programs	**86%**	**36%**	**50%**	**71%**	**21%**	**43%**	**0%**

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STRATEGY AREA ACTIVITIES

All programming falls in one of fourteen activity areas, or *Other*. This section shows how activities are distributed over the different strategy areas.

- Early Childhood focuses on *Child Development*, *Parent Education & Involvement*, and *Other*. Based on conversations with grantees, we believe that *Other* represents *Caregiver Support* or *Educator/Provider Support*. These activities, however, are not available in the OFCY/Cityspan list for 2009-10.
- Older Youth programs focus on *Leadership Development*.
- Physical & Behavioral Health focuses on *Life Skills* and *Sports/Recreation*.
- Summer programs focus on *Arts*, *Sports/Recreation*, and *Tutoring/Academics*.

Strategy Area % total units of service spent on each activity type (15% or over is highlighted in green)

	Early Childhood	Older Youth	Physical & Behavioral Health	Summer
Arts	3%	5%	2%	15%
Computer Training	-	3%	-	1%
Community Service	1%	2%	2%	9%
Child Development	20%	-	-	-
Career Education		12%	5%	3%
Counseling/Mental Health	7%	2%	14%	-
Leadership Development	-	29%	1%	3%
Life Skills	-	9%	15%	13%
Mentoring	-	4%	4%	5%
Nutrition/Health	14%	5%	13%	8%
Parent Education & Involvement	20%	1%	-	1%
Sports/Recreation	1%	6%	28%	16%
Tutoring/Academics	6%	9%	4%	20%
Other	28%	4%	1%	6%
Youth-to-Youth Grantmaking	-	4%	-	-

BASELINE SCHOOL PERFORMANCE INDICATORS AND POPULATION COMPARISONS

In order to begin preparing for longer-term data which will be available in the future through the OFCY Cityspan database and through partnerships with OUSD, this section provides some baseline school performance and behavior indicators for 2008-09 OUSD students who are participating in OFCY Older Youth, Physical & Behavioral Health, and Summer grantee 2009-10 programming. Additionally, this section compares ethnicity distributions for the OUSD student and OFCY Early Childhood, Older Youth, Physical & Behavioral Health, and Summer strategy area participant populations.

- OFCY and non-OFCY OUSD students performed very similarly with respect to school indicators of performance and behavior.
- OFCY served a distribution of ethnicities very similar to the population served by OUSD.

This is a baseline measurement because it does not reflect possible effects of OFCY programming on these indicators (due to the historical nature of the 2008-09 data). In the final report, See Change will report on any changes in these indicators over the course of 2009-10 for OFCY. In the final report, See Change will also examine this data by strategy area.

Metrics used for Baseline OUSD School Performance Table

Metric	Description
Average attendance	Days attended/Days enrolled, averaged over students
% Students with no suspensions	(Number of students with 0 suspensions)/(Total number of students)
Average Language Arts end-of-year benchmark, based on test scores	Average ELA end-of-year benchmark: ELA (Language Arts) end-of-year test score, averaged over students
Average Math end-of-year benchmark, based on test scores	Math end-of-year test score, averaged over students
% Students promoted	(Number of students promoted to next grade level)/(Total number of students)
% Students in gifted education	(Number of students participating in GATE - Gifted education)/(Total number of students)

Baseline of OUSD K-12 Students Compared to OFCY Older Youth, Physical & Behavioral Health, and Summer Programming – School Attachment and Behavior Indicators[1]

Indicator	08-09 **OUSD students** who are not OFCY participants (n=35,419)[2]	**OFCY participants** who are also 08-09 OUSD students (n=2086)[3]
Average attendance (Days attended/days enrolled)	**94.8%**	**95.3%**
% Students with no suspensions	**93.0%**	**91.1%**
Average Language Arts end-of-year benchmark	**71.0%**	**65.9%**
Average Math end-of-year benchmark	**67.3%**	**60.2%**
% students promoted	**98.2%**	**99.3%**
% students in GATE	**23.2%**	**30.2%**

OUSD Students compared to OFCY Early Childhood, Older Youth, Physical & Behavioral Health and Summer program participants – Ethnicity

Ethnicity	% OUSD students[4]	% OFCY participants
African American	36.5	36.28
Hispanic or Latino	33.7	35.67
Asian or Pacific Islander	16.1	12.66
White	6.8	2.85
Multiple or No Response	5.4	9.45
American Indian or Alaskan Native	0.4	3.09

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[1] OUSD and OFCY records were matched by three fields (first name, last name and grade), before the data was rendered anonymous by replacing first name and last name fields with a numerical identifier.

[2] *08-09 OUSD students who are not OFCY participants* refers to 2008-09 Oakland Unified School District students who were not able to be matched with 2009-10 OFCY participant rosters. (n=35,419)

[3] *OFCY Participants who are also OUSD Students* refers to 2009-10 OFCY participants who were matched with 2008-09 OUSD rosters. (n=2086)

[4] From OUSD fact sheet published at: http://publicportal.ousd.k12.ca.us/199410818193832733/site/default.asp

SUMMER STRATEGY AREA EVALUATION

The Summer Program evaluation consisted of Program Quality Assessment, a Logic Model site visit, and Digital Storytelling.

Program Quality Assessment

Based on their average score (2.5 overall), all summer programs are quality programs.

Program Quality Assessment is a key element of ongoing efforts to support Summer, Physical & Behavioral Health, Older Youth and Early Childhood programs. Results can be used to facilitate improved outcomes and determine areas for potential technical assistance and training. Completed site visit protocols are shared with Executive Directors, Program Directors, See Change staff and OFCY. Executive Directors are also welcome to share results with their staff, youth, and community partners.

Program Quality Criteria
Based on research in the youth development field, the PQA uses the following criteria for program observation:

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 evident or unapparent differences between 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 accommodate different learning styles.
11) Activity challenges youth 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 the youth.

Supportive Peers

15) Youth are friendly with one another.
16) Youth show respect for one another.
17) Youth participate in teamwork.
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. Adult challenges language or practices that would stereotype individuals or groups.
25. Youth feel comfortable sharing about their cultural backgrounds.

