

CITY OF OAKLAND
AGENDA REPORT

FILED
OFFICE OF THE CITY CLERK
OAKLAND

2008 MAY 29 PM 7:55

TO: Office of the City Administrator
ATTN: Deborah Edgerly
FROM: Department of Human Services
DATE: June 10, 2008

RE: Resolution Appropriating And Allocating \$695,275 In Interest Income Earned To The Oakland Fund For Children And Youth; Appropriating And Allocating \$2,060,973 From Fund Balance In Kids First! Children's Fund (1780); And Authorizing The City Administrator To Negotiate And Execute Grant Agreements Between The City Of Oakland And Various Non-Profit And Public Agencies To Provide Direct Services For Children And Youth For Fiscal Year 2008-2009 In An Amount Not To Exceed \$12,830,415

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

Respectfully submitted,



Andrea Youngdahl
Director, Department of Human Services

Attachments

FORWARDED TO THE
LIFE ENRICHMENT COMMITTEE:


Office of the City Administrator

Item: _____
Life Enrichment Committee
June 10, 2008

appropriated from fund balance and a project created, and 92% made available for OFCY grants in FY09-10. The Request for Proposals for grants for FY09-10 is developed based on the identified funds available for programs and will be released in September, 2008.

BACKGROUND

Approved by Oakland voters in November 1996, the Measure K – Kids First! Initiative amended the City Charter and led to the establishment of the Oakland Fund for Children and Youth to "help young people grow to become healthy, productive, and honorable adults." FY08-09 is the final year of the initial Kids First! legislation 12-year life span. The City Council resolved to continue the Kids First! funding program for an additional 12 years, through 2021, on April 17, 2008.

As required by the legislation, a strategic plan is developed every four years, grants are awarded through a competitive process, and an independent evaluation is completed each year. The OFCY process is overseen by a 19-member Planning and Oversight Committee (POC) appointed by City Council and the Mayor. A minimum of nine seats on the POC are reserved for youth.

OFCY's four-year Strategic Plan (2006-2010), adopted by City Council in October 2005, established key strategies for the children and youth of Oakland by age group. Requests for Proposals (RFPs) were released on November 15, 2007 under the five strategy areas targeted in the Strategic Plan: 1) Physical and Behavioral Health services, 2) Summer Enrichment programming, 3) Out-of-School time programming for school-based and community based after school services, 4) Early Childhood services, and 5) Older Youth services.

The 2008-2009 Request for Proposals (RFP) was approved by City Council and released by OFCY on November 15, 2007. OFCY received 196 proposals for programs serving children and youth. Of these, 138 programs are recommended for funding.

KEY ISSUES AND IMPACTS

Purpose and Intent of Planning and Oversight Committee FY08/09 Funding Package

In keeping with best practices in the theory and principle of youth development, OFCY seeks to build and develop the strength and character of Oakland's young people. One of its objectives is to produce positive results and to build resiliency as young people face challenges on the way to becoming healthy, self-sufficient adults. In the 2006-2010 Strategic Plan, OFCY committed to focusing resources to make a larger impact on high priority issues.

The 2008-2009 funding package results from the POC's effort to balance a variety of complex issues. Throughout the review process, the POC was committed to:

1. Funding as many quality programs as possible at a reasonable funding level.
2. Reasonable balance of service across Oakland
3. Building the capacity of current, emerging, and new programs.
4. Building upon the investment in current programs with demonstrated service quality.

Item: _____
Life Enrichment Committee
June 10, 2008

June 10, 2008



Life Enrichment Committee
Oakland, CA

Dear Chairperson Chang and Members of the Committee:

RE: Resolution Appropriating and Allocating \$695,275 In Interest Income Earned To The Oakland Fund For Children And Youth; Appropriating and Allocating \$2,060,973 From Fund Balance In Kids First! Children's Fund (1780); And Authorizing The City Administrator To Negotiate And Execute Grant Agreements Between The City Of Oakland And Various Non-Profit And Public Agencies To Provide Direct Services For Children And Youth For Fiscal Year 2008-2009 In An Amount Not To Exceed \$12,830,415

SUMMARY

The Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee (POC) requests that City Council approve \$12,830,415 in funding during FY08-09 to provide direct services to children and youth living in Oakland. This recommendation completes a total OFCY funding package of \$13,820,005 for FY08-09. The POC's recommendation to approve summer grants not to exceed \$989,590 will be forwarded for Council approval June 17, 2008.

The accompanying resolution appropriates interest income of \$695,275 to the Kids First! Children's Fund (Fund 1780). Council approval of the allocation of \$2,066,496 from the available unspent project balance (carry forward) in Fund 1780 is also requested for grant services in FY08-09 not to exceed \$12,830,415. Additionally, the resolution authorizes the appropriation of \$2,060,973 from fund balance in the Kids First! Children's Fund to establish these funds as available for grants for FY09-10.

Through the POC's competitive proposal review process, which began with the release of the OFCY Request for Proposals in November 2007, a total of 138 programs are being recommended for funding totaling \$13,820,005. The 138 programs proposed to serve approximately 30,000 children and youth throughout Oakland. The complete list of programs recommended is included as Attachment A.

The OFCY funding package includes 9 programs in the Early Childhood strategy for children 0 to 5 years of age. For children ages 5 to 14, the POC recommends funding after school programs at 73 elementary and middle schools and 7 community based sites, in addition to the 15 summer programs at 26 community sites already approved by the City Council. The POC recommends 20 programs to deliver services to older youth at high schools and community-based sites under the Youth Leadership and Career and College Readiness strategies. The 14 programs under the Physical and Behavioral Health strategy included in the funding package target children and youth of all ages.

Item: _____
Life Enrichment Committee
June 10, 2008

FISCAL IMPACT

Approval of the resolution will authorize the City Administrator to execute grant agreements for OFCY services not to exceed \$12,830,415. A resolution of approval for 15 grants for summer programs totaling \$989,590 will be separately forwarded for Council approval on June 17, 2008.

Funds totaling \$13,820,005 are available for the proposed grants from the FY08-09 Kids First! budget appropriation with mid-cycle adjustment, the proposed appropriation of interest earned to the Fund 1780, and unspent project carryforward balances located at Kids First! Oakland Children's Fund (1780). The 2008-2009 Adopted Budget as proposed includes \$10,158,290 (P304730 OFCY FY08-09 Contracts), which is available for these grants.

An additional amount of \$639,653 will be made available for FY08-09 grants from the appropriation of interest earned from March 1, 2006 to February 28, 2008. Of the \$342,568 interest earned by Fund 1780 during the period March 1, 2006 to February 28, 2007, 92% or \$315,163 is available for FY08-09 grants. Of the estimated \$352,707 interest earned by Fund 1780 during the period March 1, 2007 to February 28, 2008, 92% or \$324,490 is available for FY08-09 grants. Eight percent (8%) of the interest earned for each year is appropriated to Kids First! Fund 1780 Department of Human Services Org. 78251 for the administration and evaluation of OFCY.

An amount of \$2,066,496 from unspent appropriations from prior years (project balance carry forward) in Fund 1780, is made available for FY08-09 grants. The unspent project balance of \$2,066,496 currently located at Kids First! Oakland Children's Fund (1780) from projects OFCY FY02-03 Grants (P157730), OFCY Contracts FY03-04 (P224730), and OFCY Contracts FY04-05 (P226530), is available for grants for FY08-09.

The table (Table A) below summarizes the sources of funds available for OFCY grant contracts.

Sources of Funds Available for OFCY Grant Contracts	FY08/09 Amount
Budget Appropriation with Midcycle Adjustment	\$10,158,290
Annual Interest (March 1, 2006 to Feb 28, 2007)	315,163
Annual Interest (March 1, 2007 to Feb 28, 2008)	324,490
P224730- OFCY Contracts FY0304	52,411
P157730- OFCYFY2002-03 Grants	1,849,245
P226530 – OFCY Contracts FY0405	164,840
Total Funds Available	\$12,864,139

FY08-09 is the final year of the Kids First! initial 12 year funding cycle. The City Council's approval of the reauthorization of the Kids First! charter amendment in April, 2008, extended Kids First! through 2021. The Kids First! Charter amendment requires that all interest earnings and unspent revenues are to be made available for future grants. An appropriation of the remaining funds available in the fund balance as a result of interest earnings and other unappropriated revenues is needed in the estimated amount of \$2,060,973. These funds are to be

Item: _____
 Life Enrichment Committee
 June 10, 2008

5. Leveraging other sources of state and local funding to maximize services for youth.

Criteria for Selection

The criteria considered in the selection of proposals were: past performance as documented by the grant monitoring and evaluation processes; quality of proposal – clear program design; equitable geographic distribution of services relative to the population of where youth live and would be served and balanced with high need for services; cost effective services; demonstrated capacity to deliver proposed services; and the extent to which proposed services fit into the funding priorities as defined by the Strategic Plan.

Overview of OFCY Funds and Services

The following table (Table 1) and chart compare OFCY/Measure K funds, match funds, unduplicated clients (youth), hours of service, and cost per hour across several years.

	FY 08-09 (Recommended)	FY 07-08 (Projected)	FY 06-07	FY 05-06	FY 04-05	FY 03-04	FY 02-03	FY 01-02
Measure K Funds	\$13,820,005	\$12,010,503	\$10,892,268	\$9,703,308	\$9,423,967	\$7,819,203	\$7,712,464	\$6,786,340
Matching Funds	\$20,476,662	\$17,846,178	\$12,128,376	\$12,112,994	\$10,639,782	\$8,081,022	\$7,239,644	\$5,844,876
Total Funds	\$34,296,667	\$29,856,681	\$23,020,644	\$21,816,302	\$20,063,749	\$15,900,225	\$14,952,108	\$12,631,216
Unduplicated Clients	32,282	26,237	23,035	22,356	23,818	19,701	16,971	12,134
Hours of Service	5,760,196	5,156,427	3,570,929	3,914,876	3,719,594	3,155,788	2,613,414	2,200,521
OFCY Cost Per Hour	\$4.36	\$2.46	\$3.05	\$2.48	\$2.53	\$2.48	\$2.95	\$3.08
Total Cost Per Hour	\$8.73	\$5.10	\$6.45	\$5.57	\$5.39	\$5.04	\$5.72	\$5.74

A total of 138 programs are recommended for FY08-09. Funding is expected to serve over 30,000 unduplicated children and youth. Children and youth are proposed to receive 5,760,196 hours of service for \$13,820,005 of Measure K dollars.

The number of children and youth to be served, and targeted hours of service are proposed. They are subject to the negotiation of each program's scope of work and budget. Each program's proposed targets are documented and data is collected through OFCY's annual evaluation process. Of the 138 recommended programs, 100 were previously funded under OFCY's 2006-2008 funding cycle. 2006-2007 OFCY evaluations for all 69 programs funded in 2006-2007 are attached. Evaluations for the additional 31 ASES after school programs funded for 2007-2008 will be available September 2008. See Attachment D.

Programs recommended for FY08-09 will provide service at an average total cost of \$4.36 of Measure K dollars per hour, representing over a \$1 increase from prior years. Total cost per hour

for service also increased from \$6.50 to \$8.73. The increase in matching funds reflects the growth of After School Education and Safety Grant (ASES) match funding and the number of school based afterschool programs as well as the number of grantee organizations with the capacity to leverage other resources to serve more Oakland youth each year. Chart 1 below illustrates the growth rate of OFCY compared to funds spent and services delivered in FY00-01.

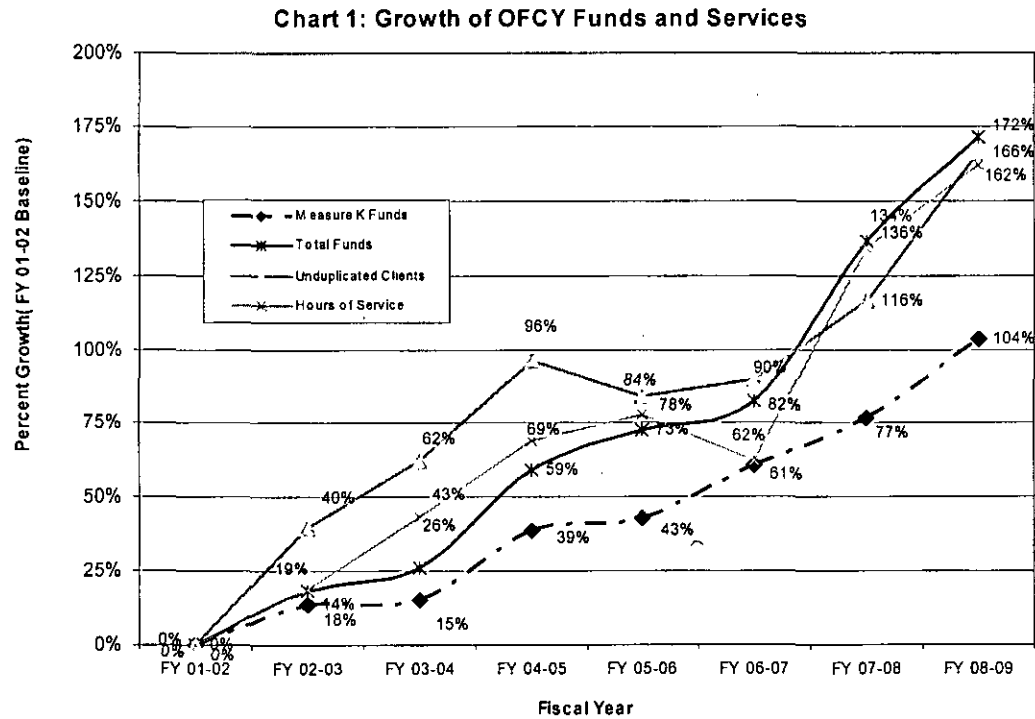


Table 2 illustrates recommended funding amounts and % of total allocation for each OFCY strategy area.

OFCY Strategy	Strategic Plan	2008-2009 Package	2008-2009 %
Parent-Child Learning*	10%	\$885,000	6.4%
Services to Children	2.5-5%	\$474,920	3.4%
School-Based After School	50%	\$6,589,500	47.7%
Community-Based After School**		\$720,490	5.2%
Summer	5-10%	\$989,590	7.2%
Career and College Readiness	5-10%	\$1,116,805	8.1%
Youth Leadership	12.5-15%	\$1,480,573	10.7%
Physical and Behavioral Health	10%	\$1,563,127	11.3%
		\$13,820,005	100%

Early Childhood: Child Learning Opportunities and Services to Children at Risk of Developmental Delays

The funding package includes 9 programs in the Early Childhood strategy for children zero to five years of age. This strategy promotes kindergarten readiness through supporting intensive support services to children at risk of developmental delays, and community opportunities for parent child learning. Roughly 2700 children are proposed to receive services. Programs proposed to offer services at thirty-two Oakland Preschool, Child Care Development Centers, and Head Start sites, and at 13 libraries, Oakland Park and Recreation centers, and neighborhood-based organizations.

The early childhood strategy for FY08-09 has seen a marked increase in partnerships between public agencies like Oakland Department of Parks and Recreation, Oakland Public Library, and OUSD sites with community based organizations that offer programming expertise and staffing. The result is an increase in proposed number of children 0-5 accessing quality services in locally established institutions. See Attachment A1 for program descriptions and B1 for site locations. A map of early childhood program sites is provided Attachment C1.

Out of School Time Programs: School-Based and Community Based After School Services, and Summer Enrichment Programming

The proposed OFCY funding package also supports services to children ages 5-14 with summer enrichment and after school services. These services combine enrichment and academic programming to help stave off decline in academic achievement during the summer months, increase academic gains during the school year, and provide a socially enriching alternative for spending time with peers and caring adults. Both strategies have significantly increased amounts of funding and proposed children and youth served for FY08-09.

After School Services

The OFCY After School Strategy leverages state funding by offering grants to providers of after school services at elementary and middle Schools that receive 21st Century Community Learning Center and Prop 49 ASES grants. The City committed to leveraging this unique opportunity and is now funding nearly all eligible school sites based on quality program design, need, and ability to leverage funds. This current package represents a significant increase in the number of schools receiving OFCY funded after school services. Since FY04-05, the number of schools receiving OFCY funded after school programs has increased from 24 to 62 in FY07-08, to the current proposed number of 73 elementary and middle schools. With 73 out of Oakland's 84 elementary and middle schools receiving state and city matched funding, Oakland is providing a national model of partnership between community-based organizations and school site administrators for quality school based after school services.

This strategy also supports comprehensive enrichment and academic programming offered at neighborhood-based organizations. These organizations serve youth that are less affiliated with their school, have special physical, social and/or cultural needs served best by a specialized program, or who for reasons of transportation, are choosing neighborhood-based alternatives.

After school programming is located throughout Oakland and is expected to serve over 10,000 students at 73 Elementary and Middle schools and seven community sites. See Attachment A2 for program descriptions and B2 for site locations. See Attachment C2 for a map of program sites. See Attachment E for a list of schools by district proposed to receive after school services.

Summer Enrichment Services

The OFCY Summer Enrichment strategy was established in the 2006-2010 OFCY Strategic Plan. Since the first round of funding in 2006, this strategy has gained considerable momentum among community organizations and private foundations. The number of proposals received under this strategy for FY08-09 more than doubled. Proposals were of such significant quality that the number of programs recommended for funding nearly tripled. At the same time, OFCY's commitment to summer enrichment programming has attracted the interest of several national foundations seeking to increase opportunities in this area. The OFCY Summer Enrichment strategy, already forwarded for Council approval, proposes to fund fifteen programs at 26 community sites that will serve 1880 children and youth. See Attachment A3 for program descriptions and B3 for site locations. See Attachment C3 for a map of Summer Enrichment program sites.

Physical and Behavioral Health Programs (All Ages)

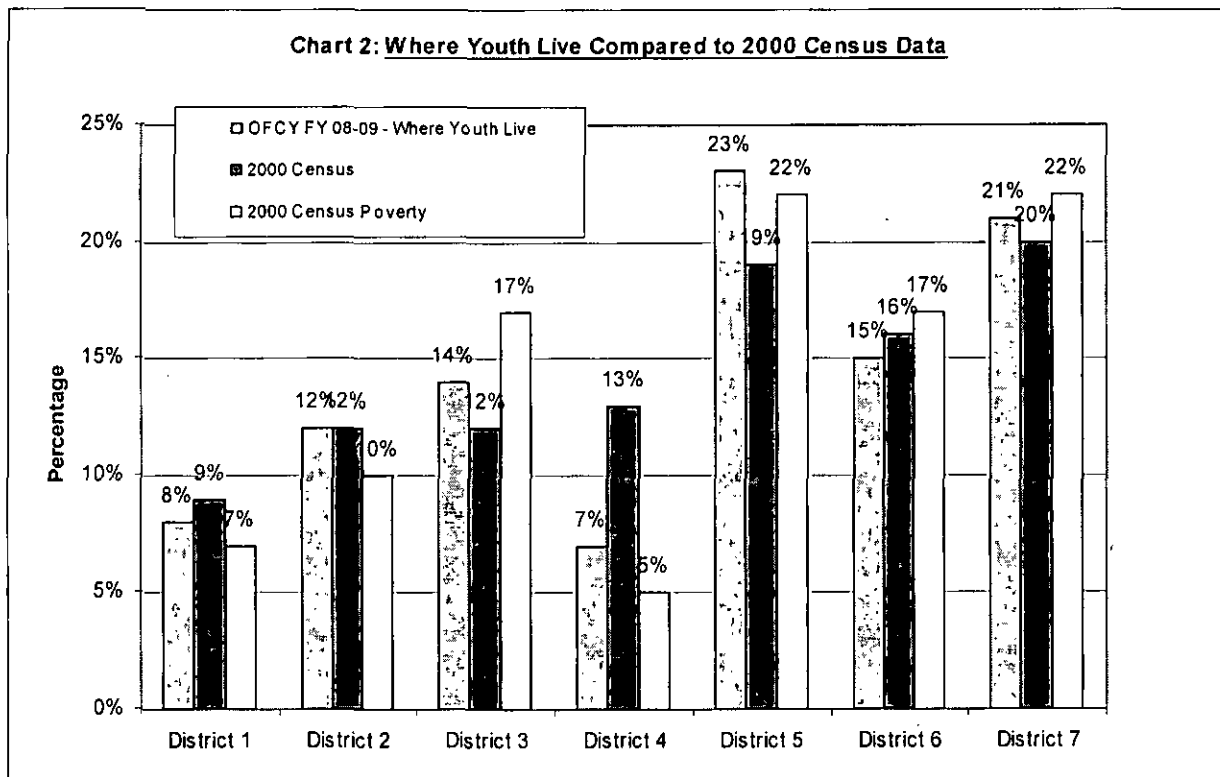
OFCY's Physical and Behavioral Health Strategy targets children and youth of all ages. It emphasizes physical health through sports and nutrition programming, while also supporting behavioral health with an emphasis on case management, mentoring, and peer-to-peer support for vulnerable and disconnected youth. This strategy has seen a dramatic increase in the number applications this year. More applicants proposed to provide sports programming in the evening and weekend hours. Programs that address violence prevention through peer education services also increased. Efforts also target populations with highly specific needs such as foster care youth, children and youth with physical disabilities, teen parents, and Native American young people, for examples. Fourteen programs are proposed to serve approximately 5600 children and youth at 36 school sites and 12 community sites. See Attachment A4 for program descriptions and B4 for site locations. See Attachment C4 for a map of Physical and Behavioral Health programs.

Youth Leadership and Career & College Readiness (Ages 15-20)

OFCY's older youth strategy supports two strands of programming for youth 15 to 20 years of age. The Career and College Readiness strategy helps young people close the achievement gap by providing opportunities for GED training, paid internships, and college and career readiness workshops and counseling. OFCY's Youth Leadership strategy supports the development of young people's leadership skills by providing opportunities for youth mobilization, youth-to-youth grantmaking, and peer-to-peer mentoring. Twenty programs are proposed to serve over 10,000 young people at 13 high schools, 4 middle schools, and over 15 community sites. See Attachment A5 for program descriptions and B5 for site locations. A map of Older Youth program sites is provided in Attachment C5.

Geographic Description of the Funding Package

Chart 2 shows the City Council District where children/youth served by recommended programs live. Special effort was made to ensure that children/youth from each Council District will be served in proportion to one of two benchmarks: the 2000 Census figures for all children between the ages of 0 and 20 as well as the 2000 Census figures for those same children/youth living in poverty.



Children/youth living in all districts receive services in numbers comparable to the percentage living in poverty. OFCY serves more youth residing in Districts 5, 6 and 7, reflecting the higher percentage of youth living in those districts and the percentage of youth living in poverty in those districts. More District 3 than District 1, 2, and 4 youth are served with OFCY funding due to the comparatively high poverty rates in that district.

Kids First! Future Funding

The upcoming years present new constraints and opportunities for funding services for Oakland’s children and youth. Recent State budget cuts threaten to reduce funding for a number of programs. Most significant are anticipated reductions in the Prop 49 After School Education and Safety Services (ASES) grant, which provides a significant leveraging opportunity for Oakland schools. Of equal note, due to the anticipated decrease in City revenues, OFCY is unlikely to sustain the current allocation of \$7,309,990 for after school services in future funding

cycles. The combined shortage of funding will affect the scale of OFCY commitment's to Oakland elementary and middle school programs in the next few years.

Increased opportunities exist either for leverage or as additional support for OFCY funded priorities. Proposition 63, the Mental Health Services Act authorized in 2006, targets activities that prevent the onset of mental illness with half the funding earmarked for children and youth services. An additional funding source for youth is 21st Century grants. Prior to FY05-06, 21st Century grants targeted elementary and middle Schools. These funds have shifted to high schools to help students address academic achievement needs.

OFCY will begin work on the next four year Strategic Plan in FY08-09. The community involved process will address the changing policy context noted above and other concerns that impact Oakland children and youth.

POLICY DESCRIPTION

Under the Measure K Charter Amendment, 2.5% of the City's unrestricted revenues are set aside in a "Children's Fund" for direct services for children and youth. The funds are distributed to nonprofit and public agencies through a competitive grant process. All interest earned by the fund and unspent revenues are to be spent on children and youth services in future years.

SUSTAINABLE OPPORTUNITIES

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

Environmental: There are no environmental opportunities at this time.

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

DISABILITY AND SENIOR CITIZEN ACCESS

OFCY will serve children and youth with disabilities in the FY08-09 funding package. Of the approximately 30,000 children and youth to be served, 9% are expected to have learning disabilities, 3% to have mental disabilities, 3% to have developmental disabilities, 2% to have cognitive disabilities, and 1% to have physical disabilities.

RECOMMENDATION(S) AND RATIONALE

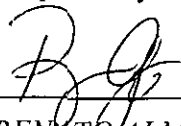
The POC recommends awarding OFCY grants to 123 non-profit and public agencies for a total amount not to exceed \$12,830,415. Proposals were selected in accordance with the Measure K requirements and based on a competitive review process, and are consistent with the guidelines and priorities of the adopted OFCY Strategic Plan 2006-2010. Attachment A provides a complete list of agencies and grant amounts recommended for funding.

Item: _____
Life Enrichment Committee
June 10, 2008

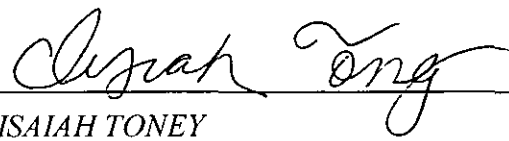
ACTION REQUESTED OF THE CITY COUNCIL

The Planning and Oversight Committee requests that City Council approve the allocation of \$2,066,496 made available from unspent project balances in Fund 1780 for direct service grants to children and youth in FY08-09, and approve a resolution appropriating \$695,274 in interest income earned to the Kids First! Children's Fund; appropriating \$2,060,973 from fund balance in Kids First! Children's Fund (1780); and authorizing the City Administrator to negotiate and execute grant agreements between the City of Oakland and various non-profit and public agencies to provide direct services for children and youth during FY08-09 in an amount not to exceed \$12,830,415.

Respectfully submitted,



RENATO ALMANZOR
Co-Chairperson
Planning and Oversight Committee, OFCY



ISAIAH TONEY
Co-Chairperson
Planning and Oversight Committee, OFCY

Reviewed by:
Sandra Taylor
Manager
Department of Human Services

Prepared by:
Kelsey Crowe
Oakland Fund for Children and Youth
Program Planner
Department of Human Services

ATTACHMENTS:

- A –OFCY 2008-2009 Funding Recommendations (5 pages)
- A1 –Early Childhood Program Summaries (2 pages)
- A2 –After School Program Summaries (10 pages)
- A3 –Summer Program Summaries (2 pages)
- A4 –Physical Behavioral Program Summaries (2 pages)
- A5 –Older Youth Program Summaries (3 pages)
- B1 –Early Childhood Site Locations (2 pages)
- B2 –After School Site Locations (6 pages)
- B3 –Summer Enrichment Site Locations (2 pages)
- B4 –Physical and Behavioral Health Site Locations (2 pages)
- B5 –Older Youth Site Locations (3 pages)
- C1 –Early Childhood Map
- C2 –After School Map
- C3 –Summer Enrichment Map
- C4 –Physical and Behavioral Health Map
- C5 –Older Youth Map
- D –OFCY 2006-2007 Grantee Evaluation Summaries (268 pages)
- E –Overview of Schools Served by City Council District (1 page)

Item: _____
Life Enrichment Committee
June 10, 2008

OFCY 2008-2009 ATTACHMENT A: FUNDING RECOMMENDATIONS

Early Childhood Programs: Children At Risk of Developmental Delays

	Organization/Agency Name	Project Title	OFCY Award Amount
1	Childrens Hospital and Research Center	Development Playgroups Programs	\$200,000
2	Family Paths Inc.	The Oakland Early Childhood Mental Health Collaborative	\$200,000
3	The Link To Children (TLC)	Early Childhood Mental Health Services For High Risk Children 0-5 Years Of Age	\$74,920
			\$474,920

Early Childhood Programs: Parent-Child Learning Community Learning Opportunities

	Organization/Agency Name	Project Title	OFCY Award Amount
4	Bring Me A Book Foundation	Oakland Early Learning Collaborative	\$175,000
5	City Of Oakland - Office of Parks and Recreation	SandBoxes to Community Empowerment	\$175,000
6	City of Oakland Department of Human Services	San Antonio Even Start Family Literacy Program	\$150,000
7	East Bay Agency for Children	Hawthorne Family Resource Center - Parent Child education and Support Program	\$125,000
8	Jump Start For Young Children Inc.	Jump Start Oakland	\$60,000
9	Museum Of Children's Art (MOCHA)	Little Studio Regency Program	\$200,000
			\$885,000

After School Programs - School-Based

	Organization/Agency Name	Project Title	OFCY Award Amount
10	Aspiranet	Elementary EnCompass	\$72,750
11	Aspiranet	Elementary - Grass Valley	\$95,000
12	Aspiranet	Elementary - East Oakland Pride - Webster	\$72,750
13	Aspiranet	Elementary - Rise	\$72,750
14	Aspiranet	Elementary - Piedmont Avenue	\$95,000
15	Aspiranet	Elementary - Peralta	\$72,750
16	Aspiranet	Elementary International Community School	\$65,000
17	Aspiranet	Middle - Melrose Leadership Academy	\$95,000
18	Aspiranet	Elementary Think College Now	\$65,000
19	Aspiranet	Elementary Carl B. Munck	\$95,000
20	Aspiranet	Elementary - Howard	\$72,750
21	Bay Area Community Resources	Elementary Learning Without Limits	\$65,000
22	Bay Area Community Resources	Elementary Jefferson/ Global Family	\$65,000
23	Bay Area Community Resources	Middle School - Claremont	\$112,500
24	Bay Area Community Resources	Elementary - Hoover	\$112,500
25	Bay Area Community Resources	Elementary - Community United	\$72,750
26	Bay Area Community Resources	Elementary - Sankofa	\$72,750
27	Bay Area Community Resources	Elementary School - Emerson	\$95,000

OF CY 2008-2009 ATTACHMENT A: FUNDING RECOMMENDATIONS

28	Bay Area Community Resources	Middle School - Madison	\$112,500
29	Bay Area Community Resources	Elementary - Greenleaf	\$65,000
30	Bay Area Community Resources	Elementary - Markham	\$95,000
31	Bay Area Community Resources	Elementary - Whittier	\$65,000
32	Bay Area Community Resources	Elementary - Santa Fe	\$112,500
33	Bay Area Community Resources	Elementary - Esperanza/ Stonehurst	\$65,000
34	Bay Area Community Resources	Elementary - Prep Literacy Academy Of Cultural Excellence (Prescott)	\$95,000
35	Bay Area Community Resources	Elementary - Lockwood Future	\$72,750
36	Bay Area Community Resources	Elementary - Martin Luther King Jr.	\$95,000
37	Bay Area Community Resources	Elementary - Lafayette	\$72,750
38	Bay Area Community Resources	Elementary - Bridges Academy	\$95,000
39	Bay Area Community Resources	Middle School - Bret Harte	\$125,000
40	Bay Area Community Resources	Elementary - Glenview	\$72,750
41	Bay Area Community Resources	Elementary - Korematsu	\$65,000
42	Civicorps	Civicorps	\$95,000
43	East Bay Agency for Children	Elementary - Sequoia	\$72,750
44	East Bay Agency For Children	Hawthorne Family Resource Center	\$100,000
45	East Bay Asian Youth Center	Middle Roosevelt	\$135,000
46	East Bay Asian Youth Center	Elementary - Franklin	\$112,500
47	East Bay Asian Youth Center	Elementary - La Escuelita	\$95,000
48	East Bay Asian Youth Center	Elementary - Bella Vista	\$112,500
49	East Bay Asian Youth Center	Elementary - Garfield	\$112,500
50	East Bay Asian Youth Center	Elementary - Manzanita Community School	\$112,500
51	Girls Incorporated Of Alameda County	Elementary - Parker	\$95,000
52	Higher Ground Neighborhood Development	Elementary - Sobrante Park	\$95,000
53	Higher Ground Neighborhood Development	Elementary - New Highland	\$72,750
54	Higher Ground Neighborhood Development	Elementary- Brookfield Village	\$95,000
55	Higher Ground Neighborhood Development	Elementary- Allendale	\$95,000
56	Learning For Life	Elementary - Horace Mann	\$95,000
57	Learning For Life	Elementary Burkhalter	\$72,750
58	Lighthouse Community Charter School	Elementary Charter Lighthouse Community	\$112,500
59	Oakland Asian Students Education Services	Middle School - Westlake	\$135,000
60	Oakland Asian Students Education Services	Elementary - Cleveland	\$72,750
61	Oakland Asian Students Education Services	Elementary - Lincoln	\$112,500
62	Oakland Leaf	Middle Urban Promise Academy	\$112,500
63	Oakland Leaf	Elementary - ASCEND - Peace Council	\$112,500
64	Oakland Unified School District	Elementary - Laurel	\$112,500

OFCY 2008-2009 ATTACHMENT A: FUNDING RECOMMENDATIONS

65	Oakland Unified School District	Elementary Manzanita Seed	\$95,000
66	Oakland Youth Chorus	Elementary - Acorn Woodland	\$95,000
67	Oakland Youth Chorus	Elementary - Fruitvale	\$95,000
68	OUSD - Lakeview Elementary School	Elementary - Lakeview	\$95,000
69	OUSD Alliance Middle School	Middle Alliance Middle School	\$95,000
70	OUSD Elmhurst Community Prep	Middle- Elmhurst Community Prep	\$95,000
71	OUSD Maxwell Park Elementary School	Elementary - Maxwell Park	\$95,000
72	OUSD Thurgood Marshall Elementary School	Elementary - Thurgood Marshall	\$72,750
73	OUSD West Oakland Middle School	Middle School - West Oakland	\$75,000
74	Safe Passages	Middle - Roots International	\$72,750
75	Safe Passages	Middle Frick School	\$95,000
76	Safe Passages	Middle - CCPA	\$72,750
77	Safe Passages	Middle School - Edna Brewer	\$112,500
78	Safe Passages	Middle - United for Success	\$95,000
79	Spanish Speaking Citizen's Foundation	Elementary - Lazear School	\$72,750
80	Spanish Speaking Citizen's Foundation	Middle School - Peralta	\$95,000
81	Urban Services YMCA Of The East Bay	Middle School - Cole	\$50,000
82	Urban Services YMCA Of The East Bay	Middle School - Explore	\$95,000

\$6,589,500

After School Programs - Community-Based

	Organization/Agency Name	Project Title	OFCY Award Amount
83	Ala Costa Centers	Ala Costa Centers Program Expansion	\$112,500
84	Camp Fire USA, Oakland East Bay Council	Kids With Dreams	\$75,000
85	East Oakland Boxing Association	Smart Moves Education and Enrichment Program	\$100,000
86	East Oakland Youth Development Center	EOYDC Community After School Program	\$75,000
87	Oakland Parks and Recreation	Oakland Discovery Centers	\$157,000
88	Oakland Parks and Recreation	Inclusion Center	\$103,501
89	The American Indian Child Resource Center	Nurturing Native Pride	\$97,489

\$720,490

Summer Enrichment Programs

	Organization/Agency Name	Project Title	OFCY Award Amount
90	Aim High	Aim High Oakland	\$100,000
91	Alta Bates Summit Foundation	Middle School Youth In Medicine Summer Camp	\$29,752
92	City Of Oakland - Office of Parks and Recreation	OPR Summer Camp Explosion	\$250,000
93	Destiny Arts Center	Camp Destiny	\$45,000
94	East Bay Asian Youth Center	San Antonio Summer Sports Initiative	\$56,024
95	East Oakland Youth Development Center	Summer Cultural Enrichment Program 2008 (SCEP)	\$52,800
96	Family Support Services of the Bay Area	Kinship summer Youth Program	\$100,000
97	Girls Inc. Of Alameda County	Eureka Teen Achievement Summer Program	\$45,000

OFCY 2008-2009 ATTACHMENT A: FUNDING RECOMMENDATIONS

98	Girls Inc. Of Alameda County	Concordia Park Young Girls Summer Program	\$30,739
99	Leadership Excellence	Oakland Freedom School	\$59,400
100	Marcus A. Foster Educational Institute	Prescott Circus Theatre	\$30,000
101	Oakland Asian Students Education Services	OASES Summer Playhouse	\$30,000
102	Oakland Leaf	Oakland Peace Camp	\$75,000
103	Oakland Parks and Recreation	Oakland Discovery Centers	\$48,000
104	The American Indian Child Resource Center	Summer Urban Rez	\$37,875
			\$989,590

Physical and Behavioral Health Programs

	Organization/Agency Name	Project Title	OFCY Award Amount
105	AIDS Project Of The East Bay	LGBT Youth Health And Wellness Conductors Project	\$175,000
106	AMERICA SCORES Bay Area	Oakland Scores	\$150,755
107	American Lung Association Of California	Oakland Kicks Asthma	\$40,080
108	Bay Area Outreach & Recreational Program	Sports and Recreation For Disabled Youth	\$48,000
109	Big Brothers Big Sisters Of The Bay Area	Community Based Youth Mentoring Services	\$103,348
110	First Place For Youth	Healthy Transition Project	\$150,000
111	La Clinica De La Raza, Inc.	Teens and Tots Program	\$100,000
112	Native American Health Center Inc.	Indigenous Youth Voices	\$150,000
113	Oakland International High school	Refugee and Immigrant Wellness Project	\$85,944
114	OBUGS	Planting A Future	\$100,000
115	Project Re-Connect	Project Re-Connect	\$150,000
116	Sports4Kids	Sports4Kids After School Program	\$135,000
117	Through the Looking Glass	Service to Children with Disability Issues	\$75,000
118	Unity Council	Neighborhoods Sports Initiative	\$100,000

\$1,563,127

Youth Leadership Programs

	Organization/Agency Name	Project Title	OFCY Award Amount
119	Alameda County Health Care Services Agency	Young Men In Leadership Project (YMILP)	\$150,000
120	Alternatives In Action	(HPOP) Home Project Oakland Program	\$90,573
121	Asian Community Mental Health Services	Asian Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	\$200,000
122	East Bay Asian Youth Center	Wild Cats Wellness Center	\$175,000
123	Family Violence Law Center	RAP (Relationship Abuse Program)	\$90,000
124	Leadership Excellence	Youth Leadership Program	\$175,000
125	Oakland Kids First	Real Hard	\$100,000
126	Youth Alive	Teens On Target Prevention	\$150,000
127	Youth Together	Building Leadership, Building Community	\$175,000
128	Youth UpRising	Youth Grants 4Youth Action	\$175,000

\$1,480,573

OFCY 2008-2009 ATTACHMENT A: FUNDING RECOMMENDATIONS

Career and College Readiness Programs

	Organization/Agency Name	Project Title	OFCY Award Amount
129	Alameda County Medical Center	Model Neighborhood Program	\$150,000
130	Alameda Family Services	Dream Catcher	\$150,000
131	Centro Legal De La Raza	Youth Law Academy	\$42,000
132	East Side Arts Alliance	ESAA Youth Arts Program	\$150,000
133	Girls Incorporated Of Alameda County	Eureka Teen Achievement Internship Program	\$45,000
134	Next Step Learning Center	Success At Seventeen Plus	\$79,805
135	Oakland Asian Students Education Services	Oases Soar New Immigrant Services	\$50,000
136	Opera Piccola	Artgate Advance	\$150,000
137	Spanish Speaking Citizen's Foundation	Youth Leadership, Academic And Career Collaborative (YLACC)	\$150,000
138	The Youth Employment Partnership, Inc.	Career Try-Out	\$150,000
			\$1,116,805

TOTAL AMOUNT FY 2008-2009 \$13,820,805

ATTACHMENT A1: EARLY CHILDHOOD PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Bring Me a Book Foundation	Oakland Early Learning Collaborative	Early Childhood	Parent/Child Learning	Project partners will present a series of multi-lingual parent/child learning activities, including drop-in playgroups, hands-on parent involvement workshops, family learning nights, cross-cultural performances, storytelling, interactive art/music/dance activities, and educational fieldtrips for parents and children. Services will be delivered to 7 early childhood education sites (OUSD and Head Starts), 3 Oakland public libraries, and a flagship Early Childhood Resource Center. Program sites span Central, West, and East Oakland, and activities respond to the rich diversity of these neighborhoods. To support these efforts all participants will receive multilingual books for home and sites will receive bookcases filled with high-quality children's literature
Children's Hospital & Research Center at Oakland	Developmental Playgroups Program	Early Childhood	Services for Children At Risk	The CHRCO Developmental Playgroups Program is a collaborative program that addresses OFCY's Early Childhood Focus and provides intensive services for children, birth to five, at high risk of developmental delays. It provides both Parent/Child Play Partnership and Early Childhood Mental Health services for children in residential perinatal drug treatment programs and the child welfare system, as well as children of Spanish-speaking low-income families. Four developmental playgroups will provide intensive services for at least 100 children and 80 parents/other family members.
City of Oakland -Department of Human Services	San Antonio Even Start Family Literacy Program	Early Childhood	Parent/Child Learning	The City of Oakland's Department of Human Services operates the San Antonio Even Start Family Literacy Program. Even Start is designed to break the intergenerational cycle of poverty and illiteracy by integrating early childhood education, adult literacy, and parenting support. Even Start helps children reach their full potential as learners by assisting parents in gaining literacy and parenting skills to support the development of their young children. The goals and program design of San Antonio Even Start are clearly aligned with OFCY's priority strategy of Parent Child Learning Opportunities, ages 0 to 5 years.
East Bay Agency for Children	Hawthorne Family Resource Center - Parent Child Education and Support Program	Early Childhood	Parent/Child Learning	East Bay Agency for Children (EBAC) is applying for \$175,000 for Hawthorne Family Resource Center (HFRC) Parent Child Education and Support Program for low income, immigrant, and migrant Hispanic/Latino/a parents with children ages 0-5. This is a new comprehensive Parent Child Education and Support Program serving 300 parents and children, ages 0-5 years, to promote parent child education, school readiness, parent-child activities and support, with childcare. This will extend resources to hundreds of families needing a head start in school readiness and successful parenting which will have long lasting impact on the individual families and their children's school success.
Family Paths, Inc.	The Oakland Early Childhood Mental Health Collaborative	Early Childhood	Services for Children At Risk	The Oakland Early Childhood Mental Health Collaborative project provides on-site mental health consultation and home-based child-parent counseling to children 0-5 with special needs living in low-income areas. Mental health consultation includes therapeutic play groups, case management, consultation, and direct intervention with families and children. Home-based child-parent counseling involves working directly with the child and their primary caregiver. We will serve 540 children in 08-09.
Jumpstart for Young Children, Inc.	Jumpstart Oakland	Early Childhood	Parent/Child Learning	For the 2008-2009 school year, Jumpstart Oakland will recruit and train dedicated college students to foster the language, literacy, social and emotional skills of 190 at-risk young children through our year-long one-to-one school readiness program. Jumpstart Oakland will continue our commitment to the children and families of West Oakland, Fruitvale and Lower San Antonio by delivering our innovative early literacy program to 11 classrooms in 8 local preschools. Through our program model, Jumpstart inspires children to learn, adults to teach, families to become involved in their children's education, and communities to progress together.
Museum of Children's Art (MOCHA)	Little Studio Residency Program	Early Childhood	Parent/Child Learning	This program will engage children ages 0-5 in visual art and movement activities that support school readiness, and it will introduce parents to simple and innovative ways to engage their children in such activities at home. The residencies will serve 576 pre-school-age children in 24 OUSD Child Development Center preschool classrooms at sites throughout Oakland: Piedmont, Brookfield, Manzanita, Santa Fe, Washington, Martin Luther King, Jr., Lakeview, Bella Vista, Golden Gate, Harriet Tubman, Yuk Yau, Tilden. The residencies will promote children's physical well-being and motor development, social and emotional development, multiple approaches to learning, language development and cognition, and general knowledge. They will expose children to music, art, literacy, movement and numeracy activities

ATTACHMENT A1: EARLY CHILDHOOD PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Oakland Parks and Recreation	Sandboxes to Community Empowerment	Early Childhood	Services for Children At Risk	Through a collaboration of Parks and Recreation, MOCHA, and Oakland Ready to Learn/Lotus Bloom, we will offer playgroups, early child activities, motor skills, language skills and school readiness for children ages 0-5. Additionally we will provide support, family resources and health education to the parents/caregivers and families of these children.
The Link to Children	Early Childhood Mental Health Services for High Risk Children 0-5 Years of Age	Early Childhood	Services for Children At Risk	This grant request is for partial funding to provide prevention and early intervention mental health services to children with special mental health needs, 0-5 years of age at four child development centers in Oakland through play therapy, milieu work with children in the classroom to support children, consultation with teachers in implementing the Second Step curriculum, and counseling and Second Step education classes to support parents.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Ala Costa Center	Ala Costa Centers Program Expansion	After School	Community-Based After School	Ala Costa is an enhanced learning program, after school, weekend, and during school holidays, for students age 5-22 who have a developmental disability such as Autism, Carebral Palsy, Mental Retardation and Down-syndrome. We provide tutoring, reading classes, nutrition, art, sex education, sign language, movement, and community integration courses, and provide vital support required to this underserved group of children for them to succeed in school and in life. They learn to communicate better, understand the world around them, and have a sense of belonging and confidence so that accomplishments become possible. This project will help us to serve more students.
American Indian Child Resource Center	Nurturing Native Pride	After School	Community-Based After School	AICRC's comprehensive after school program, serving an average of 30 middle school youth, 40 ongoing, offers culturally responsive education, which recognizes, respects, and utilizes Native students' identities and backgrounds in the learning process. Over the years, the needs of American Indian youth have become more complex, requiring a vigorous approach integrating psycho-social, cultural enrichment, positive health intervention, and physical fitness components into academic services. The program incorporates creative learning techniques that rely heavily on the involvement in traditional American Indian activities that build community while connecting to our ancestors and the spirit world.
Camp Fire USA	Kids with Dreams	After School	Community-Based After School	Kids With Dreams is a comprehensive youth development program serving disadvantaged girls and boys in West Oakland. The youth received focused support, encouragement and respect from caring adults. They participate in interactive and fun learning experiences that challenge them to be achievers within society rather than passive victims of or violent rebels against society.
East Bay Agency for Children	Hawthorne Family Resource Center (Eagles' Nest After School Program)	After School	Community-Based After School	East Bay Agency for Children (EBAC) is applying for \$125,000 for the Hawthorne Family Resource Center's 'Eagles' Nest After School Program' to support children's success in school for the school year 2008-2009. Established in 1992 as one of the first California Healthy Start sites, the Hawthorne Family Resource Center (HFRC) is a model program designed to support children and families in Oakland's Fruitvale District, a diverse and vital yet economically and socially distressed neighborhood. The program's wrap-around student and family services include: comprehensive school-based after school programming, mental health services, adult education, a parent center and a medical clinic.
East Oakland Boxing Association	Smartmoves Education and Enrichment Program	After School	Community-Based After School	The EOBA/ Smartmoves Program provides free, year round, comprehensive academic and enrichment activities for youth ages 5-13 and youth development, leadership, and physical education for youth ages 14-20. Programs include tutoring, mentoring, arts and crafts, health and nutrition, gardening, computer classes, paid youth internships, volunteer opportunities, field trips, and physical education including calisthenics, boxing, capoeira, and yoga.
East Oakland Youth Development Center	EOYDC Community After School Program	After School	Community-Based After School	The EOYDC After-School Program will operate from 3:00pm—6:30pm on Monday, Tuesday, Thursday, Friday, and 2:00—6:00 p.m. on Wednesday. It will serve a daily average of 125 participants ages 6-14 and offer: (1) academic support (homework help and academic tutoring) and (2) enrichment activities (media projects, visual and performing arts, sports and self-defense, computer tutoring, and cooking classes). Participants will also have unstructured free time to participate in elective activities such as reading, sports, computer use and art. Away from school-based activities, children and youth feel a sense of expectation and encouragement in a caring and nurturing environment.
Oakland Parks and Recreation	Oakland Discovery Centers	After School	Community-Based After School	The Oakland Discovery Centers is a comprehensive, after-school, and educational enrichment program with homework assistance, tutoring, fun hands-on science, computers, conflict resolution, woodworking, gardening, environmental science, art, music and video activities. Serving low-income children and youth at risk primarily between the ages of 6 and 14 in the neighborhoods of Central East Oakland and West Oakland. The program will be offered in the after-school hours, from 3 to 7 p.m. Tuesday to Saturday, 39 weeks in the year.
Oakland Parks and Recreation	Inclusion Center	After School	Community-Based After School	The Inclusion Center provides comprehensive after school linked programs with a focus on youth who are deaf, hard of hearing, developmentally disabled, or have other special needs. We support success in school by offering homework assistance, recreation, social development, and other developmental activities for disabled and non-disabled youth in an inclusive, asset rich, safe, supportive, and accessible environment, which promotes respectful and appropriate social interactions. In addition to after school services the Inclusion Center offers holiday and summer activities for youth as part of our year round link to school programming strategy.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
AspiraNet	Melrose Leadership Academy Extended Day Program	After School	School-Based After School	The Melrose Leadership Academy Extended Day Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	Piedmont Avenue After School Program	After School	School-Based After School	The Piedmont Avenue After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	Peralta After School Program	After School	School-Based After School	The Peralta After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	Grass Valley After School Program	After School	School-Based After School	The Grass Valley After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	EnCompass After School Program	After School	School-Based After School	The Encompass After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	RISE After School Program	After School	School-Based After School	The RISE After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	Carl B. Munck After School Program	After School	School-Based After School	The Carl B. Munck After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
AspiraNet	Howard After School Program	After School	School-Based After School	The Howard After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	International Community After School Program	After School	School-Based After School	The International Community After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	Think College Now After School Program	After School	School-Based After School	The Think College Now After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
AspiraNet	East Oakland Pride After School Program	After School	School-Based After School	The East Oakland Pride After School Program will address both students' academic needs and promote non-academic skill building and enrichment through engaging, high-interest approaches. Academic support will include homework help, remediation enrichment, and language development for English Language Learners. Enrichment activities will include sports and recreation and project-based learning clubs. The academic support and enrichment elements of the program will integrate youth development principles, including ways for youth to build meaningful relationships, gain leadership skills and develop real-world skills.
Bay Area Community Resources	Claremont Afterschool Program	After School	School-Based After School	The Claremont Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 120 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Emerson Afterschool Program	After School	School-Based After School	The Emerson Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Hoover After School Program	After School	School-Based After School	The Hoover Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 120 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Madison Afterschool Program	After School	School-Based After School	The Madison Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 7. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 120 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Bay Area Community Resources	Martin Luther King Elementary Comprehensive After School Program	After School	School-Based After School	The MLK Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 105 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Prescott Elementary (aka Preparatory Literacy Academy of Cultural Excellence)	After School	School-Based After School	The Prescott Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 110 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Sankofa Elementary Program	After School	School-Based After School	The Sankofa Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 100 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Santa Fe After School Program	After School	School-Based After School	The Santa Fe Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in North Oakland, District 1. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 100 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Esperanza Academy	After School	School-Based After School	The Esperanza Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 7. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Korematsu (Stonehurst)	After School	School-Based After School	The Korematsu Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 7. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Bridges (Melrose)	After School	School-Based After School	The Bridges Academy Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 95 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Glenview	After School	School-Based After School	The Glenview Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in Oakland's District 5. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Bay Area Community Resources	Greenleaf Elementary (Whittier)	After School	School-Based After School	The Greenleaf Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Community United Elementary (Lockwood)	After School	School-Based After School	The Community United Elementary School (CUES) Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Lafayette	After School	School-Based After School	The Lafayette Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland, District 3. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Learning Without Limits (Jefferson Campus)	After School	School-Based After School	The Learning without Limits Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in Oakland's District 5. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Global Family School (Jefferson)	After School	School-Based After School	The Jefferson Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in Oakland's District 5. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Futures Elementary (Lockwood)	After School	School-Based After School	The Lockwood Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Markham Elementary	After School	School-Based After School	The Markham Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.
Bay Area Community Resources	Whittier Afterschool Program	After School	School-Based After School	The Whittier Afterschool Program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland, District 6. The program would supplement ASES funding and community partner support with OFCY resources to serve a core group of 90 students with more specialized activities. These activities will address diverse student needs and build important assets that help ensure student success in school and beyond. A locally determined, site-based governance process will work to ensure the quality of the program over time.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Bay Area Community Resources	Bret Harte Community Academy	After School	School-Based After School	The Bret Harte Community Academy offers comprehensive after school programming for approximately 150 middle school youth. The Academy's programming provides academic support, mentoring and counseling, enrichment, and recreation five days a week, from the end of school until 6:30 pm. There are frequent weekend activities and quarterly special events. A portion of each day is devoted to homework assistance and expanding academic interests, critical thinking, and decision-making skills. The Academy collaborates closely with programs at feeder elementary schools, and with high schools that provide student mentors. The program runs from the second week of school until the first week in June.
Civicorps	Civicorps Renaissance After School Enrichment Program	After School	School-Based After School	Civicorps Elementary School seeks OFCY support for implementing the 2008-09 program year of its currently OFCY/ACES-funded comprehensive after school program. This program offers participants opportunities to develop as artists, scholars and citizens through a wide variety of arts- and service-based classes and activities and an academic enrichment program which includes homework centers and tutoring. Civicorps will continue its partnerships with both Destiny Arts and MOCHA (Museum of Children's Art) to serve 120 students and their families.
East Bay Agency for Children	Sequoia Healthy Start	After School	School-Based After School	Sequoia Healthy Start (SHS) supports children's success in school comprehensive school-based after school programming. The SHS after-school program serves 95 students each school year in a 5-day-a-week setting providing: academic, enrichment and recreation programs aligned with Sequoia's and OUSD's ASES goals; mentoring and tutoring; training and curriculum; parents/caregivers as teachers; and outreach to underperforming students. We meet all OFCY standards for Support for Children's Success in School, and produce significant spin-off benefits in the areas of Prevention, Models of Child and/or Youth Development Principles, Cost-Effective Services, and Collaborative Programs.
East Bay Asian Youth Center	EBAYC @ La Escuelita	After School	School-Based After School	EBAYC @ LA ESCUELITA is a comprehensive after-school learning center providing an integrated array of academic support, cultural enrichment, and parent education to 90 students, five-days-a-week, 3 hours per day, 165 school days. EBAYC @ LA ESCUELITA will demonstrate positive student outcomes, as indicated by self-report surveys, school grade reports, and the California Standards Test.
East Bay Asian Youth Center	Roosevelt Village Center	After School	School-Based After School	ROOSEVELT VILLAGE CENTER is a comprehensive after-school learning center providing an integrated array of academic support, cultural enrichment, and parent education to 200 students, five-days-a-week, 3 hours per day, 165 school days. ROOSEVELT VILLAGE CENTER will demonstrate positive student outcomes, as indicated by self-report surveys, school grade reports, and the California Standards Test.
East Bay Asian Youth Center	EBAYC @ Franklin	After School	School-Based After School	EBAYC @ FRANKLIN is a comprehensive after-school learning center providing an integrated array of academic support, cultural enrichment, and parent education to 200 students, five-days-a-week, 3 hours per day, 165 school days. EBAYC @ FRANKLIN will demonstrate positive student outcomes, as indicated by self-report surveys, school grade reports, and the California Standards Test.
East Bay Asian Youth Center	EBAYC @ Bella Vista	After School	School-Based After School	EBAYC @ BELLA VISTA is a comprehensive after-school learning center providing an integrated array of academic support, cultural enrichment, and parent education to 140 students, five-days-a-week, 3 hours per day, 165 school days. EBAYC @ BELLA VISTA will demonstrate positive student outcomes, as indicated by self-report surveys, school grade reports, and the California Standards Test.
East Bay Asian Youth Center	EBAYC @ Garfield	After School	School-Based After School	EBAYC @ GARFIELD is a comprehensive after-school learning center providing an integrated array of academic support, cultural enrichment, and parent education to 160 students, five-days-a-week, 3 hours per day, 165 school days. EBAYC @ GARFIELD will demonstrate positive student outcomes, as indicated by self-report surveys, school grade reports, and the California Standards Test.
East Bay Asian Youth Center	EBAYC @ Manzanita	After School	School-Based After School	EBAYC @ Manzanita is a comprehensive after-school learning center providing an integrated array of academic support, cultural enrichment, and parent education to 120 students, five-days-a-week, 3 hours per day, 165 school days. EBAYC @ Manzanita will demonstrate positive student outcomes, as indicated by self-report surveys, school grade reports, and the California Standards Test.
Girls Inc of Alameda County	Parker After School Program Collaborative	After School	School-Based After School	The Parker After School Program Collaborative (PASPC) includes Girls Inc of Alameda County as the lead, Super Stars Literacy (SSL) and Prescott Circus Theater. PASPC will serve 150 unduplicated youth. Program areas include GIRLStart, designed to increase literacy skills, self-esteem and success of girls in K-3 rd grades; WOW!, for 4 th and 5 th grade girls is designed to maintain GIRLStart's literacy gains and increase girls' identity as athletes; SSL combines reading instruction, language acquisition and social/behavioral skill development for boys in K-2 grades; and Prescott Circus provides circus arts instruction and performing arts education for 4 th and 5 th grade youth.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Higher Ground Neighborhood Development	Allendale Tigers Roar After School Program	After School	School-Based After School	The Allendale Tigers Roar After School Program is a comprehensive program that offers academic support through tutoring and homework assistance and enrichment and recreation activities that include visual and performing arts, service learning and organized sports and fitness activities.
Higher Ground Neighborhood Development	Brookfield Lions Roar After School Program	After School	School-Based After School	The Brookfield Lions Roar After School Program is a comprehensive program that offers academic support through tutoring and homework assistance and enrichment and recreation activities that include visual and performing arts, service learning and organized sports and fitness activities.
Higher Ground Neighborhood Development	New Highland Solar Rays After School Program	After School	School-Based After School	The New Highland Solar Rays After School Program is a comprehensive program that offers academic support through tutoring and homework assistance and enrichment and recreation activities that include visual and performing arts, service learning and organized sports and fitness activities.
Higher Ground Neighborhood Development	Sobrante Park Eagles Soar After School Program	After School	School-Based After School	The Sobrante Park Eagles Soar After School Program is a comprehensive program that offers academic support through tutoring and homework assistance and enrichment and recreation activities that include visual and performing arts, service learning and organized sports and fitness activities.
Learning for Life	Horace Mann After School Program	After School	School-Based After School	The Horace Mann Afterschool Program will offer services to a total of 170 students, 5 days a week, 17.25 hours a week. All Students will participate in enrichment classes of Performing Arts, Martial Arts, Computers and Nutrition Education. Students will also receive daily homework help and small group tutoring. The program will employ one full-time staff and fifteen part-time staff as well as teachers through matching funds.
Learning for Life	Burckhalter Afterschool Program	After School	School-Based After School	The Burckhalter Afterschool Program will offer services to a total of 105 students, 5 days a week, 17.25 hours a week. All Students will participate in enrichment classes of Performing Arts, Sports, Computers and Arts/Crafts. Students will also receive daily homework help and small group tutoring. The program will employ one full-time staff and ten part-time staff.
Lighthouse Community Charter School	Safe Harbor After School Program	After School	School-Based After School	Through the Safe Harbor After School Program, Lighthouse Community Charter School and several community partners will offer 25,598 units of service to provide 175 unduplicated K-8 students, ages 5-14, with a comprehensive, enriching and academically invigorating after school program, offered free of charge in downtown Oakland. School-linked and comprehensive, the program has been designed to employ many best practices for effective after school programs including mentoring academic and literacy support, and opportunities for skill building and exposure to a wide array of enrichment activities that motivate students.
Oakland Asian Students Educational Services	Westlake Eagle Village Community Center (EVCC) Extended Day Program	After School	School-Based After School	EVCC has successfully collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming for 7 years. EVCC will provide academic, cultural, recreational, and leadership classes to 120 low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCC's classes are taught by credentialed Westlake teachers, students from local universities as well as working professionals from the community who specialize in academic and enrichment activities with a teacher/student ratio between 1:7 and 1:20. Students receive letter grades and course credit for each class.
Oakland Asian Students Educational Services	Quest After School Program @ Cleveland	After School	School-Based After School	OASES QUEST provides after school youth programming at Cleveland Elementary School that combines academic and enrichment activities, community-building, service learning and leadership opportunities, building bonds with caring adults, and a safe environment for youth to learn. Building upon the accomplishments, capacity and growing experience of OASES-QUEST, the program will serve 90 youth (28% of the school population) in grades K-5 from 3-6 PM (except Wednesdays from 1:30-6PM) for 158 days per school year.
Oakland Asian Students Educational Services	OASES Lincoln Elementary Advancement Project (LEAP)	After School	School-Based After School	Oakland Asian Students Educational Services (OASES) LEAP provides comprehensive after school programming to 120 unduplicated youth Monday through Friday from 3-6PM. LEAP serves youth, in grades 3-5, attending Lincoln Elementary School, a vast majority of whom are low-income and English Language Learners. LEAP engages youth through personalized academic support, recreation, and enrichment including art, nutrition, diversity education and leadership to help the youth succeed academically, socially and emotionally. OASES emphasizes community involvement, working with 400 U.C. Berkeley volunteers and collaborating with many Oakland community-based organizations to reach OASES's mission to "maximize [each youth's] potential through educational services and social support."