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PQA Rating Scale

The following scale is used to rate nearly every element in the protocol:

> **(3) Ample Evidence**: Based on observations and conversations during the visit, the program greatly exceeds expectations. The program demonstrates excellence.
>
> **(2) Sufficient Evidence**: Based on observations and conversations during the visit, the program meets expectations. The program demonstrates quality.
>
> **(1) Limited Evidence**: Based on observations and conversations during the visit, the program does not meet expectations. The program demonstrates need for training and assistance.

Overall Results for the Summer Programs.

- Results for Physical & Emotional Safety, Caring Adults, Skill Building, Fun, Supportive Peers and Youth Engagement were good across the board, as shown in chart below. The aggregate Summer Strategy Area Program average for these fundamental areas was no less than 2, indicating that the program met expectations.
- The area of Youth Engagement, and particularly youth leadership, is an area for potential growth for Summer Programs as a whole.
- As a Strategy Area, Summer Programming is meeting or exceeding expectations for quality programming.
- Program-level PQA results are available in table form in Appendix B.

Summer PQA Results by Category

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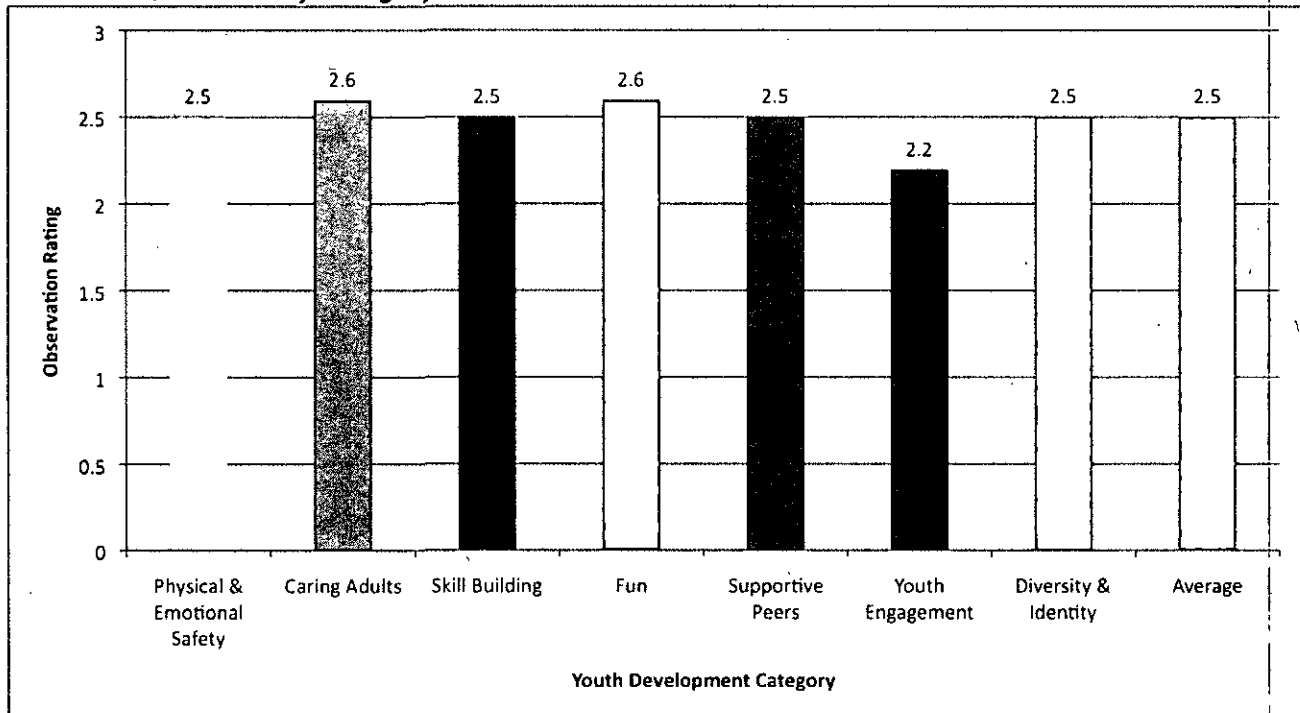
Digital Storytelling

Digital Storytelling is a unique method of gathering qualitative data from program participants by coaching them in the creation of short media pieces where they describe their experience with a program. Finished digital stories are typically short video-like presentations, which can be shared and analyzed as qualitative data.

Method
During the summer, digital storytelling workshops were conducted on-site with a sample of Summer programs[5]; three trainings were held with program staff and two were held with program participants. Of the five programs who received training, four provided completed stories; the fifth program was not able to complete the stories during the summer. A total of 27 stories were created by participants including youth—as young as 8 years old—in the program, youth leaders, summer interns, and program alumni.

Results
Qualitative analysis of digital stories revealed evidence of the following Program Outcomes and Outcomes Beyond Program in Summer programs:

Program Outcomes Reflected in the Digital Stories
- Increased sense of mastery and accomplishment
- Increased self-efficacy in program areas
- Increased sense of belongingness
- Increased knowledge of and valuing of one's own cultural backgrounds
- Increased self-awareness, self-confidence, and sense of future possibility
- Skills for building peer relationships
- Skills for self-expression and awareness of community context
- Skills for healthy living
- Skills for creative self-expression
- Skills for team sports
- Recreation and athletic skills
- Academic skills

Outcomes Beyond Program in the Stories
- Improved effort at difficult or long-term tasks
- Increased connections to community and intentional choices to affect change
- Increased choices that intentionally further personal development
- Maintenance and expansion of supportive relationships
- Increased acquisition of skills necessary for leadership
- Increased self-expression
- Increased motivation to learn

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[5] Destiny Arts, 1 story; Girls Inc. Concordia Park, 4 stories; East Oakland Youth Development Center (EOYDC), 15 stories; American Indian Child Resource Center (AICRC), 7 stories; OPR Discover Center, 0 stories. Because of its stories, the EOYDC was asked to present to the Magic Johnson Empowerment Center during a conference in Los Angeles.

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Fun

During summer programming, the emphasis is on fun and new experiences. It is an opportunity for youth to make new friends, try new things, and have a place where they feel that they belong. Digital stories reflected this theme. In general, the stories expressed how excited the youth are to be in the programs: they 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. Because the summer programs run all day for many weeks, the youth seem to develop a deep bond with the program and their peers at the program. Several stories spoke of the program as a "family" and a "home away from home."

Skills

Other stories, particularly from older youth who had participated in the program for multiple summers, called out the skills they had learned and their increased self-knowledge as a result of participation. Some of the skills were program-specific, for example, martial arts skills or fashion design, but a number of youth recognized skills they learned that are applicable in other areas of their lives: leadership skills, writing skills, teamwork, and self-expression. In particular, program alumni who created stories discussed the application of these skills in college and in future jobs.

> *"Many skills were tested and learned over the course of the summer. Time management, patience, and leadership were just a few of the attributes I needed...any alum will take the knowledge they gained at [the program] and use it to be successful in the future."*

Self-knowledge

In addition to skills, the youth gained knowledge and developed a deeper understanding of themselves. For some of the youth, they discovered an area that they were passionate about, whether it was sports, computers, or nature, and pursued that interest outside of the program. Other youth recognized that they had gained confidence, perseverance, and an ability to succeed, even while outside of their comfort zone. The youth in the program realize the impact that they will be able to make because of their participation in the program:

> *"I've grown by following in the youth leaders footsteps. Now, this is my generation and we're making a legacy to follow."*

see change

Summer Baseline Indicators: School Attachment, Behavior and Academic Success

Metrics used for Baseline OUSD School Performance Table

Metric	Description
Average attendance	Days attended/Days enrolled, averaged over students
% Students with no suspensions	(Number of students with 0 suspensions)/(Total number of students)
Average Language Arts end-of-year benchmark, test score	ELA (Language Arts) end-of-year test score, averaged over students
Average Math end-of-year benchmark, test score	Math end-of-year test score, averaged over students
% Students promoted	(Number of students promoted to next grade level)/(Total number of students)
% Students in GATE	(Number of students participating in GATE - Gifted education)/(Total number of students)

Baseline of OUSD K-12 Students Compared to OFCY Participants (Older Youth, Physical & Behavioral Health, and Summer Programs), and Summer OFCY participants

School Attachment and Behavior Indicators[6]

Indicator	OUSD students[7] (n=35,419)	OFCY participants who are also OUSD students[8] (n=2086)	2009 Summer OFCY participants who were also OUSD students[9] (n=202)
Average attendance (Days attended/days enrolled)	94.8%	95.3%	96.56%
% Students with no suspensions	93.0%	91.1%	98.72%
Average Language Arts end-of-year benchmark	71.0%	65.9%	70.7%
Average Math end-of-year test score (Math benchmark)	67.3%	60.2%	66.0%
% students promoted	98.2%	99.3%	99.1%
% students in GATE	23.2%	30.2%	24.1%

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[6] OUSD and OFCY records were matched by three fields (first name, last name and grade), before the data was rendered anonymous by replacing first name and last name fields with a numerical identifier.

[7] *OUSD Students* refers to 2008-09 Oakland Unified School District students who were not able to be matched with 2009-10 OFCY participant rosters. (n=35,419)

[8] *OFCY Participants who are also OUSD Students* refers to 2009-10 OFCY Older Youth, Physical & Behavioral Health or Summer program participants who were matched with 2008-09 OUSD rosters. (n=2086)

[9] *2009 Summer OFCY Participants who were also OUSD Students* refers to participants in 2009 Summer OFCY programs (2009-10 grant cycle) who were matched with 2008-09 OUSD rosters. (n=202)

see change

CONCLUSION

Overall, the first six months of the OFCY evaluation study of Early Childhood, Older Youth, Physical & Behavioral Health, and Summer Programs has progressed smoothly. See Change has built strong relationships with OFCY and many grantees through the Indicator Summit, Quarterly Meetings, individual grantee conversations and site visits, as well as less formal communication.

The results reported in this interim report will be complemented by upcoming evaluation projects in 2010, including Program Quality Assessment site visits for Early Childhood, Older Youth and Physical & Behavioral Health programs, youth and adult-caregiver surveys, a youth-led participatory action research evaluation project (currently underway), and the use of sms technology (texting) in a real-time youth outcomes pilot project.

In concept, this evaluation is working to shift the emphasis of reporting and analysis toward strategy level approaches through investigation of program quality (a key precursor to achieving outcomes), and children and youth outcomes assessment. For the final report, this will manifest in greater analysis of school-based data by strategy area, as well as reporting on program quality and other evaluation activities on the level of strategy area in addition to or instead of grantee level reporting.

Finally, See Change wants to commend OFCY programs for diving into this year's evaluation and other new systems in 2009-10. While we're confident that new evaluation and data collection (Cityspan) systems offer new opportunities for OFCY programs, we recognize that these changes in the same year pose a potential challenge to programs. Indeed we see evidence of these challenges in some unexpected participant and service data figures.

See Change looks forward to continuing to support OFCY's evaluation and learning agenda as we move forward with the 2009-10 evaluation and future endeavors.

APPENDICES

Appendix A: Logic Model Outcomes and Templates

The following are lists of possible program outcomes for Early Childhood, Older Youth, Physical & Behavioral Health and Summer strategy area programs. This information also included in the "Program Outcomes" column of the Logic Model Templates on the following pages.