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Oakland Leaf	ASCEND Sunset Warriors	After School	School-Based After School	ASCEND Sunset Warriors is a community of student advocates, including artists, educators, and parents, who collectively manifest an after-school program that offers each student 1) homework support, small group instruction and intensive academic remediation as needed; 2) enrichment in visual and performing arts and garden ecology; 3) sports and physical fitness opportunities; 4) family support services; and 5) character development through peer education, community service, team-building, and other activities that empower community members as agents of change. In 2008-2009, 200 students, grades kindergarten through eight, will attend 15 hours per week for 168 program days.
Oakland Leaf	UPA Urban Arts After School Program	After School	School-Based After School	The UPA Urban Arts After School Program is a community of student advocates, including artists, educators, and parents, who collectively manifest an after-school program that offers each student 1) homework support, small group instruction and intensive academic remediation as needed; 2) enrichment in visual and performing arts and garden ecology; 3) sports / physical fitness opportunities; 4) family support services; and 5) character development through peer education, community service, team-building, and other activities that empower community members as agents of change. In 2008-2009, 160 students, grades six through eight, will attend 15 hours per week for 165 program days.
Oakland Youth Chorus	AWESome Extended Learning Program	After School	School-Based After School	ACORN-Woodland offers a comprehensive after school extended learning program (AWESome ELP) that is designed to encourage safe, nurturing and educationally enriching alternatives for ACORN students in the after school hours. The ELP employs strategies for fostering arts enrichment as well as academic and social-emotional success that are consistent with best practices in the fields of education and youth development and the OFCY strategic plan.
Oakland Youth Chorus	Fruitvale School Extended Learning Program	After School	School-Based After School	Fruitvale's diverse and engaging program includes academic components coordinated by the school; OYC's Music in the School curriculum, featuring Miracle Chorus, African dance, and Latin percussion; physical activity programming; and additional enrichment activities such as arts and crafts and digital arts classes led by school staff. Fruitvale is unique among OYC arts enrichment sites because it is the pilot for new efforts to integrate our dance, percussion, and singing in ways that are more authentic to the traditions studied.
OUSD-Alliance Middle School	Alliance With Performing Arts	After School	School-Based After School	Performing Arts program staffed by competent, trained and supportive adults. "Alliance with Performing Arts" will enrich/nurture and develop academic, cultural and behavioral skills in a safe supportive environment. The major goals for this grade levels – increase expertise, also encourage and nurture risk, knowledge, resilience and creativity.
OUSD-Elmhurst Community Prep	Music Preps Elmhurst Students for Success.	After School	School-Based After School	A Performing Arts program staffed by competent, trained and supportive adults. "Music Preps Elmhurst Students for Success" will enrich/nurture and develop academic, cultural and behavioral skills in a safe supportive environment.
OUSD-Lakeview Elementary	Ujima After School Program	After School	School-Based After School	Lakeview Elementary School's Ujima After-school Program intends to expand services and staffing to provide programming in gardening and music production to a growing number of 1 st -5 th grade students (110 students to be served in 08-09) and to expand opportunities for family involvement. The program will support existing staff and programming in implementing the Ujima enrichment curriculum, which consists of physical activities and the arts, and includes a well-rounded and practical theory of unity, arts, life skills, life defense, team ethics, and language. The program will offer daily academic support to Lakeview students, the majority of whom are underperforming academically.
OUSD-Laurel Elementary	Laurel Community Partnership Academy	After School	School-Based After School	The after-school program at Laurel Elementary School provides a comprehensive program through offering, developmentally and age appropriate, academic intervention/enrichment as well as youth development activities. The services provided supplement the school days academic program, supporting the site in accomplishing its goals as outlined in the school site plan. The academy not only partners with community based organizations, but encourages and promotes opportunities for parent/family engagement and leadership.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
OUSD-Manzanita SEED	Manzanita SEED	After School	School-Based After School	Manzanita SEED Extended Day is a comprehensive after-school program that is committed to improving academic achievement, creating cross-cultural awareness and building community ownership among Manzanita SEED students. Manzanita SEED Extended Day will provide a variety of integrated academic support, arts enrichment, and sports education for 110 students, five days/week, three hours/day, 170 school days. Manzanita SEED Extended Day's strategic partners include Manzanita SEED Elementary School, Opera Piccola, Learning for Life, Prescott Circus Theatre, and Sports 4 Kids. Manzanita SEED Extended Day will show positive student gains, as indicated by school attendance reports, school grade reports, and the California Standards Test.
OUSD-Marshall	Program Inspire	After School	School-Based After School	Marshall Elementary proposes to implement a high-quality after school that leverages ASES funding of almost \$100,000. Program Inspire will be implemented via a partnership between Marshall and Learning for Life, a program of the Bay Area Council, with extensive experience in after school programming around the Bay Area. Program Inspire will operate five days per week from the end of the school day until 6pm. It will provide our students with academic support and intervention, largely funded by ASES resources. We request that OFCY fund arts, recreation and other enrichment programming built on sound principles of youth development.
OUSD-Maxwell Park Elementary	Maxwell Park After-School Program	After School	School-Based After School	Maxwell Park After-school Program intends to serve 100 ethnically diverse students, grades K-5, the majority of whom are far below to basic in either reading or math or both, and 21% of whom are English language learners. In cooperation with community partners, we will provide daily physical fitness/sports activities, and enrichment classes such as art, music, leadership skills, and violence prevention. Students will also receive daily small-group writing instruction including grammar, vocabulary, creative writing, and activities to improve motor skills along with one-on-one and small-group tutoring and homework assistance.
OUSD-West Oakland	WOMS After-School Program	After School	School-Based After School	A comprehensive after-school program that provides high-quality homework help, tutoring, and arts-based enrichment and recreation activities. WOMS After-School program provides invaluable opportunities for development and exploration among our student body that is primarily comprised of low-income African American youth.
Safe Passages	United For Success After School Program	After School	School-Based After School	Safe Passages, partnering with United For Success (UFS) Middle School, Citizen Schools, Friends of Peralta Hacienda Historical Park, and Spanish Speaking Citizens Foundation proposes to provide OFCY programming at UFS Middle School. These services will include mentoring programs, arts, music, exposure to higher education, and recreational programming. Goals include improving engagement in school, skill-building and exposure to the arts.
Safe Passages	Frick After School Program	After School	School-Based After School	Safe Passages, partnering with Frick Middle School, San Francisco State University, Bay Area Video Coalition, Destiny Arts, Art Esteem proposes to continue to provide and expand OFCY programming at Frick Middle School. Services will include instruction in cutting-edge technologies such as animation & digital music, and arts & recreation programming. Goals include improving engagement in school, skill-building and exposure to the arts.
Safe Passages	Safe Passages / Edna Brewer After School Program	After School	School-Based After School	Safe Passages, partnering with Brewer Middle School, San Francisco State University, Bay Area Video Coalition, and Opera Piccola proposes to provide OFCY programming at Edna Brewer Middle School. Services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building. Goals include improving engagement in school, skill-building and exposure to the arts.
Safe Passages	Coliseum College Preparatory After School Program	After School	School-Based After School	Safe Passages, partnering with Coliseum College Preparatory Academy, San Francisco State University College of Extended Learning, Bay Area Video Coalition, Citizen Schools and Destiny Arts proposes provide OFCY programming at CCPA. These services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building and apprenticeships. Goals include improving engagement in school, skill-building and exposure to the arts.
Safe Passages	Roots After School Program	After School	School-Based After School	Safe Passages, partnering with Roots International (ROOTS) School, San Francisco State University, Bay Area Video Coalition, Destiny Arts, Citizen Schools proposes provide OFCY programming at ROOTS. These services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building and apprenticeships. Goals include improving engagement in school, skill-building and exposure to the arts.

ATTACHMENT A2: AFTER SCHOOL PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Spanish Speaking Citizens Foundation	Pathways After School Enrichment Program @ Lazar	After School	School-Based After School	The Pathways After School Program will be implemented at the Lazear Elementary School. This program is based on the ASPIRE initiative. The program will provide academic support (differentiated instruction) to meet the unique needs of ELD and age appropriate learning; enrichment activities in the areas of journalism, sports, arts, drama and music; and will build students' life skills through exposure to conflict resolution techniques. We fully anticipate that participating students will demonstrate increased self-esteem and improved academic performance. Classes will be taught by enthusiastic teachers, wishing to connect with students outside of the traditional 8-3 setting, as well as by community groups.
Spanish Speaking Citizens Foundation	Urban Arts After School Program	After School	School-Based After School	The Urban Arts program will be implemented at the Peralta Creek Middle School. The object of the program is to provide academic support, enhance physical, mental and social well-being, and help youth discover and build their unique skills and talents in order to improve academic excellence and performance and make positive choices. Classes may include salsa and hip hop dancing, graffiti, world drumming, and web design. These classes will be taught by enthusiastic teachers, wishing to serve as positive adult role models and connect with students outside of the traditional 8-3 setting, as well as by community groups.
Urban Services YMCA	Explore "Eye of the Tiger" After School Program	After School	School-Based After School	Explore "Eye of the Tiger" program is a comprehensive collaborative after-school program at Explore Middle school that will serve over 130 students with academic support, enrichment activities, sports and leadership programs. Urban Services YMCA will manage the collaborative as lead collaborative agent to ensure program quality, accurate and timely reporting, and fiscal responsibility. The collaborative mission will be to empower and encourage the students and families we serve to live a healthy and balanced lifestyle through positive development of the mind, body and spirit.
Urban Services YMCA of the East Bay	Cole Middle	After School	School-Based After School	Explore "Eye of the Tiger" program is a comprehensive collaborative after-school program at Explore Middle school that will serve over 130 students with academic support, enrichment activities, sports and leadership programs. Urban Services YMCA will manage the collaborative as lead collaborative agent to ensure program quality, accurate and timely reporting, and fiscal responsibility. The collaborative mission will be to empower and encourage the students and families we serve to live a healthy and balanced lifestyle through positive development of the mind, body and spirit.

**ATTACHMENT A3: SUMMER
PROGRAM SUMMARIES**

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Aim High	Aim High/Oakland	Summer Enrichment	Summer Enrichment	The mission of Aim High is to provide underserved urban youth with challenging, innovative and highly supportive educational programs, most notably our exemplary summer school. The goal of Aim High is to ensure that our students are well prepared for success in school, have a deep appreciation for their community, and are aware of the issues – personal, local and environmental – that affect their lives. Our vision is to inspire youth to reach for their dreams. Aim High is requesting funds support the expansion of its model summer school program in Oakland, serving 270 middle school youth at three different school sites in 2008.
Alta Bates Summit Foundation	Middle School Youth in Medicine Summer Camp	Summer Enrichment	Summer Enrichment	The Youth in Medicine Summer Camp will provide a safe, fun, and exciting experience for 40 "at-risk" children from seven Oakland middle schools. These students have been identified as students who have a strong interest in science and a desire to improve academic skills. Designed to improve students' understanding and skills in English, Math, and Science, while engaging them physically, socially, and mentally, activities will empower participants to build confidence, establish a strong sense of self, practice stress management, and increase responsibility, continuing on into the next school year with skills to improve performance in all of these areas.
American Indian Child Resource Center	Summer Urban Rez	Summer Enrichment	Summer Enrichment	The Summer Urban Rez program offers culturally responsive activities and education, which recognizes, respects, and utilizes Native youths' identities and tribal backgrounds. The program engages American Indian youth in activities, such as cultural and media arts, field trips and camping trips, playwriting, and traditional Native dance and regalia making taught by local Native artists who are experts at their craft. Well trained staff maintain a low adult/student ratio which allows for meaningful positive relationships in a physically, emotionally, and culturally safe space.
Destiny Arts Center	Camp Destiny	Summer Enrichment	Summer Enrichment	Destiny Arts Center is requesting funding from OFCY to support participant scholarships for Camp Destiny, an innovative summer enrichment program that serves 150 children each year, ages 7 to 12. The six-week day camp program is scheduled Monday through Friday from 9:00am to 5:00pm, will take place at our facility on 42 nd Street in North Oakland – which features an adjacent park for safe outdoor activities – and will provide opportunities for children from different schools, cultures, ages, and economic realities to come together and engage in the martial arts, dance, theater, performance, arts and crafts, and outdoor activities.
East Bay Agency for Children	San Antonio Summer Sports Initiative (SASSI)	Summer Enrichment	Summer Enrichment	The San Antonio Summer Sports Initiative is a summer learning initiative providing two unique elements: 1) Girls Outside!, an intensive outdoor education program for middle school girls to learn and lead backpacking trips; and 2) SASSI Soccer, a sports education program for elementary school girls and boys to learn the game of soccer. SASSI will serve a minimum of 100 elementary school girls and boys to learn the game of soccer. SASSI will serve a minimum of 100 elementary school youth and 25 middle school youth. Each youth will participate in a minimum of 80 to 90 hours of program activity with very individualized support from trained, competent, and committed youth development staff.
East Oakland Youth Development Center	Summer Cultural Enrichment Program (SCEP) 2008	Summer Enrichment	Summer Enrichment	The Oakland Youth Development Center (OYDC), a safe haven in the middle of East Oakland will provide a free summer program to many of the area's poorest families. Up to 200 children will be fed, learn computer skills, and participate in academic, enrichment, wellness and recreation activities that include: a Reading Club; Creative Writing and Storytelling; Cooking; Visual and Performing Arts; Digital Media Projects; a Fashion Show; Physical Development and Fitness activities; five field trips and a Back-To-School Rally before school starts. The program will take place daily from 10:00 a.m. to 4:00 p.m., from June 23 to August 1.
Family Support Services of the Bay Area	Kinship Summer Youth Program (KSYP)	Summer Enrichment	Summer Enrichment	KSYP is a project of the Northern Alameda County Kinship Collaborative that will provide an intensive seven-week summer program for 80 unduplicated children and youth (ages 6-14) at two sites (in East and West Oakland). The children served will live with a grandparent or other relative caregiver. They will be underperforming in school, experiencing behavioral problems, and/or at risk of neglect/abuse in the home. The program will boost academic performance, develop leadership and social skills, and help participants develop positive relationships with peers and adults.
Girls Inc of Alameda County	Concordia Park Young Girls Summer Program	Summer Enrichment	Summer Enrichment	Girls Incorporated of Alameda County (Girls Inc.) seeks OFCY funding for the Concordia Park Young Girls Summer Program, a six-week enrichment program for girls ages 6-8 that offers a safe environment and strong programming designed within a youth development framework. The program will provide 40 underserved elementary-age girls with a broad range of learning and recreational opportunities to enhance their physical, social, emotional, artistic, and academic development. To inspire them to be strong, smart, and bold, girls will participate in a full day of programming in areas including health and nutrition, visual and performing arts, team sports, and life skills.

**ATTACHMENT A3: SUMMER
PROGRAM SUMMARIES**

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Girls Inc of Alameda County	Eureka! Teen Achievement Program	Summer Enrichment	Summer Enrichment	Girls Inc. seeks funding for the summer programming offered to girls during their first or second years with the Eureka! Teen Achievement Program (Eureka!)—the Rookie and Vet years. With an emphasis on underserved girls attending Oakland public schools, during 2008-09, Girls Inc. will serve approximately 75 Rookies and Vets (girls ages 14 – 16) through this summer enrichment program. By providing hands-on learning opportunities and structured collage preparatory classes, as well as sports and diverse recreational activities, Girls Inc. will build girls self-esteem, skills, and academic confidence.
Leadership Excellence	Freedom Schools	Summer Enrichment	Summer Enrichment	Oakland Freedom School is a five-week summer program that provides leadership training, strengthens academic skills, and supports community improvement opportunities for children ages 6-14 who reside in low-income communities. Through leadership development, a comprehensive reading curriculum and academic support services, the program is designed to develop leaders who can organize and lead positive changes in the community.
Marcus A. Foster Educational Institute	Prescott Circus Theatre Summer Program	Summer Enrichment	Summer Enrichment	Prescott Circus Theatre will provide a summer program of Circus Arts and Academic Enrichment, serving 30 students ages 8-16 for 5 weeks M-F, 9:30 am – 3:00 pm plus extra field trips. Participants will work with professional artists to increase circus skills and enhance confidence and teamwork plus receive direct instruction from certificated teachers in written language, oral language, and math, plus individual tutoring for identified needs. Youth will have recreational options. Youth will perform on a rotating basis at various venues. Culminating performances will serve 1500 additional Oakland children at the Malonga Casquelourd Center.
Oakland Asian Students Educational Services	OASES Summer Playhouse	Summer Enrichment	Summer Enrichment	OASES Summer Playhouse is a theatre arts summer program for youth entering the 4 th -6 th grades. Activities include: acting, script-writing, marketing, set/costume design; field trips focusing on performing/creative arts; team building; and a community performance at the conclusion of the program. Priority in enrollment will be given to youth from Lincoln and Cleveland Elementary Schools, current OASES partners, with each site having an OASES-led school-based after school program during the academic year. The Summer Playhouse will extend these services for these students, who are primarily low-income, English Language Learners, while still making the program available to all Oakland youth.
Oakland Leaf	Oakland Peace Camp	Summer Enrichment	Summer Enrichment	Oakland Peace Camp (OPC) is a creative, nurturing, and empowering summer learning environment for Oakland youth who may not otherwise have a safe place to explore personal and social issues, develop artistic and academic abilities, and grow as human beings and community leaders. In 2008, OPC will provide 100 middle and high school youth with opportunities for a safe summer learning environment, academic development, leadership development, arts skill development, and healthy nutrition.
Oakland Parks and Recreation	Oakland Discovery Centers	Summer Enrichment	Summer Enrichment	The Oakland Discovery Centers is a comprehensive educational enrichment program with, tutoring, fun hands-on science, computers, conflict resolution, woodworking, gardening, environmental science, art, recreation, music and video activities. Serving low-income children and youth at risk primarily between the ages of 6 and 14 in the neighborhoods of Central East Oakland and West Oakland. The program will be offered from 3 to 7 p.m. Tuesday to Saturday, 9 weeks in the summer.
Oakland Parks and Recreation	OPR Summer Camp Explosion!	Summer Enrichment	Summer Enrichment	The City of Oakland Office of Parks and Recreation (OPR) has developed <i>OPR Summer Camp Explosion</i> – a continuum of three summer program experiences for at-risk youth that, through skill-building and nature education, connects youth to themselves, to each other, and to their community. It is comprised of a 10-week day camp at six sites in Oakland; overnight camps at Feather River Camp near Quincy, CA and a culminating closing ceremony (exhibit and performance) for the Oakland community.

**ATTACHMENT A4: PHYSICAL AND BEHAVIORAL HEALTH
PROGRAM SUMMARIES**

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
AIDS Project of the East Bay	LGBT Youth Health & Wellness Conductors Project	Physical and Behavioral Health	Physical and Behavioral Health	This project seeks to address the need for tailored preventive health services among LGBT youth by identifying, training and deploying Youth Health Advocates - "Youth Health & Wellness Conductors" - to assist in positively shifting the norms among Oakland's LGBT youth with respect to 1) substance use including tobacco use, 2) sexual risk-taking and sexual health, 3) violence, and 4) proactive approaches to health such as healthy diet and exercise.
America SCORES Bay Area	Oakland SCORES	Physical and Behavioral Health	Physical and Behavioral Health	America SCORES Bay Area-Oakland will partner with eight elementary schools in East Oakland to offer comprehensive soccer, wellness, poetry, and service-learning activities to 200 youth in grades 3-5. Grant funds for this project will be used for the soccer and wellness components of our program as well as for the academic, literary arts, and service-learning program activities. Project outcomes for participating students include: increased self-esteem, increased self-efficacy, and improved physical fitness.
American Lung Association	Oakland Kicks Asthma	Physical and Behavioral Health	Physical and Behavioral Health	Oakland Kicks Asthma is large scale initiative to reduce morbidity of childhood asthma in Oakland. Partners include OUSD, American Lung Association, and Oakland Heroes. This initiative will expand proven interventions and will integrate them into a comprehensive service network. Direct service activities include group health education classes for asthmatics in 52 OUSD schools and a home based case management program for the very highest risk children. A minimum of 600 children (ages 5-18) in Oakland who have asthma will be served during the 2008-2009 year. Participants will have the knowledge, skills, support, and confidence to keep their asthma in control. Anticipated outcomes include a reduction in acute care visits, school absences, and symptom frequency.
Bay Area Outreach and Recreation Program	Sports and Recreation for Disabled Youth	Physical and Behavioral Health	Physical and Behavioral Health	BORP will provide accessible sports and recreation programming for 30 physically disabled Oakland youth ages 5-20. Demonstrated outcomes include improved health and fitness, increased self-confidence and independence, and avoidance of high-risk behaviors. Adapted cycling and outdoor recreation take place on weekends at Aquatic Park and various local recreation areas. Wheelchair basketball and soccer are held Saturdays at James Kenney Gym. Project includes wheelchair-accessible transportation, nutrition education and healthy snacks, and fosters relationships with peers and caring adults. A Transition Coordinator will oversee a new mentoring program, provide transitional support and linkage services for high-risk youth.
Big Brothers Big Sisters of the Bay Area	Community Based Youth Mentoring Services	Physical and Behavioral Health	Physical and Behavioral Health	BBBSBA will increase our Community-Based Mentoring in Oakland from its current 73 matches to 115. In this program, girls and boys ages 6-20 ("Littles") develop and take part in a long-term mentoring relationship with volunteer adults ("Bigs"). Together, they do activities several times a month on their own schedules, on a continuing basis. BBBSBA provides thorough screening of adult volunteers and, once accepted and matched, significant ongoing training and support from the organization. For the youth involved, Bigs are the face of BBBSBA. A majority of program youth are academically, legally and/or financially challenged.
First Place for Youth	Healthy Transitions Project	Physical and Behavioral Health	Physical and Behavioral Health	First Place for Youth is an Oakland-based nonprofit dedicated to helping Oakland youth between the ages of 16-20 prepare to "age out" of the foster care system and make a successful transition to healthy, independent adulthood. First Place will provide services to 350 Oakland youth in six program areas: case management, educational and vocational development, life skills, leadership development, outreach, and community building. All programs are offered in safe, accessible community spaces. Youth to staff ratio is low to promote meaningful relationships with caring adults.
La Clinica de La Raza	Teens and Tots Program	Physical and Behavioral Health	Physical and Behavioral Health	The Teens and Tots Program will provide high-quality, youth- and family-centered pediatric and adult medical care; intensive case management services; and a diverse range of parenting education and support to teen parents and their young children in the Fruitvale District of Oakland. Activities include: one-on-one case management and counseling, couples counseling, medical care teens and their children, CenteringPregnancy-group prenatal care, childbirth and breastfeeding classes, and supportive assistance with child health insurance. The program will have an average of 400 participants, hold a projected 5,446 sessions throughout the year, and deliver 5,567 total units of service. The OFCY cost per unit of service is \$31.43.

**ATTACHMENT A4: PHYSICAL AND BEHAVIORAL HEALTH
PROGRAM SUMMARIES**

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Native American Health Center	Indigenous Youth Voices	Physical and Behavioral Health	Physical and Behavioral Health	Our approach is culturally relevant and family orientated. The FCGC and Youth Program staff combine prevention, intervention and treatment to address the changing needs of Native American youth in Oakland. Our programs allow youth to develop skills according to their strengths, interests, and abilities, while challenging them to understand the relationship between commitment, positive decision-making and success. We promote a healthy environment for Native American youth and their families, and enable them to be active members of the community and participate in cultural, recreational, clinical and educational activities.
Oakland Bases Urban Gardens OBUGS	Planting A Future	Physical and Behavioral Health	Physical and Behavioral Health	OBUGS is a 9-year-old nonprofit whose mission is to build healthy communities through programs offered to children, youth, and families in neighborhood gardens and greenspaces. OBUGS requests \$100,000 of funding to support its Planting a Future project, which includes garden-based School-Linked, After-School, Summer Camp, and YO!BUGS programs. Several neighborhood events, fieldtrips, and a weekly farmstand will also be supported. The programs will serve 450 West Oakland children ages 5-18 with hands-on activities promoting healthy food choices, healthy life choices, community building, leadership, and educational enrichment.
Oakland International High School	Refugee and Immigrant Wellness Project	Physical and Behavioral Health	Physical and Behavioral Health	For the proposed Refugee and Immigrant Wellness Project, Oakland International High School will collaborate with Refugee Transitions, Girls, Inc., Youth Uprising, Cycles of Change, and Soccer Without Borders to provide tutoring and mentoring, brief intervention counseling, conflict resolution, case coordination services, and health and recreational activities for at least 220 youth.
Project Re-Connect	Project Re-Connect	Physical and Behavioral Health	Physical and Behavioral Health	Project Re-Connect (PRC) is an educational/counseling program to assist "high-risk" youth aged 12 to 18 years. This program addresses the need of the youth and parents in developing strategies that prepare them for making positive life changes and to divert these "high-risk" youths from further involvement with the Juvenile Justice System. The youth participating in PRC's intervention program are typically beginning to engage in criminal behavior, which often results from a breakdown in the needed connection with available resources.
Sports4Kids	Sports4Kids After School Program	Physical and Behavioral Health	Physical and Behavioral Health	Sports4Kids is committed to providing physical activities for 20-25 students per school in 25 Oakland public schools in order to promote healthy living. In addition to enhancing students' physical health, Sports4Kids programming is designed to aide in students' social and intellectual development as well. Sports4Kids' After School Program participants are selected with careful coordination between Sports4Kids staff and school principals, teachers, and parents. High priority is given to students who are in need of a quiet, structured environment in which to work on their homework, as well as students who have traditionally scored poorly on standardized tests.
Through the Looking Glass	Services to Children with Disability Issues	Physical and Behavioral Health	Physical and Behavioral Health	Project provides prevention and disability/deafness mentoring services to 110 culturally diverse children (0-20 years) throughout Oakland who have disabilities, delays or significant medical issues, or have siblings, parents or parenting grandparents with deafness, disabilities, or significant medical issues. Support for healthy development and behavior through prevention and mentoring services is provided by disability, developmental specialists or occupational therapists, primarily with personal or family disability/deafness experience, during home visits to child and family, groups for children and parents at Cesar Chavez School's CCS MTU, and networking. Home-based tutoring is provided for children whose parents with disabilities have difficulty assisting with homework.
Unity Council	Neighborhood Sports Initiative	Physical and Behavioral Health	Physical and Behavioral Health	The goal of the Neighborhood Sports Initiative (NSI) is to ensure that children and youth, ages 8 to 18, residing in Oakland's Fruitvale neighborhood are able to access sports activities during after-school hours, with particular emphasis on utilizing existing OUSD facilities. The NSI is comprised of two major components: The 6 p.m. -9 p.m. Program and the Girls Sports Program. Both programs provide outlets for physical exercise, strive to help children and youth build lifelong healthy habits, develop leadership skills, and experience sports and outdoor activities outside of their local environment.

ATTACHMENT A5: OLDER YOUTH
PROGRAM SUMMARIES

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Alameda County Medical Center	Model Neighborhood Program	Older Youth	Career/College	The Model Neighborhood Program is a youth development program serving 900 middle and high school students. The Program many components including: (1) a Health Career Training Internship which prepares 146 youth for careers in the medical field by partnering them with health professionals during an internship at Highland Hospital and Eastmont Wellness Center, and (2) Health Education at school for 754 youth, which promotes violence prevention and good health practices.
Alameda Family Services	DreamCatcher	Older Youth	Career/College	DreamCatcher, a program of AFS, will provide career and college readiness activities to runaway, throwaway, homeless or at risk youth in Oakland. Tutoring, mentoring, academic assistance, training and opportunities for meaningful paid work will be provided in addition to a range of support services needed to address these youths' more intractable problems: poverty, poor education and fractured families. DreamCatcher will work with youth to re-enroll or remain in high school, enroll in college or vocational training, learn job readiness skills or obtain employment so that they can exit street life, achieve self-sufficiency and a brighter future.
Centro Legal de la Raza	Youth Law Academy	Older Youth	Career/College	The Youth Law Academy supports career and college readiness and leadership development for Oakland high school students who are low-income, minority, immigrant or first-generation college bound. Through a coordinated program of academic support, college preparation and application services, career exploration in the law, mentoring, mock trial, and outreach to their peers, youth will succeed in high school, prepare for transition to college, and develop leadership skills to work for social justice in their community. YLA operates during the school year for 30 students (10 sophomores, 10 juniors, 10 seniors), with juniors also working in unsubsidized summer internships at law firms.
Eastside Arts Alliance	ESAA Youth Arts Program	Older Youth	Career/College	The ESAA Youth Arts Programs employ a cultural empowerment model that is centered in Hip Hop and social justice, while incorporating entrepreneurial and career building elements. What once began as the expressive voice of ghetto youth has now been integrated into the American mainstream culture in an effort to promote consumerism, sexism, ignorance and greed. ESAA attempts to offset this pattern by revisiting a model of Hip-Hop that is progressive and innovative. Our model reaches youth through four primary channels: 1) Neighborhood Visual Arts, 2) Music & Song Development, 3) Dance Production, 4) Youth Teacher Training/Event Production.
Girls Inc of Alameda County	Eureka! Teen Achievement Program	Older Youth	Career/College	Girls Inc. seeks funding for programming offered to girls in their third or fourth years with the Eureka! Teen Achievement Program (Eureka!), the Internship component of this intensive four-year program. With an emphasis on underserved girls attending Oakland public schools, during 2008-09, Girls Inc. will serve between 50 and 60 interns, ages 15 - 17. The internship program of Eureka! provides girls with opportunities to explore careers, gain work experience through internship placements with professional women, earn stipends, stay on track with high school math and science classes, and prepare for post-secondary education.
Next Step Learning Center	Success at Seventeen Plus	Older Youth	Career/College	Success at Seventeen Plus will intervene in the lives of Oakland youth ages 17 to 20 who have dropped out of high school and face adulthood without the most basic educational skills and/or high school certification. The project will provide individualized programs in Basic Literacy and GED Preparation, and will create a college-going culture among participating youth through our new College Transition Project. College transition services will include pre-college counseling, scholarship assistance, and one-on-one mentoring before, during, and after college enrollment. In addition to a small, dedicated core staff, 22 or more volunteers will provide a significant presence of caring adults for all participating youth.
Oakland Asian Students Educational Services	OASES SOAR New Immigrant Services (NIS) High School Program	Older Youth	Career/College	OASES SOAR NIS meets the needs for newly immigrated high school youth by providing academic, literacy, and enrichment programming that focus on English Language Development, career and college readiness, social skill development and cultural transition support. Key activities include: <u>Academic Tutorial Clinics</u> - individual academic support, with a focus on English literacy and a 1:1 to 1:4 adult-to-youth ratio; <u>Enrichment</u> - two semester-long workshops on college and career readiness; <u>Mentoring Sessions</u> - monthly meetings with volunteers for themed activities related to post-secondary education and experience; <u>Community Service Projects</u> - program participants participate in service learning projects twice a semester.
Opera Piccola	Artgate Advance	Older Youth	Career/College	Opera Piccola's ArtGate Advance program provides summer and after-school programs that help to prepare Oakland high school students for college and future careers. Our artists and youth participants will build cognitive, social, creative, workplace, and leadership skills by engaging in work experience, service projects, and arts career workshops.

**ATTACHMENT A5: OLDER YOUTH
PROGRAM SUMMARIES**

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Spanish Speaking Citizens Foundation	Youth Leadership, Academic and Career Collaborative (YLACC)	Older Youth	Career/College	The Youth Leadership, Academic and Career Collaborative will contribute to sustained student achievement by augmenting current after school activities. Spanish Speaking Citizens' Foundation (SSCF) in collaboration with College Works and Youth Together will provide academic support, and other support services at Media Academy/Fremont High and Skyline High School. College Works will provide college workshops for all youth, and Youth Together's One Land One People's Center at Skyline will provide case management and academic counseling for the Raza youth at Skyline. In addition, participating students will have access to SSCF's programs including educational, recreational, and enrichment services, should they wish to participate.
The Youth Employment Partnership, Inc.	Career Try-Out Program	Older Youth	Career/College	Career Try-Out is a project of the Youth Employment Partnership (YEP) that places 100 low-income Oakland youth ages 15-16 in paid summer employment and provides after-school and summer weekly employment, leadership, conflict resolution and personal development training. The program is led by 10 junior staff Youth Leaders ages 16-20 with support from the YEP staff.
Alameda County Health Care Services Agency	Young Men in Leadership (YMIL) Project	Older Youth	Youth Leadership	Young Men in Leadership (YMIL) is a collaboration between the Alameda County Health Care Services Agency, La Clínica de La Raza, and Big City Mountaineers to provide a new multi-faceted life skills and leadership development project that involves young men in efforts to improve the health and well-being of their communities.
Alternatives in Action	HOME Project Oakland Program (HPOP)	Older Youth	Youth Leadership	HPOP is a comprehensive youth development program that provides an alternative to violence and unhealthy behaviors through leadership training, mentorship, and community action projects that promote healthy living, positive youth expression, and engagement in civic activities. Using a cascading leadership model, HPOP trains a team of youth from Life Academy & Youth Empowerment School to become social change agents as they facilitate project groups at their schools, culminating in social action projects, impacting over 300 youth.
Asian Community Mental Health Services	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Older Youth	Youth Leadership	AYPAL involves 350 youth, age 13-19, in five Youth Leadership Organizations based in ethnic communities and neighborhoods throughout Oakland. These YLOs serve as alternatives to gangs and other negative peer influence groups by (1) creating safe spaces where youth can socialize, support each other and feel part of a community; (2) giving young people alternatives to using violence as a form of power by promoting youth participation in self-led community organizing campaigns; and (3) giving youth alternatives to destructive expression of personal and cultural pride (like tagging) by engaging them in cultural arts projects with community artists.
East Bay Asian Youth Center	Wildcats Wellness Center	Older Youth	Youth Leadership	WILDCATS WELLNESS CENTER is a comprehensive college readiness and leadership development program providing an integrated array of academic support, leadership development, work experience, and case management services to 200 students. WILDCATS WELLNESS CENTER will demonstrate positive student outcomes, as indicated by self-report surveys, school grade reports, and the California High School Exit Examination.
Family Violence Law Center	RAP Project: Relationship Abuse Prevention Project	Older Youth	Youth Leadership	The RAP Program will train youth from four Oakland high schools to serve as leaders in preventing dating violence and producing long-term change in their schools and communities. Ten youth interns will play a lead role in directing leadership classes and activities, in which 60 youth will receive training in public speaking, peer education, conflict resolution, program development and evaluation, and policy development. Leaders will present workshops on violence prevention to 450 peers as part of an outreach campaign. They will also create a model response policy to address dating violence on campus in order to increase school safety.
Leadership Excellence	Youth Leadership Program	Older Youth	Youth Leadership	Youth Leadership Program (YLP) is a unique community-based collaborative of veteran youth agencies, which combines the strength of youth development, service learning, leadership training, and community organizing to train leaders in our community. Youth in this program will participate in intensive leadership opportunities that promote social change through peer mentoring, health education, community research, and political education.
Oakland Kids First	Real Hard	Older Youth	Youth Leadership	REAL HARD inspires young people to take responsibility for themselves, for each other, and for their education through leadership training, alliance building, popular education and organizing. This strategy supports students to use their power to immediately improve student culture and school climate and organize more effectively with their peers to win long-term systemic changes. Participants in REAL HARD's youth-driven advocacy projects are working to create a culture of peer support and envisioning solutions to systemic issues. In 2008-2009, REAL HARD youth members will work to expand their peer academic counseling program to increase graduation and college attendance rates.

**ATTACHMENT AS: OLDER YOUTH
PROGRAM SUMMARIES**

Organization/Agency Name	Project Title	Strategy	Sub-Strategy	Program Summaries
Youth ALIVE!	Teens on Target Prevention	Older Youth	Youth Leadership	Teens on Target (<i>TNT</i>) will reach 3,300 East Oakland youth with violence prevention and leadership training. <i>TNT</i> will recruit, train, hire and support students at two Oakland high school sites to become violence prevention leaders, peer educators and positive role models. They will teach over 2,400 other Oakland high school and middle school students about how to prevent gun, gang, dating and family violence in their schools and communities. Two older youth Educators will also conduct violence prevention workshops, reaching an additional 900 youth in East Oakland with crucial violence prevention messages and skills.
Youth Together, Inc.	Building Leadership, Building Community	Older Youth	Youth Leadership	Youth Together is a multiracial youth development and violence prevention program that develops youth as resilient, empowered, and principled community leaders. Youth in our target high schools have a strong desire to make changes for themselves and their peers despite the multitude of school and community inequities that they are confronted with. Youth Together uses a multifaceted approach to programming that supports the leadership and needs of young people including (1) Individual Student Development and Opportunities for Success; (2) Multiracial Group Development and Leadership Development; (3) Peer Education and Engagement; (4) Meaningful Change within School and community.
Youth UpRising	Youth Grants 4 Youth Action	Older Youth	Youth Leadership	Youth Grants 4 Youth Action, a youth leadership development and youth-to youth grant making program, promotes youth empowerment and stimulates community change by providing resources for positive youth-determined projects. It builds the capacity of youth to make grants for youth-initiated projects and take leadership in improving the community. Through mentoring and training, youth will learn how to develop projects, review proposals, make grants, administer their own projects and monitor funded projects. The program will serve 305 youth, most of whom will be 15-20 years of age. Program components will include recruitment, training, outreach, technical assistance, youth-to-youth-grant making and project monitoring

ATTACHMENT B1: EARLY CHILDHOOD SITE LOCATIONS

Substrategy	Organization	Program Site Name	Address	Preschool	Community Site*
Service for Children At Risk	Childrens Hospital and Research Center	De Colores Head Start	1155 35th Ave	X	
		Fruitvale Early Head Start/Transit Village	3301 E. 12th Street	X	
		Project Pride	2551 San Pablo Ave #223	X	
		Solid Foundation	4778 International Blvd	X	
Service for Children At Risk	The Link To Children (TLC)	Blue Skies for Children	3021 Brookdale Ave	X	
		Four C's	756 21st Street	X	
		Little Sprouts	2626 E. 16th Street		X
		Saint Vincent's Day Home	1086 8th Street	X	
Service for Children At Risk	Family Paths Inc.	Bella Vista	2410 10th Ave	X	
		Centro Infantil Annex	314 E. 10th Street	X	
		City Towers Head Start	725 Market Street	X	
		Foothill Square Early Head Start	10700 MacArthur Blvd #10	X	
		Golden Gate	6232 Herzog Street	X	
		San Antonio	2228 E. 15th Street	X	
		San Antonio Even Start at Manzanita	2409 E. 27th Street	X	
		Sungate Head Start	2563 International Blvd.	X	
		Thurgood Marshall Early Head Start	1117 10th Street	X	
		Virginia Head Start	4335 Virginia Ave	X	
Parent/Child Learning	Bring Me A Book Foundation	85th Ave Head Start	8501 International Blvd	X	
		92nd Ave Head Start	9202 International Blvd	X	
		Allen Temple Baptist Church	8501 International Blvd		X
		Cesar Chavez Library	3301 E. 12th Street		X
		Eastmont Head Start	7200 Bancroft #203	X	
		Eastmont Mall Library	7200 Bancroft #211		X
		Garfield Elementary (Family Learning Center)	1640 22nd Ave		X
		Martin Luther King, Jr.	960 A 12th Street	X	
		Oakland Ready to Learn EC Resource Center	2285 International Blvd	X	
		West Oakland Library	1801 Adeline Street		X
Yuk Yau	291 10th Street	X			

ATTACHMENT B1: EARLY CHILDHOOD SITE LOCATIONS

Substrategy	Organization	Program Site Name	Address	Preschool	Community Site*
Parent/Child Learning	City of Oakland Department of Human Services	Manzanita Seed	2409 E 27th Street		X
Parent/Child Learning	City Of Oakland - Office of Parks and Recreation	Bushrod Rec Center Park	560 59th Street		X
		Campbell Village Rec Center Park	800 Willow Street		X
		Carmen Flores Rec Center Park	1637 Fruitvale Ave		X
		F.M. Smith Park	1969 Park Blvd		X
		Tassafaronga Park	975 85th Ave		X
Parent/Child Learning	East Bay Agency for Children	World and Achieve Academy	1700 28th Ave		X
Parent/Child Learning	Jump Start For Young Children Inc.	Centro Infantil Annex	314 E. 10th Street	X	
		Centro Infantil De La Raza	2260 E. 16th Street	X	
		De Coroles Head Start	1155 35th Ave	X	
		Franklin Head Start	1010 E. 15th Street	X	
		Fruitvale Head Start (3200 Boston Ave)	3200 Boston Ave	X	
		Manzanita Head Start	2701 22nd Ave	X	
		Saint Vincent's Day Home	1086 8th Street	X	
Parent/Child Learning	Museum Of Children's Art (MOCHA)	Bella Vista	2410 10th Ave	X	
		Brookfield	9600 Edes Ave	X	
		Golden Gate	6232 Herzog Street	X	
		Harriet Tubman Child Development Center	880 33rd Street	X	
		Lakeview	746 Grand Ave	X	
		Manzanita	2701 22nd Ave	X	
		Martin Luther King, Jr.	960 A 12th Street	X	
		Piedmont	86 Echo Ave	X	
		Santa Fe	5380 Adeline Street	X	
		Tilden	4655 Steele Street	X	
		Washington	6097 Racine Street	X	
		Yuk Yau	291 10th Street	X	

*Community Sites includes Parks, Libraries, Schools and Churches

ATTACHMENT B2: AFTER SCHOOL SITE LOCATIONS

Organization	School/ Program Site Name	Address	Community Site	School Site
Ala Costa Centers	Thurgood Marshall	3400 Malcolm Ave	X	
Camp Fire USA, Oakland East Bay Council	Community Site	1145 10th Street	X	
East Oakland Boxing Association	East Oakland Boxing Association	816 98th Ave	X	
East Oakland Youth Development Center	East Oakland Youth Development Center	8200 International Blvd	X	
Oakland Parks and Recreation	Brookdale Discovery Center Park	2535 High Street	X	
	West Oakland Discovery Center Park	1651 Adeline Street		
Oakland Parks and Recreation	Inclusion Center Park	7701 Krause Ave	X	
The American Indian Child Resource Center	The American Indian Child Resource Center	522 Grand Ave	X	
Aspiranet	EnCompass	1025 81st Ave		X
Aspiranet	Grass Valley	4720 Dunkirk Ave		X
Aspiranet	East Oakland Pride - Webster	8000 Birch Street		X

ATTACHMENT B2: AFTER SCHOOL SITE LOCATIONS

Organization	School/ Program Site Name	Address	Community Site	School Site
Aspiranet	Rise	8521 A Street		X
Aspiranet	Piedmont Avenue	4314 Piedmont Ave		X
Aspiranet	Peralta	460 63rd Street		X
Aspiranet	International Community School	2825 International Blvd		X
Aspiranet	Melrose Leadership Academy	5328 Brann Street		X
Aspiranet	Think College Now	2825 International Blvd		X
Aspiranet	Carl B. Munck	11900 Campus Drive		X
Aspiranet	Howard	8755 Fontaine Street		X
Bay Area Community Resources	Learning Without Limits	2035 40th Ave		X
Bay Area Community Resources	Jefferson/ Global Family	2035 40th Ave		X
Bay Area Community Resources	Claremont	5750 College Ave		X
Bay Area Community Resources	Hoover	890 Brockhurst Street		X
Bay Area Community Resources	Community United	6701 International Blvd		X
Bay Area Community Resources	Sankofa	581 61st Street		X

ATTACHMENT B2: AFTER SCHOOL SITE LOCATIONS

Organization	School/ Program Site Name	Address	Community Site	School Site
Bay Area Community Resources	Emerson	4803 Lawton Ave		X
Bay Area Community Resources	Madison	400 Capistrano Drive		X
Bay Area Community Resources	Greenleaf	6328 East 17th Street		X
Bay Area Community Resources	Markham	7220 Krause Ave		X
Bay Area Community Resources	Whittier	6328 East 17th Street		X
Bay Area Community Resources	Santa Fe	915 54th Street		X
Bay Area Community Resources	Esperanza/ Stonehurst	10315 E Street		X
Bay Area Community Resources	Prep Literacy Academy Of Cultural Excellence (Prescott)	920 Campbell		X
Bay Area Community Resources	Lockwood Future	6701 International Blvd		X
Bay Area Community Resources	Martin Luther King Jr.	960 10th Street		X
Bay Area Community Resources	Lafayette	1700 Market Street		X
Bay Area Community Resources	Bridges Academy	1325 53rd Ave		X
Bay Area Community Resources	School - Bret Harte	3700 Coolidge Ave		X
Bay Area Community Resources	Glenview	4215 La Cresta Avenue		X

ATTACHMENT B2: AFTER SCHOOL SITE LOCATIONS

<i>Organization</i>	<i>School/ Program Site Name</i>	<i>Address</i>	<i>Community Site</i>	<i>School Site</i>
Bay Area Community Resources	Korematsu	10315 E Street		X
Civicorps	Civicorps	1086 Alcatraz Ave		X
East Bay Agency for Children	Sequoia	3730 Lincoln Ave		X
East Bay Agency For Children	Hawthorne Family Resource Center	1700 28th Ave		X
East Bay Asian Youth Center	Roosevelt	1926 19th Ave		X
East Bay Asian Youth Center	Franklin	915 Foothill Blvd		X
East Bay Asian Youth Center	La Escuelita	1100 3rd Ave		X
East Bay Asian Youth Center	Bella Vista	1025 East 28th Street		X
East Bay Asian Youth Center	Garfield	1640 22nd Ave		X
East Bay Asian Youth Center	Manzanita Community School	2409 East 27th Street		X
Girls Incorporated Of Alameda County	Parker	7929 Ney Avenue		X
Higher Ground Neighborhood Development	Sobrante Park	470 El Paseo Drive		X
Higher Ground Neighborhood Development	New Highland	8521 A Street		X
Higher Ground Neighborhood Development	Brookfield Village	401 Jones Ave		X

ATTACHMENT B2: AFTER SCHOOL SITE LOCATIONS

Organization	School/ Program Site Name	Address	Community Site	School Site
Higher Ground Neighborhood Development	Allendale	3670 Penniman Ave		X
Learning For Life	Horace Mann	5222 Ygnacio Ave		X
Learning For Life	Burckhalter	3994 Burckhalter Ave		X
Lighthouse Community Charter School	Charter Lighthouse Community	1600 Broadway		X
Oakland Asian Students Education Services	Westlake	2629 Harrison Street		X
Oakland Asian Students Education Services	Cleveland	745 Cleveland Street		X
Oakland Asian Students Education Services	Lincoln	225 11th Street		X
Oakland Leaf	Urban Promise Academy	3031 East 18th Street		X
Oakland Leaf	ASCEND - Peace Council	3709 East 12th Street		X
Oakland Unified School District	Laurel	3750 Brown Ave		X
Oakland Unified School District	Manzanita Seed	2409 East 27th Street		X
Oakland Youth Chorus	Acorn Woodland	1025 81st Ave		X
Oakland Youth Chorus	Fruitvale	3200 Boston Ave		X
OUSD - Lakeview Elementary School	Lakeview	746 Grand Ave		X

ATTACHMENT B2: AFTER SCHOOL SITE LOCATIONS

Organization	School/ Program Site Name	Address	Community Site	School Site
OUSD Alliance Middle School	Alliance Middle School	1800 98th Ave		X
OUSD Elmhurst Community Prep	Elmhurst Community Prep	1800 98th Ave		X
OUSD Maxwell Park Elementary School	Maxwell Park	4730 Fleming Ave		X
OUSD Thurgood Marshall Elementary School	Thurgood Marshall	3400 Malcolm Ave		X
OUSD West Oakland Middle School	West Oakland	991 14th Street		X
Safe Passages	Roots International	1390 66th Ave		X
Safe Passages	Frick School	2845 64th Ave		X
Safe Passages	CCPA	1390 66th Ave		X
Safe Passages	Edna Brewer	3748 13th Ave		X
Safe Passages	United for Success	2101 35th Ave		X
Spanish Speaking Citizen's Foundation	Lazear School	824 29th Ave		X
Spanish Speaking Citizen's Foundation	Peralta	460 63rd Street		X
Urban Services YMCA Of The East Bay	Cole	1011 Union Street		X
Urban Services YMCA Of The East Bay	School - Explore	3550 64th Ave		X

ATTACHMENT B3: SUMMER ENRICHMENT SITE LOCATIONS

Program	Project	Program Site	Address
Marcus A. Foster Educational Institute	Prescott Circus Theatre	Place @ Prescott	920 Campbell Street
Girls Inc. Of Alameda County	Eureka Teen Achievement Summer Program	Holy Names University	3500 Mountain Blvd.
Aim High	Aim High Oakland	Urban Promise Academy Bishop O'Dowd High St. Paul's Episcopal High School	3031 E. 18th Street 9500 Stearns Ave 116 Montecito Ave
Girls Inc. Of Alameda County	Concordia Park Young Girls Summer Program	Concordia Park	2901 64th Ave
Oakland Leaf	Oakland Peace Camp	Oakland Leaf Office	1419 34th Ave
Oakland Parks and Recreation	Oakland Discovery Centers	Brookdale Park West Oakland Park	2535 High Street 1651 Adeline Street
Destiny Arts Center	Camp Destiny	Community Site	1000 42nd Street
Family Support Services of the Bay Area	Kinship summer Youth Program	High Street Presbyterian Church Taylor Memorial Church	1945 High Street 1188 12th Street
Oakland Asian Students Education Services	OASES Summer Playhouse	OASES	196 10th Street

ATTACHMENT B3: SUMMER ENRICHMENT SITE LOCATIONS

East Bay Asian Youth Center	San Antonio Summer Sports Initiative	San Antonio Park	1701 E. 19th Street
Alta Bates Summit Foundation	Middle School Youth In Medicine Summer Camp	Street Academy	417 29th Street
The American Indian Child Resource Center	Summer Urban Rez	Community Site	522 Grand Ave
City Of Oakland - Office of Parks and Recreation	OPR Summer Camp Explosion	Allendale Park Brookdale Park Carmen Flores Rec Center City Stables Franklin Park Golden Gate Park San Antonio Park	3711 Suter Street 2535 High Street 1637 Fruitvale Ave 13560 Skyline Blvd 1010 E. 15th Street 1075 62nd Street 1701 E. 19th Street
Leadership Excellence	Oakland Freedom School	Lafayette Elementary	1700 Market Street
East Oakland Youth Development Center 2008 (SCEP)	Summer Cultural Enrichment Program	Community Site	8200 International Blvd

ATTACHMENT B4: PHYSICAL AND BEHAVIORAL HEALTH SITE LOCATIONS

Organization	School/ Program Site Name	Address	Community Site	School Site
AIDS Project Of The East Bay	AIDS Project Of The East Bay	499 5th Street, Ste 306	X	
AMERICA SCORES Bay Area	Brookfield Elementary	401 Jones Ave		X
	Education for Change @ Cox	9860 Sunnyside		X
	Esperanza @ Stonehurst	10315 E Street		X
	Jefferson Elementary	2035 40th Ave		X
	Lockwood Elementary	6701 International Blvd		X
	Markham Elementary	7220 Krause Ave		X
	Think College Now	2825 International Blvd		X
American Lung Association Of California	American Lung Association Of California	424 Pendleton Way	X	
Bay Area Outreach & Recreational Program	James Kenney Rec Center (Berkeley)	N/A	X	
Big Brothers Big Sisters Of The Bay Area	Various locations*	N/A	X	
First Place For Youth	First Place For Youth	519 17th Street #600	X	
La Clinica De La Raza, Inc.	La Clinica De La Raza, Inc.	1450 Fruitvale Ave.	X	
OBUGS	McBride Garden	1435 11th Street	X	
	Lafayette Elementary	1700 Market Street		X
	Linden Street Garden	3102 Linden	X	
	Place @ Prescott	920 Campbell Street		X
	St Marin De Porres	1630 10th Street		X

ATTACHMENT B4: PHYSICAL AND BEHAVIORAL HEALTH SITE LOCATIONS

Organization	School/ Program Site Name	Address	Community Site	School Site
Oakland International High school	Oakland International High School	4521 Webster Street		X
Project Re-Connect	Project Re-Connect	3350 MacArthur Blvd	X	
Native American Health Center Inc.	Native American Health Center Inc.	3124 International Blvd	X	
Unity Council	Unity Council	3340 E. 12th Street	X	
Sports4Kids	Allendale	3670 Penniman Ave		X
	Bella Vista	1025 E 28th Street		X
	Bridges Academy @ Melrose	1325 53rd Ave		X
	Education for Change @ Cox	9860 Sunnyside		X
	EFC Hawthorne	1700 28th Ave		X
	Esperanza @ Stonehurst	10315 E Street		X
	Franklin	915 Foothill Blvd		X
	Garfield	1640 22nd Ave		X
	Hoover	890 Brockhurst Street		X
	Horace Mann	5222 Ygnacio Avenue		X
	Howard	8755 Fontaine Street		X
	International Community School	2825 International Blvd		X
	Korematsu @ Stonehurst	10315 E Street		X
	Lakeview	746 Grand Ave		X
	Lazear	824 29th Ave		X
	Lincoln	225 11th Street		X
	Manzanita Community School	2409 East27th Street		X
	Markham Elementary	7220 Krause Ave		X
	Maxwell Park	4730 Fleming Ave		X
	New Highland	8521 A Street		X
Peralta	460 63rd Street		X	
Piedmont	4314 Piedmont Ave		X	
Rise @ Highland	8521 A Street		X	
Think College Now	2825 International Blvd		X	
Webster	8000 Birch Street		X	
Through the Looking Glass	Various locations*	N/A	X	

ATTACHMENT B5: OLDER YOUTH SITE LOCATIONS

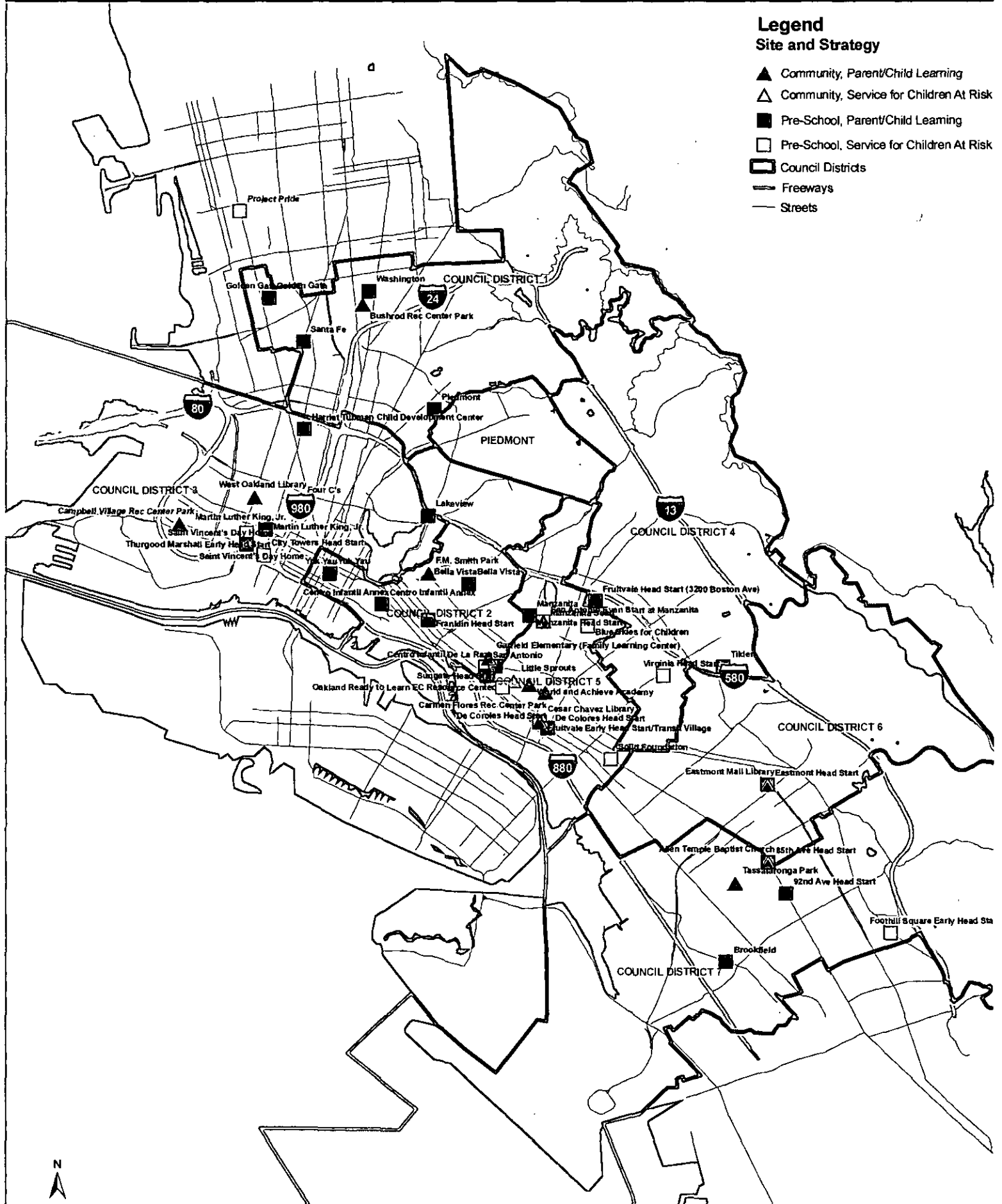
Substrategy	Organization	Program Site Name	Address	Community Site	School Site
Youth Leadership	Alameda County Health Care Services Agency	Fremont Federation of High Schools (All four small schools)	4610 Foothill Blvd		X
		Oakland Technical	4351 Broadway		X
		Peralta Creek @ Simmons	2101 35th Ave		X
		Roosevelt	1926 19th Ave		X
Youth Leadership	Alternatives In Action	Life Academy	211 International Blvd		X
Youth Leadership	Asian Community Mental Health Services	Asian Community Mental Health Services Community Site - Arts, Research Culture Associates	310 8th Street, Ste 201	X	
		Community Site - Filipinos for Affirmative Action	1212 Broadway Ste 828	X	
		Community Site - Lao Lu Mien Culture Association	310 8th Street, Ste 306	X	
		Community Site - OASES	405 105th Ave	X	
			196 10th Street	X	
Youth Leadership	East Bay Asian Youth Center	Oakland High School	1023 MacArthur		X
Youth Leadership	Family Violence Law Center	Oasis High School	285 17th Street		X
		Street Academy	417 29th Street		X
		Best @ McClymonds	2607 Myrtle Street		X
		Fremont Federation, Robeson Visual and Performing Arts	4610 Foothill Blvd		X
Youth Leadership	Leadership Excellence	Leadership Excellence	1924 Franklin #200	X	

ATTACHMENT B5: OLDER YOUTH SITE LOCATIONS

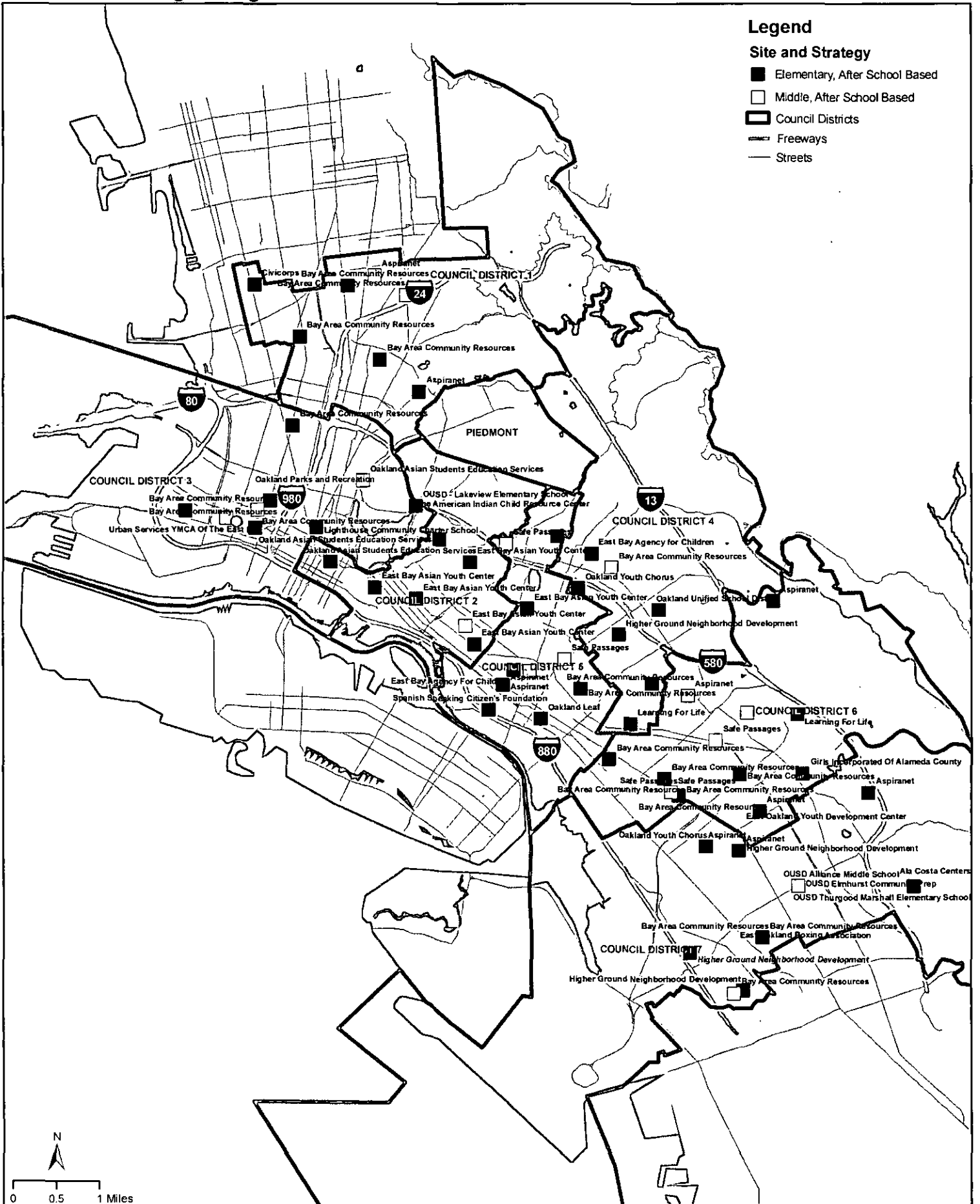
Substrategy	Organization	Program Site Name	Address	Community Site	School Site
Youth Leadership	Oakland Kids First	Oakland Technical	4351 Broadway		X
Youth Leadership	Youth Alive	Castlemont Community of Schools,	8601 MacArthur Blvd		X
		Leadership Prep High	2845 64th Ave		X
		Frick	400 Capistrano Drive		X
		James Madison Life Academy	211 International Blvd		X
Youth Leadership	Youth Together	Castlemont Community of Schools (All three	8601 MacArthur Blvd		X
		schools)	4610 Foothill Blvd		X
		Fremont Federation (All four schools)	12250 Skyline Blvd		X
		Skyline High School Youth Empowerment	8251 Fontaine		X
Youth Leadership	Youth UpRising	Youth UpRising	8711 MacArthur Blvd	X	
Career and College	Alameda County Medical Center	Eastmont Wellness Center	6955 Foothill Blvd	X	
		Highland Hospital Campus	1411 E. 31st Street	X	
Career and College	Alameda Family Services	Alameda Family Services	N/A - (Alameda)	X	
Career and College	Centro Legal De La Raza	Centro Legal De La Raza	2501 International Blvd	X	
Career and College	East Side Arts Alliance	East Side Arts Alliance	2277 International Blvd	X	
Career and College	Girls Incorporated Of Alameda County	Girls Incorporated of Alameda County	13666 E. 14th Street	X	
		Holy Names University			

ATTACHMENT B5: OLDER YOUTH SITE LOCATIONS

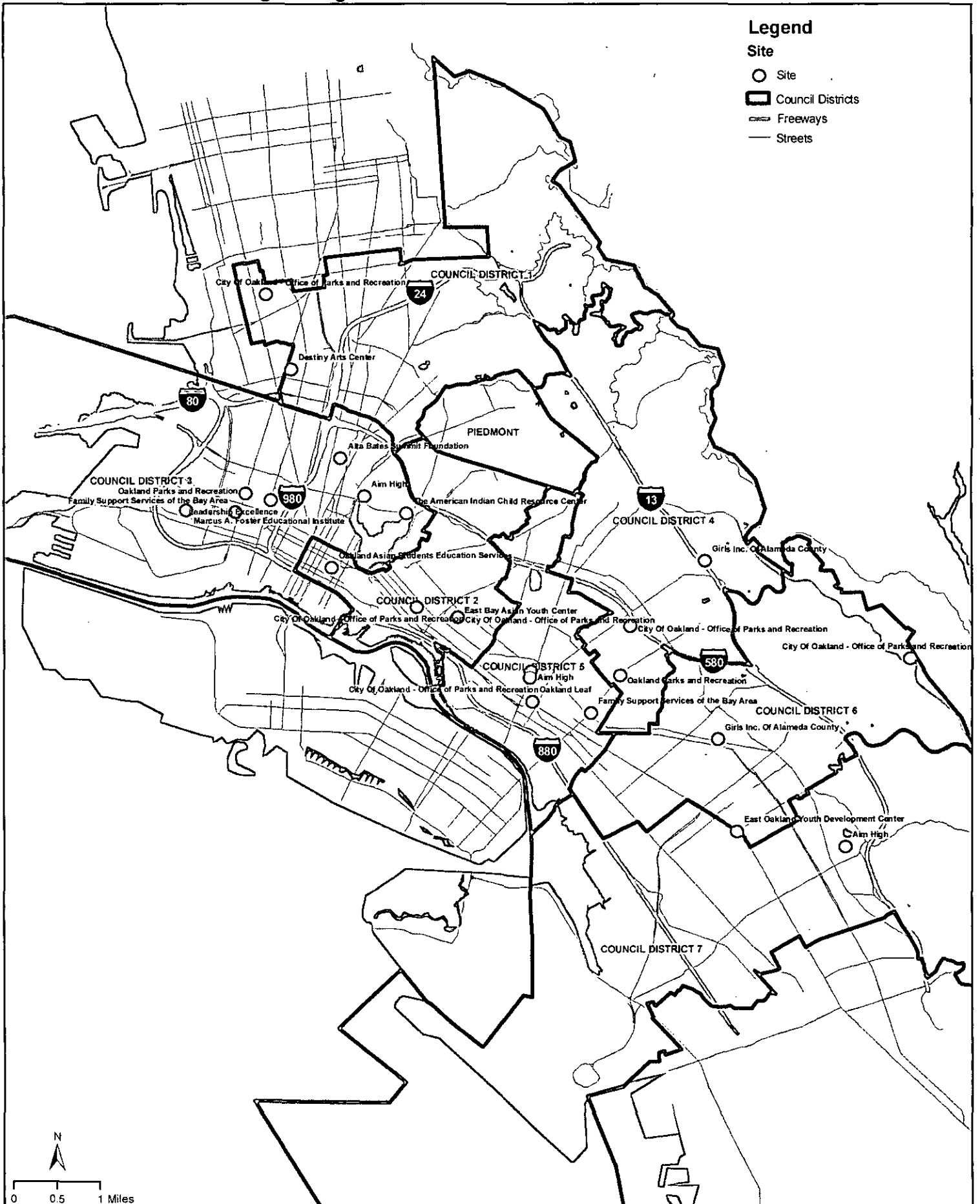
Substrategy	Organization	Program Site Name	Address	Community Site	School Site
Career and College	Next Step Learning Center	Next Step Learning Center	2222 Curtis Street	X	
Career and College	Oakland Asian Students Education Services	Oakland Asian Students Education Services	196 10th Street	X	
Career and College	Opera Piccola	Castlemont Community of Schools, Leadership Prep High AND East Oakland High School of the Arts	8601 MacArthur Blvd		X
		Fremont Federation, Robeson Visual and Performing Arts	4610 Foothill Blvd		X
		Oakland Technical	4351 Broadway		X
Career and College	Spanish Speaking Citizen's Foundation	Spanish Speaking Citizen's Foundation			
Career and College	The Youth Employment Partnership, Inc.	The Youth Employment Partnership, Inc.	2300 International Blvd	X	