Logic Model Program Outcomes – Early Childhood

Developmental Outcomes for Children
- *Improved attachment between children and their caregivers*
- *Improved social and emotional skills*
- *Improved cognitive skills*
- *Improved gross and fine motor skills*

Parent/Caregiver Outcomes
- *Improved parenting skills, including behavior management techniques, reading with children, advocating for child*
- *Improved access to community resources, including preschool programs, family support, health care, schools, and other educational resources*
- *Decreased isolation of caregivers*

Educator & Provider Outcomes
- *Improved understanding of children's socioemotional development, cognitive development, physical development, and health needs*
- *Improved response to children's socioemotional development, cognitive development, physical development, and health needs*

Logic Model Template – Program Outcomes – Older Youth, Physical & Behavioral Health and Summer[10]

Increased Knowledge of and Valuing of Self
1   Increased **sense of mastery and accomplishment** (i.e. "I worked hard, and I performed successfully.")
2   Increased **self-efficacy** in program areas (i.e. "I am an athlete." "I am a writer." "I am a leader." "I can be healthy.")
3   Increased **sense of belongingness** (connectedness with friends, teammates, adult supporters, supportive institutions)
4*   Increased **awareness of community contexts and relationships to oneself** (i.e. "I am an important part of my community.")
5*   Increased **sense of self-efficacy in affecting change**, individually and within broader contexts (i.e. "I can affect change within my community")
6   Increased **knowledge of and valuing of one's cultural background**
7*   Increased **knowledge, awareness, and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, culture, gender, physical or mental differences and sexual orientation**
8   Increased **self-awareness, self-confidence, and sense of future possibility** (i.e. "I stand up for my values." "I want to be a lawyer." "I am reliable." "I need to get better at managing my anger.")

Increased Skills
Increased life and leadership skills
9   Skills for building peer relationships, e.g. working w/& getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, & supporting others
10*   Skills for self-expression and awareness of community context, including problem-solving and advocacy
11   Skills for healthy living, including nutrition and exercise, being in healthy relationships, or avoiding harmful substances and activities
12   Skills for self-sufficiency, including financial literacy, job-seeking, and work-based skills; awareness of resources and how to access them

Increased creative skills
13   Skills for self-expression, including visual and performing arts, creative writing, creating media, etc.
14   Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety

Increased physical skills
15   Skills for team sports, e.g. working w/& getting along w/others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, & supporting others
16   Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, gymnastics or skill sets for a specific sport

Increased academic skills
17   Skills for elementary school students, including reading, language arts, math, computers, science, social studies, etc.

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[10] Outcomes developed after Summer programming (and thus unavailable to some Summer programs) are indicated with an asterix.

18   Skills for middle school students, including the above areas, plus skills for school success, such as organization, completing homework

19   Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion

see change

Early Childhood Logic Model Template

RESOURCES/ THRESHOLD CONDITIONS	ACTIVITIES	INTENSITY, DURATION, BREADTH	EARLY CHILDHOOD DEVELOPMENT PRACTICES	PROGRAM OUTCOMES FOR CHILDREN, FAMILIES, CAREGIVERS	OUTCOMES BEYOND PROGRAM
What do you start with?	*What do you do?*	*How much of it do you provide?*	*How do you do it? What's your program's culture and style of delivery?*	*Are basic developmental milestones occurring for children, families, and/or caregivers in your program?*	*Are changes occurring in children's behaviors in school or in other settings as a result of your work?*
The following assets, agreements, capacity, or potentials must exist for work to begin and be successful:	Program staff conduct the following activities:	Children, caregivers can participate in program activities in these amounts:	Programs operate with fidelity to mutually agreed upon standards of practice in the areas below:	These supports & opportunities contribute to accomplishing the following important outcomes:	Accomplishing these outcomes may contribute to the following additional outcomes:
• Adequate financial, human, in-kind, and material resources • Ongoing training and capacity building efforts • Trained, experienced program leaders • Quality curricula • Collaborations with community-based organizations • Participating families	**Play Groups** • Parents/caregivers come together for guided play • One-on-one play between children and trained early care providers • Parent and mental health support in this setting **Parent Education and Support** • Parent support groups & individual counseling • Parent workshops **Literacy Development** • Provide books to programs, parents/caregivers • Parent literacy development • Children's early literacy development **Mental Health Promotion** • Center-based consultation • Home visitation • Dyadic, play and family therapy • Socialization groups • Developmental screening & assessment **Provider Support** • Coaching and mentoring • Ongoing education **Resources & Referrals** • Center-based residency work (serving children & ECE providers)	*Each grantee will fill in details* **Play Groups** • Drop-in • 1 X/week, 1 to 1.5 hrs/session • 18-20 wks/yr • Up to 2 years **Parent Education** • Drop-in • 1/2 hrs/week • Periodic special events • 18-20 wks/yr • Up to 2 years **Literacy Development** • 2 books per family • 25 books per program **Mental Health Promotion** • 1 X week, 1 to 1.5 hrs/session • 18-20 wks/yr • Up to 2 years **Provider Support** • 1 X week, 1 to 1.5 hrs/session • 18-20 wks/yr • Up to 2 years	*Grantees will participate in defining relevant areas for assessment in this column:* • Family, Community and School Collaboration • Professionalism • Health, Safety and Nutrition • Child Growth, Development and Learning • Developmentally Appropriate Content and Learning Environment and Curriculum Implementation • Assessment of Children • Evaluation of Programs • Developmental Play • Cultural Competence of Staff and Programming • Located in Community or Clinical Settings • Value of Service (e.g. Service Learning or Mentoring)	**Developmental Outcomes for Children** • Improved attachment between children and their caregivers • Improved social and emotional skills • Improved cognitive skills • Improved gross and fine motor skills **Parent/Caregiver Outcomes** • Improved parenting skills, including behavior management techniques, reading with children, advocating for child • Improved access to community resources, including preschool programs, family support, health care, schools, and other educational resources • Decreased isolation of caregivers **Educator & Provider Outcomes** • Improved understanding of children's socioemotional development, cognitive development, physical development, and health needs • Improved response to children's socioemotional development, cognitive development, physical development, and health needs	**Early Intervention** • Improved early identification of children at risk for developmental, social, or emotional delays • Increased permanency for children in homes and school settings **Kindergarten Readiness** Improved ability for children to transition into preschool and kindergarten **Better Health** Improved access to physical & mental health supports **Family Outcomes** • More likely to connect with other structured programs (e.g. attending preschool) • Improved ability to connect resources and support systems and services

Older Youth and Physical & Behavioral Health Logic Model Template – page 1

ACTIVITIES	INTENSITY, DURATION, BREADTH[1]	YOUTH DEVELOPMENT PRACTICES[1]	PROGRAM OUTCOMES	INDICATORS	OUTCOMES BEYOND PROGRAM	INDICATORS
What do you do?	*How much of it do you provide?*	*How do you do it? What's your program's culture and style of delivery?*	*What is happening while a child or youth is in the program*	*How will you measure changes in outcomes?*	*Are changes occurring in youths' lives outside the program?*	*How will you measure changes in outcomes beyond program?*
Staff conduct the following activities:	Youth can participate in activities in these amounts:	Through participation in the program, youth receive these developmental supports & opportunities: *(These youth development practices correspond with those observed in the Program Quality Assessment Observation.)*	These supports & opportunities contribute to children accomplishing the following: *(Programs select relevant outcomes from this template list.)*	Outcomes can be measured using the following metrics:	Accomplishing developmental outcomes may contribute to the following outcomes:	Outcomes beyond program can be measured using the following metrics:
FROM PROPOSAL TO OFCY	FROM PROPOSAL TO OFCY	**Physical & Emotional Safety** • Youth are physically safe in the program. • Youth are emotionally safe in the program. **Relationship Building: Caring Adults and Supportive Peers** • Multiple supportive relationships with adults and peers are available in the program. **Skill Building** • The program offers challenging and engaging activities and learning experiences, with a particular focus on mastering new skills over time • The program offers opportunities for public performance of skills learned **Exposure & Fun** • Supportive and engaging activities and learning experiences, focusing on exploration of future activities. **Youth Engagement & Leadership**	**Increased Knowledge of and Valuing of Self** 1 Increased sense of mastery and accomplishment (i.e. "I worked hard, and I performed successfully.") 2 Increased self-efficacy in program areas (i.e. "I am an athlete." "I am a writer." "I am a leader." "I can be healthy.") 3 Increased sense of belongingness (connectedness with friends, teammates, adult supporters, supportive institutions) 4 Increased awareness of community contexts and relationships to oneself (i.e. "I am an important part of my community.") 5 Increased sense of self-efficacy in affecting change, individually and within broader contexts (i.e. "I can affect change within my community") 6 Increased knowledge of and valuing of one's cultural background 7 Increased knowledge, awareness, and valuing of diversity in community contexts and relationships to oneself, specifically around race, ethnicity, gender, physical or mental differences and sexual orientation 8 Increased self-awareness, self-confidence, and sense of future possibility (i.e. "I stand up for my values." "I want to be a lawyer." "I am reliable." "I need to get better at managing my anger.") **Increased Skills** 9 *Increased life and leadership skills* Skills for building peer relationships, e.g. working w/& getting along with others, conflict resolution, teamwork, cooperation.	Survey items measuring Program Outcomes -1 time survey, towards end of program -report in aggregate by strategy area -report in aggregate by program -crosstabs at individual level (i.e. gender, demographics, academic performance)	**Application of Self-Knowledge and Strengthened Self-Concept** • Improved effort at difficult or long-term tasks (i.e. "If I keep working at it, I'll achieve success.") • Transfer of self-efficacy to non-program settings (i.e. "I am an athlete, so I can play a new sport." "I am a writer, so I can do well on this class assignment." "I am a leader, so I can speak up with my parents about something bothering me." "I can be healthy, so I can say no to alcohol.") • Increased connections to settings where one "belongs," and feels valued, including factors of race, ethnicity, culture, gender, and sexual orientation • Increased connection to diverse cultural touchstones and outlooks, or participation in cultural practices • Increased connections to community and intentional choices to affect change (i.e. "I will work to improve my community." "I am responsible for making my community better.") • Increased choices that intentionally further personal development (i.e. "I will sign up for this class." "I will get some counseling.") **Application of Increased Skills** *Life and Leadership Skills* • Maintenance and expansion of	**Theme Analysis of digital stories** from a sample of programs (Qualitative data from program participants and alumni as possible) **Survey items** can also measure some of these standard survey item open-ended survey item survey items from item bank **Digital Stories** (Qualitative data from program participants and alumni as possible) **Tracking of positive choices daily** (measured by Real-Time Data pilot) **Objective Data** School-based indicators from OUSD data. For example: - % change in attendance from last year to this year -survey item from item bank - % change in test score percentile for grades where a test is administered that year (this is not the only measure of school success-lowest priority) -Measure of change in behavioral issues from last year to this year

		• Meaningful opportunities for involvement and membership in peer group, and the larger community exist through the program. **Diversity and Identity** • The program values all forms of diversity. • The program supports identity development through explicit exploration of self in context.	sportsmanship, & supporting others 10 Skills for self-expression and awareness of community context, including problem-solving and advocacy 11 Skills for healthy living, including nutrition and exercise, being in healthy relationships, or avoiding harmful substances and activities 12 Skills for self-sufficiency, including financial literacy, job-seeking, and work-based skills; awareness of resources and how to access them · *Increased creative skills* 13 Skills for self-expression, including visual and performing arts, creative writing, creating media, etc. 14 Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety · *Increased physical skills* 15 Skills for team sports, e.g. working w/& getting along w/others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, & supporting others 16 Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, gymnastics or skill sets for a specific sport · *Increased academic skills* 17 Skills for elementary school students,		supportive relationships (strong social network) · Improved choices about personal health and safety · Improved ability to cope with stress Increased acquisition of resources necessary for independence, such as housing, bank account, job, and other supports · Increased acquisition of skills necessary for leadership, such as public speaking, identifying problems, working collaboratively, understanding of community advocacy. *Creative Skills* · Increased self-expression · Increased ability to communicate via different modalities *Physical Skills* · Increased physical activity outside the program · Improved ability to cope with stress	-Rate of participation in extracurricular activities at school -% change in academic success from this year to last year -% change in graduation rate for participating seniors
			including reading, language arts, math, computers, science, social studies, etc. 18 Skills for middle school students, including the above areas, plus skills for school success, such as organization, completing homework 19 Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion		*Academic Skills* · Increased motivation to learn · Increased school success · Increased school attachment	