**Oakland Fund for Children & Youth:
2008-2009 Funding Package After School**

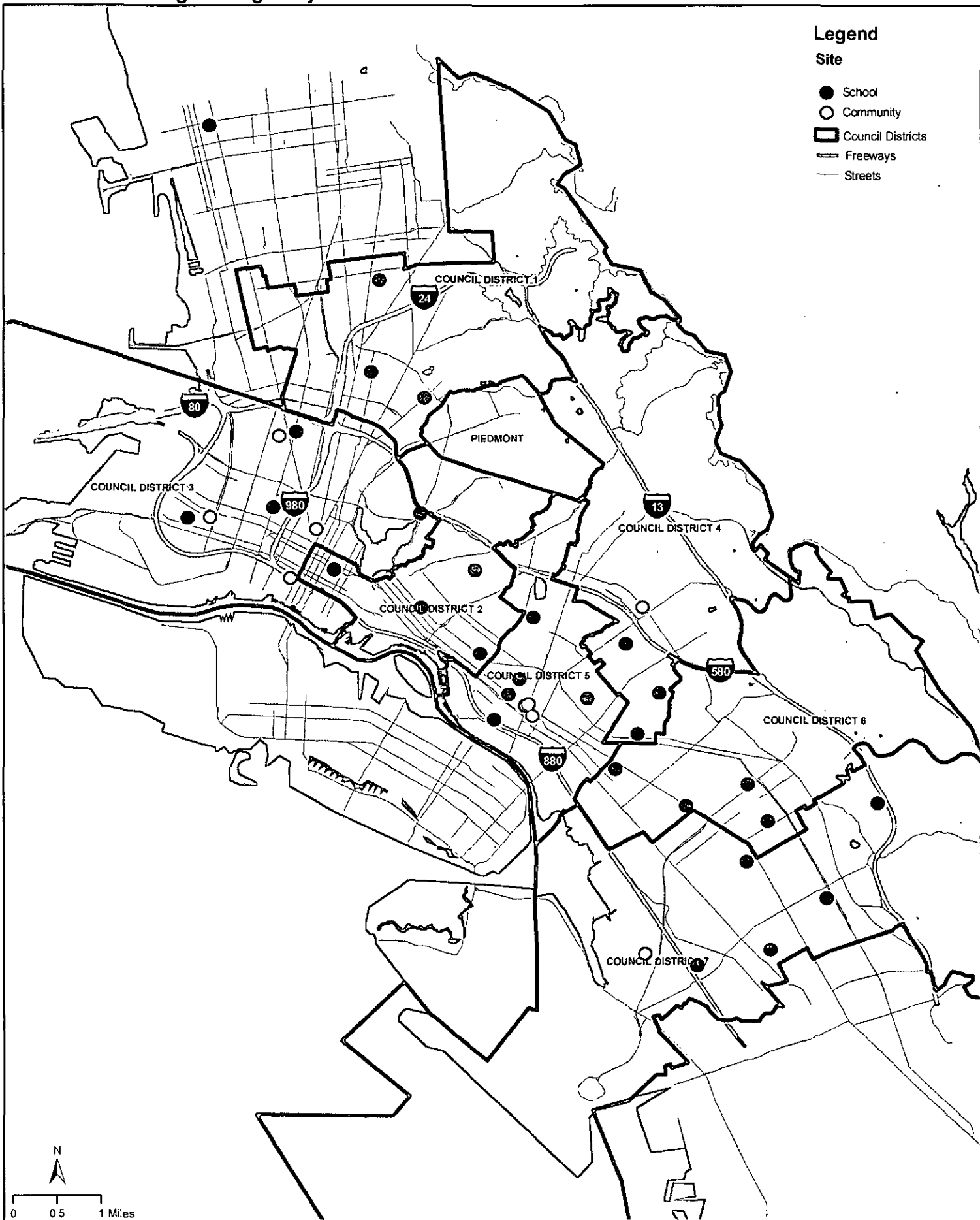


**Oakland Fund for Children & Youth:
2008-2009 Summer Funding Package**

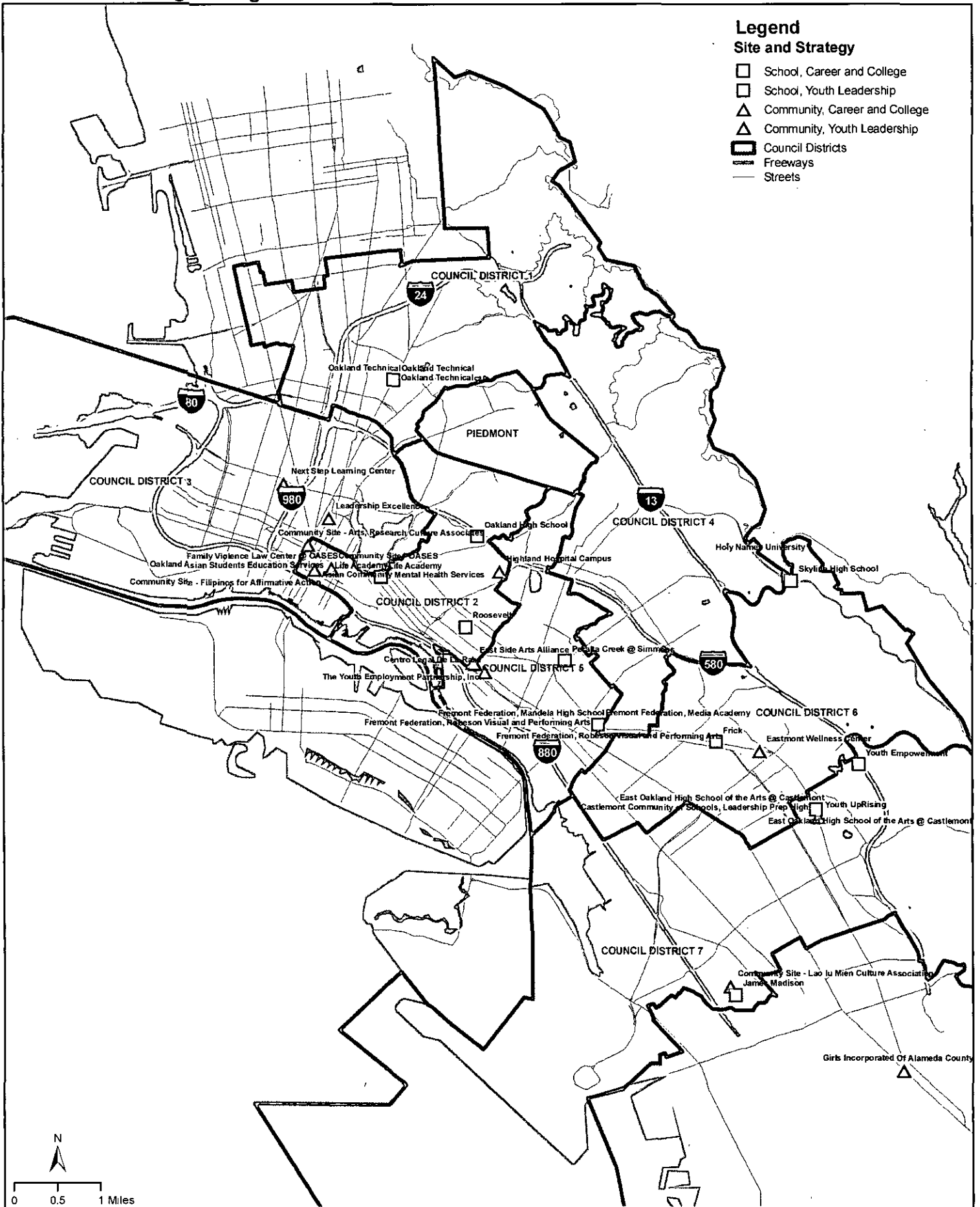


**Oakland Fund for Children & Youth:
2008-2009 Funding Package Physical and Behavioral Health**

Attachment C-4



**Oakland Fund for Children & Youth:
2008-2009 Funding Package Older Youth**



Individual OFCY Grantee Summaries FY 2006-2007

Oakland Fund for Children and Youth Final Evaluation Report



Presented to:

**Oakland Fund for
Children & Youth
Planning
and Oversight
Committee**

Submitted by:
**Community Crime
Prevention Associates**
September 28, 2007



TABLE OF CONTENTS FOR GRANTEE SUMMARY EVALUATIONS

OFCY Grantees - General	Page	OFCY Grantees - Oakland SUCCESS	Page
Ala Costa Center After School	205	BACR - Bret Harte ASP	382
Alameda County Health Care Foundation	209	BACR - Claremont ASP	386
Alameda Family Services-Dream Catcher	213	BACR - Emerson/Peralta ASP	390
American Indian Child Resource Center	217	BACR - Hoover ASP Kids Rock	394
Asian Community Mental Health Services-AYPAL	221	BACR - Madison ASP	398
Bay Area Oakland SCORES	225	BACR - Martin Luther King ASP- Unity of Dreams	402
Bay Area Outreach & Recreation Program (BORP)	228	BACR - Prescott ASP	406
BEST/EXCELING Youth Leadership	232	BACR - Santa Fe Shooting Stars	410
Bring Me A Book Foundation	235	BACR - Stonehurst High Hopes ASP	414
Center for Early Intervention and Diagnosis	238	BACR-Sankofa Academy ASP	418
Children's Hospital - Dev. Playgroups	243	BAYC Youth Sounds - Kamau ASP	422
City of Oakland, DHS-Even Start	246	CRECE Elmhurst ASP	426
Dimensions Dance Theater - Intern Program	249	East Bay Agency for Children-Sequoia ASP	430
Dimensions Dance Theater - Rites of Passage	252	East Bay Asian Youth Center- Franklin ASP	434
East Bay Agency for Children - Hawthorne ASP	256	East Bay Asian Youth Center-Garfield ASP	438
East Bay Asian Youth Center -RISE	259	East Bay Asian Youth Center-Manzanita ASP	442
East Bay Conservation Corps-Charter ASP	263	East Bay Asian Youth Center-Roosevelt ASP	446
East Oakland Boxing Assoc. Smart Moves	267	Girls Inc. - Lockwood ASP	450
East Oakland Comm. HS - Avenues Project	270	Oakland Leaf - Ascend ASP	454
Eastside Arts Alliance Youth Center	274	Oakland Leaf -UPA Urban Arts ASP	458
Family Paths - Early Childhood Initiative	278	OASES Lincoln ASP/LEAP	462
Family Support Services- Youth Program	281	OASES-Westlake ASP	466
First Place Fund for Youth Healthy Transitions	285	OYC - Acorn-Woodland ASP	470
Girls Inc. Eureka Teen Achievement	288	OYC - Encompass Academy ASP	474
Global Education Partnership SETP	291	OYC - Fruitvale ASP	478
Jack London Aquatic Center Flowing Rock	294	SFSU - Havenscourt ASP	482
La Clinica De La Raza-Teens and Tots	298	Spanish Speaking Citizens' Found.-UA ASP	486
La Clinica De La Raza Youth Divided	302	YMCA of the East Bay - Explore ASP	490
La Familia Community Dev. Even Start	305		
Leadership Excellence-Freedom School	308		
Marcus A. Foster Ed. In.-Prescott Circus Theatre	312		
MOCHA Little Studio Residency Program	316		
Native American Health Center-Youth Voices	320		
Next Step Learning Center-Success at 17	324		
Oakland Discovery Centers	327		
Oakland Discovery Centers Summer Program	330		
Oakland Kids First-Real Hard	333		
Oakland Parks and Recreation-Inclusion Center	336		
OASES SOAR Career & College Readiness	340		
OBUGS-Planting a Future	344		
Opera Piccola -ArtGate Advance	347		
Project Re-Connect	350		
Spanish Speaking Citizen's Foundation-Youth ASP	353		
Sports4Kids After School Program	357		
The Link to Children-Reduction of Violence	361		
Through The Looking Glass-Families w/ Disabilities	364		
Youth ALIVE I- Teens on Target	367		
Youth Employment Partnership-Career Try Out	371		
Youth Together-OLOP Youth Leadership	374		
Youth UpRising - Youth Grants	378		

This section contains individual write ups for each of the 70 OFCY Grantees. The write ups summarize the effort, effect, results, and performance of each grantee during FY 2006-07. The write ups are designed so each agency can share their evaluation results with their OFCY funding partners and collaborating partners to indicate the progress they are making at meeting the needs of Oakland's children and youth.

Pictures were taken by OFCY Youth Evaluators. Youth Evaluators are found on page 494.

Ala Costa Center After School

Project Description:

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

GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
Deliver 95% of contracted services.	Delivered 100% of contracted service - 90,385 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
Leverage OFCY funds by 25%.	Leveraged 1120% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$1,119,690 to provide after school services.
Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 78.7% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 55.9% of targeted changes.	No	Program just missed the targeted changes for their grantee selected targeted changes.
Results come from the effort and effect of the whole community of Oakland.			
To improve the health of 70% of the after school participants by June 30, 2007.	Program was able to improve the health of their participants by 70%. Participants increased their healthy, organic snack intake as well as learned and participated in fitness activities once a week through a collaboration with the Oakland Park and Rec. Department.	Yes	Program tracked results through interviews and surveys with students, teachers, and parents, as well as through physical activity participation levels.
To increase life-skills (through continued education, vocational training, community building and civic participation) for after school participants by 15% by June 30, 2007.	Program was able to meet and exceed its goals by 20% via a community training program. Participants learned about money handling, saving and spending skills.	Yes	Program was able to exceed program goals by introducing low teacher-student ratios during the community training program

Program and Staff Strengths:

Ala Costa is unique in that it prides itself on serving the whole family including child and youth participants and their parents. The program is designed as a "journey" for their clients and parents to support the on-going needs and development of their children. Services include teaching life skills such as riding a bike, how to use public transportation, social skills and independent living skills for older youth. Staff of Ala Costa are caring, loving, patient individuals that demonstrate a genuine love and friendship with their clients and their families. The team of over 25 qualified staff strive for creativity and innovation in their programming so that their students can have fun along the way.



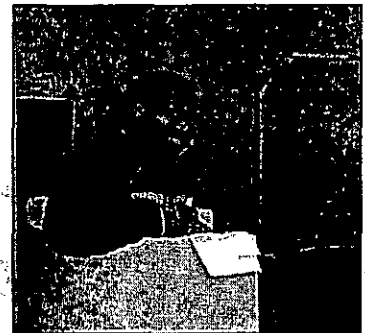
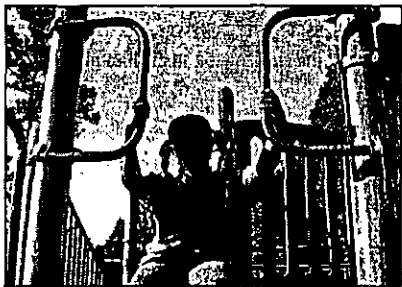
Program and Staff Opportunities for Improvement:

In an effort to support the on-going development in their clients, it is recommended that Ala Costa staff look at how to increase their support and communication with parents to ensure that the performance they observe in their clients at the center is consistent with their performance at home and in the community. Furthermore, it is suggested that Ala Costa look at providing more integration opportunities for their youth clients with other youth populations. It would help to increase Ala Costa participants' social skills as well as enhance other youth populations understanding and knowledge of the challenges and abilities of children and youth with special needs.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$100,000.	\$1,117,404	\$1,217,404	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	106		60%	40%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	18%	27%	47%	8%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	44%	9%	20%	0%	26%	
Multi Racial	Other	Level of Youth Developmental Assets				
	0%	0%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	18%	74%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	8%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	90,430	90,385	100%	853		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$1.11	\$13.47	\$943.	\$11,485	\$0	
						Rating -Excellent
						Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	96%		94%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, just missed Grantee Selected changes
	Asset development changes		79%	89%	70%	
	Grantee selected changes		56%	72%	53%	Rating -Good
Were services equally effective for all their customers?	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	Fall 06	Spring 07				
How many customers did they survey?	RPR	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	No, need more parents surveys
	50	118	26	147	341	Rating -Good

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Ala Costa Center After School	226	175	213	614

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 84% Because of this program, my success at school (job/training) is better:
- 64% Because of this program, my understanding of who I am and what I can do is better:
- 83% Because of this program, my ability to communicate is better:
- 91% Because of this program, my ability to learn new things is better:
- 75% Because of this program, my ability to connect with adults is better:
- 77% Because of this program, my ability to work with others is better:
- 77% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 40% Because of this program, I understand better about inappropriate touch and physical and sexual abuse:
- 44% Because of this program, I recognize physically dangerous situations and avoid them better:
- 43% Because of this program, I understand better how to help people with development disabilities:
- 44% Because of this program, I know better how to get and spend money:
- 93% Because of this program, my sense of belonging is better:
- 40% Because of this program, I practice safely crossing the streets and riding the bus or BART:
- 84% Because of this program, I act independently:

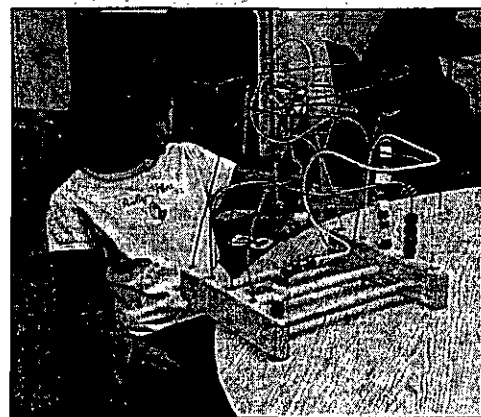
Youth Evaluator Comments:

By Brenda Dueñas, Malcolm Hoyle, Blanca Lopez, Uirl Mayweather, Julie Nguyen and Viviana Ramos

Ala Costa is an after-school program located on 3390 Malcolm Avenue. Surrounded by a beautiful scenery, the program provides a safe environment for youth with developmental disabilities. The program services youth ages 5 to 22, Mondays through Friday from 1p.m. to 6 p.m. The program operates on two different sites, one in Oakland and the other in Berkeley. The Oakland site serves approximately 50 youth while the Berkeley site caters to approximately 66 youth. The main goal of the program is to aid youth with developmental disabilities in their transition into adulthood.

The youth in the program are picked-up from school and taken to the facility by public transport. Each day the program separates the youth into different groups based on their age and ability. The groups then participate in various enrichment activities. Aside from participating in the on-site activities, the youth are also taken on field-trips to such places as the bowling alley, baseball games, pizza parlors, movie theatres, and shopping. Jackie, the senior teacher of the Oakland site, takes her job very seriously and genuinely cares about her students. In order to help them in school, she visits their individual schools and has a conference with their teachers to discuss what goes on in class and how things could improve.

Ala Costa is very productive program and does a great deal of work for the youth in its program. The program services youth from all over the East Bay and provides them with a great deal of resources. Overall, Ala Costa is a great addition to the city and community it serves.



Alameda County Health Care Foundation

Project Description:

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 118% of contracted service - 15,847 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 69.5% of OFCY funds	Yes	Leveraged their OFCY grantee with \$90,848 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 69.5% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 70.3% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	To increase basic job readiness skills including appropriate appearance, punctuality, attendance and attitude for 68% of successful internship graduates (84 eighth graders) by the end of the internship.	Program was able to increase basic job skills to 50 more 8th graders than originally planned.	Yes	Job readiness criteria includes appropriate appearance, punctuality, attendance and attitude. Measured through curriculum related worksheets.
	To increase health career exploration for 84 eighth grade students per year.	Program increased health career exploration for 135 middle and high school - 50 more than originally planned.	Yes	Students cycled through the summer and academic year internships, which included rotations in the hospital with health professionals, health professionals as guest speakers, and anatomy labs at Samuel Merritt College (summer only). This is an output not an outcome and evaluators will work to improve next year.

Program and Staff Strengths:

The Model Neighborhood Program has shown success in achieving the following results with its target group: 1) increasing health awareness and well being; 2) increasing basic job readiness skills and 3) increasing the number of student-adult relationships.

The design of the program includes several features that the staff believe is responsible for the program being able to achieve its goals. Participants of the Health Career Training Internship work directly with doctors and patients in the hospital so they gain first-hand experience about health care careers. Additionally, interns spend time with program staff reflecting on their experiences in the hospitals and participate in workshops that increase their knowledge about topics such as nutrition and diseases. Lastly, students are expected to do presentations on the last day of internships on a topic of interest that they explored during their internship.

Program and Staff Opportunities for Improvement:

Although staffs believe that the program is a success, they would like to continue improvement in the program delivery by focusing efforts on increasing the academic success of the youth participants. To this end, they would like to have access to data on the participating students from the Oakland Unified School District. This data would focus on grade point average, graduation rates, and grade point improvement. Such data would allow the program to further evaluate its efforts and engage in planning for continuous improvement.

The development of a monthly newsletter has enabled the ACHCF to have an on-going connection with youth participants during their participation in the program and as program alumni. In the programs' effort to increase minority representation in the medical field, it is equally important to engage the parents of youth participants. Therefore, it is recommended that the staff build into their program a parent and student orientation. This not only provides parents an opportunity to see their children's educational and professional interests, but to learn how they can be active participants in helping their child succeed and fulfill their hopes and dreams.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$100,000	\$81,886	\$181,886	100%	95%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	742		43%	57%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	1%	68%	31%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	33%	40%	17%	0%	1%	
Multi Racial	Other	Level of Youth Developmental Assets			MEDIUM	
6%	2%					
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	85%	0%	15%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	13,240	15,647	118%		21	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$6.39	\$11.62	\$135	\$245	\$27,610	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? if NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	83%		81%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		70%	75%	99%	Rating -Excellent
	Grantee selected changes		70%	76%	99%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality Level	Reliability of Grantee Questions	Level of Reliability	No, just missed 0.60 reliability score.
	2.5 2.5		Level	0.51	Low	Rating - Good
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	188	192	144	194	718	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Alameda County Health Care Foundation	201	195	256	652

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Internship

Targeted Youth Developmental Assets

- 61%—Because of this program, my success at school (job/training) is better:
- 61%—Because of this program, my understanding of who I am and what I can do is better:
- 76%—Because of this program, my ability to communicate is better:
- 88%—Because of this program, my ability to learn new things is better:
- 79%—Because of this program, my ability to connect with adults is better:
- 83%—Because of this program, my ability to work with others is better:
- 76%—Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 100%—Because of this program, my knowledge about health and how the human body works is better:
- 88%—Because of this program, my understanding of how to stay healthy by eating right and washing my hands, etc. is better:
- 91%—Because of this program, my knowledge of the types of jobs in health care is better:
- 74%—Because of this program, my understanding of my values, my identity, and what I want to do in the future is better:

Health Education

Targeted Youth Developmental Assets

- 64%-Because of this program, my success at school (job/training) is better:
- 73%-Because of this program, my understanding of who I am and what I can do better:
- 55%-Because of this program, my ability to communicate is better:
- 83%-Because of this program, my ability to learn new things is better:
- 64%-Because of this program, my ability to connect with adults is better:
- 58%-Because of this program, my ability to work with others is better:
- 79%-Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 81%-Because of this program, my understanding of how the human body works is better:
- 81%-Because of this program, my understanding of health topics like nutrition and diseases is better:
- 64%-Because of this program, I make healthy choices:
- 61%-Because of this program, my interest in getting a job in health care/medical field is:
- 49%-Because of this program, I enjoyed science class:

Youth Evaluator Comments:

By Brenda Dueñas, Loretha Henry and Blanca Lopez

Located on 1411 East 31st Street, Oakland Alameda Health Care Foundation is a program dedicated to providing career exploration for students beginning in the eighth grade. Career exploration opportunities for the eighth graders include laboratory work such as cardiologists, radiologists, and as dental assistants. The program also offers career exploration opportunities to students in high school, whose activities include customer service. The program also provides nutritional information to different middle schools throughout Oakland such as Elmhurst, Calvin Simmons, Frick and Havenscourt. The program operates every Monday, Tuesday, Thursday, and Friday from 4 pm to 6pm and every Wednesday from 4pm to 5pm.

According to Heather, the Program Manager of the Model Neighborhood Program, the main goal of the program is, "to get more minority groups into the health profession." For students, internships last 12 weeks, three days a week. Jessica Bui, age 15, has been in the program for one year and said, "The staff members are extremely helpful... I would recommend this program to my friends because its fun and they also pay you a good salary." Tracy Bryant, age 15, said she liked the program because, "We get to meet new people."

We believe that the program helps the students realize whether or not a health career is for them. We also believe that there should be more programs like this throughout Oakland.



Alameda Family Services – Dream Catcher

Project Description:

DreamCatcher, a program of Alameda Family Services, provides career and college readiness activities to runaway, throwaway, and homeless youth in Oakland. Tutoring, education, training and opportunities for meaningful work are offered to youth clients. Additionally, a range of support services to address these youths' more intractable problems such as poverty, poor education and fractured families is provided including outreach intensive case management, violence prevention, health treatment and education, mental health counseling, education support, youth development and housing support services. DreamCatcher works with youth to re-enroll or remain in high school, enroll in college or vocational training, learn job readiness skills and obtain employment so that they can exit street life, achieve self-sufficiency and a brighter future.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 112% of contracted service - 69,979 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 187% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$326,458 to provide after school services.
EFFECT	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 73.5% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 76.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
RESULTS	To reduce the incidence of self-reported violence among homeless youth in our program by 50% in the next year by providing a safe environment with wrap-around services	While the streets have continued a violent trend, 88% of Dream Catcher participants experienced a reduction in the incidence of self-reported violence	Yes	Program was able to meet and exceed their goal as measured by youth surveys. Program continues to have a positive impact on the youth they serve
	To improve the educational status of homeless youth in our program receiving academic support and/or assistance with re-entry into educational, GED or alternative academic programs by 70% in the next year	Review of enrollment data supports that 81% of homeless youth had improved their educational status by enrolling in school over the year.	Yes	Program was very successful in producing targeted changes through program enrollment statistics

Program and Staff Strengths:

Staff at DreamCatcher are highly committed and dedicated individuals, some of whose lived experiences reflect their clients lived experiences. It is this common lived experience that enables staff to support their youth clients' abilities to achieve their fullest potential in their pursuit of stable housing, job employment and personal aspirations and it be received with confidence and trust. DreamCatcher encourages youth to do well in school by promoting education, setting high expectations and creating family-like relationships to demonstrate that their support is sincere and genuine. Program and Staff Opportunities for Improvement:

Program and Staff Opportunities for Improvement:

This year, DreamCatcher demonstrated a higher enrollment of female participants than male. DreamCatcher outreach and recruitment efforts should be re-visited and updated to reflect the trends of male homeless and runaway youth to ensure that all avenues for successful identification and recruitment is explored.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	No, just missed spending all of OFCY funds but spent more match.
	\$162,876	\$392,555	\$555,431	93%	111%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	330		43%	57%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	9%	89%	3%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	73%	8%	2%	3%	5%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	22%	16%	62%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	62,268	69,979	112%		212	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.33	\$7.94	\$494	\$1,683	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes Rating -Excellent
	88%				
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes Rating -Excellent
	Asset development changes	73%		75%	
	Grantee selected changes	76%		82%	
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes Rating -Excellent
	2.0	2.2	Increase	0.80	Good
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected
	26	72		72	170
					Yes Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Alameda Family Services-DreamCatcher	222	168	262	652

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 70% Because of this program, my success at school (job/training) is better:
- 70% Because of this program, my understanding of who I am and what I can do is better:
- 75% Because of this program, my ability to communicate is better:
- 81% Because of this program, my ability to learn new things is better:
- 76% Because of this program, my ability to connect with adults is better:
- 70% Because of this program, my ability to work with others is better:
- 73% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 84% Because of this program, my sense of community and belonging to a group of peer supporters is better:
- 70% Because of this program, my ability to get a healthy meal is better:
- 76% Because of this program, my interest in pursuing higher education or vocational training is better:
- 78% Because of this program, my ability to make responsible choices is better:

Youth Evaluator Comments:

By Blanca Lopez, Chris Williams, Camille French

Alameda Family Services - Dream Catcher Program, located at 422 Jefferson Avenue, is a support center that provides a safe place for youth to go to after school and a shelter for displaced youth to stay at night. They provide resources for the youth to get homework help, access the computer, make a resume, get a job, do their laundry, get bus passes, and eat dinner. Once a month, Alameda Family Service brings in a doctor for all those who wish to get checked for any STD, sickness, or any other ailment. The program is offered to youth between the ages of 13 and 19. Dream Catcher support center is open from 2:00-7:00 p.m., Monday through Friday while the shelter is open everyday. Their shelter requires that any youth who stayed the night before leaves by 8:00 a.m. the next morning in hope that they will attend school.

When we went to the program, Dream Catcher was having a workshop about STDs, infections, and safety. They had the youth participating in educational games and then had discussions about what happened and what the youth thought about it. Dream Catcher is offered to 15-22 youth a day but on the hour of our visit, 16 youth were present.

Shawana Booker, Peer Support Coordinator, has the responsibilities of coordinating the program, case management, family mediation, homework help, preparing dinner, and much more. She says that the goal of the program is to provide a safe place and environment while aiding youth with resources that they would otherwise not have. Shawana told us that she constantly encourages youth to go to school and enjoys seeing the effect the program has on the youth. She also noted that Dream Catcher is the only shelter for this age group for the youth in Alameda County and that homeless youth are underserved and have few resources.

Overall, we felt that Dream Catcher is a great addition to the community and is dedicated to helping the youth in any way they can. The staff was friendly and passionate about what they were doing and the youth were very relaxed and comfortable.



American Indian Child Resource Center

Project Description:

The After School programming offered to Oakland's American Indian youth beginning in middle school and continuing through graduation from high school is a key component of the work carried out by the American Indian Education Center, one of 30 such agencies in the state of California. The staff of teachers, college tutors and education specialists build on the cultural assets of the youth to create a support system to build academic success, graduate from high school and pursue postsecondary education. The agency provides youth with cultural and performing arts activities that include dancing, drumming and singing; as well as cultural and education field trips, tutoring and academic support such as homework assistance, career exploration and mentoring. Further, the center helps youth to build their identity as American Indian, an essential foundation to healthy self-concept and self-esteem. In addition, the staff works as liaisons with the teachers and schools as needed. They also interact with the families and the American Indian community to help the youth develop connections with caring adults and role models. The programs are offered four days a week in the school year, as well as during the summer. Some activities occur on the weekends like sports and camping.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 115% of contracted service - 52,914 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 47% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$71,296 to provide after school services.
EFFECT	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 48.2% of targeted changes.	No	Program needs to focus on assisting youth to see the progress they are making in their youth developmental assets.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 46.3% of targeted changes.	No	Program can use some of the techniques and activities recommended in cognitive behavioral theory and practice to improve their youths' ability to observe change.
Results come from the effort and effect of the whole community of Oakland.				
RESULTS	To enhance motivation of program participants to do his/her homework by 40% within the first 90 days of attending school, as measured by tutor narratives and staff observations.	The program reported that 40% students were more motivated to do their homework at the beginning of the year, and continued to stay engaged with their schools and school work through the end of the school year.	Yes	Meet performance goal as measured by sign-in sheets and staff observations.
	70% of the youth involved in the Youth Leadership component will gain knowledge of the needs of the community and the importance of involvement, as measured by focus group and surveys.	Through service, 100% of the students in a youth leadership component of the program were able to learn about the impact of violence on Oakland's native people, and how much they were able to effect change through organizing their June 23 Prayer Walk.	Yes	Agency was able to meet their goals for the better. Participants also made a link between developing healthy relationships with caring adults and community service.

Program and Staff Strengths:

The American Indian Child Resource Center successfully engages the consistent participation over time of approximately 60 youth who begin the program at middle school and continue with the program through high school. In the event that students "stop-out" of the program due to family or life circumstances, staff stay in touch with them and when the youth have the ability, often return. While the general dropout rate of American Indian students is 75%, this program is able to help its youth participants stay in school and graduate at much higher rates. This academic year, 100% of the students who began with them as ninth graders will graduate from high school in June 2007.

The staff of the agency serves as positive role models for the American Indian and other youth whom they serve. The professional staff holds college degrees and advanced credentials and the tutors are all college students whose life experiences mirror that of the youth with whom they work. The staff is dedicated and committed to serving the youth participants and often goes above and beyond their duties to connect with youth as needed. In addition to their professional skills and competencies the staff demonstrates the necessary cultural competence to work effectively with the youth and their families.

The American Indian Child Resource Center service delivery provides multiple opportunities for youth to build relationships with caring adults. Through the variety and frequency of types of contact—tutoring, college readiness workshops, field trips, cultural activities and community events—youth and their families experience the support system offered by the staff and volunteers of the Center.

The Center is commended for its receptivity to recommendations by the Evaluators and opportunities for technical assistance.



Program and Staff Opportunities for Improvement:

American Indian youth transitioning from elementary to middle school and middle school to high school could benefit from the agency structuring some of its summer into a "summer bridge" type of program where youth are introduced to the changes that they can anticipate as they move up to a higher-grade level. Incoming 6th grade students could get help transitioning out of the self-contained classrooms by introducing them to the organizational and study skills that they need to successfully handle six periods with different teachers. Similarly, eighth graders moving into ninth grade can be prepared for the change in school and classroom culture awaiting them at the comprehensive or other high schools, as well as teacher expectations for homework completion, high school graduation requirements and the extracurricular opportunities that will be available to them. By helping the youth to bridge these transition points, the youth can build their confidence and initial success as they enter new schools and meet new peers and teachers. In addition, building in regular "debriefing" in all of the activities offered to youth about what new things they are learning would also help build the students' self-concept as successful learners.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$151,010	\$71,296	\$222,306	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	135		27%	59%	15%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	5%	21%	25%	33%	16%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	0%	0%	0%	30%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	114%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	6%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	46,188	52,914	115%		392	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends, and Grants	Yes
	\$2.85	\$4.20	\$1,119	\$1,647	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	80%		88%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No
	Asset development changes		46%	92%	93%	Rating -Good
	Grantee selected changes		46%	73%	86%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.7 1.4		Decrease	0.80	Good	Rating -Good
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	69	69	46	67	251	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
American Indian Child Resource Center	185	165	240	590



Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 54% Because of this program, my success at school (job/training) is better:
- 57% Because of this program, my understanding of who I am and what I can do is better:
- 49% Because of this program, my ability to communicate is better:
- 50% Because of this program, my ability to learn new things is better:
- 36% Because of this program, my ability to connect with adults is better:
- 37% Because of this program, my ability to work with others is better:
- 44% Because of this program, my ability to stay safe is better:
- 50% Because of this program, I do math or arithmetic better:
- 42% Because of this program, my reading skills are better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 57% Because of this program, I turn in completed homework assignments better:
- 37% Because of this program, my confidence in myself is better:
- 57% Because of this program, I feel proud of my culture and my people:
- 31% Because of this program, my attendance at school is better:
- 40% Because of this program, I am better involved in my community:
- 51% Because of this program, my awareness of my own culture is better:
- 53% Because of this program, I am able to do my homework better:

Youth Evaluator Comments:

By Brenda Dueñas and Viviana Ramos

American Indian Child Resource Center (AICRC) is located at 522 Grand Avenue. The program runs every Monday through Friday from 3 p.m. to 6 p.m., Mondays through Wednesdays and it is dedicated to the middle school participants while every Thursday and Friday is dedicated to the high school youth participants. The program offers homework help and they also educate the youth about the different indigenous cultures of the world.

Upon arrival, the youth were actively working on an ice breaker meant to help them refocus their energy. After the ice breaker the youth had a break in which they got a snack, then broke off into their individual study groups. In each of the four study groups there were four to five youth for every one staff member. Once the homework component was complete the youth began their reading component. Here the youth read for thirty minutes before being lead out for free time.

Manny, the Academic Service Coordinator, felt that this program is one of the best programs in the area because it is one of the only programs that help students learn more about their culture. One of Manny's favorite success stories of the program was when he first began four years ago. He worked with ninth grade freshman and after participating in the program all of them are ready to graduate. The main goal of the program is to keep all the students active in their academics as well as to inform them about the impact of Native Americans in the Bay Area. Juliet, age 12, and a two year participant felt that this program is great because she gets help with her homework. She said, "The staff care for us and also help us with our problems."

Overall, the program is good and the staff are very helpful to the students; however, it is recommended that the organization have more structured activities for the youth participants upon their arrival to the program.

Asian Community Mental Health Services – AYPAL

Project Description:

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 140% of contracted service - 60,572 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 183% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$326,458 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 74.2% of targeted changes	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 79.8% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	By June 2007, 33% increase in youth development outcomes for 200 active members such as: decrease in youth involved in violent incidents	Goal met as reported by staff observation of behaviors	Yes	Successfully reduced youth involvement in high-risk behaviors. Program tracks impact across multiple variables using pre and post-test format.
	By June 2007, 20% increase in awareness of own and other people's cultural history for 200 active members	Goal met as reported by staff observation of behaviors	Yes	Program was very successful in exposing participants to cultural awareness through a multitude of events.

Program and Staff Strengths:

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



Program and Staff Opportunities for Improvement:

AYPAL staff recognizes the encroaching presence and influence of the Internet as a vehicle for violence. The YLOs would benefit by prioritizing time for staff to develop a strategy and activities to address this very serious issue and help youth develop their awareness of the danger of imparting too much personal information.

The lack of a central space where youth can gather and where staff can gather to work together is a limiting factor whereby the environments are not under the control of AYPAL staff; rather, the space used is allocated by schools or other organizations, thus, the environment reflects that of the host organization. Environments are sometimes noisy or distracting and may not always be conducive to the activities being conducted with students. The agency is encouraged to work with the host organizations or schools to foster an environment conducive to the activities being conducted.

AYPAL is encouraged to continue its efforts to establish closer ties to mental health services for referrals to trained counselors when youth require them. AYPAL is also encouraged to continue to increase the opportunities for parents to participate in a way that nurtures the parent/youth connection across the generational and cultural differences.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$434,750	\$634,750	100%	112%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	309		51%	48%	1%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	7%	79%	15%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	2%	2%	83%	0%	1%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5		Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%		0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	100%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	43,299	60,572	140%	196		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$3.30	\$10.48	\$647	\$2,054	\$21,000	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes Rating -Excellent	
	87%		83%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset Development changes		74%	65%	93%	
	Grantee selected changes		80%	74%	93%	Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	3.5 3.0		Decrease	0.89	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	135	263	129	296	823	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Asian Community Mental Health Services-AYPAL	223	189	281	693



Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

54%-Because of this program, my success at school (job/training) is better:

80%-Because of this program, my understanding of who I am and what I can do is better:

83%-Because of this program, my ability to communicate is better:

82%-Because of this program, my ability to learn new things is better:

74%-Because of this program, my ability to connect with adults is better:

83%-Because of this program, my ability to work with others is better:

65%-Because of this program, my ability to stay safe is better:

The various partner programs asked numerous other targeted change questions of youth customers. Results can be obtain by request of CCPA Office.

Youth Evaluator Comments:

By Nick Gordon and Loretha Henry

ACMHS-AYPAL is a program that focuses on social rights and racism and how it affects people in the community. It raises awareness, provides a safe haven, and teaches youth about themselves and the community around them. This program is provided for high school students that want to get involved in the program. The program runs weekly on Tuesdays and Thursdays from 4 p.m. to 6 p.m. This program is year round and becomes life long.

On the site visit there was a group of students who talked about things that they felt affected them in their everyday lives. They began with an icebreaker called "move your buns." They discussed three types of racism: institutional, interpersonal, and internalized. They played different games to identify various forms of racism and how it is actualized in different situations. When interviewing the AYPAL group, we found that the students learn a lot about each other. In addition, the program provides a family like atmosphere and the youth stated that they feel very comfortable where they are and the people that are part of the program. Most of the youth that come to this program learn about leadership and creative writing. The challenges that the program has faced is that there is a lack of publicity.

The program was great and should continue being funded because it gives students a place to go and discuss how they feel about certain situations. It also gives them a chance to meet new people and discover how to deal with different situations.



Bay Area Oakland SCORES

Project Description:

Bay Area Oakland SCORES program is an innovative after-school program offering soccer, literacy enrichment activities, and service-learning for children attending six elementary schools in Council Districts 6 & 7: Brookfield, EFC@ Cox, Markham, Stonehurst, Think College Now, and Webster. Oakland SCORES meets the specific needs of primarily low-income, minority students at schools who are at high risk for academic failure and in need of safe, supervised after-school activities. Oakland SCORES addresses OFCY's Child Health and Wellness priority by providing after-school activities that: 1) promote physical health and wellness; 2) improve academic success; 3) help kids form positive relationships with adults and peers; 4) contribute something of value to their community; and 5) improve students' self-confidence and interest in civic engagement.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 101% of contracted service - 39,586 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 58% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$84,567 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 71.9% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 70.7% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	75% of parents report that their participating child has an increased appreciation for the benefits of sports and physical fitness.	89.9% of parents report that child has an increased appreciate for the benefits of sports and physical fitness as a result of this program.	Yes	Program also focused on statistically significant changes in body-mass Index (BMI) z-scores for participants, the program has made great strides with their participants linking good health and physical fitness with self esteem and weight.
	75% of parents report that their child has increased self-confidence as a result of the program.	81.2 % of participants parents reported to have better self-confidence as a result of this program.	Yes	Results were measured by the results of an independent consultant firm Philliber Research Associates

Program and Staff Strengths:

Bay Area SCORES is commended for their ability to strengthen academic, fitness and social skills for youth participants. Many female youth participants benefit from the homework period to track their progress in improving their reading skills, as they tend to read below grade level. Some male youth participants start soccer practices feeling frustrated and unable to fit in with the practice regimen. Their behavior problems emerge, then fade as they gain confidence in their ability to play soccer and coordinate with other youth. Some of them even become team leaders after overcoming their initial problems.

Coaching staff maintains their schedules without gaps by filling in for each other, even when head coaches leave unexpectedly. Staff who guide classroom work often attend the soccer games to support their own students at playing soccer. The program design includes activities to utilize pent up energy at the beginning of the after-school period. Customers can share their poems with the school during morning announcements to get peer reactions.



Program and Staff Opportunities for Improvement:

Efforts are needed to increase male customer participation in the writing program. Some additional coordination is needed to arrange more social events for staff members to facilitate staff communication and teamwork. Attendance requirements could be communicated more frequently and convincingly by staff. Interest exists in arranging more trips away from the school to add variety to the program for the customers. Student transportation to and from games is sometimes lacking and additional coordination is needed.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,193	\$84,567	\$234,760	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	252	52%	48%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	71%	29%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	30%	66%	3%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Multi Racial	Other	Level of Youth Developmental Assets			Yes
	1%	0%	MEDIUM			
	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	
	0%	0%	0%	0%	0%	
How much service did they deliver?	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		Yes
	0%	0%	100%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	39,231	39,586	101%	157		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$3.79	\$5.93	\$596	\$932	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	87%		87%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		72%	72%	67%	Rating -Excellent
	Grantee selected changes		71%	76%	64%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.4 1.9		Decrease	0.83	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	78	233	120	253	684	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Bay Area Oakland SCORES	223	176	271	670

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 66% This program makes me do better at my school work:
- 69% This program helps me get along with adults better:
- 84% This program helps me learn new things better:
- 84% This program helps me stay safe better:
- 77% This program helps me get along with other kids better:
- 79% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 75% This program gets me to cooperate and play with others better:
- 67% This program makes me listen and be nice to others better:
- 77% This program makes my writing skills better:
- 71% This program makes me pay attention in school better:
- 84% This program helps me appreciate the benefits of sports and fitness better:
- 77% This program makes my fitness level and overall health better:
- 75% This program gets me to seek involvement in my community better:

Youth Evaluator Comments:

By Camille French and Marco Zarate

Bay Area SCORES is located at Arroyo Recreation Center in Oakland. The program offers soccer, writing and reading classes, among other things, to 3rd through 5th graders. The program services about 240 youth and consists of 8 elementary schools: Brookfield, Markham, Stonehurst, Webster, Think College Now, Whittier, Glenview, and Cox. The program operates Monday through Friday from 3 p.m. to 5 p.m. and is highlighted by the Spring theme "Be the Change".

During the site visit, we interviewed a parent, Venus Cole, who said that since her daughter has been involved in the program she has less attitude and has had more regard for other people. She believes that there should be more programs like SCORES in the Bay Area because "youth need support" and SCORES offers it. Youth participants Yassira and Kamilah agree that the program is very fun and helps them with their academics. The academic classes are mandatory and if the youth do not attend the classes everyday, they cannot play in the soccer games that are held every Friday.

Overall, our group believes the program impacts the students positively. It offers them a safe place where they can be physically active and achieve in school as well. The combination of athletic and academic emphasis gives the youth a balanced lifestyle in which they can continue to develop.

Bay Area Outreach & Recreation Program (BORP)

Project Description:

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 121% of contracted service - 3,852 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 59% of OFCY funds.	Yes	Leveraged their OFCY grantees with \$23,424 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 78% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 87% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	80% of Participants will improve overall health, fitness, and wellness because of program care and services.	89.9% of parents report that child has an increased appreciate for the benefits of sports and physical fitness as a result of this program.	Yes	Program met this intermediate result goal.
	80% of youth will report increased independence because of program care.	90% of youth surveyed reported increased independence.	Yes	For a child in a wheelchair the increased independence is a significant accomplishment.

Program and Staff Strengths:

As a result of BORP, the participants become more assertive and more independent. Additionally, eighty percent of the participating youth go to college. Only one participant has failed to graduate from high school.

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

Program and Staff Opportunities for Improvement:

As previously mentioned, the program has recently hired a transitions coordinator to help participants make transitions in their lives. The opportunity in this area is to monitor the effectiveness of this new position in order to ensure that participants are getting the most benefits from this service. An additional opportunity for improvement is the planned establishment of a formal mentoring program that will match participating youth with adults.



Program staff are aware of the need to attract and serve a more culturally diverse group of customers. A significant step in this direction was the hiring of an outreach coordinator. To accommodate the new customers, the program would benefit from developing plans to enhance cultural competence and inclusion at all levels of the organization. In keeping with efforts to recruit and serve a more diverse group of customers, the program would benefit from the providing of training and development opportunities to its staff in diversity and cultural competence.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$40,000	\$23,424	\$63,424	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	21%	32%	43%	4%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	43%	39%	7%	0%	11%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	0%	0%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	100%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	3,193	3,852	121%		138	
						Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$10.38	\$16.47	\$1,429	\$2,265	\$0	
						Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	94%		97%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	76%	85%	84%		
	Grantee selected changes	87%	91%	91%		
						Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06	Service Quality Score Spring 07	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	4.8	3.8	Decrease	0.86	Good	
						Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	54	75	74	76	279	
						Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantees Funded Program	Approach	Deployment	Results	Service Performance Index
Bay Area Outreach & Recreation Program (BORP)	212	189	309	710

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Youth Survey)

- 33% Because of this program, my success at school (job/training) is better:
- 85% Because of this program, my understanding of who I am and what I can do is better:
- 85% Because of this program, my ability to communicate is better:
- 79% Because of this program, my ability to learn new things is better:
- 79% Because of this program, my ability to connect with adults is better:
- 97% Because of this program, my ability to work with others is better:
- 67% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Youth Survey)

- 84% Because of this program, my strength and fitness level is better:
- 91% Because of this program, my overall health and physical awareness is better:
- 94% Because of this program, my playing skills and knowledge of my sport are better:
- 88% Because of this program, my self-confidence is better:
- 91% Because of this program, my ability to do things independently is better:
- 94% Because of this program, my ability to work cooperatively as a team member is better:
- 81% Because of this program, my ability to cope with my disability is better:
- 76% Because of this program, my expectations for myself and my future is better:
- 76% Because of this program, my expectations for myself and my future is better:
- 90% Because of this program, my expectations for myself and my future are better:



Targeted Youth Developmental Assets (Child Survey)

- 57%-This program makes my school work better:
- 71%-This program helps me to get along with adults better::
- 100%-This program helps me learn new things better:
- 43%-This program helps me stay safe better:
- 100%-This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 100% This program makes me play sports better:
- 100% This program makes my health and fitness better:
- 86% This program makes me feel more confident:
- 71% This program makes me act more independent:
- 71% This program helps me be better at making friends:

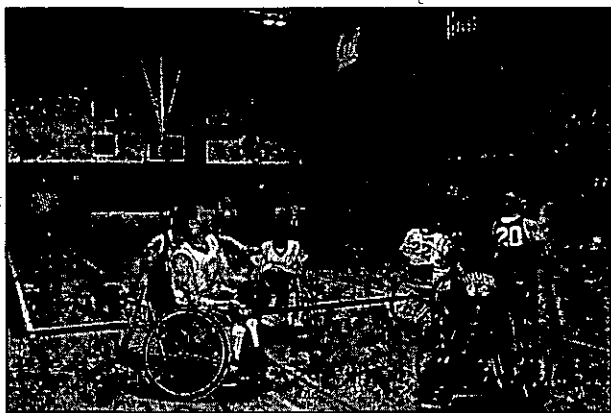
Youth Evaluator Comments:

By Loretha Henry and Marco Zarate

The day of our visit, the Bay Area Outreach Recreational Program (BORP) activities were located in Berkeley on the UC Berkeley Campus. BORP is a basketball program for disabled (wheelchairs) youth, who range from the ages of 3 to 19 years old. The program is year around, and operates from 9 a.m. to 11 a.m., and then from 12 p.m. to 3 p.m. The program teaches vital skills such as how to get around, transportation, and motivation about self-confidence. Participation in the program is free, however it requires the youth to take part in fundraisers.

When we arrived at BORP, we saw that the players were getting warmed up and ready for their game. Some of the players were just watching as other participants played on the sidelines. Christine Burke, 18 years, has been attending BORP for 7 years. She expressed how the program has improved her social interactions and her independence. James Bonnet, 12 years, has been in BORP for six months, and stated that the program has helped him understand basketball and provided an outlet for him.

We believe this is a great program because it gives the youth players the confidence and independence they need. It also gives them the opportunity to participate in physical activities with other youth peers.



Bring Me A Book Foundation

Project Description:

This project involves an active partnership of the Bring Me a Book Foundation and Oakland Ready to Learn, an organization that collaborates with 20 public and private agencies whose work involves early childhood education and services. Project partners provide a series of parent/child learning opportunities in several languages that are most spoken in Oakland. "First Teachers" classes engage parents with their children encouraging family bonding and early literacy skills through hands-on early literacy workshops, cross-cultural performances and interactive art activities, library activities for children and early learning information at neighborhood festivals. Project services are being delivered to Oakland Unified School District Child Development Centers including Webster, Stonehurst, Yuk Yau Annex, Centro Infantil de la Raza (Main) and Garfield School. Project services are also provided in collaboration with Oak Park/New Hope Church, Allen Temple Lending Library and other faith-based community sites. The project distributes to a majority of participants free, multilingual books for home and approximately 80 preschool sites have had bookcases filled with high quality children's literature placed at their locations. This year the Early Childhood Resource Center at the Oakland Ready to Learn Community Classroom, located at 2285 International Boulevard and next door to the Eastside Arts Alliance Center, was inaugurated in one of the most diverse and underserved areas of Oakland. It is a beautiful and cheerful environment that is child-centered in its design and is the hub for Art, Music, and Literacy activities for parent education classes with their children.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 171% of contracted service - 25821 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal with more participants than planned.
	Leverage OFCY funds by 25%.	Leveraged 38% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$58,107 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child developmental assets because of services funded by OFCY.	Achieved 98% of targeted changes as reported by parents for their child	Yes	Program staff have been successful in incorporating child developmental features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 98% of targeted changes as reported by parents for their child.	Yes	Program was very successful in producing program-specific targeted changes in their children ages 0 to 5 through the work with their parents and care givers.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	80% of parents will report increased time spent reading with their child.	94% of parents reported increased time spent reading with their child.	Yes	Positive behavior of parents in reading to their child was achieved.
	80% of parents will increase skills and confidence as "first teachers" of their child.	94% of parents will increase skills and confidence as "first teachers" of their child.	Yes	Parents understood and practices being their child first and primary teacher.

Program and Staff Strengths:

The Bring Me A Book Foundation has enabled Oakland Ready to Learn through its Oakland's First Teachers Program to put in the hands and homes of hundreds of children and parents high quality children's literature that is multicultural and multilingual—thus, stimulating an early love of reading as parents are encouraged and taught effective strategies for reading to their children. The program opened a beautiful Early Childhood Resource Center in what might be easily described as a blighted and high poverty area along International Boulevard. It serves as a bright spot and a welcome resource for parents, many of them immigrants, to learn educational activities and literacy practices to use with their children. The agency also promotes cross-cultural understanding and participation through the cultural events that are age appropriate for early childhood. The program is able to build trusting relationships with the parents and partnering sites. The program has been able to establish engaging and informative workshops that foster parental skills as their children's first teachers. The program provides the materials for parents to make learning materials that they can then take home to use with their children.

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

The partnership between the Bring Me a Book Foundation and Oakland Ready to Learn effectively leverages the resources of both organizations: the resources to purchase sturdy, high quality bookcases and fill them with colorful, high quality early childhood literature that the children's families would not be able to afford nor provide for their children and the educational activities to teach parents and children how to get the most educational and social gain from those materials.



Program and Staff Opportunities for Improvement:

As program activities are carried out with partnering Child Development Centers and other program sites, it would be beneficial to continue to share professional development activities with the Child Development Center sites teaching staff and other early childhood education professionals, helping them to develop greater cultural competency and empathy in dealing with the young children whose behaviors are viewed as difficult. Offering this type of professional development to site staff would also help to build deeper relationships with the site staff achieving greater "buy-in" to the efforts of parent education as their children's first teachers.

It is recommended that efforts continue to be made engaging donors in the excellent site work that is conducted and sponsored by the Oakland's First Teachers Program to further leverage resources and share the exemplary practices of the program and community revitalization that is occurring.

It is also recommended that the program help teachers at the new site to create a space where they can help children "de-stress" when they are exhibiting problem behaviors. Program staff should do staff assessments of children and/or parent customers next year.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$58,107	\$208,107	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	304		41%	59%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	67%	12%	1%	1%	19%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	13%	36%	40%	0%	1%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	6%	5%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children/Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	100%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes Rating -Excellent
	15,140	25,821	171%		85	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$5.81	\$8.06	\$493	\$685	\$1,000	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
			95%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, need to do staff surveys next year.
	Asset development changes			98%		
	Grantee selected changes			96%		Rating -Good
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, reliability is low for grantee selected questions.
	6.5 13.6		Increase	0.25	Low	Rating -Excellent
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	No, need to do staff surveys.
			73		73	Rating -Good

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points; deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Bring Me A Book Foundation-Oakland's First Teachers	195	126	358	679



Initial Outcomes and Results

Parent customers were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parent surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Parent Survey)

100% Because of this program, my child's ability to master skills is better:

100% Because of this program, my child's level of active participation in his/her daily life is better:

94% Because of this program, my ability to be my child's first teacher is better:

94% Because of this program, my child's ability to play with other children is better:

100% Because of this program, my appreciation of my child's unique qualities is better:

83% Because of this program, my child gets along with others better:

97% Because of this program, I can find services and resources for my child better:

94% Because of this program, the number of books and other children's materials in my child's home:

100% Because of this program, the time my child and I spend reading/looking at books:

100% Because of this program, my child's ability to succeed in school:

97% Because of this program, my confidence in helping my child:

97% Because of this program, my child's access to art, music and dance:

Youth Evaluator Comments:

By Loretha Henry, Julie Nguyen, Viviana Ramos and Marco Zarate

Bring Me A Book Foundation/Oakland Read to Learn's OFCY grant activities are offered at 2285 International Boulevard, Oakland. This program operates between the hours of 10 a.m. and 12 noon, every Saturday. During the program hours, pre-school children have the opportunity to read books with their parents, hear story telling, or utilize the computer where they can play reading games. This benefits the children in a lot of ways because it prepares them academically before entering Kindergarten. It helps them *build their confidence to perform successfully in school.*

Minh Truong, a parent of Jessica, two years old, mentioned that this program helped his daughter in ways that helped her to become more active. She spends more time with her little sister, sings more, and also he has noticed that she always wants to pick up a book or hear a bedtime story before she goes to sleep. In becoming more active she doesn't spend much time at home watching television. She has built the confidence in doing more things in front of others and this prepares her before she enters kindergarten. Minh Truong said that he would definitely recommend this program to all parents, because not only is this program like a preschool program but it is open to the community as well.

The day of our site visit happened to fall on Halloween and the program was open to the community. We observed that this program is committed to children and their needs, while ensuring that they are having fun at the same time. The program gave out gift bags/treats and also the kids were able to create their own Halloween cookies. Over all, we feel that this program is very good for children who haven't experienced school yet. It also benefits the parents because it helps them get more involved to spend more time with their children through reading.



Children's Hospital – Developmental Playgroups

Project Description:

The Early Intervention Services Unit of the Division of Developmental and Behavioral Pediatrics at Children's Hospital and Research Center (CHRCO) at Oakland has formed a multi-agency collaboration with the Department of Social Services, Children and Family Services Unit; the Unity Council's De Colores and Fruitvale Headstart sites; Project Pride; and the Solid Foundation. The project is aimed at improving the developmental outcomes of children 0-5 through offering developmental play groups for children at risk for developmental, social and emotional delays. Children and families served are facing challenges due to parental substance use, parental incarceration, separation from parents, and isolation due to linguistic and cultural factors. The Unity Council Head Start programs work primarily with children who come from homes where Spanish is the primary language spoken. Project Pride and the Solid Foundation are perinatal residential drug treatment programs. The CHRCO 3rd Street Site serves caregivers, parents and children who are clients of the Department of Social Services Children and Family Services. The OFCY funded services have the goal of serving 170 children out of a client population of 600.

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 115% of contracted service - 10,339 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 34% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$75,000 to provide early childhood mental health services.
EFFECT	Achieve 60% of targeted changes for development of child developmental assets because of services funded by OFCY.	Achieved 63% of targeted changes as reported by parents for their child.	Yes	Program staff have been successful in enhancing child developmental activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 66% of targeted changes as reported by parents for their child.	Yes	Program was very successful in producing program-specific targeted changes in their children ages 0 to 5 through the work with their parents and care givers.
Results come from the effort and effect of the whole community of Oakland.				
RESULTS	Provide skills and knowledge for 80% of parents to indicate that their ability to be my child's first teacher is better because of this program.	85% of parents to indicate that their ability to be my child's first teacher is better because of this program.	Yes	Program was successful in engaging parents in the education of their child.
	Provide skills and knowledge for 80% of parents to indicate that their ability to play and enjoy being with their child is better because of this program.	92% of parents to indicate that their ability to play and enjoy being with their child is better because of this program.	Yes	Parents enjoyed learning to play and enjoy time with the child.

Program and Staff Strengths:

The Developmental Playgroups Program focuses its services on a highly vulnerable population of very young children. Staff support and model good communication and guidance strategies for the children and their parents/caregivers through structured play groups and assess and connect the child for further services if needed. The staff is highly qualified and the multi-disciplinary support provides a wide range of resources to meet the identified needs of the child. For children who are socially isolated due to language and cultural childrearing practices, the play groups offer an opportunity for the development of socialization and communication skills. For children who are in residential treatment centers with their mothers, the play groups provide the opportunity for staff to repetitively model positive parenting behaviors such as patience, response time, and non-verbal communication. For the child in a foster care setting, the play group provides an opportunity for experiential activities outside in the community and staff that is child-focused in their support of the social and emotional needs of the child who finds him/herself going through transition.

Program and Staff Opportunities for Improvement:

The program staff sees the need for more frequent one-to-one meetings with mothers who have compromised parenting skills and need further assistance with their child's challenging behaviors. The Evaluators concur with this suggested opportunity for improvement. Mothers in recovery from substance abuse tend to have short attention spans and are self-focused, which presents a special challenge to the staff conducting the play group. Additional time and strategies that support the development of good parenting skills of the mothers in residential recovery centers is recommended. The program design in the residential centers should be re-considered in terms of the frequency of the playgroups, given the short-term stay. The Collaborative Partners are encouraged to work with the residential centers to remedy the lack of an enriched child development environment not only in which the play groups are conducted, but also since the children spend all day, every day at the center while the mother is in treatment. Staff resources for Spanish-speaking mothers in the residential settings need to be increased relative to linguistic and cultural competence.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$221,158	\$75,000	\$296,158	98%	99%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	238	34%	67%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Parents	
	67%	0%	0%	0%	33%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	17%	48%	3%	13%	17%	
Multi Racial	Level of Youth Developmental Assets					
	5%	7%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	100%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	9,040	10,399	115%	44	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$21.27	\$28.48	\$925	\$1,239	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
			90%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes			83%	78%	
	Grantee selected changes			86%	83%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality Level	Reliability of Grantee Questions	Level of Reliability	No, reliability just missed goal.
	3.1 3.1			0.51	Low	Rating -Good
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
			118	127	245	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Children's Hospital - Dev. Playgroups	189	163	272	624

Initial Outcomes and Results

Parent customers were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parent surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Parent Survey)

- 83% Because of this program, my child's ability to master skills is better:
- 86% Because of this program, my child's level of active participation in his/her daily life is better:
- 85% Because of this program, my ability to be my child's first teacher is better:
- 82% Because of this program, my child's ability to play with other children is better:
- 88% Because of this program, my appreciation of my child's unique qualities is better:
- 74% Because of this program, my child gets along with others better:
- 88% Because of this program, I play with my child:
- 94% Because of this program, I enjoy being with my child:
- 76% Because of this program, I read to my child:

Youth Evaluator Comments:

No youth evaluator site visit conducted due to confidentiality of services.