Summer Logic Model Template – page 1

ACTIVITIES	INTENSITY, DURATION, BREADTH[1]	YOUTH DEVELOPMENT PRACTICES[2]	PROGRAM OUTCOMES	INDICATORS	OUTCOMES BEYOND PROGRAM	INDICATORS
What do you do?	*How much of it do you provide?*	*How do you do it? What's your program's culture and style of delivery?*	*What is happening while a child or youth is in the program*	*How will you measure changes in outcomes?*	*Are changes occurring in youths' lives outside the program?*	*How will you measure changes in outcomes?*
Staff conduct the following activities:	Youth can participate in activities in these amounts:	Through participation in the program, youth receive these developmental supports & opportunities:	These supports & opportunities contribute to children accomplishing the following:	Outcomes can be measured using the following metrics:	Accomplishing developmental outcomes may contribute to the following outcomes:	Outcomes can be measured using the following metrics:
FROM OFCY PROPOSAL	FROM OFCY PROPOSAL	**Physical & Emotional Safety** • Youth are physically safe in the program. • Youth are emotionally safe in the program. **Relationship Building: Caring Adults and Supportive Peers** • Multiple supportive relationships with adults and peers are available in the program. **Skill Building** • The program offers challenging and engaging activities and learning experiences, with a particular focus on mastering new skills over time • The program offers opportunities for public performance of skills learned **Exposure & Fun** • Supportive and engaging activities and learning experiences, focusing on exploration of future activities. **Youth Engagement** • Meaningful opportunities for involvement and membership in peer group, and the larger community exist through the program. **Diversity and Identity** • The program values all forms of diversity. • The program supports identity development through explicit exploration of self in context.	**Increased Knowledge of and Valuing of Self** · Increased sense of mastery and accomplishment (i.e. "I worked hard, and I performed successfully.") · Increased self-efficacy in program areas (i.e. "I am an athlete." "I am a writer." "I am a leader." "I can be healthy.") · Increased sense of belongingness (connectedness with friends, teammates, adult supporters, supportive institutions) · Increased knowledge of and valuing of one's cultural background · Increased self-awareness (i.e. "I like science." "I want to be a lawyer." "I am reliable." "I need to get better at managing my anger.") · Increased sense of future possibility **Increased Skills** · *Increased life skills* — Skills for building peer relationships, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, and supporting others — Skills for healthy living, including nutrition and exercise, avoiding harmful substances and activities — Skills for self-sufficiency, including financial literacy, job-seeking, and work-based skills; awareness of resources and how to access them	*Survey items measuring* **knowledge of and value of self** -1 time survey, towards end of program -report in aggregate by strategy area -report in aggregate by program -crosstabs at individual level (i.e. gender, demographics, academic performance)" *Survey items measuring proficiency in life skills*	**Application of Self-Knowledge and Strengthened Self-Concept** · Improved effort at difficult or long-term tasks (i.e. "If I keep working at it, I'll achieve success.") · Transfer of self-efficacy to non-program settings (i.e. "I am an athlete, so I can play a new sport." "I am a writer, so I can do well on this class assignment." "I am a leader, so I can speak up with my parents about something bothering me." "I can be healthy, so I can say no to alcohol.") · Increased connections to settings where one "belongs," and feels valued · Increased connection to cultural touchstones, or participation in cultural practices · Increased choices that intentionally further personal development (i.e. "I will sign up for this class." "I will get some counseling.") **Application of Increased Skills** *Life Skills* · Maintenance and expansion of supportive relationships (strong social network) · Improved choices about personal health and safety · Increased acquisition of resources necessary for independence, such as housing, bank account, job, and other supports	**Discourse Analysis of digital stories** from a sample of programs (Qualitative data from program participants and alumni as possible) **Survey items** can also measure some of these standard survey item open-ended survey item survey items from item bank **Digital Stories** (Qualitative data from program participants and alumni as possible) **Tracking of positive choices daily** (measured by Real-time Youth Outcomes pilot)

Summer Logic Model Template – page 2

Staff conduct the following activities:	Youth can participate in activities in these amounts:	Through participation in the program, youth receive these developmental supports & opportunities:	These supports & opportunities contribute to children accomplishing the following:	Outcomes can be measured using the following metrics:	Accomplishing developmental outcomes may contribute to the following outcomes:	Outcomes can be measured using the following metrics:
			· *Increased creative skills* ‾ Skills for self-expression, including visual and performing arts, creative writing, creating media, etc. ‾ Skills for performance, including public speaking, working with other performers, managing a production, and coping with performance anxiety	*Survey items measuring experience in creative skills*	*Creative Skills* · Increased self-expression · Increased ability to communicate via different modalities	
			· *Increased physical skills* ‾ Skills for team sports, including working with and getting along with others, conflict resolution, teamwork, cooperation, sportsmanship, leadership, and supporting others ‾ Recreational and athletic skills, including specific skills such as throwing and catching a ball, martial arts, track & field, dance, swimming, or gymnastics	*Survey items measuring proficiency in physical skills*	*Physical Skills* · Increased physical activity outside the program · Improved ability to cope with stress	As possible, *measurement of change in physiological health*
			· *Increased academic skills* ‾ Skills for elementary school students, including reading, language arts, math, computers, science, social studies, etc. ‾ Skills for middle school students, including the above areas, plus skills for school success, such as organization, completing homework ‾ Skills for high school students, including academic content, plus college readiness, SAT prep, GED completion	*Survey items measuring proficiency in academic skills* parent or program leader survey here could supplement student survey	*Academic Skills* · Increased motivation to learn · Increased school success · Increased school attachment	*School-based indicators from OUSD data:* - % change in attendance from last year to this year -survey item from item bank - % change in test score percentile for grades where a test is administered that year (this is not the only measure of school success-lowest priority) -Measure of change in behavioral issues from last year to this year -Rate of participation in extracurricular activities at school -% change in academic success from this year to last year -% change in graduation rate for participating seniors