City of Oakland, DHS- Even Start

Project Description:

The City of Oakland's Department of Human Services operates the Even Start Program in the San Antonio neighborhood at the Manzanita SEED/Manzanita Community School Site. Even Start is designed to break the intergenerational cycle of poverty and illiteracy by integrating early childhood education, adult literacy and parenting support. Even Start helps children reach their full potential as learners by assisting parents in gaining literacy and parenting skills to support the development of their young children. The goals and program design of Even Start align with OFCY's priority strategy of community learning opportunities for children and families. The program provides child development activities, nutrition/health services, parent and child literacy building activities, home visits, individualized language enrichment, cultural enrichment, family support services, child development screenings, community education and parenting involvement/parenting skills training.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 106% of contracted service - 54,546 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 153% of OFCY funds.	Yes	Leveraged their OFCY grants with \$268,117 to provide early childhood services.
EFFECT	Achieve 60% of targeted changes for development of child developmental assets because of services funded by OFCY.	Achieved 94% of targeted changes as reported by parents for their child.	Yes	Program staff have been successful in incorporating child developmental activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 85% of targeted changes as reported by parents for their child.	Yes	Program was very successful in producing program-specific targeted changes in their children ages 0 to 5 through the work with their parents and care givers.
Results come from the effort and effect of the whole community of Oakland:				
RESULTS	70% of participating children will demonstrate emerging literacy skills; upper case letter recognition and vocabulary development, by the end of the first program year, as measured by Desired Results Developmental Profile (DRDP); PALS Pre-K Upper Case Letter Recognition and/or the PPVT III (Peabody Picture Vocabulary Test III).	80% of children 18-36 months demonstrated emerging literacy skills; 75% of children ages 3-4 demonstrated upper case letter recognition; 100% of children, ages 4-5, transitioning to Kindergarten demonstrated a 14.5 point gain in receptive vocabulary from the pre and post assessment.	Yes	Program was successful in building and measuring the growth in literacy skills in the children served.
	75% of participating families will have examples of appropriate reading, writing and drawing materials in the home, by the end of the first program year, as measured by the Parent Education Profile (PEP); Scale I	93% of participating parents observed, had examples of appropriate reading, writing and drawing materials in the home	Yes	Parents demonstrated their commitment to be their child's primary teacher by having the appropriate learning materials in the home.



Program and Staff Strengths:

The Even Start program has a strong presence in the San Antonio community of Oakland. The program has bilingual and multicultural staff who can relate well with the children and parents. Their language and cultural competence is strong. The outreach to bring parents into the center is very successful with parents in high attendance at scheduled events. Through the home visits the staff is able to establish trust with the families, which in turn, helps in the relationship building with the children. The children view the teachers and staff as people that can be trusted, a strong foundation for establishing a good climate for development and learning. The program has collaborated with the Bring Me a Book Foundation which provides high quality children's literature and books to the center, as well as books for parents to take home to read to their children. The books are provided in the primary language of the parents and children where available. The support services provided to the families through referrals to other resources makes the community value the program as one that responds to the needs of the family unit.

Program and Staff Opportunities for Improvement:

The program has made the most of the limited space available to it; however, in order to serve more children the program will have to get additional space. More space would also allow the program to reconfigure some of their services and activities, which at this time are limited due to the space available. The program would also benefit from dedicated outdoor play space that is used only by the preschool children. The Even Start program operates year-round, which does not give the staff an opportunity to "recharge their batteries." The program has limited resources to provide professional development opportunities for its staff, which is a situation that needs improvement.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$175,000	\$268,117	\$443,117	100%	96%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	44		64%	36%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	66%	32%	2%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	0%	98%	2%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	100%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	51,320	54,546	106%		1,240	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$3.21	\$8.12	\$3,977	\$10,071	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
			89%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes			94%	92%	
	Grantee selected changes			85%	86%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	4.0 2.7		Decrease	0.75	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
			59	69	128	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
City of Oakland, DHS-Even Start	212	180	322	713

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Parent Survey)

Initial Outcomes and Results

Parent customers were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parent surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

- 97% Because of this program, my child's ability to master skills is better:
- 97% Because of this program, my child's level of active participation in his/her daily life is better:
- 93% Because of this program, my ability to be my child's first teacher is better:
- 93% Because of this program, my child's ability to play with other children is better:
- 93% Because of this program, my appreciation of my child's unique qualities is better:
- 93% Because of this program, my child gets along with others better:
- 93% Because of this program, my ability to provide literacy and learning supports to my children) at home is better:
- 93% Because of this program, my understanding of the importance of serving as a role model for my child's reading and writing is better:
- 86% Because of this program, I know how my language affects my child's language development better:
- 76% Because of this program, my child's ability to actively participate and engage in various language-rich literacy interactions with me is better:



Youth Evaluator Comments:

By Agueda Dueñas and Tanya Riddle

Even Start is located in the San Antonio neighborhood. We visited the San Antonio program site located on the campus of the Manzanita SEED/Manzanita Community School, 2409 E.27th Street. The program caters to infants and children up to six years of age as well as their parents. Even start offers fundamental education for both the children and parents. Parents learn English and how to interact with their children through literacy building activities. The children are provided with a developmentally appropriate, literacy-based early learning curriculum. Even Start runs Monday through Friday and mainly runs from 8:30 a.m. to 12:00 p.m., but also hosts trainings for parents some evenings. Monthly Family Nights are held from 3:00 p.m. to 6:00 p.m. and home visits where staff offer parent education as well as active parent and child interaction and literacy are provided monthly. Even Start also offers field trips once or twice a month to places like the San Francisco Zoo, California Academy of Science, the Oakland Museum and the Oakland Public Library.

On the day we visited there were four staff present. We did not go see the parent class but there were some parents working with their children who were still transitioning into the toddler group. We did see one father with his daughter. There were eight children of various ethnicities present. They danced and sang songs in both English and Spanish. They ate snacks and then went outside, played soccer, rode their bikes and played on the playground equipment.

This program is very beneficial. It serves as a learning place for both children and their parents. Here, non-English speaking parents, learn how to speak English and how to

Dimensions Dance Theater – Intern Program

better interact with their children and children begin to develop the tools and skills they will need for school in the future.

Project Description:

Dimensions Dance Theater (DDT) is a professional dance company and school that aims to promote the knowledge and appreciation of African-derived dance. The mission of DDT is to create, perform, and teach dance that reflects the historical experiences and contemporary lives of African Americans. The Intern and Apprenticeship Program is part of DDT's Rites of Passage Program, which provides pre-teens and teens with dance education and training in a variety of forms and styles. Youth participating in the Intern and Apprenticeship Program assist in administering the Rites of Passage Program in a variety of ways. For example, they may serve as assistants to the dance instructors, teach their own classes, and help collect data as part of the evaluation process.

GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
Deliver 95% of contracted services.	Delivered 105% of contracted service -16,548 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
Leverage OFCY funds by 25%.	Leveraged 98% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$16,548 to provide after school services.
Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 60% of targeted changes.	Yes	The program just meet their targeted goals and does a good job of building youth developmental assets through dance and performances. Youth are allowed to teach other youth to build skills.
Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 68% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.			
100% of interns will demonstrate strong leadership skills, dance training, creative ability, and teaching ability.	This goal was achieved through observation of interns behavior and skills.	Yes	This result statement could be more specific. Will modify for next year with the assistance of the evaluation team.
increased number of youth involved in leadership roles in the program and in their community, showing higher self-esteem, self-awareness, and empowerment.	Dimensions selected 10 ROP students, ranging in age from 15-20, to participate in our intern and apprentice program. These students have been with the program for over 5 years.	Yes	This is more an output than an outcome and the evaluation team will work with the program to develop a outcome measure for this year.

Program and Staff Strengths:

Staff are good at nurturing the Intern participants and at giving them increasing responsibility that is consistent with their capacity. In discussing the program, the staff highlight the field trips as a valuable feature for the development of the participants. These field trips expose the participants not only to different art forms but also to different geographical locations and life styles. For example, in December of 2007 the program took the participants on a ten-day field trip to Africa to learn African dance and culture.

Program and Staff Opportunities for Improvement:

Staff are aware that they need to do more marketing so that a broader segment of the community knows about the program. As a first step in this direction, they plan to create a marketing brochure for the program in 2007. Staff also believe that the program can benefit from more space for the dance instruction.

Staff would benefit from improving skills in marketing and community outreach. As previously mentioned, staff would also benefit from improving skills in helping participants reflect on how dance instruction can lead to improvement in school performance.



SUMMARIES

DIMENSIONS DANCE THEATER - INTERN PROGRAM

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$35,800	\$34,960	\$70,760	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		12	17%	83%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	8%	75%	17%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	100%	20%	40%	0%	30%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	98%	2%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	15,720	16,548	105%	1,379	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.16	\$4.28	\$2,983	\$5,897	\$24,000	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	89%		96%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	60%	72%	81%		
	Grantee selected changes	69%	87%	89%		
						Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06	Service Quality Score Spring 07	Change in Service Quality Level	Reliability of Grantee Questions	Level of Reliability	Yes
	2.6	2.5	Level	0.86	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	65	154	96	138	453	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points; deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Dimensions Dance Theater - Intern Program	224	200	292	715

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 36% Because of this program, my success at school (job/training) is better:
- 67% Because of this program, my understanding of who I am and what I can do is better:
- 51% Because of this program, my ability to communicate is better:
- 72% Because of this program, my ability to learn new things is better:
- 48% Because of this program, my ability to connect with adults is better:
- 62% Because of this program, my ability to work with others is better:
- 43% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 70% Because of this program, my self-confidence and self-respect are better:
- 51% Because of this program, my ability to problem solve is better:
- 58% Because of this program, my leadership ability is better;
- 72% Because of this program, my ability to perform for others is better:
- 68% Because of this program, my overall health and physical/awareness are better:
- 68% Because of this program, I can contribute to my community through dance better:
- 58% Because of this program, my awareness of my own culture is:
- 82% Because of this program, my ability to understand dance is:
- 84% Because of this program, my skill as a performer is better:
- 68% Because of this program, my ability to express myself creatively is better:
- 64% Because of this program, my confidence in taking on new challenges is better:

Youth Evaluator Comments:

By Donovan Allen and Camille French

Dimensions Dance Theatre is located in the Alice Arts Center at 1428 Alice Street in Oakland. The Rites of Passage Program operates Monday through Friday from 4:00 p.m. to 6:30 p.m. The program serves youth who have an interest in dance and are between the ages of 8 to 18. In the program, the youth participants study jazz, Hip Hop, tap, ballet, West African, and Haitian dance. Dimensions Dance Theatre Intern program targets youth that have completed the Rites of Passage Program and are at least fourteen years old.

The interns we interviewed, Qiyamah, 17, and Imani, 17, agree that the program is fun and beneficial to the youth who participate. They enjoy working with the youth while perfecting their own dancing skills. Qiyamah said, "Teaching dance helps to improve their dance."

In conclusion, the participants in the program love the space that the program provides for them. The youth have a lot of fun in the program. The program was one of the best we witnessed and definitely should be funded again next year.

Dimensions Dance Theater – Rites of passage

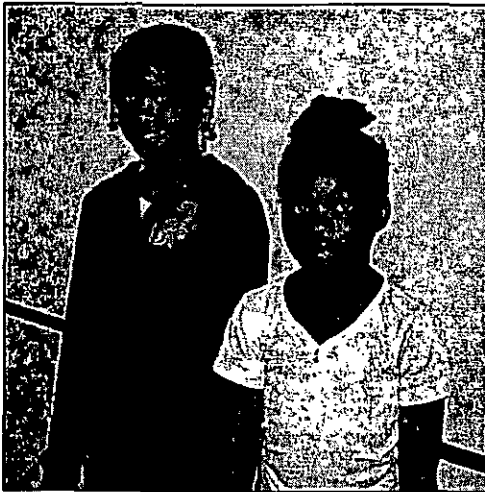
Project Description:

Dimensions Dance Theater (DDT) Rites of Passage is a multi-faceted, community based program for Oakland youth that provides dance education and training in a safe and supportive environment that enables children and youth from the City of Oakland to explore a variety of forms and styles such as Hip Hop, jazz, ballet, tap and West African and Haitian dance. The Rites of Passage Program is designed to help participants address the many challenges they face as youths, enhance their self-esteem, and to empower them to move forward towards a more positive future. Through art, DDT assists young people in understanding their responsibilities to themselves, to their families, to their peers and to the community at large.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 112% of contracted service -26,497 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 165% of OFCY funds.	Yes	Leveraged their OFCY grants with \$34,880 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 59.6% of targeted changes.	Yes	The program just meet their targeted goals and does a good job of building youth developmental assets through dance and performances. Youth are allowed to teach other youth to build skills.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 69% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Seventy percent of youth participants will increase their skills as a performer.	Achieved 80% of participants that increased their skill as a performer.	Yes	Program is using their effectiveness survey data for measuring intermediate results. Evaluators will work next year to improve the programs ability to measure their intermediate results using additional techniques.
	Seventy percent of participant will increase their self-confidence and self-respect through participation in the program.	Achieved 70% of participants improving their self-confidence and self respect after participating in the program.	Yes	Same as above.

Program and Staff Strengths:

The program is designed to focus on the whole person. In keeping with this goal, participants have shown progress in a variety of areas, including self-discipline, respect for themselves and others, health awareness, hygiene, academic performance, and life skills.



Program and Staff Opportunities for Improvement:

Program impact can be enhanced if staff focuses more on helping participants make the connection between the skills they learn in dance instruction and improved school performance. For example, staff can ask participants to reflect on how skills such as repetition, following instructions, and memorizing a sequence of dance moves are related to the skills needed for success in school.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$48,500	\$80,000	\$128,500	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	130	16%	84%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	43%	44%	12%	1%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	95%	3%	1%	1%	1%	
Multi Racial	Other	Level of Youth Developmental Assets				
	0%	0%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	26%	71%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	3%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes Rating -Excellent
	25,335	28,497	112%	219		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$1.70	\$4.51	\$373	\$988	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors. Note: Effect scores include interns and general youth customers. Evaluators are recommending that the grantee separate surveys for next year

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	89%		96%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		60%	72%	81%	Rating -Excellent
	Grantee selected changes		69%	87%	89%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality Level	Reliability of Grantee Questions 0.86	Level of Reliability Good	Yes
	2.6 2.5					Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	65	154	96	138	453	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed; let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Dimensions Dance Theater - Rites of Passage	224	200	292	715

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 44% This program makes my school work better:
- 62% This program helps me get along with adults better:
- 89% This program helps me learn new things better:
- 81% This program helps me stay safe better:
- 77% This program makes helps me get along with other kids better:
- 96% This program makes me feel good about myself better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 81% This program makes me better aware of my physical condition:
- 54% This program makes me better aware of my own culture:
- 58% This program makes me finish tasks better:
- 92% This program helps me understand dance better:
- 85% This program helps me express creatively better:

Youth Evaluator Comments:

By Donovan Allen and Camille French

Dimensions Dance Theatre is located in the Alice Arts Center at 1428 Alice Street in Oakland. The Rites of Passage Program operates Monday through Friday from 4:00 p.m. to 6:30 p.m. The program serves youth who have an interest in dance and are between the ages of 8 to 18. In the program, the youth participants study jazz, Hip Hop, tap, ballet, West African, and Haitian dance.

Amar, 10, and Alaniyan, 8, said that they enjoy the program. They feel safe in the program and have become better dancers as a result of participating in the program. These particular youth participants have been attending Dimensions Dance Theatre classes for 5 years. They now have the energy, motivation, and skills to do advance dance moves.

In conclusion, the participants in the program love the space that the program provides for them. The youth have a lot of fun in the program. The program was one of the best we witnessed and definitely should be funded again next year.



East Bay Agency For Children – Hawthorne ASP

Project Description:

East Bay Agency for Children (EBAFC) – Hawthorne After School Program supports children's success in school with comprehensive, safe and high quality school-based after school programming that promotes excellence, diversity, respect, compassion and partnership. HFRC's Eagles Nest After School Programs serves 300 to 350 students each school year, providing academic, enrichment and recreation programs, youth leadership development and community service, mentoring and tutoring, training and curriculum, parents/caregivers as teachers and outreach to underperforming students.

E F F E C T I V E R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 110% of contracted service - 48,508 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 36% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$83,364 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 66.6% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 60.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	To sustain a high level of attendance of 85% during after school programs.	Program attendance records for Eagles' Nest students show a 88% attendance rate.	Yes	Program is successful with engaging students not only with having a great academic curriculum but in engaging parents and having students showcase their work.
	The program will assist 70% of participants to learn new things and the skills to be a life long learner.	80% of program participants indicated that they improved their ability to learn new things through participating in the program.	Yes	The program was successful in providing new opportunities to learn through after school and field trips. For example each participant walked across a 20 foot high tightrope while their classmates cheered them on.

Program and Staff Strengths:

EBAFC is commended for continuing to partner with other community based providers to offer a diversity of services to their participants such as Girls on the Run, Sports 4 Kids, Girl SMART and Oakland Youth Chorus – Music in the Schools, to name a few. Hawthorne After School Program is commended for creating opportunities for parental involvement through volunteerism in program activities and for youth to involve their parents through a parent appreciation day. Youth engagement in program activities is due in large part to the creativity and enthusiasm of staff when designing and implementing services. Additionally, staff implemented a behavioral management reward system to encourage youth to demonstrate leadership, responsibility and respect and be rewarded for their efforts through the Gold Star Store.

Program and Staff Opportunities for Improvement:

EBAFC is extremely thoughtful in their program design, ensuring that their activities and services are reflective of their clients needs. To this end, EBAFC – Hawthorne After School Program offers an array of program services targeting girls, specifically, to increase their engagement in physical activity, leadership and academic success in an environment that is girl friendly. It is recommended that the Hawthorne After School Program look at offering similar program services that target boys.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$175,000	\$63,494	\$238,494	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	175		42%	58%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	85%	15%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	3%	86%	3%	1%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	100%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	44,040	48,508	110%	277		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$3.61	\$4.92	\$1,000	\$1,363	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	81%		83%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		67%	83%	78%	Rating -Excellent
	Grantee selected changes		60%	81%	75%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, just missed reliability.
	1.4		Level	0.56	Low	Rating -Good
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
		176	114	209	499	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Agency for Children - Hawthorne ASP	218	128	254	600

Initial Outcomes and Results

Parent customers were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parent surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

73% This program makes my school work better:

66% This program helps me along with adults better:

80% This program helps me learn new things better:

69% This program helps me stay safe better:

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

74% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

65% This program makes me better at homework:

63% This program makes me work better at things that are hard for me:

69% This program makes me want to go to school more:

Youth Evaluator Comments:

By Julie Nguyen and Uirl Mayweather

EBAFC- Hawthorne is an after school program located at 1700 28th Avenue. The program operates Monday through Friday from 3 to 6pm serving children ages 6-11. The program is geared specifically toward the students who are underperforming academically. EBAFC- Hawthorne serves a total of 160 students. The program started out as one of the largest after-school programs in Northern California approximately 10 years ago; the programs attendance has since dwindled due to change in comprehensive structure. The program recruits its students from the school by invitation only; test scores and teacher referrals. They also receive a lot of students by word of mouth.

In order to assist their students in the best way possible, the program conducts academic classes and also offers a wide variety of enrichment classes. These classes include choir, arts and crafts, leadership, "girls on the run", girl scouts, photography, ceramics, and capoeira. The first half of the program is designated to help the students with their homework and academic intervention. During the second half of the program the students attend their various enrichment classes. While visiting the leadership class, we observed the students playing a ball toss game. The goal of the game is to encourage the participants to trust each other. The arts and crafts class was coloring and cutting out pictures of animals that they had seen in the zoo. The pictures were then used to make a collage.

Overall, EBAFC-Hawthorne appeared to be very beneficial for its students. The staff members were very enthusiastic about their job and concerned with their students' well-being. We believe that the program would benefit even more if they had the necessary funds to increase their staff. This would allow the program to hire tutors and enroll more students.

East Bay Asian Youth Center – RISE

Project Description:

In its first year of operation on the campus of Oakland High School, RISE reached beyond the 9th and 10th graders that were its initial target to recruit and serve 11th and 12th graders providing one and a half hours of after school tutoring in math (Algebra, Geometry, Calculus), science (Biology), history and English along with some enrichment activities like chess from Mondays through Thursdays. For students involved in extracurricular activities after school, evening tutoring is available from 6:15 to 8:15 PM four nights a week off-campus at the East Bay Asian Youth Center, which is centrally located. The program offers Saturday SAT preparatory classes for upper class students. These academic services are part of the college preparation program that are provided along with case management, academic instruction, work experience and parent engagement services. The program also provides students with information regarding high school graduation requirements, college admission requirements and CAHSEE prep during its Saturday workshops. Students are taken on field trips to local college campuses, as well as to other fun activities.

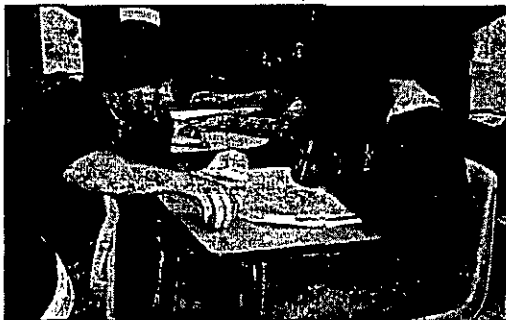
The academic services are provided by a teacher from the school, and nine academic Mentors who are college students from local universities, as well as 25 UC Berkeley students who volunteer two hours a week at the program. The program maintains a ratio of one adult to five youth during the tutoring and other activities.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 103% of contracted service - 18,439 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 45% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$59,228 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 63.8% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 72.5% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
R E S U L T S	90% of all R.I.S.E. members shall earn sufficient course credits to matriculate to the next grade level at the end of each school year, as evidenced by an annual analysis of R.I.S.E. members' academic transcripts.	No Data Provided	NO	Program is waiting on school data to answer both questions. Not available at time of this report.
	90% of all R.I.S.E. members who are in the 12 th grade shall enter postsecondary education upon high school graduation, as evidenced by an analysis of R.I.S.E. members' college registration documents.	No Data Provided	NO	Program is waiting on school data to answer both questions. Not available at time of this report.

Program and Staff Strengths:

The program reports that the individualized tutoring and mentoring can result in dramatic improvements with students that have not been applying themselves. In one instance a student who had received a 1.82 grade point average in the first marking period raised it to 3.67 by the second marking period. Students who experience successful "turn arounds" in the classroom from the support they receive in completing homework and preparing for tests, often wish to remain in the tutoring program beyond the time required. The assistance provided to the seniors during the first semester of the program resulted in their submitting applications to four-year universities.

The Mentors hired have particularly strong backgrounds in Mathematics and Science with experience in after school programs. They took the initiative to create and implement workshops for the students and introduced students to UC outreach programs. This resulted in students participating in an event called "Shadow Night," over a period of three days. The success in linking the program, school and students to UC Berkeley's resources is a very positive element in the RISE program. Resources are brought to the school in the form of the mentors and volunteers who are college students, some of whom are alumni from Oakland High. In addition, the college experience is demystified and students see the possibility of attending one day themselves as they hear about the experiences of their mentors and tutors, as well as receiving encouragement.



Program and Staff Opportunities for Improvement:

Given the high quality of the services, experiences and resources being provided to students, the program should increase the number of students it is serving. Closer ties to the counseling staff of the high school would be beneficial to increasing the referrals. Since this is the first year of the program, additional activities to publicize the program and successful results should be planned so that the enrollment in the program increases. Incorporating more incentive-based enrichment activities would also attract more students to the program.

The program is encouraged to increase the diversity of its Mentors to better represent Oakland High's demographics. Bilingual Mentors (Spanish, Mandarin and Cantonese) are also needed to better meet the educational needs of the students whose second language is English.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	No, just missed goal of spending 95% of OFCY funds.
	\$125,125	\$50,101	\$175,226	94%	91%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	176		53%	47%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	1%	7%	92%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	21%	16%	61%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	142%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	17,950	18,439	103%	105		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$6.79	\$9.50	\$711	\$996	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	85%		88%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		64%	66%	58%	
	Grantee selected changes		72%	72%	56%	Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.9 2.1		Increase	0.76	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	72	130	49	140	391	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Asian Youth Center -RISE	177	171	252	600

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 80% Because of this program, my success at school (job/training) is better:
- 64% Because of this program, my understanding of who I am and what I can do is better:
- 69% Because of this program, my ability to communicate is better:
- 68% Because of this program, my ability to learn new things is better:
- 65% Because of this program, my ability to connect with adults is better:
- 54% Because of this program, my ability to work with others is better:
- 54% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 63% Because of this program, my school attendance is better:
- 71% Because of this program, my knowledge about attending college is better:
- 76% Because of this program, my determination to graduate from high school is better:
- 80% Because of this program, my interest in pursuing higher education is better:



Youth Evaluator Comments:

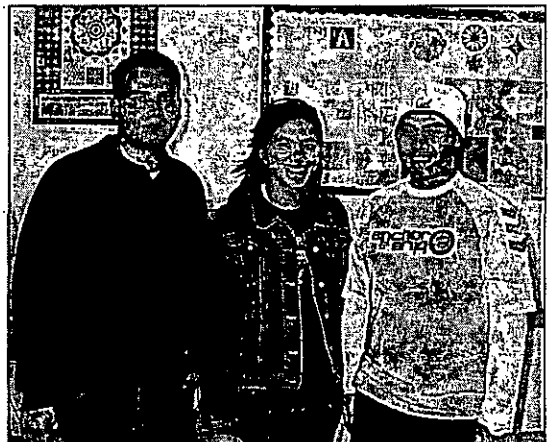
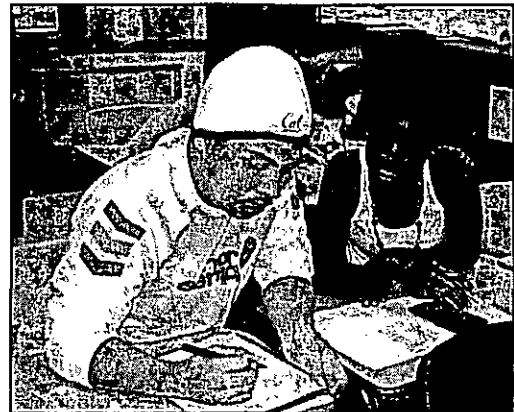
By Julie Nguyen & Christopher Williams and Marc Bland, Angelica Jackson

EBAYC- RISE, located at Oakland High School, is an after-school program that helps youth with their academic needs. The program runs from 3:30 p.m. to 5:00 p.m. on Mondays, Tuesdays, and Thursdays, and from 1:30 p.m. to 5:00 p.m. on Wednesdays. EBAYC- RISE is offered to youth in the 9th grade only and is mostly for those who are receiving a GPA of 2.00 or lower. The program's goal is to give low achieving students the chance to go to college. The program offers homework tutoring as well as college prep tutoring. It gives students the opportunity and encouragement to seek help and access resources to meet high school requirements. In addition to all of these, it offers S.A.T. preparation for advanced juniors and seniors who require no additional help with academics.

Mario Campbell, the program's Managing Director, has the duty of overseeing the program and assisting in case management, parent meetings, and being a guidance counselor. He realized in college that youth need help and so he felt like doing something about it. He came to EBAYC- RISE. Mario believes that the program's main obstacle is conflicting time schedules with students.

This program has made an impact on student's lives. Brandon Robinson, a 15 year old 9th grader, student who attends this program, mentioned that this program helps him with his academic needs in Math, English, and Science class and also has helped him improve in his test scores. Another student that attends this program, Louis (17 years old), said that it's a good program to keep yourself busy to get all your work done; if it wasn't for the program he would be at home.

Overall, this program seems like a very great way of keeping students busy after school, while getting their work done at the same time.



East Bay Conservation Corps Charter School ASP

Project Description:

The East Bay Conservation Corps Charter Elementary after-school program is an educational enrichment program that imparts and enhances critical academic and leadership skills needed for succeeding in school. Students participate in modern dance, capoeira and martial arts and drumming and music appreciation. They also select from classes in theater design, Spanish, graffiti arts, Science, and world cultures. In addition to those activities, students attend homework center three days per week and enjoy daily physical activity sessions. A safe and encouraging learning environment for personal growth is maintained every day to assist students develop as artists, scholars, and citizens. Strengths of the program include partnerships with the Destiny Arts Center and the Museum of Children's Art to implement project-based, arts-integrated service-learning projects.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 130% of contracted service - 44,786 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
Leverage OFCY funds by 25%.	Leveraged 60% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$89,875 to provide after school services.	
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 65.9% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 55% of targeted changes.	No	Program just missed targeted goals
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Increase homework completion for all participants to a 85% return rate as measured by student report cards noting student homework completion	95% of participantsw increased homework completion by the third tri-semester.	Yes	Progress was monitored through daily learning center logs kept by after school staff. Progress toward this goal was measured against baseline data gathered from the first trimester
	Increase student use of the tools that they learn in the Destiny Five Fingers of Violence Prevention curriculum and the Conflict Mediator's program as indicated by a decrease in referrals for physical conflict during the after school program by 30%.	Referrals for physical conflict during the after school program were reduced by 86% from the first quarter to the last quarter of this school year.	Yes	The program made significant progress in teaching youth non-violent techniques to solve problems and conflicts.

Program and Staff Strengths:

The after-school program has created strong support from parents who report to staff how excited and satisfied they are with the experiences their children are having. The students demonstrate their support for the program by asking parents to let them stay longer when the parents pick them up.

Staff members revise and improve lesson plans on an ongoing basis, resulting in higher quality classroom experiences for students. Each staff member looks for special touches to enhance their students' experiences. The newspaper class students, for example, receive press passes to show when doing stories.

In addition to a carefully designed, comprehensive curriculum, the program includes free time breaks, essential to students letting off steam and doing something more active. The first break occurs at the start of the program each day. Parents are provided with opportunities to participate in the program on an ongoing basis.



Program and Staff Opportunities for Improvement:

The scheduling of activities for particular locations could be improved to facilitate parents picking up their children. Staff members need more time for planning group activities, a scheduling problem that could be investigated. Staff members express concerns about having enough supplies when they are needed.

The program manager feels that more day-to-day evaluations might improve overall operations. A strategic plan for improving operations is highly recommended.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$143,340	\$293,340	100%	122%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	96	754%	46%	0%		
	0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	Unknown	
	10%	87%	3%	0%	10%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	70%	16%	3%	2%	19%	
Multi Racial	Other	Level of Youth Developmental Assets				
	0%	0%	LOW			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	100%	10%	10%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes Rating -Excellent
	34,471	44,796	130%	467		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipehds and Grants	Yes Rating -Excellent
	\$3.35	\$6.55	\$1,563	\$3,056	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes Rating -Excellent
	82%		92%		
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, just missed grantee selected goal. Rating -Good
	Asset development changes	66%	65%	94%	
	Grantee selected changes	55%	55%	78%	
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes Rating -Excellent
	2.2	1.4	Decrease	0.78	
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected Yes Rating -Excellent
	39	79	71	79	268

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Conservation Corps-Charter ASP	211	172	245	627



Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

66% This program makes my school work better:

64% This program helps me to get along with adults better:

80% This program helps me learn new things better:

76% This program helps me stay safe better:

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

74% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

58% This program helps me handle problems with other students better:

74% This program makes me understand my homework better:

43% This program helps me plan the daily activities of our program better:

73% This program gets me to breathe and relax:

100% This program makes me know my neighborhood and community better:

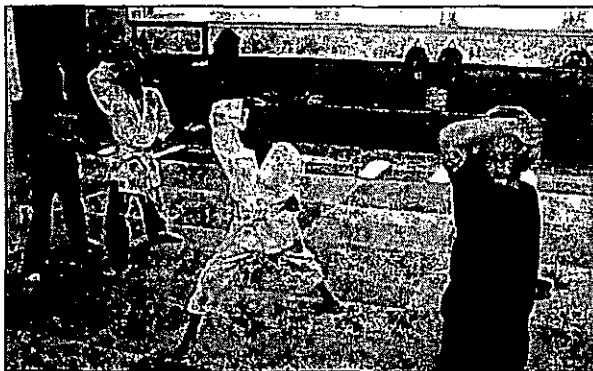
Youth Evaluator Comments:

By Donovan Allen, Brenda Dueñas and Nick Gordon

East Bay Conservation Corp. (EBCC), located at 1086 Alcatraz Avenue in Oakland, is a program that offers youth, ages five to eleven, the opportunity to express themselves through art, dance, journalism and martial arts. EBCC runs everyday of the week from 2:45 p.m. to 6:00 p.m. On the day of the site visit, the program was thrown off of its usual schedule because of the rainy day. The program had to find innovative ways to entertain the children; also the instructors who regularly come in on Tuesday for classes called in sick, therefore, the program resorted to giving the children free time until the program ended. During this free time the youth were directed to different rooms for various activities such as homework help and arts and crafts.

According to Kelly Robinson, the Program Manager, the main goal of the program is, "to be able to balance fun and learning as well as to teach the students about fun and how to achieve their goals." Also helping with the management of the school newsletter is Asa Sizemore. She said, "The children really enjoy this experience. They really get into the part of a journalist; they even made their own press badges." Two of the youth interviewed expressed that they have seen a remarkable improvement in their academics since they have joined the program. One of the youth participants commented that her favorite part of the program was the dance portion. She stated, "It allows me to really show who I am and it's a lot of fun."

EBCC is a great contribution to the Oakland community. Thanks to its dedicated staff, the youth are flourishing and, given the proper time, they will soon bloom into superb adults.



East Oakland Boxing Association – Smart Moves

Project Description:

The East Oakland Boxing Association, Smartmoves Program is a free comprehensive afterschool and summer program for children and youth, ages 5 to 20. Programming includes cross-curricular integrated academic tutoring, mentoring, arts and crafts, theater, photography, Afro-Cuban drumming, health and nutrition, computers, organic gardening, physical education and field trips. Smartmoves strives to provide a safe, friendly space for youth to receive academic help, mentorship from caring, adult role models and an opportunity to be involved in positive activities.

E F F E C T R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 110% of contracted service - 120,239 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 241% of OFCY funds.	Yes	Leveraged their OFCY grants with \$192,850 to provide after school services.
	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 85.9% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 81.7% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	Increase contact of youth with caring adults by at least 5 adults per youth.	All youth reported through pre and post surveys that more than 5 caring adults were present in their lives	Yes	Staff completed one on one interviews and had daily contact with participants
Increase by 80% participants respect for themselves, others, and other property by participating in the program.	Achieved 80% of participants who showed an increase in respect for themselves, others, and other property by participating in the program.	Yes	Program staff through daily activities with their child and youth participants were able to teach them to better respect themselves and others.	

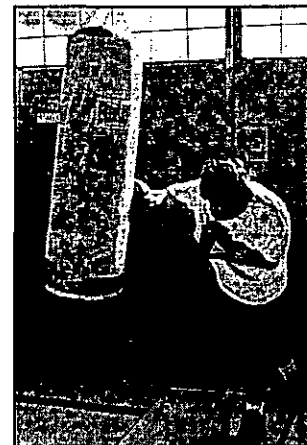
Program and Staff Strengths:

The Smartmoves Program, through their recruitment and outreach efforts has achieved a high retention rate of youth participants, ranging in age from 5 to 13. In an effort to ensure on-going success of alumni youth, Smartmoves is creating a new program component for older youth that participated previously as young customers to engage them in pro-social activities.

The diversity of staff enables Smartmoves to connect with youth from various ages, cultural backgrounds and lived experiences. Through a grant received, Smartmoves has been able to provide on-going professional development to staff, many of whom are college students from UC Berkeley that have shown an interest in pursuing a career in education.

Program and Staff Opportunities for Improvement:

It is highly recommended that the Smartmoves Program integrate into their program design, minimally, a monthly staff meeting to bring all staff together and discuss program calendar, expectations, curriculum design and implementation as well as to plan or discuss challenges in delivering program services. This monthly meeting will allow for an on-going dialogue amongst program staff regarding successes and opportunities for improvement.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$80,000	\$292,412	\$372,412	100%	136%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	493		72%	28%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	2%	35%	36%	25%	1%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	51%	39%	3%	1%	2%	
Multi Racial	Other	Level of Youth Developmental Assets				
	4%	0%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	25%	28%	17%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	29%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	109,721	120,239	110%		244	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$0.67	\$3.10	\$162	\$755	\$3,000	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	98%		95%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		86%	83%	81%	
	Grantee selected changes		82%	85%	81%	
Were services equally effective for all their customers?	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, low reliability scores.
	Fall 06	Spring 07	Increase	0.35	Low	Rating -Good
How many customers did they survey?	RPR	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	Assessments	158	157	145	460	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Oakland Boxing Assoc. Smart Moves	211	141	368	720

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 80%-This program helps me to make my school work better:
- 88%-This program helps me to get along with adults better:
- 97%-This program helps me learn new things better:
- 86%-This program helps me stay safe better:
- 86%-This program helps me get along with other kids better:
- 90%-This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 79%-This program makes me do my homework better:
- 80%-This program helps me use computers better:
- 87%-This program makes me respect myself, others, and property better:
- 92%-This program increased my interest in art, music, and/or theater better:



Youth Evaluator Comments:

By Nick Gordon

The East Oakland Boxing Association (EOBA) is a program that provides a place where kids can go and feel safe, learn to respect each other, and eat a nutritious snack or meal. The program offers a homework center, boxing for boys and girls, art, photography, and gardening. EOBA operates Monday through Friday from 3:00 to 6:00 p.m. The age range of the program is 5 to 21 years old.

On the day of the site visit, we observed the boxing class where the youth engage in sparring sessions to test endurance and strength. Also they were jumping rope and hitting the punching bag working on their form, and trying to improve their skills. We also saw the youth and staff gardening together, and planting new vegetables. The last thing we saw was the game room which had students playing different games on the computer.

Minna Najm, the art director that we interviewed, said that she teaches and learns from the youth. She said that the two biggest obstacles of the program were money and a larger facility.

Overall, the program is very good, and should continue being funded because it gives youth a place to go to have fun and meet new people.

Eastside Arts Alliance Youth Center

Project Description:

The Eastside Youth Center is a unique cultural center that utilizes the theme of social justice to reach the youth at-risk in the Fruitvale District. Their curriculum incorporates entrepreneurial and career building elements with subjects to which youth are attracted and in which they want to participate. The program is molded around crime prevention in an area where gangs, substance drugs/ alcohol abuse prevails. The youth at the Eastside Center learn Graffiti Murals, Music & Song Development, Dance, Theater & Event Production and Video & Youth Teacher Training. The strong political concept for the center is to provide the youth with the tool to voice their concerns and to participate with issues in their community. Through the Mural Graffiti Arts program, students paint "legal walls" (authorized graffiti murals) by the city and local merchants. The Music program allows the students to produce albums which they are able to sell and distribute. Through the Dance and Theater program, students produce pieces that they showcase to other youth in the community. Students learn skills through actual project-based work under the supervision of professional artists. The final objective is for the youth to create a personal portfolio for future careers.

GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
Deliver 95% of contracted services.	Delivered 107% of contracted service - 59,981 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
Leverage OFCY funds by 25%.	Leveraged 100% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$100,160 to provide after school services.
Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 74% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 64.1% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.			
To increase employment skills for our youth in arts careers by providing intensive training linking business, entrepreneurialism, and arts.	Achieved 84%. 87 of 103 student who took pre/post tests indicated interest in pursuing a career in the arts.	Yes	Program was successful at showing youth how to make a career and how to apply their interest in art to assist the community and build a profession for themselves.
Increase our students' leadership capacity by 50%.	Achieved 72%. 74 of 103 students who took pre/post tests indicated an increase of leadership skills	Yes	As reported by student and teacher evaluation with pre and post samplings.

Program and Staff Strengths:

Eastside Arts Youth Center provides the youth with personal development assets for a brighter future by learning art, music, dance, and theater production. Youth in the Graffiti Mural component have exhibited and painted graffiti murals in Mexico City, Japan, and Los Angeles. At the local level, the youth have painted graffiti murals in their local community where they received acclamations and recognition.

The staff at the Eastside Arts Youth Center are professional local artists devoted to the advancement of the arts in the Fruitvale District. These local artists are politically motivated and highly involved with the needs of the community they serve. The safety of the youth is a major concern for all the staff at the center.

The strength of the Eastside Arts Youth Center is their program design since it empowers the youth to own the program and teaches them to use art as a tool of political expression.



Program and Staff Opportunities for Improvement:

With the acquisition of the new building, Eastside Arts Alliance will have a greater opportunity to expand their program to students at the middle school in the Fruitvale District. This recommendation can only be possible if funding is available to the center. It is recommended that Eastside Arts Alliance look for funding that supports crime prevention initiatives.

In addition, more parent involvement is recommended for the program; many artists in our local community are idle and could be utilized as volunteers.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	No, did not raise and spend all the planned match.
	\$100,000	\$60,000	\$160,000	100%	80%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		129	52%	48%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	5%	85%	10%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	47%	38%	14%	1%	0%	
Multi Racial	Other	Level of Youth Developmental Assets				
	0%	0%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	98%	2%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	55,365	58,981	107%		457	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$1.70	\$2.71	\$775	\$1,240	\$5,000	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	85%		86%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		74%	74%	87%	Rating -Excellent
	Grantee selected changes		64%	71%	83%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.8 2.0		Increase	0.77	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	46	116	95	115	372	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points; deployment worth 250 points; and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Eastside Arts Alliance Youth Center	209	189	326	725

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 65%-Because of this program, my success at school (job/training) is better:
- 81%-Because of this program, my understanding of who I am and what I can do is better:
- 74%-Because of this program, my ability to communicate is better:
- 87%-Because of this program, my ability to learn new things is better:
- 74%-Because of this program, my ability to connect with adults is better:
- 75%-Because of this program, my ability to work with others is better:
- 65%-Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 87%-Because of this program, my artistic skills are better:
- 77%-Because of this program, my knowledge of social justice issues is better:
- 63%-Because of this program, my ability to get an internship or job is better:
- 65%-Because of this program, my interest in showing my art is better:
- 45%-Because of this program, my involvement with other community organizations and groups is better:
- 57%-Because of this program, my desire to avoid crime and jail is better:





Youth Evaluator Comments:

By Camille French, Blanca Lopez and Julie Nguyen

Eastside Arts Alliance is located at 2277 International Boulevard in Oakland. The program offers two components – Visual Element and BRAVE. Visual Element operates on Mondays and Wednesdays from 4 p.m. to 7 p.m. The goal of the program is to heal and inform the youth participants and the community. The program gives youth participants, ranging from the ages of 14 to 18, opportunities to improve their artistic techniques, specifically graffiti techniques. The program teaches the youth to use their art to highlight issues in their communities and to express themselves in a positive way. BRAVE, the theatrical component, teaches youth to express issues in the community through drama. The youth put together theatrical performances on domestic violence, drug abuse, and rape.

During the site visit, we interviewed Howard, 18, and Karen, 15. These youth are involved in BRAVE, the theater group. They said that the program was great and they would not change anything. Howard enjoys the program because it allows him to be productive and it helps him with his Senior Theater Project. Karen says that the program informs adults about youth and what they experience day to day. Eden Jequinto, Theater Project Director, says that obstacles of the program are participant consistency and communication, and encouragement. She says that the theater project helps the youth come to term with their issues and allows them to express it positively.

The program offers youth a safe place where they can express themselves, have support from peers and staff, and reflect on their lives.



Family Paths – Early Childhood Initiative

Project Description:

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 185% of contracted service 43,931 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 128% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$258,252 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child assets because of services funded by OFCY.	Achieved 82.9% of targeted changes.	Yes	Program staff have been successful in incorporating child developmental features to activities, as reported by parent surveys.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 84.6% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their children as reported by parent surveys.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	80% of site staff will report an increase in awareness of child social emotional issues, of strategies for working with problem behaviors that manifest, and of the value of having an Early Childhood Consultant on site.	90% of site staff reported an increase in awareness of child social emotional issues, of strategies for working with problem behaviors and of the value of having an Early childhood consultant on site.	Yes	Staff is engaged and dedicated to achieve measured results.
	80% of children served will show improvement in areas of concern identified by the clinician such as aggressive behavior (biting, hitting) anxious behaviors, and/or problematic interactions with parents, siblings, and peers.	81% of children served showed improvement in areas such as aggressive and anxious behavior and/or problematic interactions with parents, siblings, and peers.	Yes	Many methods of data collection are used including observation, surveys and interviews.

Program and Staff Strengths:

The collaborative is leveraging EPSDT either by serving those not eligible or addressing the gaps not covered by those funds. They are scaffolding their strategies in the classrooms providing early intervention mental health services to children who have experienced trauma, a particularly vulnerable population. The partners refer clients to the agencies with the best services to meet the client's particular needs in addition to the in classroom scaffolding which occurs. The staff is highly trained and competent to address the special needs of these children. The multicultural nature of the collaborative also brings language and cultural competency to the children and families.

Program and Staff Opportunities for Improvement:

The collaborative is encouraged to enhance their communication with the center staff to increase their understanding of the best use of their services. Attention needs to be given to assisting clients who lack transportation to be able to access services, getting to safe spaces when that is necessary. Because of the highly technical nature of the work and services performed, professional development represents a high cost; the collaborative is encouraged to seek funding that will support group training. The collaborative experienced significant difficulties with the database system that supported customer tracking and reporting. The lead agency is encouraged to invest in upgrading the database system to accommodate the tracking and reporting functions.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$192,619	\$350,000	\$542,619	96%	119%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	751		54%	46%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	85%	14%	0%	1%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	25%	40%	4%	0%	1%	
Multi Racial	Other	Level of Youth Developmental Assets				
	2%	29%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	100%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	23,691	43,931	185%		58	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$4.38	\$12.35	\$256	\$723	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
			91%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes			83%	73%	Rating -Excellent
	Grantee selected changes			85%	80%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.5 3.3		Increase	0.79	Good	Rating -Excellent
How many customers did they survey?	RPR	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	Assessments		68	81	149	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Family Paths - Early Childhood Initiative	211	168	304	683

Initial Outcomes and Results

Parent customers were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parent surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Parent Survey)

- 82%-Because of this program, my child's ability to master skills is better:
- 75%-Because of this program, my child's level of active participation in his/her daily life is better:
- 89%-Because of this program, my ability to be my child's first teacher is better:
- 75%-Because of this program, my child's ability to play with other children is better:
- 93%-Because of this program, my appreciation of my child's unique qualities is better:
- 61%-Because of this program, my child gets along with others better:
- 81%-Because of this program, my child's ability to calm down is better:
- 79%-Because of this program, my child's ability to express affection is better:
- 96%-Because of this program, my relationship with my child is better:

Youth Evaluator Comments:

No youth evaluator site visit conducted due to confidentiality of services.

Family Support Services – Youth Program

Project Description:

KSYP is a project of the Northern Alameda County Kinship collaborative that provides an intensive nine-week summer for 75 unduplicated children and youth (ages 6-14) at two sites (in East, West Oakland). The children served live with a grandparents or other relative caregiver. They are underperforming in school, experiencing behavioral problems, and/or at risk of abuse in the home. The program boosts academic performance, develops leadership and social skills, and helps participants develop positive relationships with peers and adults.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 93% of contracted service - 19,080 hours of direct service to Oakland's Children and Youth.	No	Just missed performance goal, short notice of grant award caused a slower than planned start up for this summer program.
	Leverage OFCY funds by 25%.	Leveraged 47% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$93,048 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 65.8% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 70.1% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Increase 80% of youth ability to better handle school in the fall.	Achieved 80% increase in their ability to handle school in the fall as indicated by a survey of youth participants.	Yes	Programs showed an increase and maintenance of their math and reading skills through pre and post tests.
	Increase 75% of program participants communication, leadership and social skills.	Achieved 80% of program participants increased their communication, leadership and social skills.	Yes	The program's summer program is showing promise to better results for their youth in the next school year because of their summer program involvement.

Program and Staff Strengths:

The strength of this program during the summer is the leadership of the director and the passion and commitment of all the staff that model the director's passion and mission to assist youth in kinship care. The program provides numerous field trips and exciting activities for the youth to participate in while they also have a highly structured academic assistance program to make sure the youth continue to improve in math and reading. They have developed an effective collaborative with various county agencies and foundations along with the community in east, west Oakland.

This program also strengthened the collaborative efforts of all the partners and sent a strong message to the west Oakland community (via presence at Taylor church), the east Oakland community (via presence at the Center of Hope) and the larger kinship family community as a whole that the agencies involved and the City of Oakland care



about these families and communities. The collaborative was also able to provide all summer program participants with a new backpack filled with new school supplies through our involvement with the Tools 4 Schools collaboration.

Program and Staff Opportunities for Improvement:

This was the first year of this grantee's summer program. Consequently, with less than 30 days to start up the program, they had some early start up problems. The program's success this year with no start up time should be expanded next year with the ability to plan for the year to get off to a more efficient and effective start next year. The cost per hour should come down some. The program has a 1 to 8 staffing ratio so the costs will continue to be in the medium range for a summer program.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$198,991	\$90,375	\$289,366	99%	99%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	188		52%	48%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	41%	57%	2%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	93%	0%	0%	0%	1%	
Multi Racial	Other	Level of Youth Developmental Assets				
	6%	0%		MEDIUM		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	100%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	20,475	19,080	93%		195	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$10.43	\$15.17	\$2,031	\$2,953	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	89%		96%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes, staff assessments did not see as much change as youth and parents.
	Asset development changes		66%	69%	56%	
	Grantee selected changes		70%	71%	40%	Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, reliability of of grantee question are low
	2.3			0.37	Low	
How many customers did they survey?	RPRAs		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	60	55	44	69	218	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Family Support Services- Youth Program	201	172	256	630

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets –

- 57%-Because of this program, my success at school (job/training) is better:
- 45%-Because of this program, my understanding of who I am and what I can do is better:
- 74%-Because of this program, my ability to communicate is better:
- 81%-Because of this program, my ability to learn new things is better:
- 64%-Because of this program, my ability to connect with adults is better:
- 57%-Because of this program, my ability to work with others is better:
- 66%-Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 72%-Because of this program, I expect to handle school in the fall is:
- 52%-Because of this program, I express myself through the arts is better:
- 71%-Because of this program, my leadership abilities are better:
- 66%-Because of this program, I can serve as a positive role model better:

Youth Evaluator Comments:

By Camille French and Blanca Lopez

Family Support Services of the Bay Area's Kinship Summer Youth Program is located on 1188 - 12th Street in Oakland, caters to youth between the ages of 8 to 14 whose guardians are not their biological parents. The program offers academic assistance and personal support for the youth participants. The program operates Monday through Friday from 11 a.m. to 6 p.m. and is open to all youth in Oakland; however the majority of the youth participants are a part of the Kinship Program.

The youth that we interviewed expressed their enjoyment for the program. The program helps them meet new people and helps them with their schoolwork. The program also gives them "good advice" that they can use in their daily lives. Damoni, 13, said that, "likes the sense of community" that the program offers.

Khara Scott-bey, the Site Coordinator, said that the goals of the program are to help the youth with their academics, provide safety, build their confidence, and embrace the community. The only obstacle that she has personally encountered in the program are participant behavioral issues.

On the day of our site visit, we had an opportunity to observe a few theatrical performances that the youth had put together and the physical activity workshop that was facilitated by Alex, the Director of Program Operations. Overall, our group was impressed with the program because we could tell that it was really making an impact on the youth.



First Place for Youth – Healthy Transitions

Project Description:

The First Place for Youth (First Place) is an Oakland-based non-profit dedicated to helping Oakland youth between the ages of 15 to 20 who are preparing to “age out” of the foster care system make a successful transition to independent living. First Place offers services in five program areas: housing, life skills, educational and vocational development, leadership development and community building. All programs are offered in safe, accessible community spaces. Youth to staff ratio is low to promote meaningful relationships with caring adults.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 195% of contracted service - 32,442 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal by serving more youth with more sessions of service.
	Leverage OFCY funds by 25%.	Leveraged 283% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$513,595 to provide after school services.
EFFECT	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 63.6% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 64.7% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
RESULTS	Increase the rate of participants who obtain employment among First Place participants by 75 percent as compared to the national data.	83% of youth who entered the program unemployed were able to obtain employment during their time in program.	Yes	The indicator was measured by tracking exit data.
	To increase participants' sense of well being and connectedness to the community by 50 percent within the first three months of their participation in the program.	58% youth reported feeling better connected to their community during the first three months of their stay in program	Yes	87% Youth also stated that they feel more stable since living in their apartments and are feeling better about their physical and emotional health.

Note to readers: This year First Place Fund for Youth changed their name to First Place for Youth. All tables in this report use the old name that is found on their contract. Next year the tables will use the new name.



Program and Staff Strengths:

First Place for Youth continues as an Oakland success story. The program is nationally recognized and is being replicated in numerous other communities. The agency had a seamless transition to a new executive director and the staff is dedicated, talented, and passionate about providing “aging out of foster care” youth an opportunity for success in their life. First Place places a strong emphasis on staff professional development and along with their customers has built a spirit of learning in all their activities. The program fosters teamwork between customers and staff. Youth customers are given leadership roles in providing services and providing direction to the agency.

Program and Staff Opportunities for Improvement:

The program has made great progress in doing more groups activities with customers. The multiple problems facing foster youth when they phase out of foster care are significant. One area of improvement suggested is the improvement in these customers' knowledge about birth control and safe sex. Additional resources for assisting emancipating foster youth to succeed after 18 years old is essential. In today's society many youth count on a family well into their late twenties. Foster youth at 18 years of age are expected to succeed on their own when they age out of foster care. This program is doing much to assist these youth to make this transition to adulthood but much more needs to be done to insure each of these foster youth a healthy and productive future.

SUMMARIES

FIRST PLACE FOR YOUTH - HEALTHY TRANSITIONS

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$171,136	\$513,476	\$684,612	98%	99%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	307		31%	64%	6%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	1%	91%	8%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	77%	9%	3%	1%	7%	
Multi Racial	Other	Level of Youth Developmental Assets				
	0%	5%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health -All Ages	Note: Percentage of Hours of Service		
	0%	0%	100%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	16,625	32,442	195%		106	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$5.28	\$21.10	\$557	\$2,230	\$1,875	
						Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes, parent surveys not required.
	85%		NA			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		64%	NA	76%	Rating -Excellent
	Grantee selected changes		65%	NA	73%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.3 1.9		Decrease	0.80	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	77	173	NA	173	423	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
First Place Fund for Youth Healthy Transitions	218	168	216	602

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 54% Because of this program, my success at school (job/training) is better:
- 70% Because of this program, my understanding of who I am and what I can do is better:
- 67% Because of this program, my ability to communicate is better:
- 71% Because of this program, my ability to learn new things is better:
- 72% Because of this program, my ability to connect with adults is better:
- 61% Because of this program, my ability to work with others is better:
- 54% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 64% Because of this program, my ability to budget my money is better:
- 65% Because of this program, my chances of graduating from High School or completing my GED are better:
- 58% Because of this program, my ability to secure and maintain housing is better:
- 72% Because of this program, my understanding of what it takes to live on my own is better:
- 71% Because of this program, my success in employment is better:
- 50% Because of this program, my overall physical/mental health is better:
- 55% Because of this program, I make responsible choices better:



Youth Evaluator Comments:

By Donovan Allen and Roabel Medhanie

First Place for youth is a program located at 519 17th Street in Oakland. The program is offered to young adults that are homeless or in foster care, between the ages of 16 through 24. Overall, there are 700 people enrolled in the program. There are two components of the program, the housing program that is open 24 hours a day, everyday and houses 122 adults and youth; and First Step, which is open Tuesday through Saturday, from 10:00 p.m. to 6:00 p.m. and works with youth for their transition from young adults to a grown adult.

We spoke with one of the youth named Danielle, 21 years old. She has been a participant for one year, since December 2006. She says, "I love having a place to go where people actually support and guide the youth." The only complaint that she had was that they need more youth. When we asked where she would be if she weren't here, she replied, "I would be homeless and eventually die. It's nice to know that I have a home to support me." She believes that the program should be funded next year because most foster care and homeless people don't have a trustworthy place to go.

This program offers trust and dedication from it's staff to get everyone in the program who is unsheltered, a caring and loving home.

Girls Inc. – Eureka Teen Achievement

Project Description:

In an effort to empower young Oakland women to overcome barriers, such as low expectations from others, a prevalence of neighborhood violence, and a lack of community and educational opportunities, the Girls Inc. Eureka Teen Achievement Program provides girls with an intensive, no-cost, all-girls summer program that combines academic support with educational and recreational enrichment. Eureka offers 55 underserved girls, ages 12-14, the opportunity to explore hands-on math, science, technology, sports, health, and careers on the Holy Names University campus. Eureka aims to increase girls' interest and confidence in academics and to help them build their options for future success.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 167% of contracted service - 7720 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 38% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$ 15,061 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 66.1% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 68.7% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	To impact girls' confidence in taking positive risks and facing new challenges. 85% of girls will report that they feel more confident trying new activities and taking positive risks based on their summer experience at Eureka.	On average 88% of girls reported feeling very or extremely confident about taking on positive risks	Yes	Average taken from both programs
	To increase girls' knowledge of architecture and engineering concepts, 80% of participants will demonstrate understanding of basic architectural or engineering principles after completing Eureka summer classes.	87% felt they "learned a lot about architecture" during the summer program	Yes	Youth also reported knowledge of architecture concepts

Program and Staff Strengths:

This summer Girls Inc. Eureka Teen Achievement Program was offered on the Holy Names University campus in Oakland. One of the programs strengths are their hands-on daily classes in math, engineering, architecture, technology, careers, and classes in health and sexuality. All the young women also took swimming lessons and played two sports each day. The program is successful in creating a positive and supportive community in which girls can learn, take risks, and grow. Another strength of the program is when girls are recruited for the Eureka program. Their parents or guardians are included as critical partners. Parents and girls both are interviewed as a part of the selection process. The adults are expected to promote the girls' participation in the program over four years. The program also uses third and fourth year Eurekans as interns to assist in presenting the program.



Program and Staff Opportunities for Improvement:

The program had some staff turnover this summer with a new coordinator and new staff. The history and structure of the program allowed them to seamlessly continue the program. The staff should continue their process of documenting their curriculum and improving its effectiveness each year to ensure the continued success of the program and its goals. The site at Holy Names University works well. Hopefully this relationship and collaboration will continue.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?	
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$42,780	\$25,000	\$67,780	100%	115%		
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes	
	60		0%	100%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown		
	0%	0%	80%	20%	0%		
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian		
	42%	45%	13%	0%	0%		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5		Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%		0%	0%	0%	101%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service			
	0%	0%	0%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes	
	4,627	7,720	167%		129	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes	
	\$5.54	\$8.78	\$713	\$1,130	\$2,000	Rating -Excellent	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes Rating -Excellent
	90%		95%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		66%	77%	75%	Rating -Excellent
	Grantee selected changes		69%	77%	75%	
Were services equally effective for all their customers?	Service Quality Score Fall 06		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.3			0.75	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	55		45	55	210	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria: 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points: Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Girls Inc. Eureka Teen Achievement	221	202	271	694

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given: The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 47%--Because of this program, my success at school (job/training) is better:
- 82%--Because of this program, my understanding of who I am and what I can do is better:
- 75%--Because of this program, my ability to communicate is better:
- 73%--Because of this program, my ability to learn new things is better:
- 51%--Because of this program, my ability to connect with adults is better:
- 76%--Because of this program, my ability to work with others is better:
- 64%--Because of this program, my ability to stay safe is better:



Youth Evaluator Comments:

By Andrea French, Camille French and Chris Williams

Eureka Teen Achievement is a program hosted by Girls Inc. and takes place in the month of July at Holy Names College in Oakland. Girl participants begin the program in the 7th grade and continue for four years. The girls must fill out an application and then schedule an interview with the program staff and their parent/guardian. The application process is very competitive; therefore the program only caters to 30 girls. The goal of the program is to give girls an opportunity to take positive risks, build their self-esteem, and allow them to feel a sense of sisterhood. The program offers many classes, and on the day of the site visit, we attended the math/engineering, math/architecture, sports, and technology classes.

Liliana, 14, and Dominique, 14, told us they both really enjoy being a part of the program. They went on to say that it helps them with their math and keep them active over the summer. Liliana said that she wouldn't change anything in the program but would definitely recommend it to her friends. Dominique continued with how she believes the program really helps her to be a better leader.

Kiku Johnson, the Eureka Coordinator, explains to us what Eureka is all about. She told us that the program tries to create a safe environment for the girls to learn teamwork, overcome their fears, take risk, get involved in hands on activities, and to be exposed to subjects such as math, science, and architecture. Kiku stated that sisterhood is a major focus in Eureka and group discussions help to build bonds among the youth. She believes

that the only obstacle the program might face is funds, being that it is non-profit. The message that Kiku wishes to get across to the girls in her program is simply this, "I think that your voice is always important, no matter the situation."

Overall, the program seemed like an excellent place for young women to go during the summer to develop self-esteem and make new friends.

La Clinica de la Raza – Teens and Tots

Project Description:

Teens and Tots is a wonderful project that supports young teen parents with parenting educational skills not available to them at home or at the school sites. Both the teen mothers and their partners participate with parenting educational and support services that include guidance, counseling, and health services. Teens and Tots teaches young mothers and fathers skills to be good parents and be responsible for their babies. This unique teen parenting project provides a high-quality, youth and family centered case management; parenting education and support; pediatric and adult medical care. A major objective of the program is helping the children of teen parents succeed in school and in their personal life. La Clinica's Teens and Tots program serves 800 participants (370 children 0-5 years old and their parents) per year in the Fruitvale District.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F E C T	Deliver 95% of contracted services.	Delivered 109% of contracted service - 7,657 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 45% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$78,185 to provide after school services.
R E S U L T S	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 77.9% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 72.6% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	By June 30, 2007, 80% of 2-year-olds in the program will have reached all developmental milestones identified by the American Academy of Pediatrics.	Achieved 81% of the children had demonstrated achieving all relevant developmental milestones at their test well child visit.	Yes	Results were measured by observing pediatric charts.
	By June 30, 2007, 70% of participants will state that their ability to provide consistent parenting to their children has improved.	Achieved 77% of teen parents surveyed who indicated that their ability to provide consistent parenting to their children improved.	Yes	The teen parents served showed improvement in their ability to consist parents.

Program and Staff Strengths:

The young mothers and fathers at the Teens and Tots program accomplish significant goals at the completion of the program. The participants acquire healthier parental skills and learn to accept the responsibility of caring for their babies. The participants also learn better communication skills needed to raise a child.

The strengths of the staff are many. Many physicians and/or college graduates with majors related to their work and child development. Their sensitivity to the need of their clients is remarkable. The program design meets the needs of the clients and their children; it is centered to serve young mothers and fathers. The professional staff involved with the Teens and Tots Program plays a major role with the success of the curriculum and the goals and objectives.



Program and Staff Opportunities for Improvement:

Teens and Tots Program is the only program that serves young mothers and fathers with parenting skills, postpartum and counseling services. It is recommended that the program document its services and make it available to other agencies working with young mothers and fathers.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$175,000	\$77,674	\$252,674	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	800	25%	52%	23%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	40%	0%	41%	43%	16%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	2%	72%	0%	0%	1%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	0%	25%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre.-After School Program 11 to 14	Summer Enrichment	Yes
	100%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	10%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	7,034	7,657	109%		10	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$22.85	\$33.00	\$219	\$316	\$300	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	96%		96%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes, teen parents are the customers
	#Asset development changes		78%		90%	
	#Grantee selected changes		73%		100%	Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	3.3 2.1		Decrease	0.81	Good	Rating -Excellent
How many customers did they survey?	RPR - Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	60	58		60	178	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
La Clinica De La Raza-Teens a Tots	194	159	249	602

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 63%-Because of this program, my success at school (job/training) is better:
- 89%-Because of this program, my understanding of who I am and what I can do is better:
- 71%-Because of this program, my ability to communicate is better:
- 86%-Because of this program, my ability to learn new things is better:
- 68%-Because of this program, my ability to connect with adults is better:
- 78%-Because of this program, my ability to work with others is better:
- 78%-Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 89%-Because of this program, I consistently use birth control better:
- 73%-Because of this program, my ability to get my child immunizations on time is better:
- 74%-Because of this program, my ability to control my child without hitting is better:
- 71%-Because of this program, my ability to communicate more effectively with my partner is better:
- 77%-Because of this program, my ability to provide consistent parenting to my child/children is better:



Youth Evaluator Comments:

By Julian Okiwelu and Rosalyn Reed

La Clinica de La Raza - Teens for Tots is located at 1515 Fruitvale Avenue, in Oakland. Teens and Tots offers free prenatal health services for teens within Alameda County between the ages of 12 and 21. The program operates Monday through Friday, between the hours of 9:00 a.m. and 5:30 p.m. The program offers a variety of services such as immunizations, Medical assistance, STD treatment, sex education, and much more. The program offers a variety of classes such as prenatal and post natal care, pediatric services, lamaze and parenting classes, contraceptive awareness, and a variety of other services which are designed to benefit the youth. In addition, the program has a supportive staff composed of doctors, case managers, health educators, and administrative assistants. The program uses word of mouth as its primary source of recruiting, and with this, they are well known throughout the community. Ninety percent of the program participants are Hispanic, however, they are not exclusive in offering their service to people from other ethnic groups.

During our site visit, although we did not have the opportunity to observe a lot of activity, we were able to interview some of the staff members and one of the youth participants. Tracy Macdonald, the Adolescence Service Director, and Bertha Castro-Cerrantes, the Clinic Supervisor, were two of the staff members that we had the opportunity to interview. They indicated that their program provides a safe nurturing environment for teen mothers. In this, their program is rare and very beneficial to the community because it provides a positive support group for pregnant teens and further prepares them to be supportive parents, prepared to raise their children. In addition, we had an opportunity to tour the facility where we were able to see the different equipment and learning tools used for some of the pregnant teens such as, ultra sounds, breast feeding, and prenatal examinations. We were also able to observe a "Play Group" where we saw some of the children playing with their parents and the staff.

Overall, the program is great addition to the community, because it offers a service that is in high demand among pregnant teens today. Kayleen, a youth participant, shared that if this program was not here, she would not receive some of the necessary services for her and her children. This program stands as a light to the community, standing as a support system for young mothers and fathers. Ultimately, we believe that this program is a wonderful contribution to the community, as it greatly benefits the children and their families.



Leadership Excellence – Freedom School

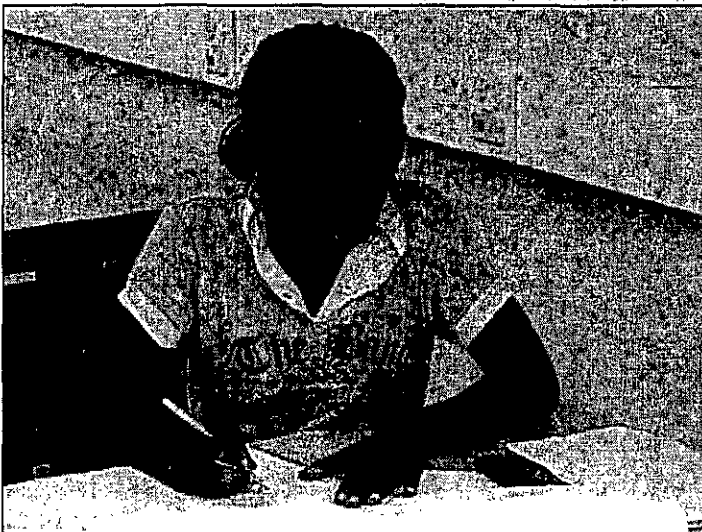
Project Description:

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 105% of contracted service - 22,080 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 40% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$50,650 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 61.1% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 65.6% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Improve reading comprehension among 85% of participating African-American children by at least 10% by the end of the 6-week program as indicated in interns' reports and results of pre/post tests.	87 % of the participants improved comprehension.	Yes	The assessment test consisted of reading short stories to youth and provided questions to evaluate their comprehension.
	Improve leadership skills such as task completion, conflict-resolution, problem-solving and desire and ability to contribute to one's community among 85% of participating African-American children by at least 10%.	90% of participants exhibited increased leadership skills.	Yes	As indicated in interns' reports and pre/post surveys.

Program and Staff Strengths:

This program has had a very successful history (since 1998) of providing a summer program to inspire and motivate youth 6 to 14 years old to excel as leaders and academics. The program has strong parent support for the work being done with their children. The program met all their major performance goals for OFCY this year. The program has a dedicated and passionate staff that works well to assist youth to raise their expectations and to participate both in their education and their community.



Program and Staff Opportunities for Improvement:

The Freedom school model should be documented for dissemination to other communities. The staff should begin to document their successful model so that other communities through out the nation might use it. Leadership Excellence should look for funding that will allow it to train others in the model and also allow them to expand to other schools in Oakland. Program should remember to fill out their ID data sheet for OFCY quarterly reports.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$127,300	\$50,650	\$177,950	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		122	44%	56%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	7%	77%	16%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	100%	0%	0%	0%	0%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	0%	0%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	10%	0%	10%	100%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	21,000	22,080	105%		181	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$5.77	\$8.06	\$1,043	\$1,459	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	79%		93%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		61%	75%	80%	Rating -Excellent
	Grantee selected changes		66%	75%	67%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.3			0.75	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	96	127	32	58	313	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Leadership Excellence-Freedom School	238	190	256	684

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 64%- Because of this program, my success at school (job/training) is better:
- 75%- Because of this program, my understanding of who I am and what I can do is better:
- 57%- Because of this program, my ability to communicate is better:
- 63%- Because of this program, my ability to learn new things is better:
- 51%- Because of this program, my ability to connect with adults is better:
- 61%- Because of this program, my ability to work with others is better:
- 65%- Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 56%- Because of this program, my understanding of sexism and racism is better:
- 65%- Because of this program, my ability to think for myself is better:
- 66%- Because of this program, my leadership ability is better:
- 60%- Because of this program, my understanding of oppression is better:
- 69%- Because of this program, my commitment to changing my community is better:
- 61%- Because of this program, my ability to feel safe to talk about painful subjects is better:
- 61%- Because of this program, I take responsibility for my sexuality is better:
- 73%- Because of this program, my feelings of belonging to a group is better:
- 80%- Because of this program, my understanding and love of my culture is better:
- 80%- Because of this program, my love of myself is better:

Youth Evaluator Comments:

By Camille French and Chris Williams

Leadership Excellence is located at Lakeview Elementary School on Grand Avenue. The program operates from June 26th until the end of the summer and is open everyday from 8:30 a.m. to 3:00 p.m. The program is open to all youth; however, 30 spaces are reserved for Lakeview students because the program is at that particular school. The program aims to further youth in their studies and helps them understand their African heritage. The youth in the program are divided into 3 age levels. Level 1 is offered to youth who are 5 to 7 years old; Level 2 is for youth ages 8 to 10; and Level 3 is for youth between the ages of 11 and 13.

Takai, 8 and Amnar, 9, said that they enjoyed the program because they have fun field trips and activities such as Dear Time where the youth read and do arts and crafts. Takai likes the program because it offers different activities and games. Amnar said that she enjoys the field trips because it allows her to be around all different types of people. Both youth agree that they would recommend their friends to attend the program. Staff Assistant, Micah Jones, makes sure that the program runs smooth in regards to snacks and activities. Micah stated that she "loves the program" and the only obstacle that the program has encountered is a lack of funds.

Overall, our group was impressed with the program. It is beneficial to the youth because of their academic curriculum as well as fun summer activities and teaches them about their culture, which is essential to all youth.



MAFEI - Prescott Circus Theatre

Project Description:

Prescott Circus Theatre will provide a summer program of Circus Arts and Academic Enrichment, serving an average of 25 students daily 10 a.m.-3 p.m. for five weeks plus extra field trips. Participants will work with a professional artist to increase circus skills and enhance confidence and teamwork plus receive direct instruction in the areas of written language (letter writing), oral language (vocabulary) and mental math, plus individual tutoring for identified needs. Youth will have recreational options. Youth will perform on a rotating basis at various venues. Culminating performances will serve 800 additional Oakland children at the Malonga Casquelourd Center.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 111% of contracted service - 3,850 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 33% of OFCY funds.	Yes	Leveraged their OFCY grants with \$7,000 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 84.1% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 82.5% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	Ninety percent of youth will increase their ability to identify a "breakthrough" experience	100% of students could give an example of a breakthrough experience of confidence	Yes	As reported by individual student interviews
	All the students will increase their knowledge of drafting, revising and publishing a 4 paragraph letter	100% of students demonstrated ability to draft, revise, and publish a 4-paragraph letter.	Yes	Youth sent an average of 7 letters each, thanking funders and the community.

Program and Staff Strengths:

The Prescott Circus is another Oakland success story. The program provides services in numerous Oakland after school programs. The program has received national and local praise for their innovative work with urban youth. Last year Prescott Circus was written up numerous times in Bay Area newspapers. The staff is very dedicated and is successful at teaching youth many of the most important youth developmental asset skills necessary to function successfully in society.



Program and Staff Opportunities for Improvement:

The program is currently working on developing a strategic plan for the time in two years that the director will retire from the Oakland Unified School District. The expansion to numerous after school programs in Oakland needs to be followed with dissemination to other urban school districts. The program is reviewing the possibility of starting their own 501-c3 non-profit agencies to insure the long-term operations of Prescott Circus Theatre. The success they have had over the past few years with new funding partners needs to continue and be expanded. The documentation of how the program operates and the strategies for successful transformation of their customers need to continue to be documented so others can replicate this excellent program.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$21,000	\$5,700	\$26,700	100%	95%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	32		41%	59%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	44%	47%	9%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	69%	25%	3%	0%	3%	
Multi Racial	Other	Level of Youth Developmental Assets				
	0%	0%		LOW		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	10%	10%	0%	100%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	3,481	3,850	111%		120	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$5.45	\$6.94	\$656	\$834	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	70%		89%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	84%	91%			
	Grantee selected changes	83%	87%			
Were services equally effective for all their customers?	Service Quality Score Fall 06	Service Quality Score Spring 07	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, missed reliability grantee selected questions.
	4.6	4.6		0.18	Low	Rating -Good
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
		23	18		41	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Marcus A. Foster Ed. In.-Prescott Circus Theatre	220	128	327	675

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 87%- Because of this program, my success at school (job/training) is better:
- 91%- Because of this program, my understanding of who I am and what I can do is better:
- 70%- Because of this program, my ability to communicate is better:
- 96%- Because of this program, my ability to learn new things is better:
- 78%- Because of this program, my ability to connect with adults is better:
- 86%- Because of this program, my ability to work with others is better:
- 83%- Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 73%- Because of this program, my ability to work with a team is better:
- 96%- Because of this program, my feelings about myself are better:
- 91%- Because of this program, my circus skills are better:
- 74%- Because of this program, my ability to use accurate self-assessment is better:
- 82%- Because of this program, my ability to solve problems with other students by taking them is better:
- 87%- Because of this program, my ability to listen and follow directions is better:
- 77%- Because of this program, my confidence in myself is better:



Youth Evaluator Comments:

By Britney Williams and Christopher Williams

Prescott Circus Theatre is a program that began in 1984 that aims to "build confidence in youth and to help them believe in themselves." The program services both 4th and 5th grades from Prescott Elementary School in West Oakland and on the day of our visit, were celebrating the last day of the summer program. Prescott Circus Theatre offers a wide array of activities for the youth to get involved in, including gymnastics, juggling, aerobics, stilt walking, hambone body percussion, and of course clowning.

The program is free to all of its participants but is offered only to those who attend Prescott Elementary School. To join, youth must both fill an application and audition. Dedication is required from all of the participants of Prescott Circus, and if a student misses 3 of the first practices, they cannot remain in the program.

Derek, the resident artist, told us that the program is great for the youth and that he is very passionate about teaching them everything he knows about clowning. He got into clowning when he was only 9 years and started taking classes at the age of 15. He feels that the program itself faces no immediate obstacles but that the participants in the program may have trouble pushing themselves to their full potential. Derek also feels that there should definitely be more programs like this in Oakland.

Ricardo, 9, and Alasia, 10, both participate in the Prescott Circus Theatre program and agree that it's wonderful. Ricardo explains that the program is simply great fun and that the people are all very friendly. He says that the only thing he would change would be the acts but he would still recommend the program to his friends. Alasia said that the best thing about the program was traveling and being able to do things that others couldn't. She would also tell her friends about the program but has nothing that she would like to change. Both her and Ricardo feel that the program is something fun for youth to do in the summer.

Overall, the program seemed like a great place for the youth to spend their summer and learn fun new things to entertain both themselves and others.



MOCHA Little Studio Residency Program

Project Description:

The Little Studio Residency Program is a collaboration between MOCHA, Luna Kids Dance and OUSD's Early Childhood Education Department. The Little Studio Residency Program works with 12 Child Development Centers (CDC) placing professional teaching artists in childcare settings in two classrooms at each center twice a week for thirty-minute sessions over a period of 20 weeks to engage children in creative art and exploration activities and to train, coach and advise parents and teachers on creating appropriate experiences and environments for an arts-rich early childhood education. MOCHA provides high quality art supplies and materials that the children can manipulate as they experience the creative process. MOCHA has partnered with CDCs that have been determined to be serving children most in need of these early childhood educational activities. The families of these children are the least likely to have resources to enable their children to have these opportunities for dance and art activities. The residencies provide opportunities for emotional and social development, and expose children to music, art, literacy and numeracy activities.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 71% of contracted service - 19,123 hours of direct service to Oakland's Children and Youth.	No
	Leverage OFCY funds by 25%.	Leveraged 33% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$40,855 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 78.9% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities according to parent surveys
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 82.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth according to parent surveys
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	85% of students will increased opportunities to experience and build visual arts and dance skills.	90% students hve increased opportunities to experience and build skills in visual arts and dance.	Yes	Students at each of the programs 12 CDC sites have received increased opportunities to participate in visual and movement-based arts classes. Students receive visual arts twice a week, and movement classes once a week.
	75% students will gain fluency in socialization, hand-eye coordination, development of fine motor skills, language development and cognition, visual perception, and development of the capacity to think creatively.	85% students gained fluency in socialization, hand-eye coordination, development of fine motor skills, language development and cognition, visual perception, and development of the capacity to think creatively.	Yes	Over the course of all 20-week residencies our students have exhibited increased fluency with each of the skills listed. As one head teacher documented, "I have seen such an increase with [student's] ability to manipulate pencils and brushes!"

Program and Staff Strengths:

The artist residencies at the CDCs have a potential long-term impact on the parents and teachers as they learn new techniques for encouraging and engaging the children in creative expression through the arts. Scaffolding dialogue with children takes place to reflect on and talk about the children's work, thus, art becomes a tool for reflection and dialogue. The program provides "send home" projects in portfolios for activities to be done by parents with their children at home creating an opportunity for bridging between school and home.

The children are being "taught" by professionals in the creative arts: dance, music and visual arts. These artists in residence approach the activities as methods to draw out the children through creative expression, rather than focusing on the finished product. Thus, the children are given room to explore the medium fostering creativity.

Program and Staff Opportunities for Improvement:

MOCHA is encouraged to continue in its efforts to recruit bilingual staff with knowledge of multicultural art forms to mirror the cultural and language assets of the children and parents. MOCHA may also consider focusing its work in less CDCs and increase the frequency and amount of contact time in the classroom with the children. This would provide greater opportunity to have communication and contact with parents, as well. MOCHA is encouraged to continue to find ways to support the Artists in Residence as they adapt the curriculum and activities to the children and classrooms with whom they are working.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$49,855	\$199,855	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	299		58%	43%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	85%	1%	0%	0%	14%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	21%	37%	1%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	100%	0%	40%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	No, first year of collaboration with OUSD missed goal.	
	26,880	19,123	71%	64	Rating -Good	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	No, contracted rate was \$7.41 for total funds.
	\$7.84	\$10.45	\$502	\$668	\$0	Rating -Good

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
			88%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes, services are for children under 5 and only the parents do surveys. Rating -Excellent
	Asset development changes			79%	71%	
	Grantee selected changes			82%	58%	
Were services equally effective for all their customers?	Service Quality Score Fall 06		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	3.9					2.6
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
			93	150	243	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
MOCHA Little Studio Residency Program	218	192	324	735

Initial Outcomes and Results

Parent customers were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parent surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Parent Survey)

- 86% Because of this program, my child's ability to master skills is better:
- 78% Because of this program, my child's level of active participation in his/her daily life is better:
- 67% Because of this program, my ability to be my child's first teacher is better:
- 84% Because of this program, my child's ability to play with other children is better:
- 79% Because of this program, my appreciation of my child's unique qualities is better:
- 80% Because of this program, my child gets along with others better:
- 83% Because of this program, my child's physical development is better:
- 81% Because of this program, my understanding of the importance of art to my child's development is better:
- 81% Because of this program, I am better at doing art with my child at home:
- 86% Because of this program, my child's ability to express her/himself is better:



Youth Evaluator Comments:

By Julian Okiwelu, Rosalyn Reed and Marco Zarate

Mocha is located at 2618 Grand Vista at Manzanita Elementary School. The Program offers free art education to preschool children between the ages of 2 and 5 years of age. The program operates twice a week and is divided into two 30 minute classes, where the children are able to explore the different lessons prepared by the teachers and staff. The main goal of the program is to introduce kids to the basics of fine art. The program offers a variety of art services such as an exploration of colors, shapes, designs, and a host of other developmental skills for the children. The program teaches its youth how to create 3-D and 2-D art, clay arts, as well as art using paint and oil pastels. In addition, the program has a supportive staff composed of teachers and art instructors.

During our site visit, although we did not have the opportunity to take pictures or hold formal interviews, we were able to observe the two classes doing art. The activities we witnessed included an additional lesson about basic colors. The children practiced mixing basic colors in order to create secondary colors. The primary colors consisted of yellow, blue, and green. These colors mixed were used to create secondary colors, which consist of green, purple, and orange. Then they were assigned to practice painting straight lines, swiveled lines, circles, etc. Many of the children practiced making circles and abstract lines while other combined all spectrums of the colors creating miscellaneous collages. The children were very calm as they painted. They were very attentive and cooperated with their instructor.

Rebecca, the Early Childhood Program Director, indicated that her role is to oversee the different programs that take place at the different schools, and to insure there overall success. She described that their program provides a safe nurturing environment for the children and they are able to explore their artistic skills in a way that they wouldn't, had the program not been available. In this, their program very beneficial to the children because it provides an avenue of interactive education, in which the children are able to expand their artistic abilities.

The program is a great addition to the community, because it offers a service that is not necessarily available for preschool children in this one-on one dynamic. It allows children to explore their creative abilities through art. Ultimately, we believe that this program is a wonderful contribution to the community, as it greatly benefits the children in preparing them in having bright and productive futures.



Native American Health Center – Youth Voices

Project Description:

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

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 117% of contracted service - 66,442 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 106% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$185,692 to provide after school services.
E F F E C T	Achieve 90% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 81.9% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 81.7% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	To increase the knowledge of wellness among our youth participants by 75% in the next 6 months.	85 % of our youth participants increased their knowledge of wellness within the last 6 months.	Yes	Agency exposes youth to many wellness field trips and workshops
	To increase leadership skills among our youth participants by 75% in the next 6 months	79% of our youth participants increased their leadership skills within the last 6 months.	Yes	Agency exposes youth to many leadership activities and trainings

Program and Staff Strengths:

The agency builds on the cultural beliefs and traditions of the Native American community as assets that form the foundation upon which youth can confidently build their skills and knowledge and develop positive attitudes about themselves and others. The program provides activities that reinforce the cultural identity of the youth and are varied so that youth can find an interest that engages them. The staff serves as role models in the lives of the youth, some of whom lack parental guidance. The agency's is successful in retaining staff over time, thus, they are a consistent presence as caring adults in the lives of the youth. In addition, youth participate over time and come back to the program as alumni volunteers.

Youth have an opportunity to participate in the agency's Youth Development Fellowship, an eight week summer program, followed by the Gathering of Native Americans, an annual youth gathering—a unique event held at the Marin Headlands Institute.

The agency seeks out resources to maximize opportunities for youth. For example, youth service staff was trained by the Bay Area Wilderness Training so that they will be able to borrow camping and backpacking equipment from BAWT. Thus, the borrowing system enables the agency to take a large number of youth camping and backpacking without having to invest in equipment.

Program and Staff Opportunities for Improvement:

The many incidents of violence in the community stretches the resources of the Native American Health Center Youth Services staff to support and provide consolation in the face of the grief of participants and staff when friends or family are victims of violence. The agency is encouraged to continue its efforts toward violence reduction and providing additional resources toward support for those grieving—both youth and staff.

Transportation, as with many programs, is an issue for youth to access services. The agency is encouraged to provide bus passes or other forms of transportation assistance to youth to get to and from activities.

The Native American Youth Center is encouraged to serve as a resource to other youth serving organizations on how to build on cultural identity as a strategy to engage youth.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes with OFCY but just missed their matching funds
	\$167,029	\$168,572	\$335,601	95%	93%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	275	55%	45%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	3%	18%	35%	44%	1%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	17%	23%	1%	56%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Multi Racial		Other		Level of Youth Developmental Assets	Yes
	1%	2%			HIGH	
	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	
	0%	0%	0%	0%	0%	
How much service did they deliver?	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		Yes
	0%	0%	100%			
	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		
	56,548	66,442	117%	242		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.51	\$5.05	\$607	\$1,220	\$15,000	
						Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	91%		96%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	82%	91%	96%		
	Grantee selected changes	82%	90%	92%		
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability		Yes
	2.1	Increase	0.86	Good		
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	67	132	129	124	452	
						Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Native American Health Center-Youth Voices	207	151	323	681

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 74%-Because of this program, my success at school (job/training) is better:
- 83%-Because of this program, my understanding of who I am and what I can do is better:
- 83%-Because of this program, my ability to communicate is better:
- 91%-Because of this program, my ability to learn new things is better:
- 79%-Because of this program, my ability to connect with adults is better:
- 82%-Because of this program, my ability to work with others is better:
- 82%-Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 83%-Because of this program, my involvement in community activities is better:
- 83%-Because of this program, my knowledge of Native American culture is better:
- 85%-Because of this program, my understanding of wellness is better:
- 88%-Because of this program, my overall health and physical awareness is better:
- 79%-Because of this program, my leadership skills are better:
- 79%-Because of this program, my ability to resolve conflicts is better:



Youth Evaluator Comments:

By Brenda Dueñas, Nick Gordon, Blanca Lopez, Mary Rose and Marco Zarate

The Native American Health Center is a program that provides youth with a safe environment for them to improve their skills in school and life. The program offers different classes such as basket weaving, basketball, soccer, camping trips, and summer trips. Also they provide a homework center that allows the youth to come in and do their homework with help from the adults and students from different high schools. The program operates Monday, Tuesday, Thursday, and Friday from 3:30 to 7:00. Also on Wednesdays from 1:00 to 5:30; and on Saturdays they have games. When necessary they use the César Chavez gym to practice. The age range of the program is 4 to 18 years old.

On the day of the site visit youth were receiving help with their homework, but for the rest of the time they were preparing for their second camping trip. The girl's basketball team was having a pizza party celebrating their winning of a championship.

There were youth who we interviewed that had lots to say about the program. Bobby who was 16 years old from Skyline High School has been in the program for seven years. He said that the program keeps him out of trouble, teaches him to be more respectful in what to say and what not to say, and mostly impact his life through his involvement with sports. The program has helped him to improve his grades.

Crystal Salas-Patten who is the youth services program coordinator said that the goal of the program was to create a good community for youth, and to make them do better in the future. The obstacles that they face were mainly limited space and lack of staff because they only have volunteer coaches for their sports.

We think this program was very good because it gives the youth a safe place to go and have fun, but also helps them to think more about their future and to stay out of trouble.



Next Step Learning Center – Success at 17

Project Description:

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 107% of contracted service - 34,977 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 131 % of OFCY funds.	Yes	Leveraged their OFCY grantees with \$ 67,770 to provide services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 88.2% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 92.9% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
<i>Results come from the effort and effect of the whole community of Oakland.</i>				
R E S U L T S	To increase access to Next Step's College Resource Area and the support of a College Transition Coordinator, before and after their GED graduation.	100% of Next Step Learning Center students had access to the College Resource Area. Between the Co-Directors and the College Transition Coordinator	Yes	Agency also provides one-on-one college counseling to their participants
	To increase participating youth engagement with a minimum of six caring adults.	As Reported by staff youth are exposed to at least 8 caring adults	Yes	Caring adults are not only from the staff pool but from a list of volunteers that the agency works with

Program and Staff Strengths:

Next Step Learning Center has demonstrated their ability to successfully support youth that have dropped out of the traditional school setting by providing an atmosphere of study and learning that is clean, safe and welcoming for all. Youth participants are held accountable for their own educational endeavors; however Next Step offers positive encouragement, such as daily phone calls and informal mentoring to clients to let them know that they are of value and that they are not forgotten. The program design utilizes educational materials that relate to each student's current level of reading and math and tries to provide materials that are age appropriate, when possible. Equally important, Next Step strives to develop the joy of reading in their students and assist them to build a family library. Finally, in their efforts to support their clients to realize their dreams and aspirations, Next Step introduces post-secondary education as an attractive and accessible option for youth to obtain. The program has on staff a College Transition Coordinator to provide information, scholarship assistance and personal support strategies to encourage college enrollment and retention.



Program and Staff Opportunities for Improvement:

Next Step is encouraged to educate youth participants in the value of taking responsibility for actively researching and finding reading materials (i.e., newspapers, magazines, books, etc. . .) that are of interest to them and that will increase their reading and absorption of information that will challenge them to think critically about current events, local issues and the world around them. Activities such as getting a library card, using their library card and organizing a book club and discussion circles will help to improve their self-confidence, self-worth and their voice.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$51,859	\$67,770	\$119,629	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	148	56%	44%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	0%	97%	3%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	73%	21%	2%	1%	3%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	0%	0%	HIGH			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	100%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	32,795	34,977	107%	236		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$148	\$342	\$350	\$808	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	97%		91%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	88%	86%	91%		
	Grantee selected changes	93%	89%	80%		Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability		Yes
	6.0	Decrease	0.67	Good		Rating -Excellent
How many customers did they survey?	RPR Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	39	44	28	91	202	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Next Step Learning Center-Success at 17	215	165	389	769

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 96% Because of this program, my success at school (job/training) is better:
- 96% Because of this program, my understanding of who I am and what I can do is better:
- 83% Because of this program, my ability to communicate is better:
- 100% Because of this program, my ability to learn new things is better:
- 83% Because of this program, my ability to connect with adults is better:
- 83% Because of this program, my ability to work with others is better:
- 78% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 91% Because of this program, my reading skills are better:
- 96% Because of this program, my ability to set and achieve goals is better:
- 91% Because of this program, my ability to teach and help younger people (my child/children) is better:
- 91% Because of this program, my enjoyment of learning is better:
- 96% Because of this program my motivation to attend school regularly is better:
- 96% Because of this program, my confidence in myself is better:
- 96% Because of this program, my desire to complete my GED is better:
- 91% Because of this program, my desire to pursue higher education or vocational training is better:



Youth Evaluator Comments:

By Agueda Dueñas and Tanya Riddle

Next Step Learning Center is an agency run by two catholic sisters that helps students between the ages of 17 to 20 earn their GED or high school diploma. It is located at 2222 Curtis Street in West Oakland. This program is free and was started in 1994. It operates Monday through Friday and has two different class times. Some students attend from 10:00 a.m. to 12:00 noon and others attend from 1:00 p.m. to 3:00 p.m. There are usually five staff and at least six volunteers present, the program has three components: tutoring, small group instruction and computer enrichment all aimed at preparing the students for the GED, as well as applying for college and creating professional resumes, providing students exposure to opportunities upon receipt of their GED or high school diploma.

We interviewed four people, two boys and two girls. They all agreed that they really liked the program. They liked the fact that the program was just a couple of hours a day, allowing them to have a job to help themselves and their families financially. They liked the one to one ratio that Next Step Learning Center offered the students, allowing to learn better than when they were in high school. They appreciated the patience and helpfulness of the staff. One of the young ladies we interviewed, age 17, enjoyed attending the program because of the extent of help she received. The co-directors were especially impressed with her because of her maturity level. Although she had many challenges to overcome, mainly her lack of family support since she had none in the area, she was able to continue to attend the program while maintaining a full-time job. This program is very beneficial to its students. It gives them the academic and moral support that they need in order to be successful in the future.

Oakland Discovery Centers

Project Description:

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

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 101% of contracted service - 52,102 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 70% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$104,477 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 75.6% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 79.3% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	To improve the ability to communicate and work with others by 20% over the period of nine months	85% of parents report child's improved ability to work with others.	Yes	Participants, parents and staff assessed student progress via written surveys. Youth attended monthly meetings to work on communication skills.
	To improve participants' ability to learn troubleshooting techniques (critical thinking skills) by 15%.	84% of participants reported ability to learn new things.	Yes	94% of parents also reported that their child increased their ability to learn new things which impacts youth's critical thinking skills.

Program and Staff Strengths:

The students at the Discovery Center develop strengths and positive values that they can use for their personal development. At the Center, the students practice good communication skills and learn to be tolerant with each other. Problem solving is a positive value the students practice at the Center and appreciate the adult guidance for this exercise.

The Discovery Center is very selective when hiring staff; indicators for the hiring selection include a commitment to serve low-income at-risk students, their ability to work on weekends and to serve as loving caring adults to children served by the Center.

The program design is modeled after the San Francisco Exploratorium where students are able to touch and enjoy science equipment not available to them at their local schools. The curriculum at the Discovery Center is extensive and very creative.

Program and Staff Opportunities for Improvement:

It is recommended that the Discovery Center look at incorporating parent participation as part of their core program design. Additionally, staffs are encouraged to explore expansion of the program to serve other communities in Oakland.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$142,429	\$103,704	\$246,133	95%	97%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	198		49%	52%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	33%	52%	15%	1%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	71%	13%	7%	0%	3%	
	Multi Racial	Other	Level of Youth Developmental Assets			
7%	0%	HIGH				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	74%	22%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	4%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	51,473	52,102	101%	263		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.73	\$4.72	\$719	\$1,243	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	87%		96%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		76%	92%	82%	Rating -Excellent
	Grantee selected changes		79%	86%	93%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	3.0 2.7		Decrease	0.65	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	21 98		76	115	310	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Oakland Discovery Centers	221	158	313	692

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 78% Because of this program, my success at school (job/training) is better:
- 80% Because of this program, my understanding of who I am and what I can do is better:
- 78% Because of this program, my ability to communicate is better:
- 84% Because of this program, my ability to learn new things is better:
- 75% Because of this program, my ability to connect with adults is better:
- 69% Because of this program, my ability to work with others is better:
- 78% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 82% Because of this program, my self-confidence is better:
- 86% Because of this program, my ability to use tools is better:
- 77% Because of this program, my ability to solve problems is better:
- 77% Because of this program, my ability to listen is better:
- 69% Because of this program, my desire to be really good at something is better:
- 98% Because of this program, my interest in science and making things is better:

Youth Evaluator Comments:

By Nick Gordon, Loretha Henry and Christopher Williams

The Discovery Center is located at 2521 High Street. This program that runs Tuesday through Thursday from 3:00 p.m. to 7:00 p.m., and on Friday and Saturday from 3:00 p.m. to 8:00 p.m. it also has a junior apprenticeship program. The main goal of the program is to provide a place for children and youth to come and learn as well as have fun with other children. According to Rich Bolecek, Project Coordinator, the center opened because he was inspired by the fact that he lived in Oakland and wanted to give youth a place to learn while hanging out. He said that one of his success stories was that a person that attended the program as a youth came back to thank him for having the program open for them, and also came back to help out the children and youth that are in the program now.

Destiny, age 6, learned about Discovery Center when she saw the Center sign while she was walking by and decided to attend. She told us that she enjoys woodshop, art, paint, and other stuff at the program and loves to feed the animals. Discovery Center helps her with her research projects. She has a lot of fun there, but Destiny thinks it needs more space. Elsia, age 7, said that she learns art at Discovery Center and Shaun, age 7, told us that he learned how to make a birdhouse. Overall, this is a great program because it gives youth a safe place during the week, after school and the weekends where they can have fun and learn at the same time.

Oakland Discovery Centers- Summer Program

Project Description:

The Oakland Discovery Center is a comprehensive, educational enrichment program with homework assistance, tutoring, fun hands-on science, computers, conflict resolution, woodworking, gardening, recreation, field trips, environmental science, art, music and video activities. They serve low-income children and youth at risk primarily between the ages of 6 and 13 in the neighborhoods of Central East Oakland and West Oakland. The program was offered from 3 to 7 p.m. Tuesday to Saturday, over a period of seven weeks in the summer.

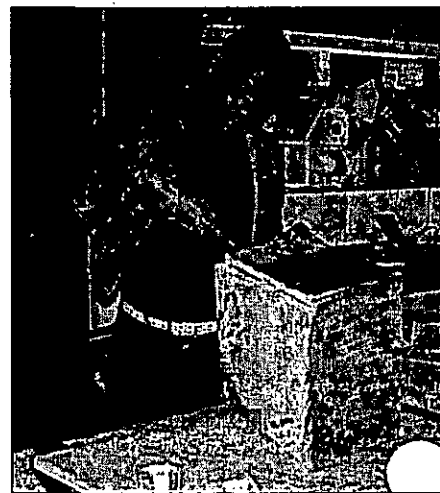
E F F E C T I V E N E S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	DELIVER	Deliver 95% of contracted services.	Delivered 111% of contracted service - 12,371 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 47% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$15,724 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 78.1% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 80.0% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	70% of participants will construct functional projects requiring use of trouble-shooting techniques to complete.	85% of participants have constructed projects using trouble-shooting techniques.	Yes	As Reported by parents and participants survey
	75% of participants will engage in physical activity at least 1 hour day and accelerated physical activity at least one hour per week	90% of participants engaged in such physical activities including: bike riding, basketball, wrestling, soccer, jump rope and running	Yes	Agency met goal

Program and Staff Strengths:

The Oakland Discovery Centers or "Science in the Hood" is another Oakland success story. The program continues to be a safe haven for youth in two neighborhoods in Central and East Oakland. The summer program is an expansion of the year round program explained in the previous write-up. The summer program allowed the centers to increase the use of field trips that the youth received positively. The bike field trips build capacity in the youth to organize their own bike field trips to explore Oakland. The dedicated and committed staff continue to be a strength of the program along with the open, friendly, atmosphere that allows youth to explore science and their own sense of creativity.

Program and Staff Opportunities for Improvement:

The lessons learned by the staff of the Discovery Centers in providing "hands on" experimental learning opportunities to the youth of Oakland should be disseminated to both the school communities and other youth centers. The Discovery Centers should consider asking a foundation or other donor for funds to provide a series of workshops for youth providers and the materials and curriculum for them to do some of the successful learning experiences that the Discovery Centers have field tested over the last eight years.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?	
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$33,545	\$15,425	\$48,970	100%	99%		
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes	
	141		49%	51%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown		
	10%	38%	51%	11%	1%		
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian		
	72%	16%	6%	0%	2%		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5		Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%		0%	0%	0%	100%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service			
	0%		0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes	
	11,168	12,378	111%		88	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes	
	\$2,714	\$3,968	\$238	\$347	\$0	Rating -Excellent	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	89%		94%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		78%	87%	91%	Rating -Good
	Grantee selected changes		80%	91%	94%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.9		Increase	0.77	Good	Rating -Excellent
How many customers did they survey?	RPR	YOUTH	PARENT	STAFF	TOTAL	Yes
	Assessments	Surveys	Surveys	Surveys	Surveys Collected	Rating -Excellent
	35	46	30	46	157	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Oakland Discovery Centers Summer Program	221	183	330	735

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 70% - because of this program, my success at school (job/training) is better:
- 78% - because of this program, my understanding of who I am and what I can do is better:
- 80% - because of this program, my ability to communicate is better:
- 91% - because of this program, my ability to learn new things is better:
- 67% - because of this program, my ability to connect with adults is better:
- 83% - because of this program, my ability to work with others is better:
- 80% - because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 83% - because of this program, my self-confidence is better:
- 89% - because of this program, my ability to use tools is better:
- 74% - because of this program, my ability to solve problems is better:
- 73% - because of this program, my ability to listen better is:
- 94% - because of this program, my desire to be really good at something is better:
- 76% - because of this program, my interest in science and making things is better:



Youth Evaluator Comments:

By Camille French and Blanca Lopez

Discovery Center, located at 2521 High Street, has been catering to youth between the ages of 6 to 14 for eleven years. The program operates for seven weeks during the summer from Tuesday through Saturday. Discovery Center offers several different enrichment activities such as woodshop, animal lab, arts and crafts, chemistry, and the bicycle workshop. In addition to the activities, the program provides a sense of community to the youth as well as a safe environment where they can come to participate in "hands on" activities.

On the day of the site visit, we observed the bicycle workshop, woodshop, arts and crafts, animal lab, and the chemistry class. The youth seemed to be enthusiastic about the activities they were involved in, and they appeared to be very dedicated. The program director, Rich, gave us a tour of the Center and he showed us the progress several of the youth had made on their woodshop projects. Overall, the program is beneficial to the youth in the community. However, the Center could use more space to better serve the participants.

Oakland Kids First – REALHARD

Project Description:

REAL HARD creates opportunities for Oakland youth to become visionary leaders who create cultural change at their school. For example, efforts at one high school focused on replacing a school culture among the students of attacking one another and isolation—a response to being in under-resourced schools—with a culture of group support and accountability for individual success. The program works at this through advocacy, alliance building, creative arts, leadership training and organizing. It focuses on having youth lead visionary campaigns to transform young people's relationship to education and their relationships with each other.

This diversity of programmatic activities and resources allows REAL HARD to engage hundreds of "unaffiliated" youth who are not already active in existing community organizations and leadership programs. The staff work to help youth develop their voice and be empowered to express themselves and effect change relevant to their own educational experiences. Participants in REAL HARD's youth driven advocacy projects are working in three comprehensive Oakland high schools—Oakland High, McClymonds campus, and Oakland Tech—to establish a new student peer counselor program to increase graduation rates and to improve teaching quality through student evaluations of teachers.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F E C T	Deliver 95% of contracted services.	Delivered 92% of contracted service - 22,952 hours of direct service to Oakland's Children and Youth.	No	Organization just missed this performance goal because of low numbers at BEST and Excel high schools.
	Leverage OFCY funds by 25%.	Leveraged 119% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$162,128 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 66.8% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 70.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland:				
R E S U L T S	To increase by 15% each year the percentage of students at McClymonds, Oakland High, and Oakland Tech High Schools who report a sense of participation in their schools.	24% of REAL HARD members report an increase in participation in school activities that maximize their education	Yes	Program was successful and engaging their youth in the goals and missions of their high schools.
	To win passage of REAL HARD proposal for student counselor positions, student-friendly transcripts, and "graduation education" courses by the 2007-2008 school year. The program is the PASS Program.	The PASS (Peers Advising Students to Succeed) peer-counseling program is adopted at Oakland Technical high school. The OUSD Office of College Readiness invites REAL HARD to participate in the College Readiness Network and present the PASS program (for possible expansion) to pilot schools. The "Graduation Education" PASS course will become either an A or B period class at Oakland Technical or the course will be offered as an after-school program.	Yes	The PASS program (which is the culmination of three years worth of REAL HARD student organizing, research and development, advocacy, and planning) - garners statewide and national media attention, being featured in the Los Angeles Times and on CBS National Evening News. The adoption by a number of OUSD schools and administrative support is a positive sign for expansion next year.

Program and Staff Strengths:

The program's focus on youth involvement in social justice issues that affect them directly exemplifies a core principle of youth development. The program is highly introspective with staff, participating teachers and youth being encouraged to reflect on how to make the program more effective. For example, at one high school the students conducted a "teacher evaluation project" and used the data from the evaluation to inform their planning. The students had an "aha" moment and shifted their attention away from the teacher performance, over which they had little control, toward creating a culture change among students to exert their own power in a positive way to change their behavior toward less disruptions to learning in the classroom, more inquiry and more accountability for their work.

The effort of the program to advocate for a peer counseling program at one of the schools resulted in national news coverage and positive newspaper coverage. This demonstrates that the work being done by this program is transformative in nature and attracts positive attention as a solutions-based response to the chronic problems of under-resourced schools.

The staff are highly dedicated and in tune with their youth clients. The program has very low staff turnover. It is a highly interconnected staff.

Program and Staff Opportunities for Improvement:

The program is encouraged to continue giving creative thought to developing a program strategy that offsets the transitional nature of the students participating (they graduate and leave) in the program and the long-term nature of the institutional changes being advocated. The Evaluators concur with the desire of staff to improve the help that the youth receive to better reach their educational goals by revisiting the Individual Development Plan. Evaluators suggest that the program increase their communication with parents to improve their parents' satisfaction score with the program.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	No
	\$134,226	\$130,320	\$143,742	99%	89%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	339		40%	60%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	5%	95%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	55%	7%	17%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5		Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%		0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	100%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	24,896	22,952	92%		.68	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$0.58	\$6.26	\$40	\$424	\$20,000	
						Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			No, parents just missed satisfaction performance goal of 70%.
	88%		66%			Rating -Good
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, parents' scores were below goal.
	Asset development changes		67%	41%	70%	Rating -Good
	Grantee selected changes		70%	34%	70%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	3.4 2.4		Decrease	0.84	Good	Rating -Excellent
How many customers did they survey?	RPRR Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	92	95	67	102	356	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Oakland Kids First-Real Hard	170	191	264	625

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 65% Because of this program, my success at school (job/training) is better:
- 78% Because of this program, my understanding of who I am and what I can do is better:
- 65% Because of this program, my ability to communicate is better:
- 69% Because of this program, my ability to learn new things is better:
- 63% Because of this program, my ability to connect with adults is better:
- 70% Because of this program, my ability to work with others is better:
- 58% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 87% Because of this program, I can work towards a common goal with a team of youth from other schools better:
- 63% Because of this program, my ability to facilitate an activity is better:
- 76% Because of this program, my understanding of the school system is better:
- 73% Because of this program, my ability to participate in or lead a campaign to improve the school is better:
- 83% Because of this program, I understand how young people can serve as leaders in the struggle for student rights better:
- 63% Because of this program, I use my talents and interest to educate others better:
- 65% Because of this program, I participate in unfamiliar things better:
- 59% Because of this program, I work with adults as allies better:

Youth Evaluator Comments:

By Blanca Lopez and Viviana Ramos

Kids First conducts youth programs at Oakland Technical High School, Oakland High and McClymonds. Our site visit was conducted at Oakland Technical High School. Kids First is a program that helps the youth to build their education, challenge them on improving school culture and make school changes for a better system. This program has two groups and they meet twice a week. One meets every Monday and Wednesday and the other on Tuesday and Thursday from 4:00 to 6:00 p.m.

On the day of our site visit we witnessed an activity in which youth participants expressed their feelings about the education that they are receiving and what education means to them through Spoken Word.

Jhamel; 17 years old, told us that since he has been in this program, it has helped him to improve his attendance and improve his grades because he was a "D" student and now he is a "B" student.

Jermaine, Field Director, told us that they conduct the cultural challenges to help the youth to stop and think. He said that this program helps the youth to work together for a better education and try to move on toward their education goals.

Overall, we think that this program needs to be more organized and that the youth take all the activities more seriously because they play a lot.



Oakland Parks and Recreation - Inclusion Center

Project Description:

The Oakland Parks and Recreation Inclusion Center is a unique after school program that works with the deaf and hard of hearing students of Oakland. The after school program serves elementary school children who are deaf, hard of hearing, developmentally disabled, or have other special needs. There is no other program in Oakland that offers homework assistance, recreation, and social development services to disabled deaf and hard of hearing students. Without the Inclusion Center services, the students would be idle after their school day with no place to go to get help. The Inclusion Center is located at a park facility at 7701 Krause Avenue, and is isolated from the major roads and highways. The quiet environment makes it possible for the students to feel safe and participate in a program which promotes respect and appropriate social interactions. The Inclusion Center offers holiday and summer activities for youth as part of their year round programming strategy.

E F F E C T I V E R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 118% of contracted service - 25,167 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 46% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$48,125 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 87.8% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 51.6% of targeted changes.	No	Program just missed this goal. Evaluators will work with staff to develop more de-briefing activities to assist their clients to understand their improvement in new skills and knowledge.
	Results come from the effort and effect of the whole community of Oakland.			
Increase the participation of youth in disability inclusion activities outside of school by 25%	Deaf youth were facilitated to participate with hearing youth more than 30% in the after school program.	Yes	The Inclusive Social Development component of this program fully integrates 8-9 elementary school age youth with developmental disabilities in mainstream recreation programs for 2.5-10 hours per day.	
Increase skills (relative to program components) by 25%.	75% of participating hearing youth can sign their name and 33% can sign/inger spell adequately enough to communicate basic concepts (eat, drink, stop, etc.).	Yes	Staff also reported that homework assignments were completed 90% and that computer skills increased.	

Program and Staff Strengths:

The deaf children at the Inclusion Center learn to be independent by mastering sign language. They also learn to master the usage of computers for their homework assignments.

The staff at the Inclusion Center is culturally sensitive and loving professionals; they are gifted individuals who are devoted to their work. Two of the staff members are deaf and are able to relate to the needs of their clients on a personal level.

The strengths of the program design revolve around the response of the program and staff to the individual needs of their participants. The major outcome of the program is to build independence with their deaf children so they can participate in the larger society.

Program and Staff Opportunities for Improvement:

The Inclusion Center is encouraged to enhance their program design by creating more opportunities for parent participation and inviting other children with special needs to visit the Center and socialize with their students at special events.

Many of the staff are college graduates; to this end, it is recommended that the Inclusion Center provide additional training to gain insight into the cultures and historical background of their students.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$105,000	\$48,125	\$153,125	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	192		55%	45%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	1%	55%	33%	9%	2%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	75%	10%	3%	0%	10%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	3%	0%		HIGH		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	69%	10%	13%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	6%	0%	2%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	21,392	25,167	118%	131		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$4.17	\$6.08	\$547	\$798	\$0	
					Rating -Excellent	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	84%		93%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		No, just missed goal for grantee selected questions.
	#Asset/development changes	68%	71%	84%		
	#Grantee selected changes	52%	58%	81%		
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality Level	Reliability of Grantee Questions	Level of Reliability		Yes
	1.4	1.3	0.86	Good		Rating -Good
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes, need to increase parent surveys.
	42	72	28	59	201	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Oakland Parks a Recreation-Inclusion Center	202	146	254	602

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 50% This program makes my school work better:
- 62% This program helps me get along with adults better:
- 71% This program helps me learn new things better:
- 91% This program helps me stay safe better:
- 79% This program helps me get along with other kids better:
- 86% This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 39% This program helps me play better with new kids:
- 50% This program makes me get help better from adults when I feel bad:
- 93% This program helps me ask for help better from others:

Youth Evaluator Comments:

By Marc Bland, Antoinette Lane and Vivianna Ramos

The Oakland Parks and Recreation Inclusion Center is an after school program which is open Monday through Friday from 10:00 a.m. to 6:00 p.m. for adults and 3:00 p.m. to 6:00 p.m. for students. It is located at 400 Capistrano Drive in East Oakland. The Inclusion Center caters to students and community members that are deaf or hard of hearing, autistic, or have special academic needs. It offers ASL (American Sign-language) classes for students and parents. The program also offers the opportunity for parents to participate in the everyday activities as well.

Upon arrival, we witnessed students getting help on their homework and doing educational computer games. A few moments later, more students collectively arrived from school. We interviewed a few students, both disabled and non-disabled. Most of the disabled children were most impressed with the fact that the program gives them a chance to do things that they would not be able to do at a regular community center. The non-disabled were impressed with the fact that it gave them a chance to work with the disabled and to be more open minded to their peers who are a little different.

After the interview, we witnessed the students playing recreational games in the park as well as a surprise birthday celebration for one of the employees. The students were ALL happy and seemed to be enjoying themselves. The staff, who were also both hearing and hearing-impaired, enjoyed working with all of the students as well. I felt that the program is an EXCELLENT success and we as a group are proud of the work that it's doing in our community.

Oases soar Career & College Readiness

Project Description:

OASES SOAR Career and College Readiness Program aims to empower youth who have limited resources, particularly those in the Asian and Pacific Islander communities of Oakland. The focus is on maximizing the potential of these youth through educational services and social support. To this end, the program offers OASES youth individual tutoring and mentoring, college and career preparation, training in life skills, English as Second Language workshops, and money management workshops. The program is tailored to meet the particular needs of youth from immigrant and low-income households with limited English proficiency.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 101% of contracted service - 7,288 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 85% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$35,490 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 82.4% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 82.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	At least 70% of students will report that they have better ability to communicate in English.	92% of parents reported their child's ability to communicate in English is better.	Yes	According to agency's OFCY exit surveys
	At least 70% of students will report that their grades are better.	81% of students reported that their grades are better.	Yes	According to agency's OFCY exit surveys

Program and Staff Strengths:

Participants in the program have shown progress in the areas of critical thinking, leadership skills, and knowledge about higher educational opportunities. Additionally, participants have had the opportunity to establish relationships with caring adults.

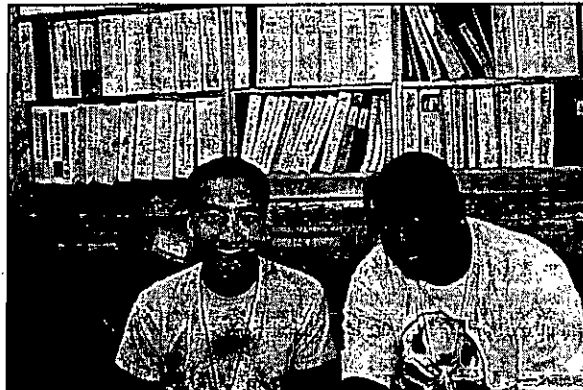
The staff is highly experienced in the areas of youth development and education. They are very committed to working with immigrant youth and their families. To this end, in their efforts to increase their participants' opportunities to attend college, program staff formalized a curriculum that focuses on college preparation and career exploration.

Program and Staff Opportunities for Improvement:

To enhance the impact of the program, staff plans to incorporate more service learning projects so that youth can learn leadership skills, conflict resolution, and community building skills. Additionally, the program plans to incorporate more language specific content into their activities in order to meet the needs of immigrant youth.

The program would benefit from an increased emphasis on a language-centered curriculum. This would include more emphasis on assessment and evaluation of English proficiency at all stages of contact with the participants. In this connection, the program will benefit from learning more about the instruments that OUSD uses to assess language skills so they too can use these instruments and be consistent with OUSD in terms of assessment practices.

The staff would benefit from more training in language acquisition, language assessment methods, and curriculum methods as well as strategies for integrating the school day curriculum with the after school curriculum.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$55,000	\$35,499	\$90,499	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	15%	85%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	3%	0%	97%	0%	0%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	0%	0%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	100%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	7,200	7,288	101%	187		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$7.55	\$12.42	\$1,410	\$2,320	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	94%		93%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed.)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	82%	93%	87%		Rating -Excellent
	Grantee selected changes	82%	94%	87%		
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, reliability scores are slightly low	Rating -Good
	2.3	4.1	Increase	0.49	Low	
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	33	51	49	46	179	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
OASES SOAR Career & College Readiness	215	182	327	723

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given: The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 81% Because of this program, my success at school (job/training) is better:
- 81% Because of this program, my understanding of who I am and what I can do is better:
- 81% Because of this program, my ability to communicate is better:
- 92% Because of this program, my ability to learn new things is better:
- 77% Because of this program, my ability to connect with adults is better:
- 89% Because of this program, my ability to work with others is better:
- 77% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 89% Because of this program, my understanding of how to do my homework is better:
- 81% Because of this program, my grades in school are better:
- 89% Because of this program, my understanding of how to apply to college is better:
- 77% Because of this program, my ability to communicate in English is better:
- 81% Because of this program, my understanding of how to apply for a job is better:
- 85% Because of this program, my interest in helping others is better:
- 81% Because of this program, my knowledge of the world is better:



Youth Evaluator Comments:

By Viviana Ramos, Nick Gordon

OASES is a program located at 196 - 10th Street in Oakland. It is a non-profit organization dedicated to providing academic and enrichment services to youth, grades 1st -12th in Oakland's China town area. The program offers academic tutoring, enrichment workshops, Youth Leadership, College Mentoring, English language learning and computers. The program operates every day from 4:00 p.m. to 5:45 p.m. The program also offers another program for high school students called SOAR, and it operates Monday, Wednesday and Thursday from 4:00 p.m. to 5:45 p.m. The SOAR program offers comprehensive services in academics, enrichment activities, recreation activities and mentorship with the focus on college and career exploration. This program has a mentorship session from 4:00 p.m. to 5:45 p.m.

On the day of the site visit we saw two groups of students. The first group was the new immigrant group and they were doing their homework with the SOAR tutors. The tutors were often asked to speak English to the students so they would get a better understanding and learn the English language. The second group that we saw was a more advanced English speaking group which was presenting a map of their life to the rest of the group.

Phong, a high school coordinator, feels that the program is very beneficial for the students and is a safe place for them to be after school to talk about their future and be prepared for college.

Overall, the program is really good. The students seem to enjoy it and it is helping them with their grades. It is a great program for new immigrant youth..



Oakland Based Urban Gardens (OBUGS)

Project Description:

Oakland Based Urban Gardens (OBUGS) is a 7-year old non-profit organization whose mission is to create a network of neighborhood gardens to act as a venue for social change, community building, food distribution and nutrition education. OBUGS raises health awareness among its participants through garden based, including a school-linked, after-school and youth leadership programs, summer camp and a farmers market. Children and youth, ages 5 to 15, practice good nutrition and health in a hands-on way, through fun, safe physical activities, cooking with garden produce, and lessons about food pyramid, serving sizes and nutrition labels.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 112% of contracted service - 69,978 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 40% of OFCY funds.	Yes	Leveraged their OFCY grantees with \$40,452 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 64.1% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 65.9% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	To increase access to healthful foods by supplying at least 50% of the USRDA of vegetables/fruits for each after-school participant once a week.	In Quarter 4, OBUGS provided at least 50% of the USRDA of vegetables/fruits to each after-school participant once a week.	Yes	As measured by actual amounts of produce taken home or consumed on site by participants.
	To increase physical activity and consumption of vegetables and fruits in at least 50% of our clients as reported by self-assessment surveys and parent surveys.	77% of children and youth participants eat healthier because of OBUGS, and 77% get more exercise. 71% of parents say that their child eats healthier because of OBUGS, and 58% say their child exercises more.	Yes	As reported by a spring survey sample of youth and their parents.

Program and Staff Strengths:

OBUGS teach children and youth participants in West Oakland how to eat better through gardening, exposure to healthy food and hands-on experience with food preparation that they in turn can introduce to their family at home. Additionally, youth participants are provided the opportunity to learn the politics of environmental and food justice as "YO BUGS" interns. Staff serve as adult role models that are committed to nurturing children, promoting healthy eating, environmental justice and food security – locally grown food and the availability of inexpensive, culturally appropriate, organic produce.

Program and Staff Opportunities for Improvement:

OBUGS, in their efforts to education youth about healthy eating and nutrition, has demonstrated a desire to work towards aligning their lessons with the school-day, academic standards. To this end, it is recommended that the OBUGS staff with their target school sites administration to identify a lead teacher that they can partner with to support them in this effort. It will ensure that they receive the support they need to align their curriculum with the state standards as well as a contact at the school site they can communicate with regularly.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$100,000	\$72,800	\$172,800	100%	123%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		452	52%	48%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	15%	17%	21%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	61%	29%	3%	0%	1%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	52%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	62,268	69,979	112%	155		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$143	\$247	\$221	\$382	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	86%		90%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		64%	70%	87%	Rating -Excellent
	Grantee selected changes		66%	63%	84%	
Were services equally effective for all their customers?	Service Quality Score Fall 06	Service Quality Score Spring 07	Change in Service Quality Level	Reliability of Grantee Questions	Level of Reliability	Yes
	1.6	1.6	Level	0.87	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	37	493	81	147	758	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
OBUGS-Planting a Future	209	188	314	711

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 75% This program makes my school work better:
- 72% This program helps me get along with adults better:
- 87% This program helps me learn new things better:
- 77% This program helps me stay safe better:
- 70% This program helps me get along with other kids better:
- 81% This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 73% OBUGS helps me control my arguing and fighting better:
- 80% OBUGS makes me exercise better:
- 73% OBUGS makes me better at helping my family and neighborhood:
- 83% OBUGS makes me better at protecting the environment:
- 87% OBUGS makes me better at choosing healthy foods:
- 77% OBUGS helps me do art better:



Youth Evaluator Comments:

By Blanca Lopez, Viviana Ramos and Marco Zarate

One of OBUGS location is at 1700 Market Street in Oakland. OBUGS is an after school program that operates Monday through Friday from 2:50 p.m. to 4:30 p.m. The program provides health education, art and gardening activities. This program teaches the students how to eat healthy and to prepare their own healthy food. The students have a garden where they learn to grow their own vegetables and fruits. The idea of the program is to teach students to eat a healthy diet and also take care of nature.

On arrival to our site visit, the students were eating their snacks in the cafeteria and getting ready to go out to the garden and start cooking and gardening. The students are able to choose the various program activities they want to participate in: cooking, gardening or making paper flowers. During the visit, many of the girl participants were cooking and the rest of the students decided to garden or make paper flowers.

Angela Entzel, lead teacher, feels that the program is very beneficial for the students because they have a lot of fun and they learn about nutrition and ways to have a healthier life. She also mentioned that she would like to have the opportunity to take students on field trips as part of the program design.

Overall we think the program is a really good. The students are learning how to eat healthier and prepare more appropriate foods rather than junk or fast food. This is a good program for kids to learn at a young age how to cultivate gardens and get a good sense of how to eat healthier.

Opera Piccola – ArtGate Advance

Project Description:

ArtGate Advance aims to help youth acquire academic and life skills through exposing them to the transformative power of the arts. To this end, the program works with youth through intensive workshops in multiple art forms, art career field trips, a youth-led Community Service Leadership Group, performing, administrative internships and a Summer Youth Theater Institute. The primary target group is youth from minority and/or low-income backgrounds.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 128% of contracted service - 11,139 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 40% of OFCY funds.	Yes	Leveraged their OFCY grants with \$40,849 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 74.4% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 81.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	To increase the amount of seniors from the program that go on to community or 4 year colleges	88% of the seniors in our program are going on to community or 4 year colleges (college readiness)	Yes	Participants were also exposed to professionals in the fields of visual and performing arts and increased their knowledge of careers in the field (career readiness) which links to higher education options.
	To increase the appreciation and value of teamwork among participants	95% of our participants reported an increased appreciation for the value of teamwork and an increased ability to work together with others as a supportive team.	Yes	Youth also implemented a group project for the agency which was complex and taught teamwork skills.

Program and Staff Strengths:

Through their participation in ArtGate Advance, youth participants have improved their career/college readiness through learning about the many careers available in the arts. The program is informed by youth development principles and includes mentoring activities and opportunities for youth to develop a positive relationship with a caring adult. Additionally, the program is inclusive, youth are exposed to the business side of the art, and have a chance to develop their leadership skills.

The artists who work in the program are very committed, as evidenced by the fact that many who worked in the program last year have come back to work in the program again this year. The artists are able to establish positive relationships with the youth and work with youth who have very different skill levels.



Program and Staff Opportunities for Improvement:

The program would benefit from exploring how to address issues that may prevent the youth from fully taking advantage of the program. For example, the program is seeing a more transient population, with families moving away and youth dropping out of the program as a result.

The program needs to explore ways to improve its outreach and recruiting. A first step in this direction is to work on how to explain the program and its benefits to youth who have had no previous experience with the arts. Other areas of improvement include finding other venues to offer the program and exploring opportunities to collaborate with or merge with other programs.

Since the staff is currently involved in a strategic planning process, they would benefit by increasing their knowledge of strategic planning for nonprofits. In particular, they would benefit from learning more about issues around collaboration and merging with other like-minded organizations.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$102,387	\$46,000	\$148,387	100%	97%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	92		20%	60%	21%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	1%	7%	59%	34%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	44%	4%	7%	0%	7%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	10%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	91%	9%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	8,715	11,139	128%		121	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$9.19	\$12.42	\$1,113	\$1,504	\$17,894	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	96%		94%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		74%	76%	88%	Rating -Excellent
	Grantee selected changes		81%	78%	92%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.1 2.6		Increase	0.82	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	44	72	58	72	246	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Opera Piccola - ArtGate Advance	188	158	283	630

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 81% Because of this program, my success at school (job/training) is better:
- 81% Because of this program, my understanding of who I am and what I can do is better:
- 85% Because of this program, my ability to communicate is better:
- 77% Because of this program, my ability to learn new things is better:
- 69% Because of this program, my ability to connect with adults is better:
- 73% Because of this program, my ability to work with others is better:
- 60% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 85% Because of this program, my understanding of possible careers in the arts is better:
- 77% Because of this program, my ability to perform or make visual art is better:
- 89% Because of this program, my comfort in making presentations in front of others is better:
- 77% Because of this program, my understanding of the value of fellowship through working on projects is better:
- 85% Because of this program, my ability to make a contribution and lead in a group is better:
- 85% Because of this program, my understanding of how the arts serve the community is better:



Youth Evaluator Comments:

By Brenda Dueñas, Romeka Hall, El- Iza El Henson, Bianca Lopez, Roabel Medhanie and Marco Zarate,

Opera Piccola is a program located at 303 Hudson in Oakland. Opera Piccola's drama workshop are available to students at Oakland Tech. High School, Robeson High School, and East Oakland School of the Arts. Opera Piccola's I GO Arts Leadership group Summer Youth Theater Institute, and performing and administrative internships are open to all Oakland youth. The program's main goal is to teach high school students the art of drama. The day of our site visit, we had the opportunity to observe the class participate in improvisation, where the instructor gave the participants a situation and they were told to act it out. It wasn't a very large program with 11 participants in total, including the instructor.

During our interview, one of the youth participants said, "This class makes me feel comfortable with what I'm doing." Another student said, "I was shy but this class made me gain courage and confidence." All the students agreed that they gained confidence thanks to Opera Piccola. When we asked what their motivation was they replied, "I wanted a wider variety of art, and this class delivered." One of the shier students said that this program allowed her to meet or befriend more people. Opera Piccola runs from 3:30 p.m. to 5:30 p.m. Tuesdays and Thursdays. In conclusion, Opera Piccola is a great way for youth to express themselves in the visual arts field.

Project Re-Connect

Project Description:

The overarching goal of Project Re-Connect (PRC) is to divert high-risk youth from further involvement in the juvenile justice system. To this end, the program aims to facilitate consistent, positive behavior in the home, society and school. The program provides educational and counseling services to youth who are just beginning to engage in criminal behavior and their families. A key objective of these services is to repair the breakdown in the family's connection with available resources and support systems.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 115% of contracted service - 7,714 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 63% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$105,000 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 75.7% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 75.2% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	To decrease the youth involvement in crime by 70% in the 8-week workshops as reported by probation officer.	90% of the youth decreased their involvement in crime as reported by final written evaluations	Yes	As Reported by parents and participants. The programs work with both parents and youth holds promise for way to change anti-social and criminal mindsets of youth.
	To reduce behavioral problems in school by 50% during the first 4 weeks of workshops measured by the school counselor reports.	Behavioral problems in school were reduced by 80%.	Yes	Youth, parents and agency staff also reported that home behavioral incidents were improving by youth and parents both making changes in the way they communicate and relate to each other.

Program and Staff Strengths:

Project Re-Connect is commended for helping families connect with each other and support one another. Additionally, after a very short period of time, changes are identifiable by youth and family clients.

Staff works well together; there is a real sense of community among the staff. Additionally, turnover among staff is low and camaraderie is high.