Appendix B: PROGRAM QUALITY ASSESSMENT SUMMER RESULTS

Program #	Physical & Emotional Safety	Caring Adults	Skill Building	Fun	Support-ive Peers	Youth Engagement	Diversity & Identity[11]	Mean
1	2.2	2.3	2.5	3.0	2.2	2.0	2.0	2.3
2	2.8	3.0	2.8	3.0	3.0	2.5	2.5	2.8
3	2.2	2.7	2.8	2.0	2.0	1.3	n/a	2.2
4	3.0	3.0	2.8	3.0	3.0	3.0	2.0	2.8
5	2.2	2.5	1.8	3.0	2.7	2.3	2.0	2.4
6	2.8	3.0	3.0	2.0	2.7	3.0	3.0	2.8
7	2.6	2.5	2.5	3.0	2.2	1.5	2.0	2.3
8	2.4	2.0	2.3	2.0	2.2	2.7	n/a	2.2
9	2.2	2.3	1.8	3.0	1.8	1.3	3.0	2.2
10	2.6	2.3	2.3	2.0	3.0	2.3	n/a	2.4
11	2.8	2.5	2.7	3.0	2.5	2.0	2.0	2.5
12	1.8	2.5	2.3	2.0	2.0	1.7	n/a	2.0
13	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
14	2.2	2.8	1.8	3.0	2.3	1.0	n/a	2.2
15	2.8	2.8	2.8	2.0	2.7	2.7	3.0	2.7
Mean	2.5	2.6	2.5	2.6	2.5	2.2	2.5	2.5

[11] In some cases, no Diversity & Identity indicator was observed. This is not a fault of the programs, but a shortcoming of the Program Quality Assessment Observation Tool, which only has two items for Diversity & Identity. See Change is in the process of strengthening this section of the PQA for use with Older Youth and Physical & Behavioral Programs.
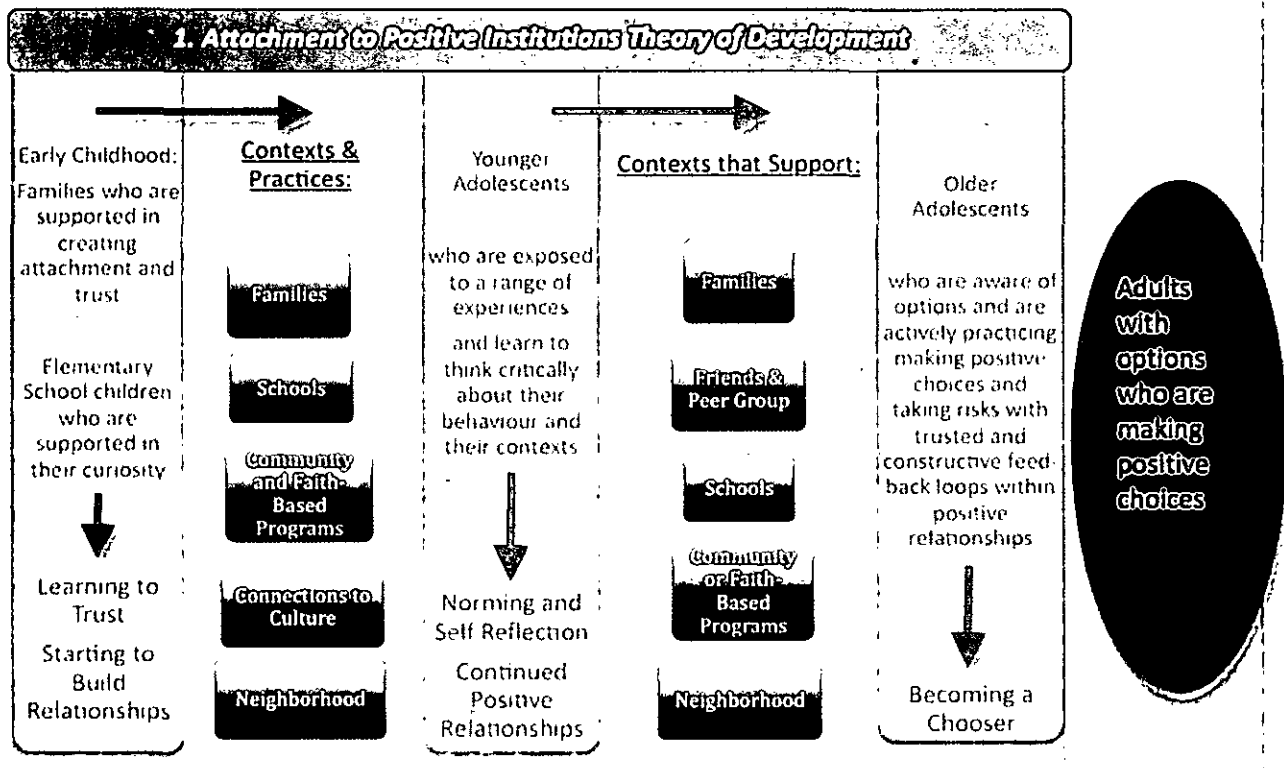
see change
evaluation through a new lens

OVERVIEW OF THE RESEARCH PROCESS FOR OFCY'S 2009-10 EVALUATION

Theory-Based Evaluation and Attachment to Positive Institutions Theory of Development
Attachment to positive institutions is a critical indicator of healthy and successful adulthood and constitutes the basis of See Change's Theory of Development for the OFCY evaluation. See Change practices theory-based evaluation, basing our design on understandings and visualizations of what a fund is working to support or change strategically.

Based on current theory in the fields of child and adolescent development, on our own 15 years of experience evaluating community-based programs, and on a collaborative review session with OFCY Grantees during their first Quarterly Meeting, this theory represents how high quality early childhood and youth programs improve well-being as they connect participants with resources, information, and other people. Isolation and disconnection are the most undesirable and vulnerable contexts for human development. Figure 1 represents the Attachment to Positive Institutions Theory of Development from Early Childhood to Early Adulthood.

Figure 1. Attachment to Positive Institutions Theory of Development

Overview of Evaluation Design: 2009-2010

The following overview outlines the research methods used in the 2009-10 evaluation of OFCY Grantees and OFCY outcomes.

OFCY See Change Evaluation Overview

1) **Program Logic Model Site Visit** – At this visit, See Change works with the program to customize a program Logic Model, a tool that helps align current resources and program activities with desired youth outcomes. The Executive Director and/or Program Director of all OFCY Grantees met with See Change during Summer and Fall 2009 to customize their Logic Model and choose program outcomes.

2) **Program Quality Assessment (PQA) Site Visit ("Best Practices" for Early Childhood)** – See Change conducts a structured site visit including observation of program in action and brief interviews. The observation tool is sent in advance of the visit. This assessment occurred with the Summer programs in the Summer of 2009, and will occur for the remaining grantees and program staff in the Spring of 2010.

3) **Survey Administration** – Surveys help us understand whether outcomes determined during the Program Logic Model Site Visit are being achieved and to what extent. See Change will be administered to youth and/or adult caregivers; survey items are linked to chosen Logic Model program outcomes. Each possible program outcome has corresponding survey items that are compiled to create the program's survey. See Change or program staff will administer surveys prior to the end of program, or by April 1st, 2010. Survey results will be submitted to See Change by May 1st, 2010.

4) **Digital Story Telling** – Digital stories are 3-5 minute slide shows created by program youth or parents and consisting of still photos, music, and narration. A digital story depicts participants' experiences in the program, and the impact the program has had on participants' lives. Program staff and participants from a subset of grantees will engage in the Digital Story Telling process. Any program is eligible to participate. Training was offered to interested program staff on October 21st, 2009, and onsite training (6 hours) has also been made available. Trainings were provided to five Summer programs

5) **Youth Media Project** – Youth in Focus youth-led participatory action research evaluation uses digital media as a way to communicate findings gathered through interviews, site visits and other research methods. Youth from OFCY grantee programs make up the youth-led evaluator cohort. Weekly meetings began in October 2009 and will continue until June 2010, with enrollment opportunities in October and January.

6) **Real-Time Youth Outcomes Pilot** – Using sms technology (texting) to facilitate data gathering for outcomes over time, this pilot project will take place in late Fall 2009/early Spring 2010, and will engage program participants who are youth.

Table A: Update on Grantees With Missed 2008-2009 Performance Indicators

Safe Passages – Edna Brewer ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
269	106%	7,733	39%	97%	29	68%	96.91%	96.94%

- On target to meet enrollment and attendance targets. Campus activities were organized and orderly. Staff member's interactions with program participants were in a supportive and respectful manner.
- Additional staff were now present to support academic and enrichment activities.
- Students were fully engaged, focused and participating in activities that included drumming, soccer, figure drawing, and creative writing.
- System of referral to ASP for students who need the services the most (i.e. GPA's under 2.0) is a priority.

Safe Passages - CCPA ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
120	NR	4,503	29%	72%	2	75%	95.79%	95.50%

- Program is not on target to reach the attendance and retention goals.
- Students were fully engaged in activities that included cooking, computers, Urban Arts/Graffiti. Outdoor activities were canceled due to rain. Students instead were playing board games and video Wii.
- Staff member's interactions with program participants were in a supportive and respectful manner.

OUSD - West Oakland Middle School ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
230	107%	9,885	49%	124%	42	80%	92.91%	94.12%

- New site coordinator was hired -- Campus activities were orderly and well managed.
- Students were fully engaged in activities that included cooking, computer, outdoor recreation, and photography. Negative behavior exhibited by students was handled professionally by all staff observed.
- The daily schedule was posted prominently throughout the campus and in the main office. Also, when questioned, staff and/or program participants were versed on program operations and expectations.
- Noted schedule of staff development efforts include Kagan Training (improved ethnic relations, enhanced self-esteem, and harmonious classroom climate); Plato Training (math); conflict resolution; cultural awareness.

Table A: Update on Grantees With Missed 2008-2009 Performance Indicators

Learning For Life – Thurgood Marshall, Program Inspire ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
109	110%	5,900	39%	98%	54	93%	95.13%	96.67%

- .Students were fully engaged and highly focused in activities ranging from reading circles, yoga, art-making, jazz dance, and crafts. Staff member's interactions with program participants were in a supportive and respectful manner.
- Principal expressed efforts to improve coordination and timeliness of data collection and reporting. Performance Indicators for FY09-10 have since been submitted to OFCY staff on time.
- ASP Program Manager explained that regular meetings with the Academic Liaison and After School Coordinator are in place to ensure program cohesion and improve the strength of the partnership.

Aspiranet – Encompass ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
117	118%	6,387	43%	106%	55	94%	117	118%

- Observed enrichment activities and staff/youth interactions.
- Encompass has hired a part-time program assistant who is charged with data collection and reporting back to the site coordinator and school principal.
- Principal expressed her full support and appreciation of the ASP. ASP staff report that the principal has been more active in providing resources and coordination for afterschool programs.

Aspiranet – Grass Valley ASP

Enrollment		Attendance			Retention		School Date Attendance Rate	
Youth Served	Integrity	To Date	Progress Toward Target	Projection	Average Days	Average Attendance Rate	2008-2009	2009-2010
131	101%	6,607	44%	110%	50	79%	96.90%	97.23%

- Students were fully engaged in activities that included computer literacy, nutrition/cooking, and visual arts.
- Increased professional development opportunities were evidenced in weekly staff meetings. Areas of ASP staff support included literacy and math lesson creation, general lesson planning, classroom management and other topics as needed.
- Newly hired Site Coordinator noted as increasing coordination and communication between Academic Liaison, ASP and day school instructors, by the school's principal.