Program and Staff Opportunities for Improvement:

In order to increase youth clients' engagement with more positive cultural activities and experiences, it is recommended that the program seek additional funding to provide expository field trips for participants. Furthermore, staff is encouraged to explore the possibility of integrating a mentoring component that would include caring, adult role models from local communities in Oakland.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with



the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

Effect

EFFORT						Goals Achieved? If NO, why?	
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$164,938	\$98,421	\$263,359	99%	97%		
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes	
	83	71%	29%	0%			
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown		
	1%	0%	10%	86%	4%		
	African/Amer.	Latino	Asian/Pi	Native Amer.	Caucasian		
	81%	6%	2%	2%	5%		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes	
	0%	0%	0%	0%	0%		
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service			
	0%	0%	100%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes	
	16,730	7,714	115%	93	Rating -Excellent		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes	
	\$21.38	\$34.14	\$1,987	\$3,173	\$8,000		Rating -Excellent

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	87%		93%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	76%	83%	95%		
	Grantee selected changes	82%	83%	94%		
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability		Yes
	4.4	3.3	Decrease	0.74	Good	
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	56	66	57	105	284	

information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Project Re-Connect	226	176	276	678

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 69% Because of this program, my success at school (job/training) is better:
- 77% Because of this program, my understanding of who I am and what I can do is better:
- 83% Because of this program, my ability to communicate is better:
- 75% Because of this program, my ability to learn new things is better:
- 79% Because of this program, my ability to connect with adults is better:
- 75% Because of this program, my ability to work with others is better:
- 77% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 67% Because of this program, my attendance at school is better:
- 79% Because of this program, my relationship with my parent/guardian is better:
- 88% Because of this program, my decision-making skills are better:
- 88% Because of this program, my understanding of my emotions (anger, fear, sadness) is better:
- 91% Because of this program, my ability to avoid choosing criminal behaviors is better:

Youth Evaluator Comments:

By Brenda Dueñas, Camille French, Allati El Henson, Loretha Henry, Blanca Lopez and Marco Zarate

Project Re-Connect is located at 3850 MacArthur Boulevard. This program was developed in order to bring families together through communication. It caters to youth between the ages of 13 to 18 and their families. The program runs every Saturday from 9 a.m. to 12 p.m. in eight week sessions. During these sessions families learn how to recognize their individual problems and how to solve them. The program runs three or four groups per school year. Project Re-Connect offers workshops on communication skills, anger management, learning about the importance of education and how to apply it to one's life, and it offers suggestions as to how the parents can get closer to their children. The main goal of this program is to break down the barriers between the family members.

Ben Dawson, program facilitator for ten years, said he likes this program because it allows him to help people help themselves. He also said that he enjoys seeing the youth graduate from the program and become counselors themselves. He said, "Kids come into this program with so much anger and frustration, but then after only eight weeks they graduate and sometimes become counselors themselves and that's one of the best parts of my job." The parents also enjoy the benefits of the program; Gail Thurman said that it "opens up awareness in myself, my conduct, and my relationship with my son." Her son, Jonathan age 15, also had something positive to say, "I got to learn how to open up to people; I also really like the food."

Overall, the program helps youth to become better people via communication skills because now they can work their way through problems and difficult situations in their lives instead of just blowing up in anger. The program also has a positive effect on the community and it's the opinion of the evaluators that there should be more programs like this one throughout the City of Oakland.

Spanish Speaking Citizens' Foundation

Project Description:

SSCF provides youth services to over 100 bilingual and monolingual low-income Latino youth ages 14-20 in four programs (1) Employment Training where students develop an occupational profile, hard and soft skills prior to employment and some paid internships; (2) Raza Leadership for high school and middle school exploring cultural and historical contributions, and planning and implementing community service projects; (3) Newcomer Transition where recent immigrants receive ESL and academic support and are oriented to community resources; and (4) Academic Enrichment where individualized tutoring is provided. In summary, the program provides activities to assist youth in developing employment skills and leadership capacity, improve their command of the English language and their awareness of community resources, improve their academic abilities, and stay in school. Program services are offered Monday through Thursday from 2 p.m. to 6:00 p.m. at the SSCF center in the Fruitvale District as well as at the Fremont Federation site. Students apply for and are interviewed for some of the program components, others are referred by the school sites. Students participating in program activities at the SSCF headquarters begin with a walking tour of the Fruitvale neighborhood so that students are familiarized with the geography of the area, as well as valuable community resources: Fruitvale Transit Village, the Cesar Chavez Library, La Clinica de la Raza, Native American Health Center, and the Clinica Alta Vista. The core programs are supplemented with recreation classes. Additional enrichment activities include Day of the Dead Altar making, Capoeira and Spoken Word and program-wide fieldtrips/events such as visits to museums, youth events and the agency's Day of the Dead celebration.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 131% of contracted service -22,180 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 107% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$160,079 to provide after school services.
EFFECT	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 80.4% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 82.8% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
RESULTS	70% of youth will have 80% or better in school attendance in the 06-07 school year, as indicated on their report cards.	94% of youth participants had 80% or better in school attendance in the 06-07 school year.	Yes	Agency surpassed their goal by 24% and may want to consider changing their benchmarks.
	70% of youth will report increased self-esteem or better knowledge of how to get the help they need.	89% of youth participants reported increased self-esteem or better knowledge of how to get the help they need.	Yes	As reported in written youth surveys.

Program and Staff Strengths:

SSCF is to be commended for initiating a middle school component and developing the Raza Leadership Jr. Curriculum. In addition, the Raza Leadership Program has attracted the participation of returning alumni who have served as role models to middle school students. One of the alumni has returned in a staff capacity, which points to the strong relationships developed with students. The program is commended for the "career ladder" established to bring back program participants, particularly those interested in careers in education.

Program staff has strong language and cultural competencies. The staff is bilingual and bicultural and reflects the experience of the youth participants. They demonstrate a high level of commitment and dedication to their work with youth and a close connection with their youth customers.



The Raza Leadership Program demonstrates integration of youth development principles with the inclusion of youth as role models to other youths, exploration of positive aspects of the history of Latino contributions, and youth led community service projects. The program nurtures the youth's positive understanding of their own cultural and ethnic heritage, which research indicates is important to positive youth identity development.

Program and Staff Opportunities for Improvement:

Youth with very limited language and literacy skills would benefit from intensive services and multiple supplementary learning aids. Staff has expressed the desire for more opportunities for staff planning and interagency communication on program development. Staff would also benefit from professional development opportunities to increase knowledge of youth development principles and practices. The agency is encouraged to find ways to serve more youth through the various youth programs that are offered. Program services offered at the school sites should be coordinated more closely with the school site staff.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	No
	\$148,345	\$89,293	\$237,638	99%	77%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		86	49%	51%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	12%	87%	1%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	4%	93%	0%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	36%	64%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	16,972	22,180	131%	258		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$6.89	\$10.71	\$1,725	\$2,763	\$19,900	
						Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes Rating -Excellent	
	93%		86%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes Rating -Excellent
	Asset development changes		80%	84%	90%	
	Grantee selected changes		83%	86%	94%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes Rating -Excellent
	220 311		Increase	0.64	Good	
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes Rating -Excellent
	65	118	87	131	401	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Spanish Speaking Citizen's Foundation-Youth ASP	194	182	307	684

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 77% Because of this program, my success at school (job/training) is better:
- 87% Because of this program, my understanding of who I am and what I can do is better:
- 83% Because of this program, my ability to communicate is better:
- 91% Because of this program, my ability to learn new things is better:
- 74% Because of this program, my ability to connect with adults is better:
- 87% Because of this program, my ability to work with others is better:
- 65% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 87% Because of this program, my sense of community and belonging to a group is better:
- 80% Because of this program, I know how to get help for things that I need better:
- 79% Because of this program, my involvement in school and community activities is better:
- 85% Because of this program, my understanding of the importance of unity is better:



Youth Evaluator Comments:

By Christopher Williams & Donovan Allen Angelica Jackson

Spanish Speaking Citizens Foundation (SSCF) is an after-school program for youth between the ages of 13 and 21 that aims to teach youth in the community more about their culture. The program runs from 3:30 p.m. to 6:30 p.m. on Monday through Friday and 1:30 p.m. to 5:30 p.m. on Wednesdays. The program recruits by word of mouth and by outreach into the community and schools. The goal of the SSCF is to educate youth about who they are and create young leaders in the community.

This program targets both students that are immigrants to the United States and youth who are residents of the United States that face day to day obstacles. For the youth that attend they teach them skills such as learning to speak English and how to adjust to a new surrounding. For the youth that are residents here they teach them there rights as Mexican Americans.

During our program visit, we saw young Latino youth getting tutored for homework. Billy, Fabiola, and Jennifer, program participants, all agreed that the program really teaches them about their people and Latino culture. They also said that it helps them get jobs and help their community. They said that now they are more aware of their community. Henry Rosales, Executive Director said that the goals for the program are to develop the youth, increase leadership, and to get scholarships for school.

The program is a great opportunity for young Latinos to make a difference in their community and themselves.



Sports4Kids – After School Program

Project Description:

Sports4Kids offers free tutorial and sports/recreation/fitness programs to 500 youth participants daily that attend underserved elementary schools throughout the City of Oakland. The design of Sports4Kids comprehensive program responds to Oakland's shortage of quality school programs that address the physical fitness and academic challenges of Oakland's children and youth.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 114% of contracted service - 155,739 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 106% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$184,626 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 72.5% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 75.2% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Decrease incidences in violence, fights, and discipline referrals by 70% according to principals on program school sites	75% of principals reported that the number of fights on the playground had decreased	Yes	Principals also reported that students were somewhat or significantly more able to resolve conflict with others after program.
	Reduce the overall failure rate on the California Physical Fitness Test among all 5 th graders at 80% of participating schools each year.	90% of principals will report that students are more physically active as a result of Sports4Kids programming.	Yes	Although agency was not able to prove that failure rate was reduced they were able to prove that youth were more physical active.

Program and Staff Strengths:

Sports4Kids is commended for offering after school physical fitness activities to elementary-aged youth that are not only challenging for youth participants but fun and rewarding. Furthermore, program staff have done an outstanding job of building relationships with targeted school site staff. It is because of this relationship building that Sports4Kids staff are recognized as part of the school day community and are viewed by youth participants as adult role models that care about their school success and well-being.



Program and Staff Opportunities for Improvement:

Due to staff turnover during FY 2006-07, Sports4Kids experienced shortfalls in the targeted number of program activity sessions at a few of their school sites. To remedy this issue for next year, it is recommended that Sports4Kids look at improving their system of substitute coverage or hiring a pool of instructors that are on-call or as needed basis.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$175,000	\$181,899	\$356,899	100%	99%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	829		53%	47%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	3%	63%	33%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	36%	43%	15%	0%	1%	
Multi Racial	Other	Level of Youth Developmental Assets				
	4%	2%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	133%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	136,125	155,739	144%		188	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$1.12	\$2.29	\$211	\$431	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		73%	72%	81%	Rating -Excellent
	Grantee selected changes		75%	77%	78%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.8 2.3		Decrease	0.75	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	291 743		464	209	1,707	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Sports4Kids After School Program	230	205	353	788

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

74% This program makes my school work better:

65% This program helps me get along with adults better:

84% This program helps me learn new things better:

79% This program helps me stay safe better:

70% This program helps me get along with other kids better:

78% This program makes me feel good about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

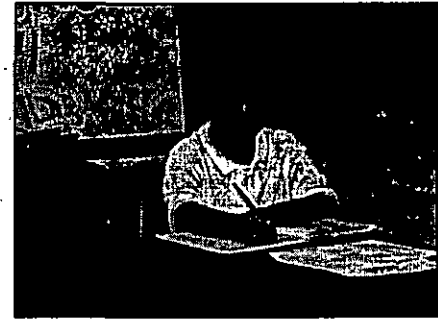
60% This program makes me better at attending school:

78% This program makes my fitness level and overall health better:

76% This program makes me better at choosing healthy foods:

87% This program makes me better at playing sports and games:

83% This program increased my participation in physical activities:



Youth Evaluator Comments:

By Blanca Lopez and Viviana Ramos

Sport4Kids is an after school program; the day of our site visit, program activities were taking place at 2409 East 27th Street at Manzanita Elementary School. This program is one of the twenty five sites funded by the Oakland Fund for Children and Youth. The program runs Monday through Thursday from 2:00 p.m. to 5:00 p.m. This program site has 25 students and 5 to 10 on the waiting list. The program has only one class with different activities. They have basketball, soccer, yoga, jump rope, homework, fitness and cleaning. This program serves students in 4th and 5th grade.

We observed participants completing their homework then going outside to play. After they played they came inside the class room and cleaned the tables for their snack time.

Raeshonna, 10 and Wesley, 9, both 4th grade students told us they have fun in this program and they like to come because they receive help with their homework, which has improved their grades and because they can play all kind of sports.

This program helps the students a lot in school and teaches them the importance of physical activity to be healthy. Participants also learn how to work together as a team. It's a really good program that serves as a deterrent for participation in negative activities.



The Link to Children (TLC) – Reduction of Violence

Project Description:

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

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 117% of contracted service - 5,445 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 41% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$30,669 to provide after school services.
EFFECT	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 81.3% of targeted changes.	Yes	Program staff have been successful in incorporating child developmental asset-building features to activities according to parent input.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 90.5% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their children according to parent input.
Results come from the effort and effect of the whole community of Oakland.				
RESULTS	80% of children in play therapy will show a decrease in asocial behavior in the classroom over a six-month period.	88% of the teachers reported the increase of positive peer interactions among children who worked with the TLC Intern.	Yes	According to the TLC teacher survey
	80% of teachers in teacher consultation will show a reduction in negative behaviors with parents and with children in the classroom at the end of one year.	87% of teacher felt that they had improved their relationship with the child as a result of their work with the TLC Intern.	Yes	95 % of Teachers working with the TLC program also reported that the teacher training workshops were excellent

Program and Staff Strengths:

Through the relationships which the TLC interns develop with the ECE teachers at the sites, the agency is able to contribute to the psycho education of teachers; that is, they are able to make better meaning of child behavior by having multiple explanations that, in turn, open up many options for interventions. This increased understanding of behavior sets the foundation for greater empathy by the teachers, and less frustration and negative responses toward difficult or "different" behavior.

The TLC staff is multilingual and multicultural who function well as a team in supporting the children, parents and teachers at the centers. They are committed to working with children with flexibility and creativity and are able to build healthy relationships.

The TLC interns' knowledge of cultural and language factors in mental health practices is addressed through seminars, trainings and reading on relevant topics.

Program and Staff Opportunities for Improvement:

TLC is encouraged to continue addressing the needs of a multilingual and multicultural target population of children by integrating appropriate information throughout their Intern training. TLC is also encouraged to continue recruiting Interns who are bilingual and bicultural to reflect the life experiences of the communities that they are serving.

If possible, it would be beneficial to other children's centers to be able to access the testing services provided by TLC for children with developmental delays, since this identifies early interventions that can be provided and referrals can be made for children who otherwise may not have these services available.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$74,160	\$30,668	\$104,828	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	53		45%	55%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	87%	9%	0%	0%	4%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	34%	19%	21%	0%	9%	
Multi Racial	Other	Level of Youth Developmental Assets				
	17%	0%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	100%	-0%	-0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	-0%	-0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	4,644	5,445	117%		103	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$13.62	\$19.25	\$1,399	\$1,978	\$0	Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
			90%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes			81%	62%	Rating -Excellent
	Grantee selected changes			90%	67%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.8 3.3		Increase	0.94	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
			35	54	89	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
The Link to Children-Reduction of Violence	205	164	285	654

Initial Outcomes and Results

Parent customers were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parent surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Parent Survey)

- 73% Because of this program, my child's ability to master skills is better:
- 87% Because of this program, my child's level of active participation is better:
- 71% Because of this program, my ability to be my child's first teacher is better:
- 88% Because of this program, my child's ability to play with other children is better:
- 87% Because of this program, my appreciation of my child's unique qualities is better:
- 80% Because of this program, my child gets along with others better:
- 87% Because of this program, my child gets along with his/her teachers better:
- 87% Because of this program, my child behaves in his/her classroom better:
- 86% Because of this program, my child gets along with me better:

Youth Evaluator Comments:

No youth evaluator site visit conducted due to confidentiality of services.

Through the Looking Glass

Project Description:

The Families with Disabilities Project addresses the OFCY Child Health and Wellness priority through preventive services to approximately 89 ethnically and culturally diverse primarily low-income infants and children (0-20 years) throughout Oakland. The children and youth have disabilities or significant medical issues, who are siblings of such children, or who have parents, caregivers or parenting grandparents with deafness, disabilities, or significant medical issues. These are children or families who too often find themselves isolated as a result of the child's or parent's/caregiver's disability.

The primary delivery of services begins through weekly two-hour sessions during which a professional staff member assesses the child's and family's needs through conversation, observation and other assessment protocols conducted through home visits. Families and children receive a range of services in the home setting including developmental assessment/enhancement, disability adaptations and coping strategies, therapeutic play, crisis intervention, parenting skills, behavior management, nurturing secure relationships, alleviating child/family stresses and case management. Families and children are connected as well with activities like tutoring. The program strives to help families and children to improve their relationships, care giving, family life, the child's development and connection with other families with disabilities. In addition, a therapist with a disability facilitates mentoring workshops for older children with disabilities.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 95% of contracted service - 11,169 hours of direct service to Oakland's Children and Youth.	Yes	Organization meet this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 73% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$61, 480 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 84.2% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities according to parent input
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 89.8% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth according to parent input
	Results come from the effort and effect of the whole community of Oakland.			
R E S U L T S	To increase awareness of and contact between other children and families with similar disability experiences in 50% of families served.	53.4% of clients or families increased their awareness of contact between children and families with similar experiences	Yes	Goals were set and each family meet several difference results
	To improve caregiver-child relationships in 80% of families served.	90.4% of families with goals in this domain met their goals.	Yes	Goals were set and each family meet several difference results

Program and Staff Strengths:

The program has a highly trained, professional staff that is skilled and keeps current with research in the field. The staff utilizes a team approach building on the particular expertise of individual staff members. The staff is compassionate and tenacious in serving its clients and continues to provide a supportive environment for its team members.

Through the Looking Glass provides the only accessible baby care for parents with disabilities. The crib is specially designed to accommodate parents with all levels of disabilities. The program utilizes customized baby equipment and teaches adaptive strategies like one-handed diaper changing. The agency serves as a National Resource Center for Parents with Disabilities. The agency is on the leading edge on assessment of interventions needed for use of occupational therapy and assessment of parent capabilities. TLC develops exemplary practices in providing services to parents and children with disabilities.

Program and Staff Opportunities for Improvement:

The program is encouraged to continue in its efforts to create opportunities for family-to-family and parent-to-parent support. This would augment the one-to-one delivery model and improve cost efficiency. The program is encouraged to continue building its bilingual/multicultural staff capacity.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?	
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$70,999	\$90,644	\$161,643	100%	132%		
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes	
		92	49%	51%	0%		
		0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.		Unknown
		27%	23%	23%	17%		10%
		African Amer.	Latino	Asian/PI	Native Amer.		Caucasian
		51%	36%	5%	0%		4%
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes	
	0%	0%	0%	0%	0%		
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service			
	0%	0%	100%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes	
	11,275	11,189	99%	121			
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes	
	\$6.36	\$14.47	\$772	\$1,757	\$0		
						Rating -Excellent	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
			91%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes			84%	82%	
	Grantee selected changes			90%	94%	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.8 4.7		Increase	0.70	Good	
How many customers did they survey?	RPRR Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
			103	65	168	
						Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points; deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Through The Looking Glass-Families w/ Disabilities	211	173	321	705

Initial Outcomes and Results

Parents were asked seven questions for child developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of parents surveyed that indicated their child changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Parent Survey)

- 84% Because of this program, my child's ability to master skills is better:
- 78% Because of this program, my child's level of active participation is better:
- 97% Because of this program, my ability to be my child's first teacher is better:
- 72% Because of this program, my child's ability to play with other children is better:
- 90% Because of this program, my appreciation of my child's unique qualities is better:
- 75% Because of this program, my child gets along with others better:
- 94% Because of this program, my child's family relationships are better:
- 91% Because of this program, my parenting skills are better:
- 91% Because of this program, the communication between my child and myself is better:
- 81% Because of this program, my child's experience of support and help is better:
- 94% Because of this program, my understanding of my child's feelings is better:

Youth Evaluator Comments:

No youth evaluator site visit conducted due to confidentiality of services.

Youth ALIVE! – Teens on Target

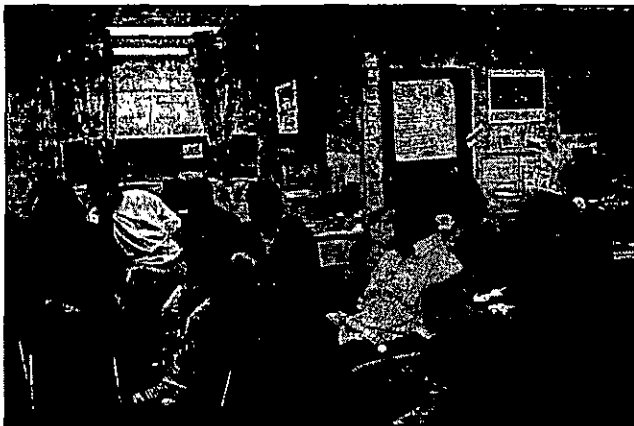
Project Description:

Teens on Target (TNT) is part of Youth Alive, a public health agency dedicated to preventing youth violence and generating youth leadership in their communities. TNT recruits and trains high school students to serve as violence prevention leaders, peer educators, advocates, and positive role models. These youth, in turn, conduct workshops for high school and middle school students on preventing gun, gang, dating and family violence in their schools and communities. The peer educators also advocate for policy changes that will prevent violence.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 100% of contracted service - 14,151 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 50% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$75,548 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 69.2% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 78.2% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Increase the efficacy of 80% of Teen on Target (TNT) high school peer educators to teach the root causes of violence and alternative methods for responding to violence (knowledge, attitudinal, and behavioral changes) by at least 50%	82% of TNT high school peer educators demonstrated a 50% increased competency to teach the root causes of violence and alternative methods for responding to violence.	Yes	As measured by staff and peer evaluation, pre/post participation surveys and focus groups.
	Increase the sense of belonging and value among 80% of TNT peer educators who are capable of making healthy decisions that will benefit themselves and their community by at least 50%	88% of TNT peer educators (31 of 34) demonstrated 50% increased sense of belonging, value and capacity to make healthy decisions that benefited themselves and their community.	Yes	As measured by OFCY Youth Development Surveys, staff and peer evaluation, and focus groups.

Program and Staff Strengths:

High school students who participate as peer educators in the program have a 100% graduation rate. Additionally, they develop leadership skills by taking substantial responsibility and ownership of key components of the program. The workshops conducted by the peer educators attract a large number of students, many of whom are marginal on campus. This is due, in part, to the program raising the level of accountability and responsibility among students who participate in the violence prevention workshops.



Program and Staff Opportunities for Improvement:

The program needs to continue to work on challenges such as dealing with workshop participants who do not seem to be engaged in the process and managing participant behavior. It is recommended that staff try additional strategies to recruit and retain more male participants. The program should continue to expand their services by increasing their development and fund raising activities.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$98,587	\$248,587	100%	110%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	47		38%	62%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	2%	98%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	47%	47%	2%	0%	0%	
	Multi Racial	Other	Level of Youth Developmental Assets			
4%	0%	MEDIUM				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
0%	69%	31%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Yes	
	14,148	14,151	100%	301		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$10.60	\$17.57	\$3,191	\$5,289	\$40,000	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	92%		88%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes
	Asset development changes	69%	68%	68%		
	Grantee selected changes	76%	72%	85%		
Were services equally effective for all their customers?	Service Quality Score Fall 06	Service Quality Score Spring 07	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No
	3.1	3.3	Increase	0.52	Low	
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	41	64	57	74	236	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Youth ALIVE - Teens on Target	224	171	274	669

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 58% Because of this program, my success at school (job/training) is better:
- 62% Because of this program, my understanding of who I am and what I can do is better:
- 80% Because of this program, my ability to communicate is better:
- 65% Because of this program, my ability to learn new things is better:
- 77% Because of this program, my ability to connect with adults is better:
- 73% Because of this program, my ability to work with others is better:
- 69% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 81% Because of this program, my comfort presenting to a group of students is better:
- 85% Because of this program, my comfort expressing my opinions and ideas is better:
- 73% Because of this program, my understanding of what can go wrong carrying a gun is better:
- 77% Because of this program, I can better resist joining or belonging to a gang:
- 89% Because of this program, I know the difference between a healthy relationship and an abusive one better:
- 92% Because of this program, I understand better how to get help to end an abusive dating relationship:
- 73% Because of this program, I can talk better to a policy maker (like a school board member, a county supervisor or a council person) about how violence affects young people:
- 57% Because of this program, I can prevent violence better before it starts:
- 65% Because of this program, I feel better like I belong:

Youth Evaluator Comments:

By Marc Bland, Kameron Gordon and Angejica Jackson

On this site visit, our group went to Castlemont High School to visit their "Youth Alive" program. This program recruits students from the Castlemont small schools, as well as *Life Academy*. It is a youth leadership program and is located at 8709 Mac Arthur Boulevard in East Oakland. The program runs Tuesday through Thursday, 3:30 p.m. to 5:00 p.m. and 3:00 p.m. to 5:00 p.m. on the school's minimum day.

Affiliated with Castlemont for 10 years, the program teaches and focuses on youth violence prevention such as gun violence, gang violence, family violence, dating violence, and drug/alcohol violence. Students stated during a group interview that they learn both from each other as well as students outside of the program how to de-escalate potentially violent behavior.

The director, Tamara Dukes, who has been affiliated with the program for 2.5 years, had the students building candy structures which were supposed to represent their perfect community. This project helped students to reflect on their community and what they can do to aid the flaws. Out of roughly 20 students, (12 girls, 7 boys, 9th grade to 12th grade) they all seemed to be enjoying what they were doing. We stayed for the presentations of the community projects, and each group of students who presented had a separate idea of their perfect community. Some, which included churches, liquor stores, parks, and movie theaters, but ALL of them included their Youth Alive program. That said to us that they truly appreciated the program.



Youth Employment Partnership – Career Try-Out

Project Description:

Career Try-Out Program is a successful after school program that serves at-risk youth of low-income background. The program site is located at 2300 International Boulevard in the Fruitvale District where there is disproportionately high unemployment, violence and school dropouts. The program serves youth ages 14 to 18 years old. By using guidance, resume writing, conflict resolution, team building, and work readiness, YEP helps the youth develop personal skills for a paid summer employment experience. The program is led by 12 junior staff designated as Youth Leaders, ages 16 to 20. They are supported by the Youth Employment Partnership staff. The program integrates a strong comprehensive leadership development component to help the participants with their career goals and achieve their goal of employment.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 85% of contracted services.	Delivered 125% of contracted service - 33,652 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 66% of OFCY funds.	Yes	Leveraged their OFCY grants with \$114,597 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 54.4% of targeted changes.	No	Program just missed this goal for improvement of youth developmental assets. The program staff should consider review the research on cognitive behavioral activities and debriefing strategies to improve this score next year.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 65.1% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	CTO participants will complete, at a rate of 60%, specific work-related skill sets, such as computers or customer service, by the end of the program.	75% of CTO participants completed specific work-related skill sets, such as computers or customer service, by the end of the program.	Yes	Program met their goal for youth to complete the specific work-related skill sets as assessed by program staff.
	Ensure that 75% of CTO graduates will gain continued employment following the end of program (in one year).	80% of CTO graduates gained continued employment following the end of program (in one year).	Yes	Program met their goal for gaining employment after the CTO career training program.

Program and Staff Strengths:

The youth at the Career Try-Out Program develop job readiness skills, knowledge of a paid job experience and the discipline to report to work on a regular basis. Overall, the youth learn to develop the discipline and other job readiness skills required to maintain a job.

Staff at the Career Try-Out Program are local residents raised in Oakland with personal experiences of growing up in an environment with little resources and not much hope for success. They are dedicated to helping the youth succeed with their job readiness skills and personal development. The program design fits into the needs of the clientele they serve; the final outcome of this program design is to help the youth develop professional skills and keep safe in an unfriendly environment.



Program and Staff Opportunities for Improvement:

It is recommended to the Career Try-Out Program to document the final outcome of their clients as they exit the program. We need to know if the experience and training they receive at the Career Try-Out Program has a positive impact on their lives. Data on whether participants have continued with their education, and their present employment status will validate all the effort and money spent serving youth participants.

It is recommended that staff continue exploring and learning about the different cultures, customs and historical background of the youth they serve. There is a need to integrate Latino, Asian and Native American cultures into the program design to better reflect the population of Oakland. The language and multicultural competencies of the staff can be improved as new hires occur in the future.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO,why?	
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$174,919	\$114,597	\$289,516	100%	100%		
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes	
	153	29%	71%	0%			
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown		
	0%	0%	1%	95%	3%		
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian		
	75%	9%	16%	0%	1%		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes	
	0%	0%	0%	0%	0%		
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service			
	100%	0%	0%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes	
	26,941	33,652	125%	220		Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes	
	\$5.20	\$8.60	\$1,143	\$1,892	\$143,202	Rating -Excellent	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO,why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	80%					Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed youth developmental assets.
	Asset development changes		54%		86%	
	Grantee selected changes		65%		92%	
Were services equally effective for all their customers?	Service Quality Score Fall 06	Service Quality Score Spring 07	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	3.2	1.7	Decrease	0.86	Good	Rating -Good
How many customers did they survey?	RPR Assesments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	105	120	32	85	342	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design; and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected; since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
The Youth Employment Partnership	184	170	289	643

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 47% Because of this program, my success at school (job/training) is better:
- 55% Because of this program, my understanding of who I am and what I can do is better:
- 65% Because of this program, my ability to communicate is better:
- 61% Because of this program, my ability to learn new things is better:
- 58% Because of this program, my ability to connect with adults is better:
- 61% Because of this program, my ability to work with others is better:
- 38% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 52% Because of this program, my understanding of how to translate my interest into a career or job is better:
- 70% Because of this program, my understanding of job specific skills is better:
- 78% Because of this program, my ability to apply for my next job is better:
- 65% Because of this program, my knowledge of what is required to keep a job is better:
- 75% Because of this program, my ability to complete job applications is better:
- 63% Because of this program, my ability to interview for a job is better:
- 68% Because of this program, my ability to create a good resume is better:



Youth Evaluator Comments:

By Nick Gordon

Youth Employment Partnership (YEP) is a program that offers job training and job opportunities to youth in Oakland. The program runs six days a week, Monday through Friday from 8 a.m. to 8 p.m. and Saturday from 9 a.m. to 2 p.m. The age range for the program is 14 to 24 years old. YEP gives inner city youth a chance to experience different types of jobs as well as teach them what they need to know about the work force. The program has different classes that teach participants how to write resumes, fill out job applications, and get along with other youth and adults.

Picoia Oakley, a 12th grade student at Fremont High School in the Paul Robinson Academy said that she had been in this program for the last three years and had three internships. She said that this program is great because it gets you ready for a job. Michele Clark, the Executive Director of YEP felt that the main goal of the program is to help move youth into the work force. She said that the some of the obstacles would be that there are more youth than there are jobs available, and they often have a hard time trying to find a place for all the youth to work. Overall, YEP is a great program because it allows youth in Oakland that have never had a job to learn all the necessary things they need to know to apply for a job, and get one in the process.

Youth Together – OLOP Youth Leadership

Project Description:

Grounded in a commitment to peace, unity and justice, Youth Together (YT) addresses the root causes of educational inequities by developing multiracial youth organizers and engaging school community allies to promote positive social change. The OLOP Youth Leadership Program supports the direct development of 150 core youth, 1700 youth accessing services at YT Youth Centers and over 1300 youth through peer-led advocacy and education. Youth Together simultaneously has a larger impact on youth voice and decision making in educational policy and community issues most pressing for young people in Oakland.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 181% of contracted service - 187,640 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 251% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$501,732 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 74.8% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 73.3% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Increase school attendance of YT participants by 30% annually:	90% of parents reported on the OFCY survey that their child's attendance got better	Yes	In OFCY surveys YT participants self-reported improvement or maintenance of good attendance. The self-reported results reflect Site Organizers' year-round strategies to improve attendance, such as developing student empowerment plans and collecting attendance records to monitor students' attendance.
	25% of YT participants will report increased academic engagement and participation in school:	93% of parents reported on the OFCY survey that their child's success at school stayed the same	Yes	YT participants self-reported increased academic engagement and participation in school on OFCY surveys

Program and Staff Strengths:

Through Youth Together's leadership training, youth participants are engaged in social change efforts beyond program activities. Additionally, YT makes great efforts to expose students to cultural and educational field trips and activities, such as the Ethnic Studies Conference at UC Berkeley and college trips to UCLA, USC, and CSU Long Beach. Due to these efforts, more students are making an intentional effort to improve their academic performance and public speaking.

Program and Staff Opportunities for Improvement:

Youth Together, in their efforts to ensure consistency across program sites, is looking at standardizing their outreach, recruitment and retention efforts. It is highly recommended that program staff from YT's various sites work together to identify successful outreach and recruitment strategies and work with school site staff to ensure that the process identified is part of the regular school year calendar so that, strategies such as access to school-day classrooms for presentations or participation in school year rallies and/or assemblies, is scheduled and anticipated by school site staff.

YOUTH TOGETHER - OLOP YOUTH LEADERSHIP SUMMARIES

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$531,532	\$731,532	100%	104%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	1424	46%	54%	10%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	9%	91%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	33%	31%	18%	1%	5%	
Multi Racial	Other	Level of Youth Developmental Assets				
	10%	2%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	33%	64%	3%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes Rating -Excellent
	103,819	187,640	181%	443		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$1.07	\$3.90	\$472	\$1,725	\$37,050	

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes Rating -Excellent
	89%		79%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client		Yes Rating -Excellent
	Asset development changes	75%	74%	86%		
	Grantee selected changes	73%	72%	91%		
Were services equally effective for all their customers?	Service Quality Score Fall 06	Service Quality Score Spring 07	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes Rating -Excellent
	2.0	2.7	Increase	0.75	Good	
How many customers did they survey?	RPR Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes Rating -Excellent
	59	155	78	103	395	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Youth Together- Youth Leadership	225	174	315	714

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Student Center Participants

Targeted Youth Developmental Assets

- 71% Because of this program, my success at school (job/training) is better:
- 80% Because of this program, my understanding of who I am and what I can do is better:
- 80% Because of this program, my ability to communicate is better:
- 76% Because of this program, my ability to learn new things is better:
- 82% Because of this program, my ability to connect with adults is better:
- 71% Because of this program, my ability to work with others is better:
- 66% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 63% Because of the Youth Center, my attendance at school is better:
- 66% Because of the Youth Center, I do my homework better:
- 62% Because of the Youth Center, the pride I feel for my culture is better:
- 70% Because of the Youth Center, my commitment to the community:
- 79% Because of the Youth Center, my respect for those who are of a different race, class, religion, gender, sexual orientation, age or ability is better:
- 77% Because of the Youth Center, my ability to resolve conflicts is better:
- 77% Because of the Youth Center, my participation in positive activities is better:
- 91% Because of the Youth Center, my ability to develop positive relationships with adult role models is better:

Lead Organizers, Core/Action Teams

Targeted Youth Developmental Assets

- 57% Because of this program, my success at school (job/training) is better:
- 91% Because of this program, my understanding of who I am and what I can do is better:
- 80% Because of this program, my ability to communicate is better:
- 77% Because of this program, my ability to learn new things is better:
- 74% Because of this program, my ability to connect with adults is better:
- 79% Because of this program, my ability to work with others is better:
- 62% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 46% Because of Youth Together, my attendance at school is better:
- 77% Because of Youth Together, my ability to connect with positive adult allies is better:
- 71% Because of Youth Together, my organizing my peers to improve conditions in my schools is better:
- 86% Because of Youth Together, my speaking up is better for what I believe in, in front of my peers, even when it may not be a popular opinion:
- 71% Because of Youth Together, my understanding of how to lead a campaign is better:
- 88% Because of Youth Together, my ability to be a leader of other youth is better:
- 83% Because of Youth Together, my commitment to my community is better:
- 77% Because of Youth Together, my respect is better for those who are of a different race, class, religion, gender, sexual orientation, age, or ability:
- 77% Because of Youth Together, my pride in my culture and my people is better:

Youth Evaluator Comments:

By Marc Bland, Kameron Gordon and Angelica Jackson

This program, directed by Prishni Murillo, is a community program which recruits from several high schools, such as Skyline, Fremont, Berkeley and more. It is located at 1611 Telegraph Avenue, Suite 203 in Downtown Oakland. Prishni expressed that the goal of the whole program is to decrease racial tension, and to engage the students in their academics. She also said that she feels that the program is responsible for ensuring that when the students leave the program, they can "see themselves in the seats of the decision-makers."

During our site visit, the program workshop learning objective focused on early migration history and native people. They also ate themed snacks, such as Chinese Food.

We conducted an interview with a select few of the 25 students which attended the program. The students each had different examples of what specifically the program meant to them. Some students expressed that the program helps them with getting into college by teaching leadership skills. Some also said that it helps them to build relationships with other people as a team, helps to build self-confidence, and it helps them gain respect for others and their differences. However, to us, the most important thing was that, unanimously, the students felt that the program gave them a voice in society which they were not aware they had.



Youth Uprising – Youth Grants

Project Description:

Youth Grants for Youth Action uses youth-to-youth grant making to (1) promote youth empowerment (2) foster leadership among youth, and (3) provide resources for positive youth-determined activities that improve the community. The program provides mentoring and training that enable youth to learn how to develop projects, review proposals, make grants, administer their own projects, and monitor funded projects.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 110% of contracted service - 77,549 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 30% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$52,779 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 74.5% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other targeted behavioral changes because of services funded by OFCY.	Achieved 77.0% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	effort and effect of the whole community of Oakland.			
	72% of participants will increase their leadership skills	81.9% youth reported that their leadership skills have improved	Yes	Parent and staff also reported that youth increased their leadership skills
	75% of participants will be on a better path to becoming productive adults	88.7% of staff reported that participants had greater respect for the opinions of others	Yes	Youth also increased their community involvement according to parents, youth and staff

Program and Staff Strengths:

Youth participants of Youth Uprising are creating and implementing projects that have significance for their communities. This leads to a high level of enthusiasm among the youth and the motivation to learn new skills and knowledge. The program inspires youth to be entrepreneurs. It helps youth help other youth throughout the City of Oakland to shift from thinking in terms of scarcity to thinking in terms of abundance.



Program and Staff Opportunities for Improvement:

Participating youth need to be encouraged to submit a more steady influx of grant proposals rather than submitting them at the last minute.

Staff would benefit from continuing their efforts to integrate the youth-to-youth granting program into the Youth Uprising general program. Staff are also planning to strengthen and expand the academic and counseling aspects of the program. Towards this end, staff would benefit from more in-service workshops on academic and counseling skills. Additionally, staff would benefit from improving their strategic planning skills in order to more effectively implement the program changes they envision.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT					Goals Achieved? If NO, why?		
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$175,000	\$46,875	\$221,875	100%	97%		
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes	
	331	41%	59%	0%			
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown		
	0%	1%	19%	76%	5%		
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian		
	51%	23%	17%	0%	2%		
	Multi Racial	Other	Level of Youth Developmental Assets				
	5%	1%	MEDIUM				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes	
	0%	0%	0%	0%	0%		
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service			
	0%	100%	0%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes	
	70,797	77,549	110%		234		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes	
	\$2.26	\$2.86	\$529	\$670	\$115,400		Rating -Excellent

Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	89%		89%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes	
	Asset development changes	74%	73%	83%		
	Grantee selected changes	77%	79%	87%		Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes	
	2.7	2.6	Level	0.78		Good
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	35	201	133	154	523	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Youth UpRising - Youth Grants	207	185	338	730

Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 71% Because of this program, my success at school (job/training) is better:
- 80% Because of this program, my understanding of who I am and what I can do is better:
- 78% Because of this program, my ability to communicate is better:
- 81% Because of this program, my ability to learn new things is better:
- 71% Because of this program, my ability to connect with adults is better:
- 83% Because of this program, my ability to work with others is better:
- 70% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 82% Because of this program, my leadership skills are better:
- 80% Because of this program, my ability to "make a difference in the community" is better:
- 78% Because of this program, my self-respect is better:
- 73% Because of this program, my respect for the opinions of others is better:
- 76% Because of this program, my ability to follow through on tasks I take on is better:
- 79% Because of this program, my involvement in positive community activities is better:



Youth Evaluator Comments:

By Brenda Dueñas, Julie Nguyen, Viviana Ramos, Chris Williams and Marco Zarate

Youth Up Rising is a program located at 8711 MacArthur Avenue. The interns and the grant makers meet every Wednesday from 4pm-6pm, to interview potential grantees, while the interns meet numerous times to keep in contact with current grantees and schedule meetings with the groups. The program is supported by youth to help other youth in the community of Oakland. This program was established to help students get money for college. Every Wednesday there is a meeting where there's an interview for youth who are trying to get a grant for college. To become an intern the youth must be 15 or older and go to school in Oakland.

On our arrival to our site visit we witnessed the interns and the grant makers interviewing a potential grantee. They were asking him about his program's ideas, what they wanted to accomplish and what he was willing to do to get the grant. According to Jessica Bell, a grant maker, the program has a "major beneficial impact on the community, and there can be more positive things it can do." Also because of this program Micheal, an intern, has "learned how to deal with people, how to be patient, and how to carry herself."

Overall, we strongly felt that this was an outstanding program. Our interview made us more interested in what they were doing and what they were interested in working with, such as wanting to see changes in the community and how much they wanted to help. We felt that they wanted to make a difference, see youth grow, and create a better program. This program inspired and made us realize how much they cared about their community.



**Summaries OFCY
Oakland SUCCESS
Comprehensive
After School Grantees**

Bay Area Community Resources – Bret Harte ASP

Project Description:

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

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 100% of contracted service 87,952 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 131% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$281,734 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 73.7% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 77% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
R E S U L T S	To increase Academy participants' perception of well-being and safety at school by 35% by the end of the 2006-2007 program year, over the baseline established by the 2002-2003 student survey data (reference evaluation survey data.)	Staff report that participants perception of well being and safety have increased by 35%	Yes	Program achieved goal.
	To increase Academy participants' expectation of themselves in all three settings (home, school, and community) after attending Academy programs 3 days a week and being in attendance a minimum of 70% of the time by the end of the program year, and to at least maintain that level at the end of the 2007-2008 program year (reference: evaluation survey data.)	Staff report that participants expectations of themselves in all three setting as well as attendance raised by 70%	Yes	Program achieved goal.

Program and Staff Strengths:

A component of Bret Harte's program design includes exposing youth to both art and principles of entrepreneurship by offering a class where students created their own artwork and training in how to market and sell art. Students participated in an art show in December where they displayed and sold their art. The number of students continues to expand as a result of positive parent and student recruitment efforts. The flexibility of the program design enabled Bret Harte to respond to a BART-sponsored project to design city scenarios as part of a contest. Both staff members and students benefited from this opportunity. Staff learned that students think differently about how time and place interact. Students had the experience of bouncing ideas among themselves and selling their ideas to staff. Staff members continue to develop their ability to serve as positive role models for students and relate positively to every student. Finally, the schedule of daily activities was revised to hold enrichment activities first, then assistance with schoolwork. This change improved student learning once they got a break from the regular school day.

Program and Staff Opportunities for Improvement:

Some consideration of how to reshape parents' views of the purpose of the after-school program is needed to increase their support for what is far more than childcare. Ways of managing the flexibility of the program that allows students to sign up for and change classes fluidly need to be reviewed and improved. Greater depth of staff is needed to handle periods of high turnover, which occurred this fall. Staff could find ways to encourage parents of the students to improve their children's attendance. Persistence in documenting the effectiveness of these innovative programs turn out would promote designing future class offerings as well as securing additional funding. Further strengthening of the academic programming might be sought to offset the reductions in funding.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$253,822	\$453,822	100%	98%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	373		57%	43%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	2%	88%	11%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	35%	16%	27%	10%	10%	
Multi Racial	Other	Level of Youth Developmental Assets				
	3%	10%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	10%	100%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	67,743	67,952	100%		182	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.94	\$6.68	\$536	\$1,217	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?		
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes		
	94%		95%		Rating -Excellent		
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes	
	Asset development changes		74%	71%	61%		
	Grantee selected changes		74%	65%	72%	Rating -Excellent	
Were services equally effective for all their customers?	Academic changes		68%	67%	27%	Yes, just missed reliability of 0.60	
	Service Quality Score		Change in Service Quality		Reliability of Grantee Questions		Rating -Excellent
	Fall 06	Spring 07	Increase	0.45	Low		
How many customers did they survey?	RPRA Assessments		Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	133		236	200	299	868	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Bret Harte ASP	204	169	306	679

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 59% Because of this program, my success at school (job/training) is better:
- 76% Because of this program, my understanding of who I am and what I can do is better:
- 73% Because of this program, my ability to communicate is better:
- 70% Because of this program, my ability to learn new things is better:
- 78% Because of this program, my ability to connect with adults is better:
- 79% Because of this program, my ability to work with others is better:
- 80% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 66% Because of this program, I do math or arithmetic better:
- 67% Because of this program, my reading skills are better:
- 66% Because of this program, I turn in completed homework assignments:
- 77% Because of this program, my confidence in myself is better:
- 69% Because of this program, my ability to make friends is better:

Youth Evaluator Comments:

By Angelica Jackson and Viviana Ramos

Bret Hart Middle School is a program located at 3700 Coolidge Avenue. This program offers a wide variety of programs, such as, softball, basketball, cooking, SOAR, bike repairs, photography, entrepreneurship, leadership and homework club. This program runs from Monday through Friday from 3:15 p.m. to 6:15 p.m. and targets 6th to 8th graders. However, only the 8th graders get to participate in the SOAR program, a class that prepares them for high school.

On the day of the site visit, we had an opportunity to witness their daily schedule. The first thing that we saw was their sports program which consists of basketball and baseball. Then we saw the enrichment programs, which were cooking, leadership, SOAR, and homework club. In the enrichment classes, the youth participated in activities that taught them life, educational and learning skills.

John Emrich, Program Coordinator, stated that since the program has been there, the student's grades have improved. He feels like there should be more programs like this in Oakland because they give youth a safer and educational environment.

Overall, this program is good because they not only provide a safe environment but they also want to build healthy relationships with the students.



Bay Area Community Resources – Claremont ASP

Project Description:

The Claremont Middle School after school program provides students with extended day academic support, enrichment, recreation, and opportunities for parent/family involvement. Program partners—Bay Area Community Resources, Destiny Arts, Opera Piccola, and CMS—collectively develop curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen youth participants leadership and team skills.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 100% of contracted service - 66,593 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 113% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$112,780 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 47.9% of targeted changes.	No	Need improve the programs ability to meet their grantee selected target changes. The use of cognitive behavioral activities and techniques is recommended.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 48.2% of targeted changes.	No	Evaluators will work with program staff to review their questions and sample techniques.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	Achieve 70% students will show improved behavior, social skills, and attendance	Achieved 80% of regular participants who indicated that the program helps make their schoolwork better.	Yes	Results as assessed by questions in the Youth survey;
	Half of the students will achieve improved outcomes at school.	55% of participants reported that their success at school is better	Yes	As reported by CCPA youth surveys

Program and Staff Strengths:

Claremont comprehensive after school program has a dedicated staff that showed great flexibility this year when their original plan to do extended day academic support, enrichment and recreation program was resisted by the students who did not want to be forced to do another three hours of school a day. After the first two months the program redesigned itself to be more open and not require a mandatory attendance. The teaching staff is very supportive of the after school program and is involved in providing specialized tutoring to youth needing the assistance along with gardening and other activities. The Oakland Young Life program was a great success providing numerous enrichment and recreational activities. They also took a number of youth to camp this summer. The Destiny Arts Hip Hop dance class ended with an end of the year performance at the Project Destiny Center. The teachers and most of the contractors did an excellent job this year.



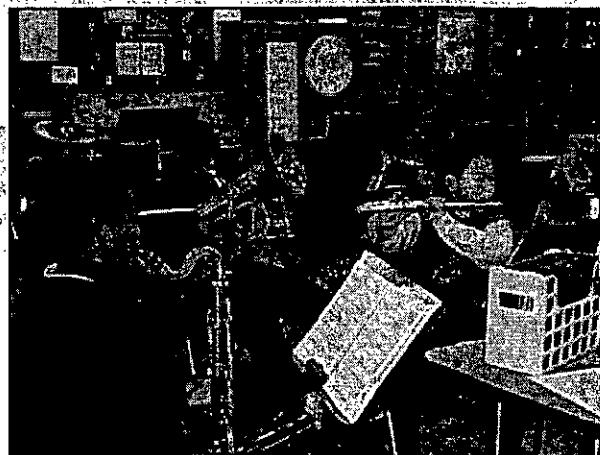
Program and Staff Opportunities for Improvement:

The program staff should use the lessons learned this year to start the next year with contractors and a program design that they feel confident will work. The program would benefit by having additional youth leadership activities where the middle school students continue to assist in the design, modification, and operations of the after school program. The staff should consider using cognitive behavior techniques to debrief students after activities to assist them to learn to access the benefits they are getting from each of the variety of programs offered after school.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved?, If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$100,000	\$112,780	\$212,780	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	334		47%	53%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	94%	6%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	72%	10%	5%	0%	8%	
Multi-Racial	Other	Level of Youth Developmental Assets				
	0%	6%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	142%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes Rating -Excellent
	66,274	66,593	100%		199	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$1.50	\$3.20	\$299	\$637	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?		
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes		
	74%		82%		Rating -Excellent		
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed targeted youth changes.	
	Asset development changes		48%	78%	54%		
	Grantee selected changes		48%	86%	50%	Rating -Good	
Were services equally effective for all their customers?	Academic changes		45%	75%	42%	Yes	
	Service Quality Score Fall 06		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability		
	1.0		1.2	Increase	0.82	Good	Rating -Good
How many customers did they survey?	RPRAs Assessments		Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	No, need to do more parent surveys.
	80		80	12	74	246	Rating -Average

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Claremont ASP	171	151	203	525

Initial Outcomes and Results

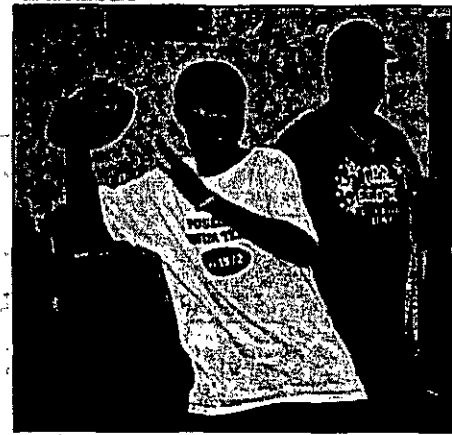
Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 55% Because of this program, my success at school (job/training) is better:
- 65% Because of this program, my understanding of who I am and what I can do is better:
- 42% Because of this program, my ability to communicate is better:
- 69% Because of this program, my ability to learn new things is better:
- 46% Because of this program, my ability to connect with adults is better:
- 60% Because of this program, my ability to work with others is better:
- 39% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 41% Because of this program, I do math or arithmetic better:
- 61% Because of this program, my reading skills are better:
- 50% Because of this program, I turn in completed homework assignments:
- 51% Because of this program, my confidence in myself is better:
- 53% Because of this program, I am better at making healthy choices:
- 49% Because of this program, my ability to give back to the community is better:
- 58% Because of this program, I can make decisions better:
- 36% Because of this program, I can resolve conflicts better:
- 60% Because of this program, my understanding of my homework is better:
- 61% Because of this program, I am able to set and achieve my goals better:



Youth Evaluator Comments:

By Brenda Dueñas, Loretha Henry, Viviana Ramos and Christopher Williams

BACR- Claremont is a program that caters to youth between the ages of 11 to 14. The program activities are broken up into two parts; the first are academic enrichment activities such as science, computer web design, science tutoring, lab science, math, band, leadership, art, and language arts. These activities operate every Monday, Tuesday, Thursday, and Friday from 3:05 p.m. to 4:15 p.m. The second part of BACR- Claremont activities include enrichment such as dance, volleyball, and flag football. These activities run from 4:30 p.m. to 5:45 p.m. The program targets youth between the 6th and 8th grade, particularly if they are underperforming academically.

Regina Hargrove, BACR- Claremont's Site Coordinator, feels that there should be more programs like BACR- Claremont, because youth need it; they need a safe place to go instead of staying out on the street. Regina says that the program goals are to have more student participation, parent involvement, and more youth attending the program. When asked if she had a message for youth, Regina replied, "Believe in yourself."

Nadirah, age 13, said that the program is something that "helps me communicate better with people." She also added that she would recommend BACR- Claremont to her friends because it's a great class. Laura, also 13, says that she likes the program because "our teacher is really nice." If she could improve anything, Laura would make the program have more class days and also change people's bad attitudes.

Overall, BACR- Claremont is a wonderful program for youth to participate in and seemed to be making a real difference in their community.



Bay Area Community Resources – Emerson/Peralta ASP

Project Description:

The comprehensive after school program at Emerson and Peralta Elementary Schools in North Oakland serves 140 students who are regularly enrolled five days a week throughout the school year. Bay Area Community Resources implements the program in partnership with Emerson, Peralta, Opera Piccola, MOCHA and Destiny Arts Center. The program is designed to meet students' needs for high-quality instruction and enrichment after school by offering a low staff/student ratio, and addressing students' academic and youth development needs in a safe, supportive environment.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 96% of contracted service - 115,488 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 65% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$129,317 to provide after school services.
EFFECT	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 57.6% of targeted changes.	No	
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 61.2% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
RESULTS	Results come from the effort and effect of the whole community of Oakland.			
	80% of regular participants will say the program helps make their schoolwork better.	86% of youth reported that the program helped their school work easier/better.	Yes	Results as assessed by questions in the Child Survey:
	Students will demonstrate improved behavior, pro-social skills, and attendance.	On average 75% of youth reported improvement of the three target changes	Yes	Results as assessed by questions in the Child Survey:

Program and Staff Strengths:

The Emerson and Peralta ASP has collaborated with community and parents producing positive parent support and staff relationships. The program has built an effective group of dedicated staff members that contribute to students' academic success and serve as positive role models. The staff are commended for developing meaningful relationships with teachers and the school principal. It is important to note that Peralta School experienced a fire during the academic year that required the school to move to another site. The school reopened this fall to a celebration with the community. The program contracts service providers Destiny Arts and MOCHA Art and Dance. The tennis program also did well this year.



Program and Staff Opportunities for Improvement:

This program has an opportunity to continue to develop a stronger relationship and involvement of the student special education program. The Emerson ASP is encouraged to continue to focus on communication and building positive relationships with staff and youth participants. The staff is commended for their commitment to focus on more family outreach and community building. The teachers and the staff should continue to dialogue on how they can share more of the classrooms and other spaces for the after school programs.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$129,317	\$329,317	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	226		46%	54%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	11%	82%	7%	10%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	65%	9%	4%	0%	14%	
Multi Racial	Other	Level of Youth Developmental Assets				
	32%	6%	LOW			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	30%	0%	100%	30%	10%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	30%	0%	40%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes Rating -Excellent
	119,989	115,488	96%		511	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$1,73	\$2,85	\$885	\$1,457	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	82%		92%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed youth asset and academic service productivity goal.
	Asset development changes		58%	72%	85%	
	Grantee selected changes		61%	70%	87%	
Were services equally effective for all their customers?	Academic changes		46%	54%	89%	Rating -Good
	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	Fall 06	Spring 07	Decrease	0.80	Good	Rating -Good
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	32	135	152	295	614	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Emerson/Peralta ASP	207	180	288	676

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

86% This program makes my school work better:

71% This program helps me get along with adults better:

57% This program helps me learn new things better:

100% This program helps me stay safe better:

14% This program helps me get along with other kids better:

71% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

100% This program helps me do my math and arithmetic better:

86% This program gets me to turn in my homework better:

86% This program helps me give something to others better:

86% This program helps me try new things better:

86% This program helps me make healthy choices better:

100% This program helps me set and reach my goals better:

100% This program makes me want to come to school better:

100% This program helps me understand my homework better:

**Youth Evaluator Comments:**

By Romeka Hall, Malcolm Hoyle and Bianca Lopez

BACR – Emerson is located at 4803 Lawton Avenue. It is an after school program that runs Monday through Friday from 2:45 p.m. to 6:00 p.m. On Wednesdays it operates from 1:45 p.m. to 6:00 p.m. The program offers homework assistance, drumming class, Sports4Kids, cooking, Destiny Arts and art. They have different classes everyday except for Fridays. On Fun Fridays, youth participants do not have homework; they get to choose their program activity for the day and occasionally, they enjoy pizza or ice-cream. The program coordinates sport programs with Oakland Parks and Recreation. Youth participants are between 5 to 12 years old. On the day of our site visit, kids were doing homework, and enjoying all of the activities offered. The program has a family orientation to get the kids involved together.

Verna Springer, Site Director of Emerson, says that the main obstacle that they have is funding, and teachers being more prepared to share the space. She has been with the program for two years and expressed her enjoyment in working with kids and being involved in the community. She does this because she wants to make a difference with the kids.

Overall, this is a great program because it offers a lot of activities for the kids and gives them a safe place to go after school.



Bay Area Community Resources – Hoover Kids Rock

Project Description:

The "YAH" Village" comprehensive after school program at Hoover Elementary serves 130 Hoover students, five days a week and reached another 210 children and their parents each year. Bay Area Community Resources implemented the program in collaboration with Hoover, Attitudinal Healing Connection, Junior League of Oakland-East Bay, and the M. Robinson Baker YMCA. The program offers academic support and enrichment/recreation activities by providing a low student to staff ratio and programming that strives to increase participants' academic achievement while having fun at the same time.

E F F E C T R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 100% of contracted service - 73,782 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 309% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$464,002 to provide after school services.
	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 86.2% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 89.8% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	Seventy percent of students will indicate that the program helps them to set and reach their goals.	82% of students indicated that the program helps them to set and reach their goals.	Yes	Program is successful in assisting students customers to set goals and track their success in reaching their goals.
Seventy percent of students will demonstrate improved behavior, pro-social skills, and attendance.	On average parents reported an increase of 78% on 3 stated goals	Yes	Agency meet goal	

Program and Staff Strengths:

Hoover continues to model a very successful after school program put on by a collaborative of providers for a number of years. Hoover is a model community school that fosters collaboration between groups like YMCA, Attitudinal Healing Connection, and the Junior League of Oakland-East Bay enabling additional funding to support the work with Hoover's youth. There is an attitude of total commitment to their youth and their success. The staff also exhibits an attitude of doing whatever it takes to assist a child to reach their potential. The program has continuously improved and gotten better each year. The leadership of the school is excellent and supports the seamless integration of the after school program.



Program and Staff Opportunities for Improvement:

The staff is continuing to work on improving their academic strategies and their success in assisting the children, parents, and teachers to meet the academic goals they have set each year. The staff is also working hard to improve the program's relationship with the parents to increase their participation in the regular school day and in after school programming. Parents meet once a month to provide direction and assistance to the program.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$464,002	\$614,002	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	157		54%	47%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	4%	83%	11%	0%	2%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	61%	27%	3%	0%	0%	
	Multi-Racial	Other	Level of Youth Developmental Assets			
3%	16%					
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	106%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	73,712	73,782	100%		470	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.03	\$8.32	\$955	\$3,911	\$0	
						Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?		
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes		
	81%		93%		Rating -Excellent		
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes, just missed academic changes goal.	
	Asset development changes		66%	82%	89%		
	Grantee selected changes		70%	85%	74%	Rating -Good	
Were services equally effective for all their customers?	Academic changes		58%	75%	60%	Yes	
	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Rating -Excellent	
	1.3 1.9		Increase	0.71	Good		
How many customers did they survey?	RPRAs Assessments		Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
			188	130	236	554	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Hoover ASP Kids Rock	219	146	252	618

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee.

Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 62% This program makes my school work better:
- 74 % This program helps me get along with adults better:
- 77% This program helps me learn new things better:
- 79% This program helps me stay safe better:
- 69% This program helps me get along with other kids better:
- 74% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 69% This program helps me do my math and arithmetic better
- 63 % This program helps me read better:
- 65% This program gets me to turn in my homework better:
- 66% This program helps me give something to others better:
- 80 % This program helps me try new things better:
- 72% This program helps me make healthy choices better:
- 73% This program makes me want to come to school better:
- 82% This program helps me set and reach my goals better:



Youth Evaluator Comments:

By Brenda Dueñas, Loretha Henry and Vivana Ramos

BACR (Bay Area Community Resources) - Hoover is located at 890 Brockhurst Street inside of Hoover Elementary. It is a collaborative effort between BACR, YAH Village and YMCA, allowing it to provide its participants a greater variety of activities. This program caters to youth grades kindergarten to 5th and is open every Monday through Friday from 2:45 p.m. to 6:00 p.m. On Monday, the program offers activities such as track and field. Tuesday activities include swimming at the YMCA, and creative writing workshops. Wednesday offers activities such as computer, and track and field. Thursday activities include computer and cooking classes. Friday activities are Hip/Hop dance classes and BUILD (Bear United Literacy Development). Activities such as homework assistance and DEAR (drop every thing and read) are offered everyday of the week.

Kimberly Turner has been the program coordinator for four years. She says that her goal for the program is "to provide a place where kids can come and experience things they wouldn't normally get to try. We also strive to provide a place where kids feel safe and feel like they are home." It also helps the youth that attend to improve their social skills with their peers and skills with adults. Ms. Turner says, "We look at the child as a whole." Stephanie Mason who has been in this program for a month says, "I like this program because the teachers help us and they do stuff with us."

Overall, this program has a very positive influence on its community. It sets youth on a positive path, which may open many doors of success in the future.



Bay Area Community Resources – James Madison ASP

Project Description:

The James Madison Comprehensive After-School Program integrates youth development, academic support and pre-vocational training for high-risk middle school students in East Oakland. The program offers a rich mix of programming that addresses the diverse needs of students and builds important assets that will help ensure their success in school and beyond. A locally determined site-based governance process ensures the quality of the program over time.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 85% of contracted services.	Delivered 73% of contracted service - 40,639 hours of direct service to Oakland's Children and Youth.	No	Performance goal was not met due to less participants and sessions than planned.
	Leverage OFCY funds by 25%.	Leveraged 102% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$127,506 to provide after school services.
E F F E C T	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 76.5% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 82.5% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	80% of regular participants will report the program helps them stay safe.	80% of youth reported that the program helps them stay safe.	Yes	As reported by youth surveys.
	80% of regular participants will say the program helps make their schoolwork better.	77% of youth reported that this program makes their school work easier.	No	Agency just missed goal by 3%, agency should consider changing benchmark for next year.

Program and Staff Strengths:

The program has worked hard to try to find solutions to motivate youth to attend after school programming. They have offered a wide variety of programs and activities to attempt to gain consistent attendance and participation. The staff is working to address the changing demographics of the school with more Spanish-speaking students and parents moving into the area. The after school staff has shown resiliency skills as they have had times when there was not a principal at the school and the program needed to find ways to operate. Overall they have attempted to provide a variety of activities and many different options to provide a well rounded after school program.



Program and Staff Opportunities for Improvement:

The program has struggled the last two years to meet their performance goals for effort and effect in their after school program. This next year's new administration and new site coordinator have had experience with running a successful middle school program. The new staff is bringing on a new program design and many new activities that should engage a wide range of students.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Dakland.

EFFORT						Goals Achieved? - If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$120,000	\$122,908	\$242,908	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	
	187		52%	48%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	91%	9%	0%	Yes
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	54%	38%	0%	10%	10%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	8%	0%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	10%	0%	10%	100%	10%	
	Career a College Readiness 15-20	Youth Leadership 15 to 20	Physical a Behavior Health All Ages	Note: Percentage of Hours of Service		
	10%	0%	10%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	No, did not meet their planned units of service
	55,519	40,639	73%		467	Rating -Good
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.95	\$5.98	\$1,379	\$2,792	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	91%		81%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		76%	68%	82%	Rating -Excellent
	Grantee selected changes		83%	59%	77%	
Academic changes		78%	69%	75%		
Were services equally effective for all their customers?	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	Fall 06	Spring 07	Increase	0.80	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	129		54	101	284	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Madison ASP	176	138	290	604

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

79% This program makes me do better at my school work:

75% This program helps me get along with adults better:

81% This program helps me learn new things better:

81% This program helps me stay safe better:

79% This program helps me get along with other kids better:

78% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

84% This program helps me do my math and arithmetic better:

81% This program helps me read better:

74% This program gets me to turn in my homework better:

78% This program helps me give something to others better:

89% This program helps me try new things better:

83% This program helps me make healthy choices better:

100% This program makes me better about wanting to come to school:

100% This program helps me set and reach my goals better:



Youth Evaluator Comments:

By Loretha Henry, Blanca Lopez and Viviana Ramos,

BACR - James Madison is located at 400 Capistrano Drive in Oakland and is an after-school program that operates Monday through Friday from 3:30 p.m. to 5:30 p.m. They offer different activities for youth between 11 and 13 years old such as tango, basketball, arts and crafts, barbershop, club life classes and homework help in English and Math.

To be part of the program, students only have to register. In order to remain in the after school program, students must maintain a 3.0 grade point average. The program is also open for students that do not attend James Madison. Some students register because they want to receive help with their homework and get better in class. Other students are in the program because it is a good way for them to spend their time during after school hours. The first hour of program, students are assigned to a class where they receive assistance with their homework. After they are done with their homework, they are able to go to their other classes. One fun class we observed was barbershop, where students can get their hair cut and also learn how to cut hair.

This program seems to be very beneficial for the students who attend the program; however, the program has room for growth. It is recommended that fun learning activities be developed specifically for students that complete their homework assignment before transitioning to the next activity. This will enable these students to remain engaged upon completion of the homework help time without causing disruption to other students that are still receiving assistance or trying to complete their assignments.



Bay Area Community Resources – Martin Luther King, Jr. ASP Unity of Dreams

Project Description:

The comprehensive after school program at Martin Luther King Jr. Elementary School (MLK) serves 60 regularly enrolled students from the school five days a week. Bay Area Community Resources implemented the program in collaboration with Martin Luther King Jr. Elementary School, the Museum of Children's Art, and YMCA of the East Bay. BACR – MLK ASP program is designed to provide academic support and enrichment/recreation activities to youth participants by integrating best practices in youth development approaches to all activities.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 118% of contracted service – 43,383 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 108% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$127,506 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 48.8% of targeted changes.	No	Program missed its developmental asset related targeted changes.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 53.2% of targeted changes.	No	Program needs to explore ways in which to improve its program-specific targeted changes. Program should review how surveys are administered and relationship between questions and actual programming.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Students will achieve improved outcomes at school	74% of youth reported that the program makes their school work easier	Yes	As reported by youth surveys
	Parents of 60% of program participants will say the program helped their child communicate better.	70% of parents reported that their child gets along with other children better because of this program.	Yes	As reported by parent surveys

Program and Staff Strengths:

After a number of years struggling to provide after school services, this year MLK ASP started on time with a completely structured program that has retained students and parental support throughout the year. Much of this is credited to the School Site Coordinator and his leadership, passion, and dedication to making the after school program a success this year. The system of assessment of students' needs and then designing programs to meet these needs proved effective. The program has a good set of contract providers who worked as a team to make the after school program function very well. The weekly newsletter to the community is also a model for other after school programs. Tutorial support continues to be an anchor to the stability of academic skill building. The program is partnering with Kappa Alpha Phi fraternity to provide a reading center at the school. Clorox Corporation has also adopted the school, and has sent leaders over to teach classes to the students on money management and budgeting.

One highlight from this year is that the M.L.K. Jr. track team participated in the Mayor's 1st Annual track meet, as well as the Hershey's track meet.

Program and Staff Opportunities for Improvement:

After making great strides this year, the challenge will be to continue to improve their care and services in the after school program. The staff should continue to participate in professional development activities. The program as it grows will need additional space and support from the school. The program is commended for their efforts to reach out to parents and the community and have set a goal to generate more community support for next year.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$119,858	\$120,306	\$240,164	100%	97%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	157		53%	47%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	4%	84%	12%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	86%	7%	5%	0%	3%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	98%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes Rating -Excellent
	36,642	43,383	118%		276	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$2.76	\$5.54	\$763	\$1,530	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes Rating -Excellent	
	79%		88%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed youth targeted changes. Made academic goal Rating -Good
	Asset development changes		49%	80%	81%	
	Grantee selected changes		53%	76%	70%	
Were services equally effective for all their customers?	Academic changes		62%	77%	78%	Yes, reliability score needs review. Rating -Good
	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	
How many customers did they survey?	1.8		Decrease	0.63	Good	Yes Rating -Excellent
	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	
		123	83	108	314	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Martin Luther King ASP Unity of Dreams	225	157	225	607



Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 74% This program makes my school work better:
- 59% This program helps me get along with adults better:
- 66% This program helps me learn new things better:
- 69% This program helps me stay safe better:
- 52% This program helps me get along with other kids better:
- 62% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 66% This program helps me do my math and arithmetic better:
- 69% This program helps me read better:
- 75% This program gets me to turn in my homework better:
- 57% This program helps me give something to others better:
- 79% This program helps me try new things better:
- 62% This program helps me make healthy choices better:
- 59% This program makes me better about wanting to come to school:
- 80% This program helps me set and reach my goals better:



Youth Evaluator Comments:

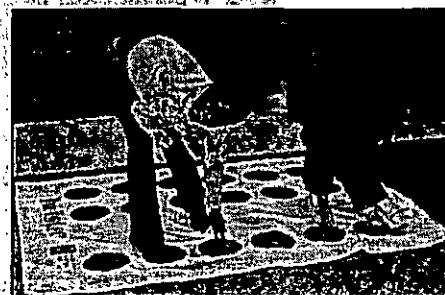
By Julie Nguyen, Christopher Williams and Marco Zarate

BACR-MLK is located at 960 - 10th Street in Oakland. This program is for elementary kids, ages 7 to 11 years old who are in 1st through 5th grades. The after school program operates for three hours daily beginning immediately after school; the program hours are from 3 p.m. to 6 p.m. with the exception of Wednesdays (minimum days). On minimum days the program runs from 1:30 p.m. to 6 p.m. The daily activities start with homework groups and last for an hour and a half. Then they break up into different groups: barber shop, Girls Scouts, arts, and sports. MLK aims to try and support the school day's curriculum and address the academic challenges of their youth participants by providing a safe, clean, and fun environment for youth to attend after school.

On the day of our site visit, we saw various activities, starting with the homework help. The 1st and 2nd graders were in the cafeteria doing their work. The 3rd to 5th graders were in other class rooms also doing their home work. After they switch, we saw the enrichment component of the program. In Barbershop, the youth learn how to cut hair and also they get the chance to cut each others hair. Lastly, we saw the art/science and sports group. In art/science the kids were learning how to draw a plant with all of its parts. And in sports the kids were exercising and playing flag football.

George Henderson, the After School Coordinator, started this program because he wanted the challenge of starting a program from scratch. Some of his responsibilities include coordinating different providers to come in and taking what the teachers and principal has instilled into the youth and incorporating it into the after-school program. He says that MLK's tutors have students according to skill level so that one-on-one tutoring will be more effective. George says that obstacles that the program faces are space or "designated space" and the perception of the role the program is supposed to take. He told us that the program recruits through word-of-mouth mostly, but that they also send out flyers and applications.

Overall, this is a great program because its main interest is for the kids to get the academic help they need while having fun.



Bay Area Community Resources – Prescott ASP

Project Description:

The Prescott After School Program (PASP) is a comprehensive, collaborative after-school program offering an array of academic, enrichment and recreational activities to children attending Prescott Elementary School in West Oakland. PASP addresses the needs of 160 low-income, minority students at Prescott who are at high risk for academic failure and in need of safe, supervised after-school activities. Services are offered five days per week for three hours a day, including academic tutoring provided by Prescott teachers and Sylvan Learning Center; world music and dance instruction; the Algebra Project; sports; open recreation; and a circus arts instruction through the Prescott Circus Theatre.

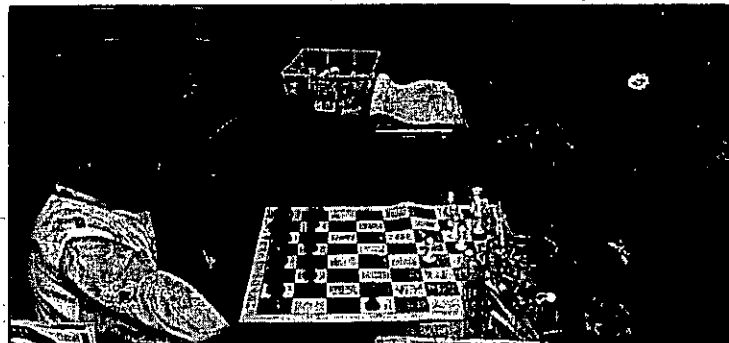
	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 121% of contracted service - 53,577 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 78% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$146,541 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 83.0% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 62.2% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Increased interest and participation in the community	40% of children (5-9) participants reported that the program helps them give something to others better and 65% of youth (10+) participants reported that the program helps them give something to others better	Yes	As reported by youth surveys
	Increase in the number of relationships with supportive, caring adults	69% of Youth (10+) reported that their ability to connect with adults is better and 96% of Children (5-9) reported that the program helps them get along with adults	Yes	As reported by youth surveys

Program and Staff Strengths:

The nationally recognized Prescott Circus Theatre continues to be an Oakland Success story and is an anchor for the Prescott ASP. The theater program, founded years ago at Prescott School, is now being offered in a number of other Oakland after school programs. The theater activities help the children who are struggling with many aspects of their lives by giving them an opportunity to learn and be successful at very different and engaging activities that challenge their own expectations. The program nurtures the children's self-awareness and ability to assess their own readiness to learn and to tackle new and challenging skills. The rest of the after school program began late with a new principal and after school staff created activities without all the instructors and contract vendors. The program showed great resiliency in overcoming many obstacles last year.

Program and Staff Opportunities for Improvement:

It is recommended that the program activities, with the exclusion of the Prescott Circus Theatre, be better structured in the after school programs. A new principal this year and experienced site coordinator should be able to solve the problems that faced the after school program, including the need for more space, better definition of activities, increased structure, and a system of holding the contract providers to their commitments. The program should continue to build on the goal of creating a "Prescott Family" atmosphere. The program should continue to involve the parents and the community in the operations of their after school program.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$185,000	\$146,541	\$331,541	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	180	74%	14%	2%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	13%	76%	16%	2%	2%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	67%	30%	0%	10%	2%	
Multi Racial	Other	Level of Youth Developmental Assets				
	10%	2%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	10%	0%	100%	10%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	10%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes Rating -Excellent
	44,173	53,577	121%	298		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$3.45	\$6.19	\$1,028	\$1,842	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	88%		93%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		83%	91%	92%	
	Grantee selected changes		62%	93%	88%	
	Academic changes		75%	77%	82%	
					Rating -Excellent	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Service quality improved and low reliability needs to be addressed. Rating -Good
	1.4 1.7		Increase	0.38	Low	
How many customers did they survey?	RPRA Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	No need to do more parent and staff surveys. Rating -Fair
	115	103	17	35	270	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Prescott ASP	206	149	235	589

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

- 81% Because of this program, my success at school (job/training) is better:
- 82% Because of this program, my understanding of who I am and what I can do is better:
- 77% Because of this program, my ability to communicate is better:
- 77% Because of this program, my ability to learn new things is better:
- 69% Because of this program, my ability to connect with adults is better:
- 69% Because of this program, my ability to work with others is better:
- 77% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 59% Because of this program, I do math or arithmetic better:
- 88% Because of this program, my reading skills are better:
- 82% Because of this program, I turn in completed homework assignments better:
- 65% Because of this program, my confidence in myself is better:
- 69% Because of this program, I am better at wanting to go to school:
- 71% Because of this program, I set and reach my goals better:
- 69% Because of this program, I make healthy choices better:
- 50% Because of this program, I am better at giving something to others:
- 63% Because of this program, I understand my homework better:
- 81% Because of this program, my confidence in showing others my skills in art dance, music, circus, and theater) is better:



Youth Evaluator Comments:

By Marc Bland, Brenda Dueñas, Camille French, Kameron Gordon and Viviana Ramos

BACR – Prescott is located on the campus of Prescott Elementary School at 920 Campbell Street. The program caters to youth in kindergarten to sixth grade and operates Monday through Friday from 3:30 p.m. to 5:30. It is open to any youth enrolled in Prescott Elementary. The average number of youth in the program daily is about ninety. For the first hour of the program, the youth are involved in homework help and tutoring, and during the last hour of the program, the youth participate in enrichment activities. Prescott Place offers several different activities such as MOCHA, the art program, drumming, math lab, chess, and computer literacy. By providing all these activities for the youth, the program's goal is to "provide service for youth that seek enrichment, discipline the youth, and assist them in various aspects of their lives."

On the day of the site visit, we saw the homework help component where youth were diligently working on their homework and staff was providing support for youth that had questions. Before working on their homework, the youth usually receive a snack to keep them energized. After seeing the homework center, we went to the library where the youth were learning about the basics as well as the strategies of chess. The youth appeared to be enjoying themselves.

According to Dionne Laffoon, the program coordinator, the main goal of the program is "to help the youth in certain aspects of their lives as well as to help them develop into well-rounded adults." She also said that she greatly enjoys working in the program because she loves seeing children grow up and know that she was part of that process. Two of the youth who were interviewed said that they enjoy the program and that they would certainly tell their friends about it. Osvaldo, age 11, said that if it were not for the program he "would be home wasting time instead of doing something that will help him in the future."

This is a great program and is sure to get better in the years to come.



Bay Area Community Resources – Sante Fe Shooting Stars

Project Description:

The "Shooting Stars" Comprehensive After School Program at Santa Fe Elementary School in North Oakland served 100 regularly enrolled Santa Fe students, five days a week throughout the school year. Bay Area Community Resources implemented the program in partnership with Santa Fe School, Opera Piccola, Destiny Arts and Attitudinal Healing Connection. Santa Fe expanded the menu of enrichment and recreation activities, including integrating best practices and program approaches to build youth development into all activities.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET:	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 109% of contracted service - 85,552 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 118% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$151,300 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 69.4% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 66.0% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	75% of participants' parents will say the program helped their child communicate better	84% of participants' parents reported that their child gets along with adults better because of the program	Yes	As reported by parent and youth surveys
	80% of regular participants will report the program helps them stay safe.	86% of youth reported that the program helps them stay safe	Yes	As reported by youth surveys

Program and Staff Strengths:

The after school program continues to demonstrate improvement from a year ago. The program is more structured and coordinated with a dedicated, reliable, and dependable after school team. The staff debriefs each day and has a culture of problem solving. The principal is very supportive. The program is working hard to involve parents and the community in their after school program and continue to hold monthly partner meetings. This year, the program's goals were met, challenges were overcome, and meaningful relationships were developed.



Program and Staff Opportunities for Improvement:

The program should continue to improve their communication with parents and encourage parent involvement in their child's after school experience. The new staff coming on next year should be brought into the exciting and dynamic culture of team work that has enabled the program to practice continuous improvement. The new interactive web page/email for the parents to receive any and all program information, calendars, message boards that staff and other parents may respond to, upcoming events, announcements etc. promises to be something of value to all after school programs.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$130,000	\$158,500	\$288,500	100%	103%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	118		46%	54%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	3%	92%	5%	10%	1%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	90%	2%	3%	10%	1%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	10%	0%	100%	10%	10%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	10%	0%	10%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes Rating -Excellent
	59,939	65,552	109%	556		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$1.98	\$4.40	\$1,102	\$2,445	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	80%		89%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		69%	79%	66%	Rating -Excellent
	Grantee selected changes		66%	73%	58%	
Academic changes		70%	69%	58%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.2 1.6		Increase	0.78	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	90 168		123	142	523	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR - Santa Fe Shooting Stars	185	190	275	650

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

73% This program makes my school work better:

63% This program helps me get along with adults better:

85% This program helps me learn new things better:

86% This program helps me stay safe better:

68% This program helps me get along with other kids better:

76% This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

68% This program helps me do my math and arithmetic better:

75% This program helps me read better:

75% This program gets me to turn in my homework better:

60% This program helps me be better at giving something to others:

86% This program helps me to try new things better:

67% This program helps me to make healthy choices better:

75% This program helps me to understand my homework better:



Youth Evaluator Comments:

By Mary Rose Bognot and Marco Zarate

BACR Santa Fe is located at 915 - 54th Street in Oakland. This program operates Monday through Friday from 2:40 p.m. to 6:00 p.m. Through out the day the program offers different activities such as visual arts, tutoring, computers, sports, arts and crafts, and Destiny Arts. The age range of the youth is 6 to 11 years old. The goal of this program is to help and give the youth a place where they can stay after school and learn something. Ms. Tunisia McCrory, the after school program coordinator, mentioned that they recruit students by hosting an orientation for parents to educate them about the program. They only offer the program to kids that attend Santa Fe.

One of the youth participants that we interviewed said that the program helped him in a lot of ways like getting help in his homework and getting better grades. Ms. McCrory said that her love for kids got her involved with the job and that the after school program is a place for success and support. One of the program success stories was when parents inquired how they could contribute to the program to continue its success.

Overall, we think that this program helps the youth a lot and that they genuinely enjoy the program.



Bay Area Community Resources – Stonehurst High Hopes ASP

Project Description:

The High Hopes After-School Program integrates enrichment activities, academic support, and youth development for high-risk elementary school students in East Oakland. As Stonehurst breaks into two smaller schools, the program aims to increase student participation and to introduce additional enrichment activities and academic tutoring opportunities.

E F F E C T R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 87% of contracted service - 75,011 hours of direct service to Oakland's Children and Youth.	No
	Leverage OFCY funds by 25%.	Leveraged 75% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$108,717 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 72% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 68.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	60% of responding parents will say the program helped their child communicate better	75% of participants' parents reported that their child gets along with adults better and 89% of participants' parents reported that their child gets along with other children better	Yes	As reported by youth and parent surveys
	70% of regular participants will report the program helps them stay safe.	79% of participants reported that the program helps them stay safe	Yes	As reported by youth and parent surveys

Program and Staff Strengths:

The program continues to show improvement from last year. The program is using their AmeriCorp members as key staff operating the variety of programs after school. The program is structured and has high expectations for their students. The mural making and Hip Hop and drama classes were very successful. The program was able to build a strong relationship with a number of youth who came every day.

Program and Staff Opportunities for Improvement:

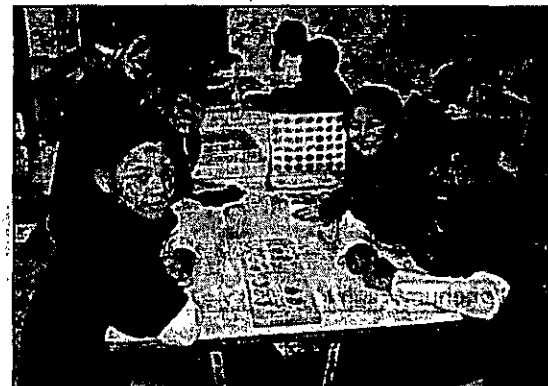
The program needs to continue to recruit and train bilingual tutors and volunteers that are in high need at both schools. The staff found this year that once the weather started to change and got hotter, a lot of the students wanted outside activities that the staff and contract providers are planning to address this next year. The staff of the after school program are continuing to focus on the needs of their students. Next year promises to show continued improvement as the staff works with the two principals to meet the needs of their students.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$113,227	\$263,227	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers			Male	Female	Unknown
	141			48%	53%	0%
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	3%	84%	13%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	45%	53%	2%	0%	0%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	0%	0%	MEDIUM			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	100%	0%	0%	
	Career a College Readiness 15-20	Youth Leadership 15 to 20	Physical a Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	30%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	No, did not meet their planned hours of service
	86,664	75,011	87%		532	Rating - Good
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.00	\$3.51	\$1,064	\$1,867	\$0	Rating - Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	86%		86%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		72%	79%	68%	Rating -Excellent
	Grantee selected changes		68%	75%	59%	
Academic changes		73%	76%	63%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	2.4	1.6	Decrease	0.80	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	138	160	152	186	636	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR-Stonehurst High Hopes ASP	165	163	292	619

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

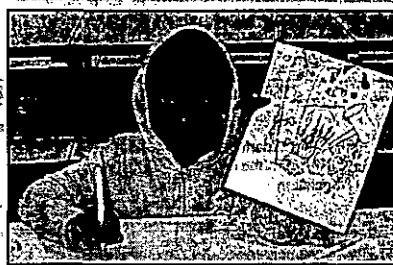
Targeted Youth Developmental Assets (Child Survey)

- 75% This program makes my school work better:
- 76% This program helps me get along with adults better:
- 80% This program helps me learn new things better:
- 79% This program helps me stay safe better:
- 81% This program helps me get along with other kids better:
- 80% This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 79% This program helps me do my math and arithmetic better
- 76 % This program helps me read better:
- 80% This program gets me to turn in my homework better:
- 66% This program helps me be better at giving something to others:
- 81% This program helps me to try new things better:
- 81% This program helps me to make healthy choices better:
- 73% This program makes me better about wanting to come to school:
- 78% This program helps me set and reach my goals better:



Youth Evaluator Comments:

By Loretha Henry and Chris Williams

BACR-Stonehurst is located at 10315 E. Street in Oakland It is an after school program for youth that aims to further their education and knowledge by presenting them with new and different activities. The program is offered to youth attending Stonehurst and that are in 1st through 5th grade. It operates Monday through Friday from 3:00 p.m. to 6:00 p.m. and offers different activities, which range from gardening to outside sports to hip-hop. The goal of the program is to build up academic and social skills and give children an outlet and a place to go after school.

When interviewing a group of youth, most of them stated that they enjoy the program. They also stated that the program helps them with homework. One of the students Brianna said that the program helped her make new friends and encouraged her to try new activities such as the gardening class. Another interviewee, Brezhane, stated that she feels safe when she is at the program and enjoys the activities that they offer.

Tabetha, the site coordinator, has been working with BACR for 2 years and will continue to because she loves kids. She says that the program is a good place for youth because it gives kids something to do and is an outlet for their energy. When asked if the program has endured any obstacles, Tabetha indicated that addressing specific needs for individual youth and the lack of tutors. If she had one message to send to youth, it would be to "learn to look after others."

In general, youth appeared to be enjoying themselves and were in a safe environment. However, it is recommended that staff strive to have all youth engaged in program activities to ensure that other youth are not disrupted by lack of participation on the part of a few participants.



BACR – Sankofa Academy ASP

Project Description:

The Sankofa Academy ASP is a comprehensive after-school program, providing academic support and enrichment activities with a focus on the arts. The program is guided by Sankofa Academy's core values and cultivates the intellectual, creative and social development and community-building that are the school's goals.

E F F E C T R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 107% of contracted service - 70,892 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 63% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$ to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 80.3% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 73.4% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
	To increase academic performance amongst 70% of our youth within the first year in terms of homework completion	95% of children (5-9) reported that this program gets them to turn in their homework. While 83% of youth (10+) reported that this program gets them to turn in completed homework assignments better	Yes	Agency met goal and would like to increase goals to 80% for the next academic year
	To increase the number of positive relationships with adults and peers amongst 75% of our youth within the first year	70% of children (5-9) reported that this program helps them get along with adults. While 64% of youth (10+) reported that their ability to connect with adults is better because of this program	No	Agency did not meet goal, however made strides to increase positive relationships with caring adults

Program and Staff Strengths:

Sankofa After School Program continues to show improvement from last year. The program has a dedicated staff that makes the most out of the resources available to operate the program. One program highlight for the fourth quarter for Sankofa Academy Extended Day Program is the Program Coordinator's immediate and strategic use of Proposition 49 funding to provide more comprehensive programming this year (2006-2007). Before the Proposition 49 funding was loaded, the Sankofa Academy Extended Day Program had no budget for any athletic programs or any other provider contracts besides Opera Piccola. The staff worked very quickly to develop working relationships with community-based organizations that temporarily began contributing services at no cost to the program when the Proposition 49 funding arrived. The Extended Day Coordinator created contracts with providers and the YMCA to expand athletic programs to a majority of the Extended Day students.



Program and Staff Opportunities for Improvement:

The program should continue to build on their success this year in expanding their partnerships with the community. The staff of the program should continue their professional development activities to continue to improve their experience and knowledge of child and youth development. The partnership with the school day and the integration of after school and school day service should continue. Hopefully, the funding can continue to provide a wide range of activities that will enhance the learning experience of the students of Sankofa Academy.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$172,125	\$107,397	\$279,522	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	149	35.1%	49%	10%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	4%	157%	36%	3%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	96%	3%	0%	0%	1%	
Multi Racial	Other	Level of Youth Developmental Assets				
	0%	10%	LOW			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	10%	100%	10%	10%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	66,558	70,892	107%	476	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.43	\$3.94	\$1,155	\$1,876	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	87%		80%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		80%	72%	94%	Rating -Excellent
	Grantee selected changes		73%	75%	95%	
Academic changes		80%	71%	96%	Yes, just missed reliability target	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Rating -Good
	1.0 3.6		Increase	10.50	Low	Yes
How many customers did they survey?	RPRA Assessments		Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected
	111		134	90	176	511

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
BACR-Sankofa Academy ASP	184	195	347	725

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed: The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

94% This program makes my school-work better:

70 % This program helps me get along with adults better:

91% This program helps me learn new things better:

94% This program helps me stay safe better:

70% This program helps me get along with other kids better:

87% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

85% This program helps me do my math and arithmetic better:

76 % This program helps me read better:

95 % This program gets me to turn in my homework better:

64% This program makes me want to go to school better:

85 % This program helps me understand my homework better:

75% This program helps me set and reach my goals better:

62% This program helps me make healthy choices better:

56% This program helps me give something back better:

89% This program helps me be better at trying new things:



Youth Evaluator Comments:

By Donovan Allen, Mary Rose Bognot, Pablo Hernandez, Angelica Jackson and Marco Zarate

Sankofa Academy After School Program is located at 581 - 61st Street in Oakland and targets children and youth between the ages of 6 to 13. This program runs Monday, Wednesday, Thursday, and Friday from 3:15 p.m. to 6:00 p.m. and on Tuesdays from 1:15 p.m. to 6:00 p.m.

The program's first half hour is focused on homework help, and then from 4:30 p.m. to 6:00 p.m. they offer Spoken Word, a class where students share their feelings and also talk about their poetry. Carolyn Norr, the teacher of the Spoken Word class, mentioned that she goes directly to the students for recruitment.

On the day of our site visit, we only observed Spoken Word. Ms Norr's goal for the program is to help the students see the real vision for themselves. Jordan Taylor, a 12 year old youth participant, mentioned to us during the interview that this program has helped him a lot with his writing and that it keeps him from hanging around the wrong people.

Overall the program was good. We suggest the program implement a behavior management system to better address behavior issues of a few participants. Additionally, the program is in need of additional staff support and may consider recruiting community and volunteers or university mentors until the hiring of more staff is a viable option.



CRECE Elmhurst ASP

Project Description:

Music and Soccer is Fundamental is an after school program that aims to teach both instrumental music and performing arts as well as soccer and physical education to students attending two new schools on the Elmhurst campus : Alliance Academy and Elmhurst Community Prep. Youth participants receive intensive music and soccer instruction after regular school hours. Studies have shown the efficacy of both sports and music in increasing academic achievement as well as building self-esteem.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 102% of contracted service - 201,433 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 70% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$140,338 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 55.8% of targeted changes.	No	Program missed its developmental asset related targeted changes.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 68.0% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
R E S U L T S	Results come from the effort and effect of the whole community of Oakland.			
	Reduce behavioral issues on school campus by 20% as measured by school suspensions.	According to school data there was 47% decline in the number of students suspended.	Yes	The rate of school suspension dropped considerably from the previous school year
	70% of youth will report that their ability to understand music or dance improved.	79% of youth reported that the program helped them to improve their ability too understand music or dance.	Yes	Program met goal.

Program and Staff Strengths:

The Music and Soccer is Fundamental after school program has instilled a sense of pride at both schools on the Elmhurst campus. School administrators have seen a reduction in violence on-campus, particularly during after school hours because of the availability of positive, pro-social activities that are facilitated by professional instructors that deliver age-appropriate curricula. Furthermore, the three small schools saw a substantial reduction in suspensions during FY 2006-07 the school year. This year, the Latino student population responded positively to the introduction of the soccer program and it has aided with the development of leadership and promotion of academic success. On May 30th, the music program held a spring concert where 200 student participants from the beginning and intermediate band, dance, guitar, drums and chorus performed.



Program and Staff Opportunities for Improvement:

Due to the creation of two new schools on the Elmhurst campus, after school administrators and staff are learning how to best facilitate and communicate across programming. Coordination of the combined extended day program will be easier next year as one of the three schools will no longer exist (Elmhurst Middle School – 8th grade.) However, it is recommended that CRECE facilitate a quarterly meeting with school administrators from the two remaining campuses to provide program updates as well as to solicit support to ensure program success, when needed.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes, just missed spending OFCY funds; spent more match
	\$188,092	\$157,133	\$345,225	94%	102%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	748		48%	51%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	95%	5%	10%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	39%	57%	3%	0%	10%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	0%	1%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	0%	100%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes Rating -Excellent
	197,436	201,433	102%		269	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$0.93	\$1.71	\$251	\$462	\$6,000	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	77%		81%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed youth and academic goal for service productivity.
	Asset development changes		56%	63%	73%	
	Grantee selected changes		68%	71%	53%	
Were services equally effective for all their customers?	Academic changes		49%	71%	53%	Rating -Good
	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	Fall 06	Spring 07	Increase	0.95	Good	Rating -Good
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
		860	437	517	1,814	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
CRECE Elmhurst ASP	197	179	345	721

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Youth Survey)

- 59% Because of this program, my success at school job/training is better:
- 61% Because of this program, my understanding of who I am and what I can do is better:
- 58% Because of this program, my ability to communicate is better:
- 67% Because of this program, my ability to learn new things is better:
- 48% Because of this program, my ability to connect with adults is better:
- 61% Because of this program, my ability to work with others is better:
- 48% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Youth Survey)

- 49% Because of this program, I do math or arithmetic better:
- 52% Because of this program, my reading skills are better:
- 41% Because of this program, I am better at turning in completed homework assignments:
- 63% Because of this program, my confidence in myself is better:
- 52% Because of this program, my ability to play sports is better:
- 56% Because of this program, my ability to play cooperatively as a team member is better:
- 58% Because of this program, my appreciation of the benefits of sports and fitness is better:
- 79% Because of this program, my ability to understand music or dance is better:
- 72% Because of this program, my enjoyment of music and dance is better:
- 75% Because of this program, my confidence at showing others my skill with music or dance is better:
- 60% Because of this program, I am better at having fun learning something new:
- 52% Because of this program, my ability to express myself creatively is better:
- 59% Because of this program, I am better at keeping an open mind to learning new things:



Youth Evaluator Comments:

By Angelica Jackson and Viviana Ramos

Elmhurst Middle School is located on 98th Avenue between International Boulevard and Bancroft Avenue. This program offers chess, computers, French and soccer to youth during after school hours, but call it the extended day program. All youth must participate in the extended day program from 2:50 p.m. to 4:15 p.m. everyday. Soccer is only offered Tuesdays and Thursdays.

Annabel, an 8th grade student, said that she liked being in this program because it is a safe place for her and she is learning how to use the computer. She also feels like this program is useful to her because it is giving her a place to go where she feels safe. She participated in and liked the girl's soccer team. She liked her computer class, as well, and learned how to make home pages that related to them and connected to her personal interests.

Overall, this program is very useful to the youth because it gives them a safe place during after school hours. It also provides more choices and opportunities for the youth.



East Bay Agency for Children – Sequoia After School Program

Project Description:

East Bay Agency for Children (EBAC) - Sequoia Healthy Start (SHS) supports children's success in school with comprehensive school-based after school programming. The SHS after school program serves 75 students each school year in a 5-day-a-week setting providing academic, enrichment and recreation programs; mentoring and tutoring; training and curriculum; parents/caregivers as teachers and outreach to underperforming students.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 85% of contracted services.	Delivered 100% of contracted service - 42,716 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 81% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$81,050 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 62.4% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 54.9% of targeted changes.	No	Program fell just short of achieving the desired percent of program-specific targeted changes; program should re-visit program components relative to survey questions.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	The after school program will have an 80% retention rate of all youth participants who were admitted to the after school program.	For the academic school year of 2006-2007 the retention rate for students in the Sequoia Healthy Start After School program was 92.7%.	Yes	Agency has created a desirable program which has a waiting list for next year's programming
	70% of youth will report that their ability to learn new things improved.	71% of youth reported that the program improved their ability to learn new things.	Yes	Program met goal.

Program and Staff Strengths:

Sequoia Healthy Start is commended for maintaining a high daily attendance in their after school program. After school activities are designed to build self-confidence and aid children to find and use their voice. Program staff works diligently to create an environment where youth feel part of a larger community in which adults are allies and viewed as caring, adult role models who support them in their efforts to be scholar/achievers.



Program and Staff Opportunities for Improvement:

Sequoia is working to re-structure their program for FY 2007-08 to more adequately address the needs of their student participants and aid with behavior problems. Program changes will include adding new classes to the program design, such as the service learning course that was a success this year and a community awareness class. Restructuring will include looking at the placement of classes and possibly having the enrichment classes earlier in the day and classes that focus on academics later.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$100,000	\$91,050	\$191,050	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		83	41%	59%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	78%	21%	0%	1%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	25%	16%	33%	1%	6%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	10%	10%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	10%	100%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	42,750	42,716	100%		515	
					Rating - Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.34	\$4.47	\$1,205	\$2,302	\$0	
					Rating - Excellent	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	85%		91%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, just missed grantee selected changes.
	Asset development changes		62%	77%	96%	
	Grantee selected changes		55%	76%	89%	
Were services equally effective for all their customers?	Academic changes		61%	75%	81%	Rating -Good
	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes; low reliability score needs review.
	Fall 06	Spring 07	Decrease	0.75	Good	Rating -Good
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
		136	78	127	341	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Agency for Children-Sequoia ASP	222	145	253	619

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

68% This program makes my school work better:

64% This program helps me get along with adults better:

71% This program helps me learn new things better:

77% This program helps me stay safe better:

72% This program helps me get along with other kids better:

71% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

66% This program helps me do my math and arithmetic better:

62% This program helps me read better:

70% This program gets me to turn in my homework better:

71% This program makes me learn new things better:

57% This program helps me resolve conflicts with my peers better:

59% This program makes me want to know about my neighbors and community better:

Youth Evaluator Comments:

By Donovan Allen, Brenda Dueñas and Roabel Medhanie

Located at 3730 Lincoln Avenue, the East Bay Agency for Children (EBAC) - Sequoia is a program designed for youth, grades one through five. The program was created to give youth a place where they could feel safe and have fun. The program offers various activities such as homework help, martial arts, music lessons and art classes. The program runs Monday, Tuesday, Thursday and Friday from 3:00 p.m. to 6:00 p.m. and from 1:10 p.m. to 6:00 p.m. on Wednesdays. Every Monday the program offers percussion, pop dance, spoken word, and arts and crafts. On Tuesdays and Thursday there is a percussion, recreation, and Spanish class. On Wednesdays they offer gardening, self-defense, collage, team building and visual arts, and sewing. By using resources such as pamphlets, newsletters, and word-of-mouth, the program is able to recruit the students from that school.

According to Reka, the first year program director, the main goal of the program is to provide the youth with a safe and fun environment where the youth can experience enrichment activities and have extra help with tutoring. Although Reka shared that there have been many success stories, she said, "I once had a kid with behavior problems as well as academics who came to the program everyday, and he changed for the better." Seydina, who is 10 years old, has participated in the program for four years. When asked whether he would recommend the program to his friends his response was, "Yes, because it is exciting and we go on lots of trips and it is fun." Ryan, who has been in the program for a year, is 11 years old and when she was asked the same question, she responded, "Yes, because it is fun and you get help with your homework."

Overall, the program is helpful for the youth, and it also provides them with a safe environment where they can express their creativity in a positive manner.



East Bay Asian Youth Center- Franklin ASP

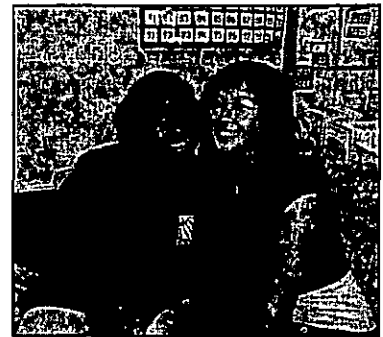
Project Description:

Franklin Higher Learning is a comprehensive after-school learning center dedicated to improving academic achievement and community involvement among students at Franklin Elementary School. Franklin Higher Learning provides an integrated array of academic support, cultural enrichment, and health education to 150 students, five-days-a-week. Franklin Higher Learning's strategic partners include Franklin Elementary School, East Bay Asian Youth Center, Oakland Youth Chorus and Steelband Oakland.

E F F O R T E F F E C T R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 170 % of contracted service - 135,750 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 138% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$175,436 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 77.3% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 82.7% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	70% of youth will report that their ability to do their math and arithmetic improved.	87% of youth reported that the program helped them do their math and arithmetic.	Yes	Program met goal.
	70% of youth will report that their ability to read improved.	78% of youth reported that the program helped them to improve their reading.	Yes	Program met goal.

Program and Staff Strengths:

EBAYC is commended for working to improve communication with parents of youth participants and to encourage their continued involvement. They hosted two parent assemblies during April and May to update parents about program activities and inform the parents about their students' progress in the after school program. There were over 100 parents that attended each assembly.



Program and Staff Opportunities for Improvement:

Program staff is concerned about student participants reading comprehension level and low math scores. It is recommended that staff work closely with high school mentors to develop more effective strategies that support the immediate academic needs of students. It is suggested that program staff look at integrating more disguised math activities into their enrichment component.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$127,322	\$230,212	\$357,534	100%	118%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		310	51%	49%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	66%	21%	13%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	16%	20%	61%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	100%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	80,028	135,750	170%		438	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$0.94	\$2.63	\$411	\$1,153	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	89%		92%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		77%	91%	83%	Rating -Excellent
	Grantee selected changes		83%	94%	80%	
Academic changes		81%	92%	87%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.9	2.7	Increase	0.60	Good	Rating -Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
		349	150	369	868	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Asian Youth Center - Franklin ASP	228	157	359	744

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

77% This program makes my school work better:

76 % This program helps me get along with adults better:

85% This program helps me learn new things better:

87% This program helps me stay safe better:

72% This program helps me get along with other kids better:

78% This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

87% This program helps me do my math and arithmetic better:

78% This program helps me read better:

82% This program gets me to turn in my homework better:

83% This program makes me better at sports, dance, or the arts:

82% This program makes me treat others better:

88% This program helps me be a team player, pay attention, and cooperate better:



Youth Evaluator Comments:

By Brenda Dueñas, Loretha Henry, Julian Okiwelu, Julie Nguyen and Marco Zarate

EBAYC Franklin is located at 915 Foothill Boulevard in Oakland. The program provides after school academic as well as enrichment activities for the students at Franklin Elementary school. EBAYC Franklin offers its services to students in grades second through fifth. It was created to help students with their homework. By providing students with help in classes such as math and reading the program hopes to allow students a better chance at succeeding academically.

The program runs every Monday through Friday. Every Monday, Tuesday and Thursday the program focuses on academic courses in which the students are divided by grade levels and are assisted by one teacher and two high school interns. At the end of each session the classrooms are given 15 minutes to exercise. After briefly exercising the youth return to their classrooms and continue their various academic exercises, such as reading, writing, and basic arithmetic conducted by the high school interns. On Wednesday and Friday the program offers enrichment activities such as Hip-Hop dance, Asian dance, Latin dance, arts and crafts, cooking, basketball, soccer, flag football, recorders, drumming, dance, and board games.

According to Brenda Saechao, the managing director for EBAYC at Franklin, the main goal of the program is "to provide a safe environment for the students and to give them enriching programs to teach and not just baby-sit." Yanina who is a high school intern at Franklin said that it was easy for her to assume a leadership position at the school because she was once a participant in the program. Crystal, age 10, has been in the program since second grade and when asked if she like the program, she replied, "I like that they help you with homework and give you snacks."

This program provides a safe environment where youth can channel their time in a positive and productive manner. Youth participants receive plenty of help from thirty-five high school interns, many of whom are alumni, and a lot of individual attention to address their needs.



East Bay Asian Youth Center – Garfield ASP

Project Description:

Garfield Higher Learning is a comprehensive after-school learning center dedicated to improving academic achievement and community involvement among Garfield Elementary School students. Garfield Higher Learning provides an integrated array of academic support, cultural enrichment, and health education for 150 students, five-days-a-week. Garfield Higher Learning's strategic partners include Garfield's Elementary School, East Bay Asian Youth Center, Prescott Circus Theatre, Oakland Youth Chorus and Sports4Kids.

E F F E C T R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET:	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 125% of contracted service - 101,058 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 135% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$189,546 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 76.6% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 77.1% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	70% of youth will report that their ability to do their math and arithmetic improved.	83% of youth reported that the program helped them do their math and arithmetic.	Yes	Program met goal.
	70% of youth will report that their ability to read improved.	82% of youth reported that the program helped them to improve their reading.	Yes	Program met goal.

Program and Staff Strengths:

EBAYC has been at Garfield Elementary for six years. Their longevity as a program and their relationship building with school administrators and teachers has helped them to develop a comprehensive program that promotes academic achievement in addition to the importance of community awareness, participation and social responsibility. To this end, the Garfield Higher Learning program provided several opportunities for youth to engage with their community and learn social responsibility. For example, on April 21st, over 100 students participated in an Earth Day event sponsored by the City of Oakland where they worked to clean and beautify the San Antonio neighborhood.

Program and Staff Opportunities for Improvement:

One unique component of the Garfield Higher Learning Program is the high school mentors/interns that serve as older peer models to their student participants. It is recommended that program staff continue to provide professional development for the youth mentors and interns, specifically around youth development and disguised learning activities to better support their efforts working with Garfield students in the classroom.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$140,637	\$188,216	\$328,853	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male		Female	Unknown	Yes
	269	51%		49%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	67%	22%	12%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	14%	42%	40%	0%	0%	
Multi Racial	Other	Level of Youth Developmental Assets				
	3%	11%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	10%	100%	30%	90%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	10%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Yes	
	81,048	101,058	125%	376	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$1.39	\$3.25	\$523	\$1,223	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	87%		84%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		77%	83%	75%	Rating -Excellent
	Grantee selected changes		77%	81%	76%	
Academic changes		80%	84%	71%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, missed reliability goal of 0.60.
	2.4 2.4		Low Level	0.48	Low	Rating -Good
How many customers did they survey?	RPRR Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	266		205	215	686	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Asian Youth Center-Garfield ASP	220	144	325	689

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

75% This program makes my school work better:

73% This program helps me get along with adults better:

84% This program helps me learn new things better:

84% This program helps me stay safe better:

70% This program helps me get along with other kids better:

78% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

83% This program helps me do my math and arithmetic better:

82% This program helps me read better:

77% This program gets me to turn in my homework better:

87% This program makes me better at sports, dance, or the arts:

74% This program makes me treat others better:

79% This program helps me be a team player, pay attention, and cooperate better:



Youth Evaluator Comments:

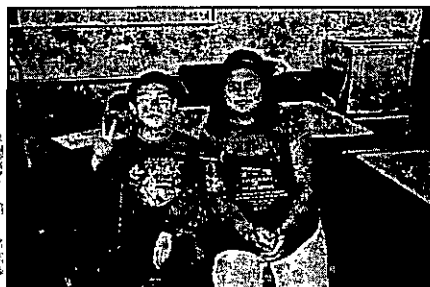
By Brenda Dueñas, Blanca Lopez and Marco Zarate

EBAYC – Garfield is located at 1640 22nd Street in Oakland. This program operates Monday to Friday from 3:00 p.m. to 6:00 p.m. and offers a variety of activities such as Prescott Circus, cooking, soccer, garden and reading. This program has 29 high school students that help them with tutoring.

On the day of the site visit, we had the opportunity to observe the 4th and 5th grade circus theatre students practicing for a Mother's Day performance. In the cooking class, the youth were making fruit salad, cutting potatoes, and mushroom and making pancakes. In the playground the soccer team was practicing and getting ready for the game on May 12th against Franklin Elementary School. While we were in the playground, we also had a chance to see the garden and everything they were cultivating. Lastly, we went back to one of the reading classes where the youth were making Mother's Day cards.

We interviewed one of the staff, Jeanette Bravo, and when asked about the challenges that they face in the program she responded by saying that the biggest challenge the program faces is identifying parent translators because they are a very diverse school with many parents who do not speak English as a first language.

We think that this is a great program, particularly because they focus on fighting obesity in school-aged children, but especially because many of the youth participants appeared to be happy while participating in program activities.



East Bay Asian Youth Center – Manzanita ASP

Project Description:

Manzanita Higher Learning is a comprehensive after-school learning center dedicated to improving academic achievement and community involvement among Manzanita Elementary School and Manzanita SEED Elementary School students. Manzanita Higher Learning provides an array of integrated academic support, cultural enrichment, and health education for 100 students, five-days-a-week. Manzanita Higher Learning's strategic partners include Manzanita Elementary School, Manzanita SEED Elementary School, East Bay Asian Youth Center, Sports4Kids and Prescott Circus Theatre.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
EFFORT	Deliver 95% of contracted services.	Delivered 115% of contracted service - 62,803 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 63% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$103,437 to provide after school services.
EFFECT	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 67.6% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 78.5% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
RESULTS	70% of youth will report that their ability to treat others better has improved.	71% of youth reported that the program helped them to treat others better.	Yes	Program met goal.
	70% of youth will report that their ability to be a team player, pay attention and cooperate with others has improved.	79% of youth reported that the program helped them to be a team player, pay attention and cooperate with others.	Yes	Program met goal.

Program and Staff Strengths:

An extremely valuable component of the EBAYC – Manzanita Higher Learning Program are the high school mentors that serve as caring, positive older peer models (many of whom are from the same communities as student participants), whom they can look up to as youth scholars that demonstrate a strong sense of community and social responsibility.



Program and Staff Opportunities for Improvement:

It is recommended that the Manzanita Higher Learning program invest in staff development, particularly in the area of curricula development and behavior management. The majority of staff are high school mentors that want and need additional support ensuring that the classroom curricula is connected to the program objectives.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?	
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$163,508	\$103,437	\$266,945	100%	100%		
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes	
	202	49%	52%	10%			
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown		
	10%	66%	22%	12%	0%		
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian		
	37%	39%	19%	1%	10%		
What activities and service strategies did they conduct by Strategic Priority Areas?	Multi Racial	Other	Level of Youth Developmental Assets			Yes	
	14%	2%					
	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment		
	10%	0%	100%	10%	10%		
How much service did they deliver?	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		Yes	
	10%	0%	10%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes	
	54,845	62,803	115%		311	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes	
	\$2.60	\$4.25	\$809	\$1,322	\$01	Rating -Excellent	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	80%		86%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		68%	83%	77%	Rating -Excellent
	Grantee selected changes		79%	83%	83%	
Academic changes		66%	81%	75%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	No, missed reliability goal of 0.60
	1.8 2.7		Increase	0.39	Low	Rating -Good
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	204		100	200	504	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Asian Youth Center-Manzanita ASP	215	139	296	650

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better, because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

66% This program makes my school work better:

70% This program helps me get along with adults better:

73% This program helps me learn new things better:

83% This program helps me stay safe better:

65% This program helps me get along with other kids better:

65% This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

68% This program helps me do my math and arithmetic better:

60% This program helps me read better:

78% This program gets me to turn in my homework better:

89% This program makes me better at sports, dance, or the arts:

71% This program makes me treat others better:

79% This program helps me be a team player, pay attention, and cooperate better:



Youth Evaluator Comments:

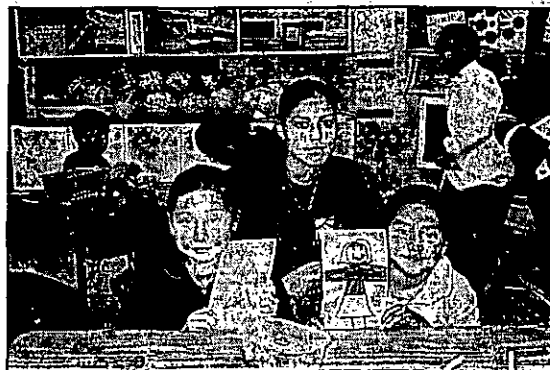
By Nick Gordon, Loretha Henry, Blanca Lopez, Julie Nguyen and Viviana Ramos

On the day of our site visit, we saw the enrichment EBAYC – Manzanita program, located at 2409 E. 27th Street in Oakland. This program operates Monday through Friday from 2:30 p.m. to 5:30 p.m. Monday, Wednesday and Friday they offer sport activities and Tuesday and Thursday the program focuses on academic enrichment. This program offers a variety of activities like soccer, basketball, football, circus theatre, hip-hop dance, arts and craft and enrichment. The program is for students in grades 1st through 5th.

On our day of the site visit, we witnessed their daily activities. Students were separated in different classrooms by activity - sports, arts and crafts, hip-hop and Prescott Circus Theatre. One of the most interesting classes we observed was Prescott Circus Theatre, a really fun class where students can express themselves and be another person.

The program has 20 high school students that are getting paid to work as staff of the program. The two mentors we interviewed Sammy Nguyen and Shanell Sanders both attend Oakland High school and have been working since September and felt that the main goal of the program is to help students that need additional academic assistance. They both look at this as an opportunity to give back to the community. The two children that were interviewed Oscar Ochoa and Ashley Hopkins felt that the program was a big help to them in school, and in sports. They also said that they like the mentors because they are really nice to them.

This program is very beneficial for youth in the neighborhood. It provides role models to look up to (mentors) and provides the participants with the support they need academically in a safe environment.



East Bay Asian Youth Center – Roosevelt ASP

Project Description:

The Roosevelt Village Center is a comprehensive after-school learning center dedicated to improving academic achievement and student leadership at Roosevelt Middle School. The Roosevelt Village Center provides an integrated array of academic support, cultural enrichment, health education, and leadership development services to up to 200 students, five-days-a-week. The Roosevelt Village Center's strategic partners are Roosevelt Middle School, East Bay Asian Youth Center, Cycles-Of-Change and EastSide Arts Alliance

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 104% of contracted service - 77,312 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 136% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$272,558 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 46.4% of targeted changes.	No	Program missed its developmental asset-related targeted changes performance goal.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 50.9% of targeted changes.	No	Program missed goal in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
R E S U L T S	70% of youth will report that their ability to turn in completed homework assignments improved.	54% of youth reported that the program helped them to complete their homework assignments.	No	Program fell short of its goal and is encouraged to work closely with school site teachers to strategize how to increase participants homework completion.
	70% of youth will report that their understanding of college has improved.	63% of youth reported that the program helped their understanding of college.	No	Program fell short of its goal. It is recommended that program staff work closely with youth participants to strategize how this result can be improved in the future.

Program and Staff Strengths:

EBAYC – Roosevelt Higher Learning Center is an established after school program at Roosevelt Middle School. Because of their consistency of services and longevity, the center has had several alumni return to the program to serve as older peer mentors/interns to student participants. Many are from the community and understand the value of the work. The program tries to provide activities that will resonate with youth participants such as a break dancing class and the Cycles of Change – bicycle program.



Program and Staff Opportunities for Improvement:

The Roosevelt Higher Learning Center has indicated that they are working to develop the self-esteem of girl participants. One way in which they are directing efforts to this need is by designating two days a week where the bicycle program is girls only. It is a way to empower girl students to work together, build their confidence with building and fixing bikes and spending quality time amongst their female peers. The center is encouraged to continue identifying opportunities where gender specific programming is of benefit not only for female participants, but for male participants as well.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$309,158	\$509,158	100%	108%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		
	399	158%	42%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	2%	93%	6%	0%	Yes
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	17%	42%	40%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	
	0%	0%	10%	100%	0%	Yes
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	74,123	77,312	104%	194	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.59	\$6.59	\$501	\$1,276	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		No, just missed the goal for youth satisfaction of 70%. Rating -Good	
	68%		79%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed the youth service productivity goals. Rating -Fair
	Asset development changes		46%	72%	62%	
	Grantee selected changes		51%	65%	57%	
Were services equally effective for all their customers?	Academic changes		46%	69%	62%	Yes Rating -Good
	Service Quality Score Fall 06 Spring 07		Level	0.73	Good	
How many customers did they survey?	RPRAs Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes Rating -Excellent
	149 303		140	304	896	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
East Bay Asian Youth Center-Roosevelt ASP	211	185	206	602

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Youth Survey)

- 59% Because of this program, my success at school/job/training is better:
- 45% Because of this program, my understanding of who I am and what I can do is better:
- 47% Because of this program, my ability to communicate is better:
- 63% Because of this program, my ability to learn new things is better:
- 47% Because of this program, my ability to connect with adults is better:
- 49% Because of this program, my ability to work with others is better:
- 51% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Youth Survey)

- 50% Because of this program, I do math or arithmetic better:
- 44% Because of this program, my reading skills are better:
- 54% Because of this program, I am better at turning in completed homework assignments:
- 48% Because of this program, my confidence in myself is better:
- 54% Because of this program, I engage better in a variety of activities such as sports, arts, food and health and culture, cycle of change, expedition, and newsletter:
- 63% Because of this program, my understanding of college is better:
- 54% Because of this program, my understanding of test taking skills is better:
- 49% Because of this program, my understanding of the importance of reading well is better:

Youth Evaluator Comments:

By Donavon Allen, Roabel Medhanie and Viviana Ramos

EBAYC- Roosevelt is a program located at 1926 - 16th Avenue. This program caters to youth who attend Roosevelt Middle School. The program operates from 2:40 p.m. to 6:00 p.m. everyday except for Wednesday, when the program ends at 5:00 p.m. One hundred and fifty two youth attend the program daily and recruitment happens in the beginning of the school year via flyers and information booths set-up on campus.

On the day of the site visit, we witnessed the dance class, bike club, expedition, tutoring, and the multi-cultural club. Youth participants go on many adventures outside of the school through various programs offered through the after school program. They go on bike rides around the Bay Area with bikes that they fix up in the bike club program. The kids really seem to enjoy the program. When interviewing Shane, 13, she said, "I love enrichments. My favorites are dance and basketball. The mentors are great helpers and they really helped me in school."

The program is great and a safe place for the students to be and where they can receive help with their homework. It is a wonderful contribution to the local community.



Girls Incorporated of Alameda County – Lockwood ASP

Project Description:

Lockwood After School Program is a collaborative effort between Girls Incorporated of Alameda County and Prescott Circus Theatre. The after-school program is designed to increase the literacy skills; self-esteem and success of girls, whose academic performance is below grade level and who, therefore, may be at risk of school failure. Through a variety of hands-on, interactive educational and enrichment activities, GIRLStart increases girls' social skills, confidence and positive attitude toward school, while providing a safe environment where girls can learn to read, develop their own thoughts, explore their feelings and build special abilities in science, arts and sports.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 98% of contracted service - 25,482 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 210% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$253,927 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 74.3% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 73.3% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	50% of youth will demonstrate high (80% or more of individual program days) attendance rates.	88% of participants attended 80% or more of program days.	Yes	Based on the total number of program days, monthly percentages of program participation are calculated and reported for each participant.
	Based on program participation, 20% more LASPC participants will have increased their ability to learn new things from the fall 2006 to spring 2007.	On average 82% of participants have increased their ability to learn new things	Yes	Based on youth, staff, and parent survey results

Program and Staff Strengths:

Girls Inc. and Prescott Circus Theatre are commended for providing the opportunity for primary grade school girl participants to learn leadership skills, teamwork, cooperation, confidence, and discipline through educational and enrichment activities.



Program and Staff Opportunities for Improvement:

Staff of Girls, Inc. and Prescott Circus Theatre has been providing program services at Lockwood Elementary for six years. During this time period, the school has had administration and staffing turnover, requiring both programs to establish new relationships each year with school staff to ensure consistency in the quality of program services. It is recommended that both providers meet with school administration to develop strategies to support recruitment and outreach efforts for girl participants that have been identified as most in need of program services. Outreach and recruitment efforts might include jointly hosting with school administration an evening with parents of girl participants to share the importance of their support in their child's school success through ensuring consistent attendance by their child to after school program activities, reading to their child, etc. . . .



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	No, did not spend all their planned match
	\$120,750	\$186,870	\$307,620	100%	82%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	
	148		20%	80%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	7%	74%	18%	10%	10%	Yes
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	43%	53%	1%	0%	1%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	1%	1%		MEDIUM		
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	
	0%	0%	100%	0%	10%	Yes
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%	0%	0%	
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	26,023	25,482	98%	172	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$4.74	\$12.07	\$816	\$2,079	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes Rating -Excellent	
	82%		92%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes Rating -Excellent
	Asset development changes		74%	87%	81%	
	Grantee selected changes		73%	82%	82%	
	Academic changes					
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes Rating -Excellent
	1.7 1.9		Increase	0.66	Good	
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes Rating -Excellent
	118 144		110	149	521	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance; six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Girls Inc. - Lockwood ASP	199	178	259	636



Initial Outcomes and Results

Youth customers were asked seven questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 62%-Because of this program, my success at school (job/training) is better:
- 54%-Because of this program, my understanding of who I am and what I can do is better:
- 25%-Because of this program, my ability to communicate is better:
- 85%-Because of this program, my ability to learn new things is better:
- 50%-Because of this program, my ability to connect with adults is better:
- 39%-Because of this program, my ability to work with others is better:
- 58%-Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 58%-Because I am in Circus program, my ability to work with a team is better:
- 42%-Because I am in Circus program, my feelings about myself are better:
- 77%-Because I am in Circus program, my circus skills are better:
- 39%-Because I am in Circus program, my ability to use accurate self-assessment is better:
- 46%-Because I am in Circus program, my ability to solve problems with other students by talking to them is better:
- 54%-Because I am in Circus program, my ability to listen and follow directions is better:
- 77%-Because I am in Circus program, my confidence in myself is better:

Youth Evaluator Comments:

By Brenda Dueñas, Loretha Henry, Julie Nguyen and Viviana Ramos

Girls Inc., located at 6701 International Boulevard, is a program that caters to young girls between the ages of five to thirteen from first grade to fifth. The activities run every Monday through Friday from 2:30 p.m. to 4:45 p.m., except on Wednesday, where the program is not open at all due to an early dismissal. Girls, Inc. offers bilingual classes as well as literacy for students who are struggling in language arts. Many girl participants are referred by their teacher because they have demonstrated difficulty in class and could use the additional assistance offered by Girls, Inc.

The main goal of the program according to Beatriz Martinez, group leader, is to provide a place "where the girls can talk about their day and express their feelings in an environment where they feel safe." When Beatriz was asked why she chose this line of work, her response was, "This is where it all begins (the development years)." Beatriz also shared a success story about one of her students, Fatima. "Before coming to this program Fatima got picked on a lot. This affected her performance in class so one of her teachers recommended her to this program. She would always come in crying about a bully, but with time she began to develop confidence in herself. Now, a year later, she still comes to me for regular talks only now she's happy with a lot of friends." So from this program she has built better confidence.

Shania, age 7, says, "Everybody tutors me so I won't get bad grades. I come here and learn reading and writing." When she was asked how she was treated by the other tutors, she replied, "The tutors are nice."

Overall, the program is a great influence in its community and it also provides young girls with hope for the future and instills in them confidence that will last a lifetime.



Oakland Leaf – Ascend ASP

Project Description:

The ASCEND Sunset Warriors (ASW) program serves over 180 students from Kindergarten through 8th grade. The program builds a strong sense of community; the program has a daily observance of "the Gathering," a ritual that takes place during the 15 minute snack time after the school day ends and the after school program begins. In addition to a nutritious snack, the program director briefly greets, addresses and engages the student body as a whole in a conversation regarding various subject matters dealing with community accountability, campus concerns, expectations, upcoming events, and student concerns.

ASCEND Sunset Warriors offers each student (1) homework support, small group instruction and intensive academic remediation as needed; (2) enrichment in visual and performing arts and garden ecology; (3) sports and physical fitness opportunities; (4) character development through peer education, community service, team building, and other activities that empower youth as agents of change. Class offerings include gardening/ecology, separate mentoring/empowerment classes for boys and girls, middle school girl and boy team sports, photography, 3-dimensional art and sculpture, West African percussion, Capoeira and recreation for elementary students, creative play, art-making and hip-hop dance. The 3rd -8th grade students choose two classes to attend until winter break.

EFFORT EFFECT RESULTS	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 104% of contracted service - 97,956 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
Leverage OFCY funds by 25%.	Leveraged 110% of OFCY funds.	Yes	Leveraged their OFCY grants with \$220,584 to provide after school services.	
Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 67.2% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.	
Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 67.2% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.	
Results come from the effort and effect of the whole community of Oakland.				
75% of ASW students will display and/or demonstrate project results from their enrichment program that they will present to the ASCEND community at SOMOS, ASW's twice-yearly event showcase.	100% of students presented their work during one or both of the SOMOS events	Yes	Presentations ranged from 3-D art sculptures, dance performances, Senegalese drumming, and presentation of food grown from seeds, character development maps, life choices maps, and a "Wall of Academic Aspirations".	
75% of ASW students selected for literacy intervention will make progress equivalent to one or more grade levels in reading achievement during the program year.	According staff to literacy intervention students made progress in achievement	Yes	Results based on word recognition, spelling and comprehension skills	



Program and Staff Strengths:

The program is extremely well-organized and creates a very positive environment for the students. The structure enables students to focus on what is being offered—from homework assistance to creative arts. Students have the opportunity to select among the enrichment classes, also giving them the opportunity to pursue their own interests and hobbies. The staff demonstrates caring attitudes and willingness to get to know the students individually. There is a strong community spirit, and parents are present as volunteers.

The program does a good job of connecting with youth services providers to organize and conduct enrichment activities after school.

Program and Staff Opportunities for Improvement:

It is recommended that the program achieve better gender balance in the activities by increasing male participation. The staff would benefit from more time together to communicate about individual students, curriculum development, and planning. It is recommended that the program continue to build the participation of students in the enrichment activities.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	No, just missed the goal for spending their planned match
	\$200,000	\$188,725	\$388,725	100%	92%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	203		39%	61%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	2%	39%	156%	3%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	18%	65%	15%	0%	1%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	11%	52%	44%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	10%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	94,363	97,956	104%	483		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.04	\$3.97	\$985	\$1,915	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT						Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)			Yes
	86%		86%			Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		67%	81%	90%	
	Grantee selected changes		67%	75%	91%	
	Academic changes		64%	71%	78%	Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.7	1.7	Level	0.70	Good	Rating -Excellent
How many customers did they survey?	RPRR Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
		248	159	289	696	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Oakland Leaf- Ascend Sunset Warriors ASP	215	184	281	680

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 83% This program makes my school work better:
- 78% This program helps me get along with adults better:
- 94% This program helps me learn new things better:
- 92% This program helps me stay safe better:
- 86% This program helps me get along with other kids better:
- 92% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 88% This program helps me do my math and arithmetic better:
- 77% This program helps me learn how to read better:
- 90% This program helps me to turn in my homework better:
- 92% This program helps me be better at trying new things:
- 94% This program makes me do better at sports, dance or art:
- 86% This program helps me get along better with people who are different than me:

Youth Evaluator Comments:

By Camille French, Blanca Lopez and Christopher Williams

ASCEND Sunset Warriors is located at 3709 East 12th Street in Oakland and aims to provide a safe space for youth to learn and enjoy themselves. ASCEND runs from 3:30 p.m. to 6:30 p.m. Monday through Wednesday and on Thursdays and Fridays from 1:30 p.m. to 4:30 p.m. The program targets youth from Kindergarten through 8th grade and serves over 200 youth a day. ASCEND has many activities, including gardening, West African percussion, capoeira, "Lets Play," Girls Inc., hip-hop, photography, multimedia, cooking, sports, homework center, and the Family Resource Center (Women's Circle). The program offers academics Monday through Thursday; however, on Fridays they only offer enrichment activities to youth participants.

The program director shared that the goal of ASCEND is to help youth feel that they can succeed in a variety of ways and that they can get academic support when they need it. Obstacles faced by the program are space, resources, safety, and support. She adds that ASCEND has in-house recruitment and mostly through word-of-mouth and flyers.

Overall, the program is a safe place for youth to attend after school and it helps them to improve their skills through a variety of activities.



Oakland Leaf – Urban Promise Academy (UPA) Urban Arts ASP

Project Description:

UPA Arts is conducted at the Urban Promise Academy, a small, public middle school community of student advocates including artists, educators, and parents who work together to offer students a quality after school experience. The program is offered Monday through Friday after school until 6:00 PM. Students participate in (1) homework support, *small group instruction and intensive academic remediation as needed*; (2) *enrichment in visual and performing arts and garden ecology*; (3) *sports and physical fitness opportunities*; and (4) *character development through peer education, community service, team building, and other activities that empower youth as agents of change.*

The program is well-organized and participants are engaged in the activities they have chosen to participate in. All students participate in homework assistance. Students who are below grade level receive academic support in small groups where the ratio of student/teacher is quite low. Students enroll in enrichment activities and can switch at the second semester, thus, they have the opportunity to sign up for at least four activities. Saturday sports are offered with competitive games played on Saturday against other schools.

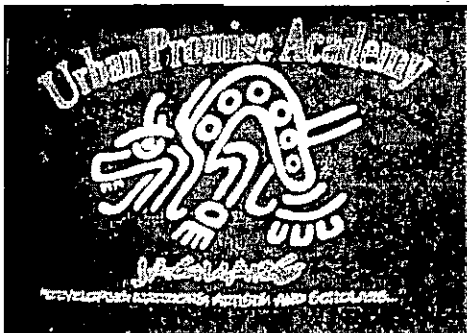
The student population is primarily low-income and more than half are English language learners.

E F F E C T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 111% of contracted service - 83,626 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 94% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$188,725 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 74.7% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 60.1% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	70% of UUA students will report affirmatively that "this program helps me learn about things I am interested in that I don't learn about during the regular school day"	76.3% of students felt that the activity that they participated in was good or great	Yes	90.6% of student also reported that they felt that they benefited some or a lot from the program.
	90% of UUA students will complete at least one semester-long community-focused project in their enrichment program that they will present to the UPA community at EXPO	One hundred percent of Urban Arts students completed a community-focused project	Yes	Agency met and exceeded goals

Program and Staff Strengths:

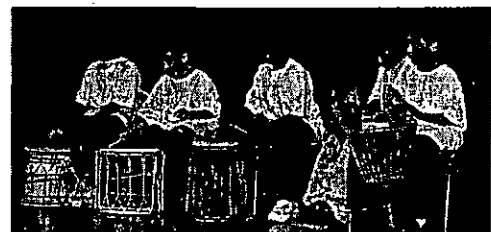
Homework assistance and academic support are coordinated with the classroom teachers to accomplish the greatest targeted assistance to the student. The program has a very effective parent liaison, an individual hired from the community, who does excellent outreach. The program organizes frequent showcases for student performances, activities which draw in parents.

The program is well organized with students knowing where they should be and when. The Coordinator manifested a desire to understand how the evaluation system supported continuous improvement to be able to use the evaluation data in that way. There is a climate of safety and order when the program is operating.



Program and Staff Opportunities for Improvement:

The staff would benefit from the opportunity to meet and discuss the particular needs and progress of students. The children would benefit from more CBOs providing youth services at the school.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$188,725	\$388,725	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	139	53%	48%	10%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	2%	98%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	10%	78%	7%	0%	4%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	36%	43%	21%	10%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	75,017	83,626	111%	602		Rating - Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.39	\$4.65	\$1,439	\$2,797	\$2,000	Rating - Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	85%		95%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		75%	90%	93%	Rating -Excellent
	Grantee selected changes		60%	81%	60%	
Academic changes		60%	81%	60%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.0 1.7		Increase	0.62	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	100		162	219	481	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Oakland Leaf -UPA Urban Arts ASP	214	150	227	590

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 77% Because of this program, my success at school (job/ training) is better:
- 75% Because of this program, my understanding of who I am and what I can do is better:
- 77% Because of this program, my ability to communicate is better:
- 83% Because of this program, my ability to learn new things is better:
- 74% Because of this program, my ability to connect with adults is better:
- 83% Because of this program, my ability to work with others is better:
- 57% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 62% Because of this program, I do math and arithmetic better:
- 49% Because of this program, my reading skills are better:
- 53% Because of this program, I am better at turning in completed homework assignments:
- 77% Because of this program, my confidence in myself is better:



Youth Evaluator Comments:

By Brenda Dueñas, Romeka Hall, Blanca Lopez and Marco Zarate

Urban Promise Academy (UPA) after school program is located at 3031 E. 18th Street in Oakland. This program runs Monday through Friday from 3:30 p.m. to 6:30 p.m. except on Wednesdays when the program operates from 1:30 p.m. to 6:30 p.m. UPA offers different activities for kids in 6th to 8th grades. Youth have a variety of classes to choose from, such as Girls Inc, kickboxing, basketball, robotics, hip-hop dance, Sport4Kids, Project Phoenix, Project SOAR, video arts, English and math classes.

On the day of our site visit, we saw different classes like hip-hop dance, where they were practicing steps. We also saw the phoenix class where the students receive help with their homework in math and English. In the kickboxing class we saw students practicing self-defense. Program staff shared with us that they had a celebration for Dia de los Muertos on November 1st the day before our site visit, where the entire community participates in the celebration. Parents bring food, candles, flowers and pictures.

Fredrick Meza, after school program director, said that the goal of the program is to motivate youth to get interested in their education. The only challenge they faced was to get the district support needed. He also said that after school is an important part in the school and community.

Overall, the program was really good. Parents participate in the program and support the after school teachers at UPA.



OASES Lincoln ASP/LEAP

Project Description:

The Oakland Asian Students Educational Services (OASES) LEAP provides comprehensive and personalized academic, enrichment, recreation and leadership programs to 160 youth, ages 6-10, in Oakland Chinatown/Central Empowerment Zone. The children served by the collaborative face academic, socio-economic and language barriers. Since 2003, the LEAP Collaborative has improved academic achievement because of the following program elements: (a) low tutor to student ratio, that ranges from 1:1 to 1:4; (b) volunteers are carefully matched to meet the needs of students, with many tutors following the same student year to year; (c) and the holistic approach to meet academic and social needs of youth and their families.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 114% of contracted service - 82,280 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 114% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$228,676 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 71.5% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 73.1% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	To increase student eagerness to learn, as a result of interaction with caring adults for 30% of students in OASES LEAP programs in the school year.	88% of parents reported that their child gets along with adults better, and 92% of parents reported that their child learns new things better	Yes	These results lead to students increased eagerness to learn.
	70% of youth will report that their understanding of different people and cultures improved	75% of youth reported that the program helped increase their understanding of different people and cultures.	Yes	Program met goal.

Program and Staff Strengths:

One of OASES – LEAP's greatest strengths are their staff members and volunteers who are culturally competent and bilingual. They are empowered to go the extra mile to speak with teachers and tutor students to ensure that their immediate academic needs are met. LEAP's volunteer recruitment, training, retention and appreciation efforts serve as a model for other community serving organizations to emulate.



Program and Staff Opportunities for Improvement:

The OASES – LEAP program has indicated their desire to provide more opportunities for their youth to receive greater exposure to diversity issues as well as the greater Oakland/Bay Area communities. It is recommended that OASES – LEAP begin by inviting guest speakers and community organizations that are directly connected to the diverse communities of Oakland to provide workshops that introduce youth to the variety of cultures and experiences.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$228,676	\$428,676	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	182	49%	51%	0%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	1%	77%	23%	0%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	1%	2%	96%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	10%	100%	0%	30%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes Rating -Excellent
	72,415	82,280	114%	452		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$2.43	\$5.21	\$1,099	\$2,355	\$1,000	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes
	84%		89%		Rating -Excellent
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes, just missed the staff report on grantee selected changes.
	Asset development changes	71%	88%	67%	
	Grantee selected changes	73%	79%	46%	
	Academic changes	69%	82%	73%	Rating -Excellent
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07	Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes, good service quality and just missed reliability score.
	3.2 2.2	Increase	0.57	Low	Rating - Excellent
How many customers did they survey?	RPRAs Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected
		230	207	242	679
					Yes
					Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
OASES Lincoln ASP/LEAP	221	194	289	704

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

69% This program makes my school work better:

66% This program helps me get along with adults better:

76% This program helps me learn new things better:

82% This program helps me stay safe better:

67% This program helps me get along with other kids better:

68% This program makes me feel better about myself:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

73% This program helps me do my math and arithmetic better:

62% This program helps me read better:

74% This program gets me to turn in my homework better:

75% This program gets me to understand different people and cultures better:

70% This program gets me better at reading and writing more besides homework assignments:

74% This program gets me to participate better in recreational activities outside of school:



Youth Evaluator Comments:

By Donovan Allen and Viviana Ramos

OASES - LEAP program is located at 225 - 11th Street in Oakland, California. It is an after school program that operates Monday through Friday from 3:30 p.m. to 6:00 p.m. They offer different activities for youth between the ages of 5 and 11. Activities include math and English, art enrichment, capoeira, photography, and music.

On arrival to the site visit, we witnessed youth having snack. Although we missed out on program workshops, we still witnessed the youth having fun with each other. After snack, the youth started homework help. All the youth appeared focused on what the tutors were teaching them. The tutors were very helpful and patient with the youth. The classes got the children really involved in their school work by promoting reading time. Everyone in all the classes seemed very involved.

The coordinator and director of the program felt that students are experiencing a tremendous change in their educational studies because the majority of the students they work with are from a different country and learning English. This is having a huge impact on most of the students. The goal of the program is to give youth a better future and to feel safe in their environment.

William, a 10 year-old participant of the program, feels really safe. He likes the program because they help him with his homework and he is getting better in English, a new language for him.

We feel that OASES - LEAP is one of the better programs we have visited. The students appear to be getting the help they need.



OASES – Westlake ASP

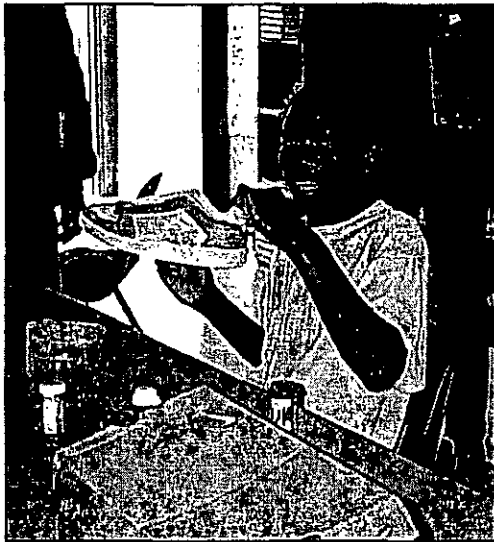
Project Description:

Westlake Eagle Village Community Center (EVCC) provides academic, cultural, recreational, leadership and mental health counseling to 150 low-income students per year. EVCC successfully collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming for the past five years. In EVCC's academic classes, students receive instruction and tutorial assistance from credentialed teachers who teach at Westlake during the school day, as well as highly trained adult tutors, with a student to staff ratio of 15:1 to 5:1. The EVCC Extended Day program is an extremely effective approach to target students performing below grade level because it is scheduled so that it is part of the school day (7th & 8th period).

E F F O R T E F F E C T I V E R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 126% of contracted service - 83,083 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 78% of OFCY funds.	Yes	Leveraged their OFCY grantees with \$151,543 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 80% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 71% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	Program participants shall demonstrate a 90% average daily attendance rate in school.	Program participants demonstrated over 90% average daily attendance rate in school.	Yes	As monitored closely through the District's AERES system.
To improve self-esteem/confidence for 50% of students in the program in the school year.	58% of students reported that their self esteem/confidence was better	Yes	As reported by youth surveys.	

Program and Staff Strengths:

EVCC is commended for establishing a strong rapport with the school day staff and fostering new relationships to more adequately address the need of student participants. It is because of a strong working relationship with Westlake that the center has been able to sustain quality after school curricula that supports school day efforts as well as receives support from school administration with supervision and discipline. In the fall of 2007 EVCC will begin a new collaboration with the UC Berkeley Lawrence Hall of Science to add two science classes.



Program and Staff Opportunities for Improvement:

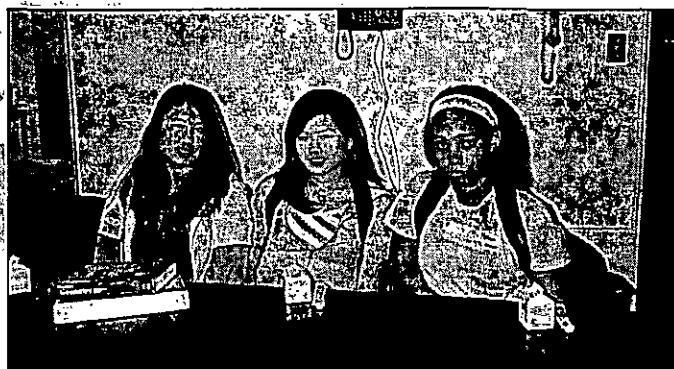
EVCC has indicated their desire to provide additional training to their staff on topics such as diversity education, conflict management, behavior modification and effective academic tutorial techniques. It is recommended that the program look to collaborating partners and school site staff to assist with training needs by inviting them to present on topics in which they have received formal training or in which they have acquired the skill or education through their professional work.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$151,543	\$351,543	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	351		49%	51%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	11%	19%	47%	10%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	50%	17%	27%	0%	3%	
	Multi Racial	Other	Level of Youth Developmental Assets			
10%	3%	MEDIUM				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	100%	10%	0%	100%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
0%	0%	0%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes Rating -Excellent
	65,983	83,083	126%		237	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes Rating -Excellent
	\$2.41	\$4.23	\$570	\$1,002	\$0	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	89%		85%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		80%	82%	87%	Rating -Excellent
	Grantee selected changes		71%	73%	76%	
Academic changes		70%	77%	73%		
Were services equally effective for all their customers?	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	Fall 06	Spring 07	Increase	0.64	Good	Rating -Excellent
How many customers did they survey?	RPRR Assessments	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	194	253	123	382	952	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
OASES-Westlake ASP	227	181	319	727

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Youth Survey)

- 84% Because of this program, my success at school (job/ training) is better:
- 78% Because of this program, my understanding of who I am and what I can do is better:
- 77% Because of this program, my ability to communicate is better:
- 89% Because of this program, my ability to learn new things is better:
- 73% Because of this program, my ability to connect with adults is better:
- 86% Because of this program, my ability to work with others is better:
- 74% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Youth Survey)

- 75% Because of this program, I do math or arithmetic better:
- 65% Because of this program, my reading skills are better:
- 66% Because of this program, I am better at turning in completed homework assignments:
- 77% Because of this program, my confidence in myself is better:
- 77% Because of this program, I am better at asking for help when I need it:
- 78% Because of this program, my attendance and participation in 7th/8th period is better:
- 72% Because of this program, I understand my homework better:
- 66% Because of this program, I make my benchmarks better:



Youth Evaluator Comments:

By Donovan Allen, Roabel Medhanie and Viviana Ramos

OASES—Westlake Eagle Village Extended Day Programs is located at 2629 Harrison Street. The program provides after school academic and enrichment activities for students at Westlake Middle School. It was created to help students with their homework in English and also math, in particular. The program also offers sports, capoeira, West African dance, Hip Hop, martial arts and basketball. There is a class for students that are having a big problem staying focused on school or if they are involved in drugs, alcohol or gangs. The English class is for students that recently moved to the U.S.A and they are learning English as their second language. The program operates Monday through Friday from 3:30 p.m. to 6:00 p.m.

The first thing we observed on our site visit was the West African dance and Hip-Hop classes. All of the students were having fun and participating. After that, we went to see the other classes. In the math class, the students were doing their math homework and the staff was helping them. In the English class, all of the students were new to this county and learning English as their second language. The last group of workshops we observed was capoeira, martial arts and basketball.

Overall, Westlake is very organized and the kids seem to love it. It is in fact one of the best site visits we've visited.



Oakland Youth Chorus – Acorn – Woodland ASP

Project Description:

AWESOME is a comprehensive collaborative program serving 120 Acorn Woodland K-5th grade students, providing 15-18 hours per week of academic, arts enrichment, service learning, leadership, and recreation activities for each student. The data-driven program includes a menu of 20 classes addressing the academic and social needs of under-served students, over 65% of whom are English-language learners. AWESOME concentrates on academic success through homework and tutoring support, targeted interventions, bi-lingual instruction, and arts with literacy and math integration. The program also enhances the students' multicultural awareness, connection to adults, and sense of safety and self-esteem. Programs include exhibitions and field trips.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 115% of contracted service - 56,108 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 40% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$60,384 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 60.5% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 71.0% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	65% of children 5-9 will report that they enjoy arts	On average 80% of children reported that they enjoyed arts more	Yes	Average is taken from both Fall and Spring youth survey results
	50 % of children will report that they are turning in more completed homework assignments	On average 85% of youth reported that they were turning in more completed homework assignments	Yes	Average is taken from both Fall and Spring youth survey results

Program and Staff Strengths:

Acorn – Woodland successfully finished their first year collaborative with Oakland Youth Chorus. Staff worked to develop a strong program including hiring mentors and building collaborations with the YWCA, Sports4Kids, school day teachers and artists from OYC and MOCHA.

Program and Staff Opportunities for Improvement:

It is recommended that Acorn-Woodland program focus efforts, particularly with the upper grade students, teaching responsibility and accountability to empower them to complete and submit their homework assignments and see the connection of this task with their school success.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$59,780	\$209,780	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
		158	53%	48%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	6%	80%	15%	10%	10%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	27%	68%	2%	40%	10%	
	Multi Racial	Other	Level of Youth Developmental Assets			
	10%	3%				
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	10%	10%	100%	40%	10%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	10%	10%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	48,680	56,108	115%	355		
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.67	\$3.74	\$949	\$1,328	\$0	
					Rating -Excellent	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	79%		90%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		60%	81%	77%	Rating -Excellent
	Grantee selected changes		71%	89%	80%	
Academic changes		64%	76%	69%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.4	1.9	Increase	0.66	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
		134	124	173	431	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
OYC - Acorn-Woodland ASP	168	177	280	626

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets

- 47% Because of this program, my success at school (job/training) is better:
- 55% Because of this program, my understanding of who I am and what I can do is better:
- 48% Because of this program, my ability to communicate is better:
- 71% Because of this program, my ability to learn new things is better:
- 38% Because of this program, my ability to connect with adults is better:
- 38% Because of this program, my ability to work with others is better:
- 55% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 48% Because of this program, I do math or arithmetic better:
- 38% Because of this program, my reading skills are better:
- 29% Because of this program, I am better at turning in completed homework assignments:
- 45% Because of this program, my confidence in myself is better:
- 45% Because of this program, my interest in attending school is better:
- 65% Because of this program, my ability to express myself through art, dance, music, or acting is better:
- 50% Because of this program, I understand better other cultures, art forms, and languages:
- 60% Because of this program, my confidence in speaking and/or performing in front of others is better:



Youth Evaluator Comments:

By Marc Bland, MaryRose Bognot, Blanca Lopez and Christopher Williams

Oakland Youth Chorus (OYC) – Acorn is located at 1025 81st Avenue in Oakland. They offer different activities for children between Kindergarten and 5th grades. The program operates Monday through Friday from 2:45p.m. to 6:00 p.m. Homework help is offered to the youth between kindergarten and 3rd grades from 3:45 p.m. to 4:45 p.m. At the same time, enrichment activities are offered to the youth from 3rd through 5th grades. At 4:35 p.m., they switch activities. Enrichment activities include percussion, chorus, visual arts, and many more. The program's goal is to expose the youth to new things such as percussion and chorus.

At OYC – Acorn, we observed youth practicing for a performance they were to have the following week. The students in the percussion class were working to perfect their drumming skills. Chorus was singing Christmas songs and visual art students were painting and mixing colors. In homework hall, the kids were very active and not hesitant to ask questions.

David Becerra, an after school coordinator, wants to make sure that youth will learn something to use in the real world. He mentioned that he needs more parent and teacher support. This year was his first year working in the after school program. Vanessa and Lavell, both participants in the after school program, said that the program is great because they are learning new things and at the same time having fun. They also get help with their homework, which impacts their ability to earn better grades. Overall, OYC- Acorn is a great program that benefits youth by teaching them new things like percussion and chorus.



Oakland Youth Chorus – Encompass Academy ASP

Project Description:

EnCAS is a comprehensive collaborative program serving 80 students from K-4th grades, providing 15-18 hours per week of academic, arts enrichment, leadership, and recreation and relaxation activities for each student. The data-driven program includes a menu of 20 classes addressing the academic, physical, and social needs of underserved students, over 65% of whom are English-language learners. EnCAS develops academic success through homework and tutoring support, targeted interventions, bilingual instruction, and arts with literacy and math integration. The program particularly emphasizes multicultural awareness and appreciation for ancestors, mind-body connections, relationships to caring adults, and experiential and project-based learning.

E F F O R T E F F E C T R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 95% of contracted services.	Delivered 116% of contracted service - 38,012 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 66% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$65,829 to provide after school services.
	Achieve 80% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 67.3% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 80% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 61.6% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
	50 % of children will report that they are turning in more completed homework assignments	66.7% reported that they were turning in more completed homework assignments	Yes	As reported by youth surveys
	60% of children 5-9 will report that they understand people different from them more	67.6% reported that they understand people different from them more.	Yes	As reported by youth surveys

Program and Staff Strengths:

The EnCAS program has shown great success with youth demonstrating responsibility for their school success with over 50% of youth indicating that their homework completion has improved and youth indicating that their interest in attending school has improved. The program is commended for instilling a sense of responsibility and accountability to ensure that youth participants understand the connection between homework completion and school attendance with their school success.

Program and Staff Opportunities for Improvement:

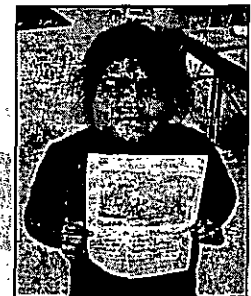
The program has indicated that they desire to improve the participants' (youth 10 and older) confidence when speaking and performing in front of others. It is recommended that they integrate activities that help youth participants to find their voice and learn to use it in an environment that they feel safe and supported.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$100,000	\$65,829	\$165,829	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	
		119	49%	47%	4%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	5%	90%	3%	0%	2%	Yes
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	30%	53%	3%	1%	10%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	0%	100%	10%	10%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	Yes
	32,700	38,012	116%		319	Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.63	\$4.36	\$840	\$1,394	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes	
	83%		86%		Rating -Excellent	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes
	Asset development changes		67%	82%	94%	Rating -Excellent
	Grantee selected changes		62%	89%	95%	
Academic changes		61%	84%	98%		
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.5	1.5	Level	0.75	Good	Rating -Excellent
How many customers did they survey?	RPRA Assessments Youth Surveys		Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	116	110	100	123	449	Rating -Excellent

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
OYC - Encompass Academy ASP	171	176	269	616

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Youth Survey)

- 85% Because of this program, my success at school (job/training) is better:
- 58% Because of this program, my understanding of who I am and what I can do is better:
- 50% Because of this program, my ability to communicate is better:
- 79% Because of this program, my ability to learn new things is better:
- 57% Because of this program, my ability to connect with adults is better:
- 64% Because of this program, my ability to work with others is better:
- 50% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors

- 43% Because of this program, I do math or arithmetic better:
- 71% Because of this program, my reading skills are better:
- 50% Because of this program, I am better at turning in completed homework assignments:
- 46% Because of this program, my confidence in myself is better:
- 79% Because of this program, my interest in attending school is better:
- 71% Because of this program, my ability to express myself through art, dance, music, or acting is better:
- 86% Because of this program, I understand better other cultures, art forms, and languages:
- 14% Because of this program, my confidence in speaking and/or performing in front of others is better:



Youth Evaluator Comments:

By Mary Rose Bognot, Brenda Dueñas, Viviana Ramos and Christopher Williams

Oakland Youth Chorus (OYC) - EnCompass is an after-school program that aims to help youth learn new things and produce positive results. OYC EnCompass offers activities to 80 youth daily, from 3:00 p.m. to 5:30 p.m. The program is offered to youth from 1st grade to 4th grade and has a high quality staff available for the youths' every need. OYC - EnCompass has a range of activities prepared for youth to participate in, including African Dance, art, tutoring, and reading comprehension. The goal of this program is to provide youth a safe place to go after-school and in the process, show them love and support.

Rochelle, EnCompass' Academic Director, told us that the program strives to meet every expectation and provide quality in the program. One of the things that she does as the academic director is to make the youths' transition into the after-school program as smooth as possible. Rochelle said that the program faces the challenge of having limited space, a tight schedule, and not enough staff. If she had one thing to change, she would offer a Spanish class, because she feels that in today's world, youth should know Spanish.

Daeja and Abbib, both 1st graders, informed us that they like OYC - EnCompass because of the art class and they get to "learn and know more stuff." Daeja told us how the staff helped her write and spell words better and that if she weren't at the program, she'd be doing nothing at home. Abbib said that he would tell his friends and family about OYC - EnCompass. Also, Abbib added that if he were to change anything in the program, it would be the teachers' attitude when the youth get out of hand.

Overall, OYC EnCompass is a nice, well-organized program, with a student-teacher ratio that allows every student to get the help they need.

Oakland Youth Chorus – Fruitvale ASP

Project Description:

FSELP is a comprehensive after school program that serves 165 students at Fruitvale School from K-8, providing 15-18 hours per week of academic, arts enrichment, and recreation activities for each student. FSELP focuses on improving academic achievement, increasing multicultural awareness, enhancing leadership skills, and strengthening children's connections to adults.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 100% of contracted service - 71,707 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 49% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$98,287 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 68.4% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 76.5% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
R E S U L T S	50 % of children will report that they are turning in more completed homework assignments	61.1% reported that they were turning in more completed homework assignments	Yes	As reported by youth (age 10 and over) surveys
	60 % of children 10 and older will report that their self confidence has improved	68.4% reported that their confidence in speaking/performing in front of others had improved.	Yes	As reported by youth (age 10 and over) surveys

Program and Staff Strengths:

The Fruitvale after school program continues to show great success with serving their younger (5-9 years old) clients. In particular, over 80% of children reported that they enjoyed arts more and 90% reported that they were turning in more completed homework assignments. They are commended for their efforts to improve students' academic achievement and exposure to and appreciation for art.

Program and Staff Opportunities for Improvement:

As experienced with other after school programs, targeted outcomes fell short with their older children (10 years old and over). It is recommended that Fruitvale review their program design and examine how they are targeting program services to increase their older participants' understanding of other cultures, art forms and languages as well as their self-confidence to make the necessary adjustments that will improve results for next year.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per-hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$200,000	\$97,306	\$297,306	100%	100%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	100%		45%	55%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	84%	16%	0%	10%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	148%	28%	15%	10%	0%	
Multi Racial	Other	Level of Youth Developmental Assets				
6%	13%					
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	10%	0%	100%	0%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
0%	0%	0%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	71,698	71,707	100%	717,154	Rating -Excellent	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.79	\$4.15	\$2,000	\$2,973	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?		
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes		
	79%		96%		Rating -Excellent		
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes, just missed the parents goal on target changes in their child.	
	Asset development changes		68%	79%	75%		
	Grantee selected changes		77%	91%	91%		
	Academic changes		71%	55%	47%	Rating -Excellent	
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes	
	1.9 2.1		Increase	0.67	Good	Rating -Excellent	
How many customers did they survey?	RPRA Assessments		Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Yes
	150		157	105	412	Rating -Excellent	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
OYC - Fruitvale ASP	167	181	291	639

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Youth Survey)

- 44% Because of this program, my success at school (job/training) is better:
- 58% Because of this program, my understanding of who I am and what I can do is better:
- 61% Because of this program, my ability to communicate is better:
- 47% Because of this program, my ability to learn new things is better:
- 63% Because of this program, my ability to connect with adults is better:
- 59% Because of this program, my ability to work with others is better:
- 63% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Youth Survey)

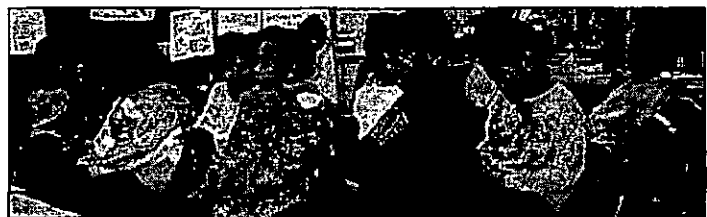
- 47% Because of this program, I do math or arithmetic better:
- 47% Because of this program, my reading skills are better:
- 61% Because of this program, I turn in completed homework assignments better:
- 58% Because of this program, my confidence in myself is better:
- 56% Because of this program, my interest in attending school is better:
- 78% Because of this program, my ability to express myself through art, dance, music, or acting is better:
- 56% Because of this program, I understand other cultures, art forms, and languages better:
- 68% Because of this program, my confidence in speaking and/or performing in front of others is better:

Youth Evaluator Comments:

By Camille French and Angelica Jackson

Oakland Youth Chorus in Fruitvale Elementary School is located at 3200 Boston Avenue in Oakland. The program offers enrichment and academic assistance to students enrolled in Fruitvale Elementary School and a few other select schools. On the day of the site visit, our group observed the African dance, drama, art, and baseball classes. We also saw the homework help session where the youth were being tutored and assisted with the day's homework. These programs were divided by grade level as well as by interest of the youth. One of the goals for this program is to provide every student with a fun and educational experience.

Overall, our group enjoyed the program. It seemed to be very structured and the staff to which we introduced ourselves seemed committed to the mission of the program. We believe that there should be more programs like this in Oakland where teachers and staff members are just as excited about the program as the youth participants.



SFSU – Havenscourt ASP

Project Description:

The Havenscourt Middle School community is engaged in a school redesign process intended to raise achievement and provide families choice. The Havenscourt community with local partners formed the Havenscourt Collaborative (HC). The HC is a comprehensive after-school program that provides: 1) youth empowerment, 2) academic enrichment, and 3) career preparation and career engagement. Services offered to youth include: digital media, technology skills development, computer game creation, robotics, dance, martial arts, violence prevention instruction, and intensive content-specific academic tutoring designed to complement the school day learning.

	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
E F F O R T	Deliver 95% of contracted services.	Delivered 87% of contracted service - 28,578 hours of direct service to Oakland's Children and Youth.	No	Performance goal was not met due to conflict with school day testing and event calendar as well as fewer homework help sessions than planned.
	Leverage OFCY funds by 25%.	Leveraged 53% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$80,139 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 49.8% of targeted changes.	No	Program missed its developmental asset-related targeted changes performance goal.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 48.1% of targeted changes.	No	Program missed goal in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Participating students with a history of at least one suspension, no less than 85% will demonstrate a decrease in suspension incidences.	100% of participating students with a history of at least one suspension demonstrated a decrease in suspension incidences.	Yes	As reported by individual class data.
	To increase confidence among participants in reaching career and/or college goals.	Parents of youth reported a satisfaction rate of 66.7% for desired goals	Yes	According to parent surveys.

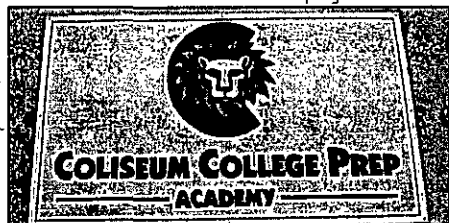


Program and Staff Strengths:

The Havenscourt Collaborative provides a unique opportunity for students to be exposed to and increase their skills with technology. The classes in the after school program enable youth to participate in the world around them by contributing directly to the artistic landscape through dance, music, and digital media.

Program and Staff Opportunities for Improvement:

The Havenscourt Collaborative experienced challenges this year with sustaining consistent student attendance; this negatively affected their planned schedule of activities. This was due, in part, to unanticipated changes to the regular school day calendar of activities. It is highly recommended that in planning for next year, the HC partners meet with school administrators to coordinate the after school program calendar with the regular school day calendar of activities to more accurately project student enrollment and attendance at after school program activities. Additionally, teachers identified challenges to providing services during the after school program, often related to school behavior. It is suggested that the HC partners work closely with school administrators to receive additional support with managing discipline and behavioral issues during the after school program.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$150,000	\$82,479	\$232,479	100%	101%	
Who are their children and youth customers?	# Unduplicated Customers		Male	Female	Unknown	Yes
	245		55%	45%	0%	
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	96%	5%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	30%	56%	4%	0%	0%	
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5		Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%		10%	10%	191%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%	0%			
	Planned Hours of Service		Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	
How much service did they deliver?	32,868	28,578	87%	117	Rating - Good	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	No, cost per hour more than planned.
	\$5.25	\$8.13	\$612	\$949	\$0	Rating - Good



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		No, miss youth goal of 70% or better.	
	68%		74%		Rating - Good	
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed youth goals for service productivity score.
	Asset development changes		50%	56%	79%	
	Grantee selected changes		48%	61%	82%	
	Academic changes		40%	50%	56%	Rating -Fair
Were services equally effective for all their customers?	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes
	1.4 1.1		Decrease	0.79	Good	Rating -Good
How many customers did they survey?	RPRAs		Parent Surveys	Staff Surveys	Total Surveys Collected	No, need to do more parent surveys. Rating -Fair
	Assessments	Youth Surveys	29	83	448	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OFCY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
SFSU - Havenscourt ASP	179	184	195	559

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

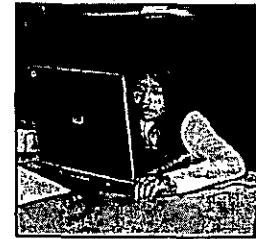
Targeted Youth Developmental Assets (Youth Survey)

- 51% Because of this program, my success at school (job/ training) is better:
- 54% Because of this program, my understanding of who I am and what I can do is better:
- 50% Because of this program, my ability to communicate is better:
- 62% Because of this program, my ability to learn new things better:
- 44% Because of this program, my ability to connect with adults is better:
- 54% Because of this program, my ability to work with others is better:
- 50% Because of this program, my ability to stay safe is better:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

- 38% Because of this program, I do math or arithmetic better:
- 42% Because of this program, my reading skills are better:
- 45% Because of this program, I turn in completed homework assignments better:
- 49% Because of this program, my confidence in myself is better:
- 55% Because of this program, my ability to produce good work at school is better:
- 50% Because of this program, my ability to express my opinions and myself creatively is better:
- 45% Because of this program, my sense of belonging to a creative team and sharing my ideas is better:



Youth Evaluator Comments:

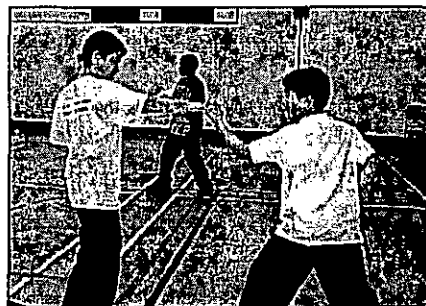
By Donovan Allen and Blanca Lopez

SFSU Coliseum College Prep is located at 1390 - 66th Avenue in Oakland. SFSU Coliseum College Prep is an after school program that provides services for students from three different schools: Root International Academy, Havenscourt Middle School, and Coliseum College Academy. They have students from 6th to 8th grades. This program operates Monday to Friday from 2:00 p.m. to 4:30 p.m. and has a variety of classes on Mondays and Wednesdays such as music, dance and hip-hop class. On Tuesdays and Thursdays they also have animation, martial arts and Destiny Arts and on Fridays they have project leader skills.

On the day of the site visit, we observed a class where they do animation and music. They work on different projects, like artwork connecting with animation. First they draw what ever they want on a piece of paper, after that they put it in the computer and make animation with it. We had the opportunity to see a video with different animation that they've been doing with the help of San Francisco State University and Youth Sounds.

Barrett Fox, Animation Producer Teacher, told us that the video we saw took them a lot of time. He also said that animation is creating reality and it makes the students value themselves and their skills.

This is a good program that keeps the kids out of violence and teaches them how to use the computer and make animation. It also gives them the opportunity to learn and do things that can help them in the future.



Spanish Speaking Citizens Foundation – Urban Arts ASP

Project Description:

Urban Arts at Calvin Simmons Middle School has offered after school enrichment activities at the campus since 1999. The program served three middle schools during the 2006-07 academic year at the Calvin Simmons site: Success Academy, Peralta Creek Middle School and Calvin Simmons Middle School. The program includes two general sessions of instruction: academic and enrichment. Among the activities conducted are sports and performing arts, which are popular with the students who are eager to learn and practice. The sports program has been aligned to follow the seasonal games provided by Oakland Parks and Recreation Division. Talent showcases are organized every eight weeks throughout the year and highlight what the students have been learning in their classes. The goal of the program is to provide academic support, increase self-esteem, provide arts education and train students in cooperative learning techniques in order to improve his/her academic performance and avoid violence. The program offers classes as varied as computers, salsa, low rider arts, graffiti, break dance, cooking, girls club, basketball and web page design to 100 youth per day. These classes have been taught by enthusiastic teachers, wishing to connect with students outside of the traditional 8-3 setting, as well as by community groups.

E F F E C T I V E R E S U L T S	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
	Deliver 85% of contracted services.	Delivered 131% of contracted service - 22,180 hours of direct service to Oakland's Children and Youth.	Yes	Exceeded this performance goal.
	Leverage OFCY funds by 25%.	Leveraged 107% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$80,139 to provide after school services.
	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 80.4% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 82.8% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
	Results come from the effort and effect of the whole community of Oakland.			
70% of youth will have 80% or better in school attendance in the 06-07 school year, as indicated on their report cards.	94% of youth participants had 80% or better in school attendance in the 06-07 school year.	Yes	Agency surpassed their goal by 24% and may want to consider changing their benchmarks	
70% of youth will report increased self-esteem or better knowledge of how to get the help they need.	89% of youth participants reported increased self-esteem or better knowledge of how to get the help they need	Yes	As reported in written youth surveys	

Program and Staff Strengths:

The program reports improved attendance among those students who regularly participate. Further, the program has provided much needed resources during a year of much transition as the campus entered its first year as three small schools.



The variety of programming provided engages youth based on their interests—the wide variety provides multiple avenues for student participation. The program has a consistent structure and staffing, providing an important element of consistency in the lives of these low-income youth and parents. The Talent Shows are a good strategy that incorporates youth development principles.

Program and Staff Opportunities for Improvement:

The program would be enhanced by utilizing youth development principles in designing academic support for students with the lowest skill levels and issues with acting-out. The present approach appears to be “more of the same” to which students have not responded during the day. Students engaged in skateboarding should be utilizing safety equipment including helmets and pads; this should not be optional as it ensures better safety for the students.

As the school reduces to two small schools, the programs should be closely coordinated with the principal or other school designee to build better communication with the teachers for more targeted academic support. The program should also consider augmenting the “work skills” development.

Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?	
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes	
	\$200,000	\$103,028	\$303,028	100%	100%		
Who are their children and youth customers?	# Unduplicated Customers					Yes	
		231					
			Male	Female	Unknown		
			63%	37%	0%		
		0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.		Unknown
		0%	0%	95%	5%		0%
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian		
	28%	59%	11%	1%	0%		
	Multi Racial	Other	Level of Youth Developmental Assets				
	0%	0%		LOW			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes	
	0%	0%	0%	100%	0%		
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service			
	0%	0%	0%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered		Hours of Service per Customer	No, missed planned units of service.	
	39,570	35,251	89%		153	Rating - Good	
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	No, missed planned cost per hour of \$7.66.	
	\$5.67	\$8.60	\$866	\$1,312	\$3,400	Rating - Good	



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If NO, why?		
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Yes		
	86%		88%		Rating -Excellent		
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	No, missed the goal for youth service productivity	
	Asset development changes		55%	79%	87%		
	Grantee selected changes		53%	77%	76%	Rating -Fair	
Were services equally effective for all their customers?	Academic changes		44%	75%	61%	Yes	
	Service Quality Score Fall 06 Spring 07		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Rating -Good	
	1.5 1.1		Decrease	0.71	Good		
How many customers did they survey?	RPRA Assessments		Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	No, need more parent surveys
	33		199	55	174	461	Rating -Fair

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed; let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
Spanish Speaking Citizens' Foundation ASP	197	189	217	603

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Child Survey)

49% This program makes my school work better:

55% This program helps me get along with adults better:

76% This program helps me learn new things better:

64% This program helps me stay safe better:

64% This program helps me get along with other kids better:

69% This program makes me feel better about myself:



Targeted Program Skills, Knowledge, Attitudes and Behaviors (Child Survey)

50% This program helps me do my math and arithmetic better:

48% This program helps me read better:

51% This program gets me to turn in my homework better:

57% This program helps me understand my homework better:

60% This program helps me create things for my projects better:

61% This program makes me do physical activities like sports or dancing better:



Youth Evaluator Comments:

By Donovan Allen, Loretta Henry, Blanca Lopez, Roabel Medhanie and Christopher Williams

Spanish Speaking Citizen Foundation - Urban Arts is a program located on the campus of Calvin Simmons Middle School, 2101 - 35th Avenue, and is divided into 3 smaller schools. The program is available to the students of all three schools and gives the youth time to spend with friends they don't see during the school day. The program offers enrichment classes, a new comer class for the youth whose second language is English and homework help. The program is divided into two sessions; A and B, and at 4:30 p.m. the youth go into the second session. The program runs everyday after school until 6:00 p.m. and serves 75 to 100 youth each day.

There are a variety of different activities at the program, but one sticks out in particular. The creative writing/ spoken word class is where the youth have to use their minds and express it on a sheet of paper, then they recite it to the class. The youth at this program have a lot of fun and when we asked Karla Colato, 11, if she would change anything she responded, "I love the program." Later, when interviewing Hector, 12, he said in the beginning of the year he was failing school, but after coming to the program his grade point average rose to a 4.0. He also said that if he were not in the program he would be doing no good.

Mia Enriquez, the after school site coordinator, works with all three schools and said that the main obstacle is coordinating one program for all three schools on the campus. When she was asked why the program should be funded, she answered, "A lot of the students wouldn't have a place to go."

Overall, the program helps the youth by keeping them off the streets, and by giving them fun activities but also helping them to complete their schoolwork.



YMCA - Explore ASP

Project Description:

The YMCA Exploration Extended-Day program is an after school enrichment program in operation since 1999. The object of the program is to provide academic support, increase self-esteem, provide arts education and train students in cooperative learning techniques in order to improve his/her academic performance and avoid violence. The program offers classes as varied as computers, salsa, low rider arts, graffiti, break dance, cooking, girls club, basketball and web page design to 100 youth per day. These classes have been taught by enthusiastic teachers, wishing to connect with students outside of the traditional 8AM to 3PM setting, as well as by community groups.

E F F O R T	GOALS	ACTUAL PERFORMANCE	GOAL MET	EVALUATOR'S COMMENT
		Deliver 95% of contracted services.	Delivered 100% of contracted service - 72,175 hours of direct service to Oakland's Children and Youth.	Yes
	Leverage OFCY funds by 25%.	Leveraged 34% of OFCY funds.	Yes	Leveraged their OFCY grantee with \$67,750 to provide after school services.
E F F E C T	Achieve 60% of targeted changes for development of child and youth developmental assets because of services funded by OFCY.	Achieved 67.7% of targeted changes.	Yes	Program staff have been successful in incorporating youth developmental asset-building features to activities.
	Achieve 60% of targeted changes for new skills, knowledge, and other selected behavioral changes because of services funded by OFCY.	Achieved 76.1% of targeted changes.	Yes	Program was very successful in producing program-specific targeted changes in their youth.
Results come from the effort and effect of the whole community of Oakland.				
R E S U L T S	Students will indicate an increased connectedness to adults and/or peers	Youth reported a 79.8% increase of connectedness to adults and/or peers	Yes	According to youth surveys
	70% of students increase homework completion and quality	Parents reported an increase of homework completion by 83.3%	Yes	Agency met goal

Program and Staff Strengths

The Exploration Extended Day program has had a successful year with their homework assistance activity due to the structure and incentives they placed during the last quarter. It was so successful that the program collaborated with Youth Employment Partnership and the Scotland Center for additional homework assistants because of the increase in student participation.

Program and Staff Opportunities for Improvement:

It is recommended that the extended day program work to build relationships with the school day teachers to increase their support with homework and classroom discipline. It is also recommended that in their efforts to increase parent/guardian communication and support that the program host a parent and student program orientation where staff outline program expectations and behavior guidelines to set the tone for the year. Expectations such as pride in the program and respect for self and others can be established from the on-set.



Effort

Indicators used to describe a grantees effort include: (1) what services were provided with the OFCY grant; (2) how much matching funds were leveraged; (3) and what activities and strategies were conducted. The main output of this analysis is the cost per hour of service. Cost per hour of service is calculated by dividing the amount of funding by the amount of services delivered to children and youth in Oakland.

EFFORT						Goals Achieved? If NO, why?
What did OFCY spend on their services?	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Yes
	\$199,289	\$91,500	\$290,789	100%	109%	
Who are their children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes
	272	150%	150%	10%		
	0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
	0%	0%	96%	4%	0%	
	African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
	73%	19%	5%	0%	1%	
Multi Racial	Other	Level of Youth Developmental Assets				
	10%	2%	LOW			
What activities and service strategies did they conduct by Strategic Priority Areas?	Services for Children Special Needs 0 to 5	Parent Child Learning 0 to 5	Compre. After School Program 6 to 10	Compre. After School Program 11 to 14	Summer Enrichment	Yes
	0%	10%	0%	100%	0%	
	Career & College Readiness 15-20	Youth Leadership 15 to 20	Physical & Behavior Health All Ages	Note: Percentage of Hours of Service		
	0%	0%				
How much service did they deliver?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer		Yes
	72,143	72,175	100%	265		Rating -Excellent
How much did the service cost to deliver?	Actual Cost per Hour OFCY Funds	Actual Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Youth Stipends and Grants	Yes
	\$2.76	\$4.03	\$733	\$1,069	\$0	Rating -Excellent



Effect

The OFCY Evaluation System measures the effectiveness of funded services by surveying the youth customers, their parents and program staff. The surveys ask questions about customer satisfaction and how effective the services were in producing changes for the better in specific skills, knowledge, attitudes and behaviors.

EFFECT					Goals Achieved? If No, why?	
Were youth and parent customers satisfied with their services?	Average Satisfaction of Children & Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		No, missed the goal of 70% youth satisfaction. Rating - Good	
	55%		80%			
Were services effective in producing change for the better for their customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report of Changes	Parent Report on their Child	Staff Report on Client	Yes Rating -Excellent
	Asset development changes		68%	76%	83%	
	Grantee selected changes		76%	75%	88%	
	Academic changes		65%	87%	68%	
Were services equally effective for all their customers?	Service Quality Score		Change in Service Quality	Reliability of Grantee Questions	Level of Reliability	Yes Rating -Excellent
	Fall 06	Spring 07				
	1.1	1.7	Increase	0.88	Good	
How many customers did they survey?	RPRA Assessments		Parent Surveys	Staff Surveys	Total Surveys Collected	No Rating -Excellent
	168	223	86	258	735	

Service Performance Index (SPI) Score

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. The following table lists the measures and summarizes how it was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved.

Overall scores of 600 or more signify good performance overall. Perfect scores are not expected, since there is always room for improvement!

OF CY Grantee Funded Program	Approach	Deployment	Results	Service Performance Index
YMCA of the East Bay - Explore ASP	206	183	261	650

Initial Outcomes and Results

Youth customers were asked questions for youth developmental assets and questions related to targeted skills, knowledge, attitudes and behaviors (determined by grantee). For each of these variables a quantitative score was given. The score is the percent of targeted changes achieved minus the percent of targeted changes missed. The score could range from -100% (worse) to 0% (same) to +100% (for better). Indicated below is the percentage of youth surveyed that indicated they changed for the better because of the services provided by the grantee. Each question began with: "Because of this program..."

Targeted Youth Developmental Assets (Youth Survey)

- 83% Because of this program, my success at school/job/training is better:
- 73% Because of this program, my understanding of who I am and what I can do is better:
- 78% Because of this program, my ability to communicate is better:
- 70% Because of this program, my ability to learn new things is better:
- 75% Because of this program, my ability to connect with adults is better:
- 79% Because of this program, my ability to work with others is better:
- 67% Because of this program, my ability to stay safe is better:

Targeted Program Skills, Knowledge, Attitudes and Behaviors (Youth Survey)

- 72% Because of this program, I do math or arithmetic better:
- 70% Because of this program, my reading skills are better:
- 84% Because of this program, I turn in completed homework assignments better:
- 71% Because of this program, my confidence in myself is better:
- 67% Because of this program, I work better to improve at things that are difficult:
- 89% Because of this program, my fitness level and overall health and awareness are better:
- 88% Because of this program, my leadership skills are better:
- 79% Because of this program, my ability to express myself creatively is better:



Youth Evaluator Comments:

By MaryRose Bognot, Romeka Hall, Malcolm Hoyle, Blanca Lopez and Julie Nguyen

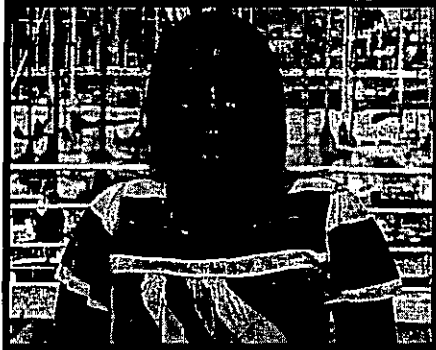
Explore College Preparatory is located at 3550 - 64th Avenue is an extended after school program lead by YMCA. Other service providers include Girls Inc. and Destiny Arts, football, martial arts, gardening and leadership. The football class has three teams: Tigers, Lions, and Hitters. Each team has its own cheer leading squad. The 6th and 7th grades are required to attend the extended day program and the 8th grade has the choice to attend or not.

On the day of our site visit we visited the drama class, offered by Opera Piccola. Students were performing monologues as well as playing various theatrical games such as: Zip Zap Zop, Boss Game and Complete the Image. The football teams were practicing for the next game and playing three flags up. We did a group interview and the kids said that they liked the program a lot because they can express how they feel. The only thing that they would like to change is offering the classes for more time. Maya Grants, the drama teacher, says that all the classes start and stop in a circle and this builds teamwork.

Overall, this is a good program because it gives kids the opportunity to express themselves and it gives them positive things to do after school.

OFCY Youth Evaluation Team FY 2006-2007

COACHES



Tanya Maria Riddle



Rachel Camacho



Maria Elena Riddle

YOUTH COACH



Antoinette Lane

OFCY Youth Evaluation Team

FY 2006-2007

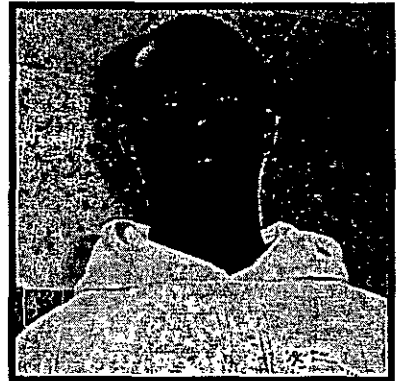
YOUTH EVALUATORS



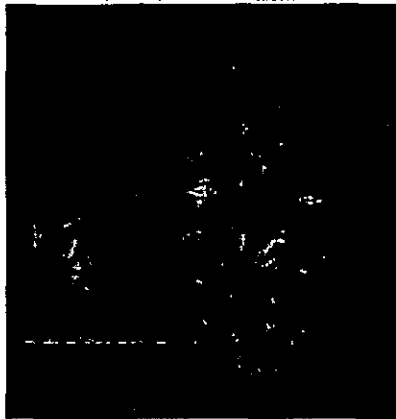
Donovan Allen



MaryRose Bognot



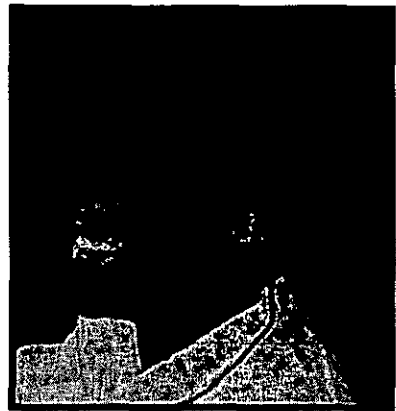
Christopher Williams



El-Iza El Henson



Camille French



Romeka Hall



Anjelica Jackson



Blanca Lopez



Julian Okiweli

OFCY Youth Evaluation Team

FY 2006-2007

YOUTH EVALUATORS



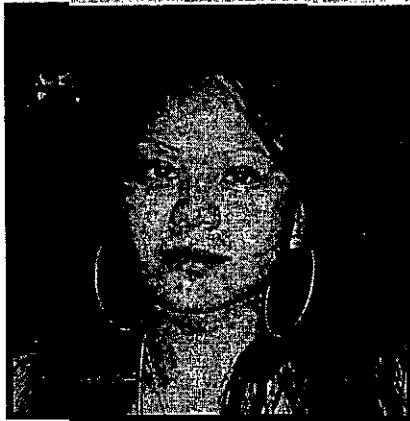
Roabel Medhanie



Malcom Hoyle



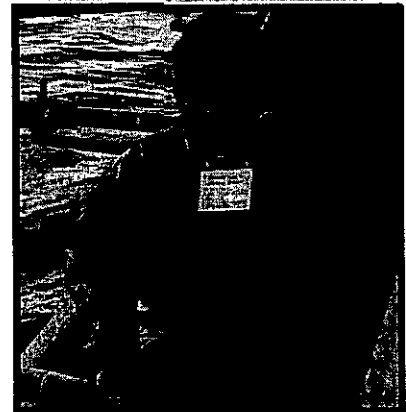
Viviana Ramos



Julie Nguyen



Brenda Dueñas



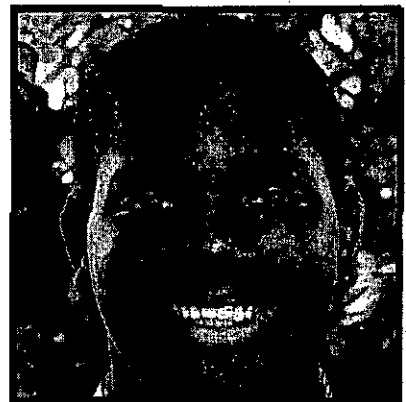
Marco Zarate



Nick Gordon



Loretha Henry

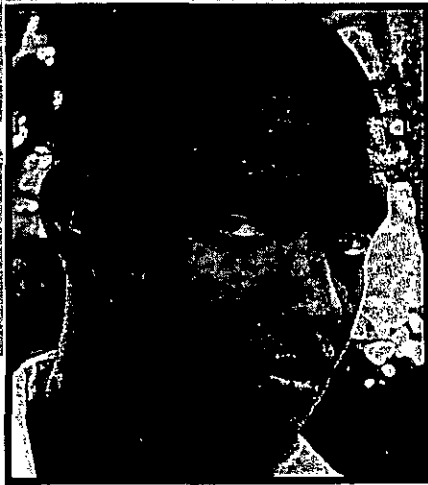


Kameron Gordon

OFCY Youth Evaluation Team

FY 2006-2007

YOUTH EVALUATORS



Marc Bland



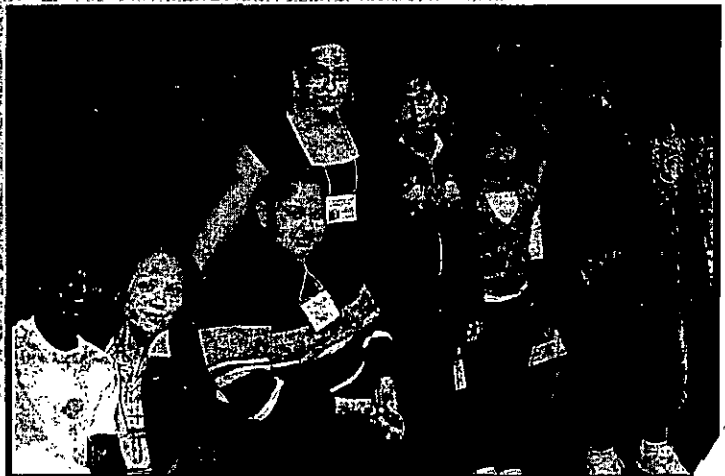
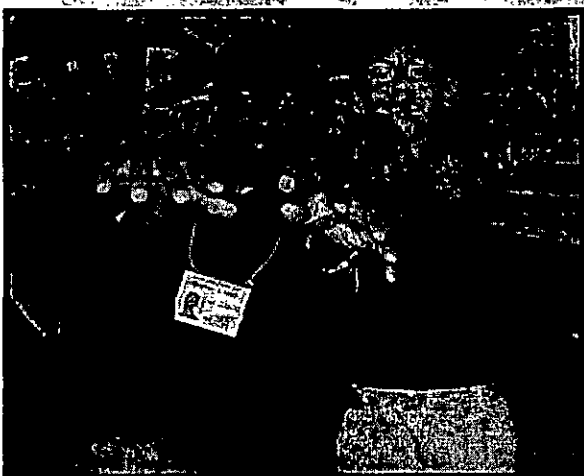
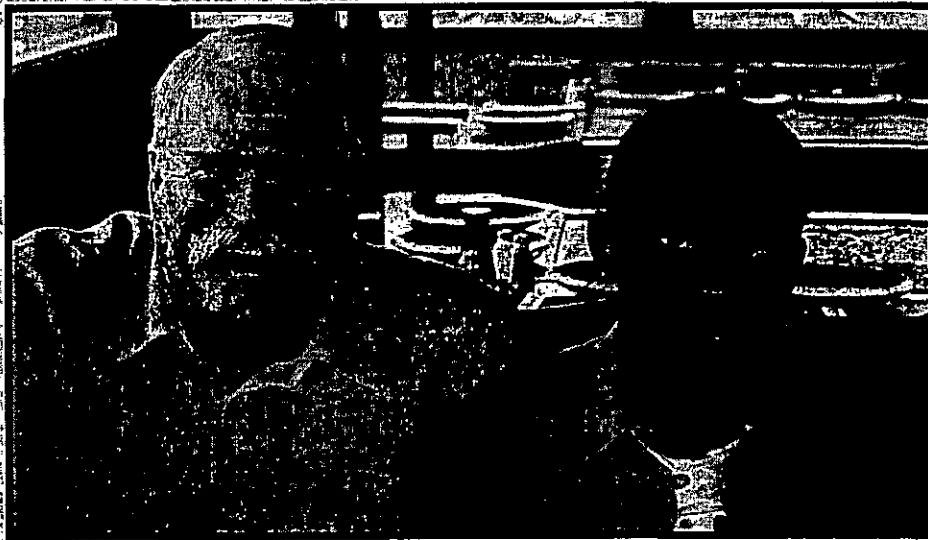
Pablo Hernandez



OFCY Youth Evaluators

OFCY Youth Evaluation Team

FY 2006-2007



ATTACHMENT E: Overview of Schools Served by City Council District

	District 1	District 2	District 3	District 4	District 5	District 6	District 7
Elementary (55)	Civic Corps	Bella Vista	Hoover	Allendale	Glenvlew	Burkhautler	Brookfield Village
	Emerson	Cleveland	Lafayette	Fruitvale	Global Family @ Jefferson	Carl B. Munck	Grass Valley
	Peralta	Franklin	Martin Luther King, Jr.	Horace Mann	Lazaer	Community United @ Lockwood*	Howard
	Piedmont	Garfield	Prep Literacy Academy of Cultural Excellence (Place)*	Laurel	Learning Without Limits @ Jefferson	East Oakland Pride @ Webster*	Sobrante Park
	Sankofa	La Escuellita		Maxwell Park	Think College Now	Futures School @ Lockwood	Thurgood Marshall
	Santa Fe	Lakeview		Sequoia	International Community School	Greenleaf @ Whittler*	Acorn Woodland*
		Lincoln			Manzanita SEED	Markham	EnCompass After School Program*
		Lighthouse Charter School			Manzanita Community School	Parker	Rise @ Highland*
					ASCEND – Peace Council	Whittler	New Highland*
					Hawthorne Family Resource Center	Bridges Academy @ Melrose*	Esperanza @ Stone
Middle (18)	Claremont	Roosevelt	Cole	Bret Harte	Edna Brewer	Explore	James Madison
			West Oakland Middle @ Lowell*		Urban Promise Academy*	Frick	Alliance @ Elmhurst*
			Westlake		Peralta Creek @ Simmons*	Melrose Leadership Academy @ Sherman*	Elmhurst Community Prep @ Elmhurst*
					United for Success @ Simmons*	Roots International @ Havenscourt*	
						Coliseum College Prep @ Havenscourt*	

FILED
OFFICE OF THE CITY CLERK
OAKLAND

2008 MAY 29 PM 7:55

Approved as to Form and Legality

D. Bialosky
City Attorney

OAKLAND CITY COUNCIL

RESOLUTION No. _____ C.M.S.

RESOLUTION APPROPRIATING AND ALLOCATING \$695,275 IN INTEREST INCOME EARNED TO THE OAKLAND FUND FOR CHILDREN AND YOUTH; APPROPRIATING AND ALLOCATING \$2,060,973 FROM FUND BALANCE IN KIDS FIRST! CHILDREN'S FUND (1780); AND AUTHORIZING THE CITY ADMINISTRATOR TO NEGOTIATE AND EXECUTE GRANT AGREEMENTS BETWEEN THE CITY OF OAKLAND AND VARIOUS NON-PROFIT AND PUBLIC AGENCIES TO PROVIDE DIRECT SERVICES FOR CHILDREN AND YOUTH FOR FISCAL YEAR 2008-2009 IN AN AMOUNT NOT TO EXCEED \$12,830,415

WHEREAS, Measure K/Kids First! Initiative established the Oakland Fund for Children and Youth ("OFCY") to help young people grow to become healthy, productive, and honorable adults; and

WHEREAS, the Planning and Oversight Committee ("POC") created by Charter Amendment in 1996, provides oversight and direction for the OFCY planning and funding review process; and

WHEREAS, the revenue appropriation for FY08/09 to the Kids First! Oakland Children's Fund (Fund 1780) is approved in the FY2007-2009 Adopted Budget and 92% of the appropriation will be available for grants as specified in the Measure K Kids First! Amendment; and

WHEREAS, any interest earned and amounts unspent or uncommitted by the fund at the end of any fiscal year are to be made available for future grants as specified in the Measure K/Kids First! Charter Amendment; and

WHEREAS, interest income earned from March 1, 2006 to February 28, 2007 totaled \$342,568, of which 5% (\$17,128) is available for administration; 3% (\$10,277) is available for evaluation, and 92% (\$315,163) is available for grants according to the terms of Measure K/Kids First Charter Amendment; and

WHEREAS, interest income earned from March 1, 2007 to February 28, 2008 totaled \$352,707, of which 5% (\$17,635) is available for administration; 3% (\$10,581) is available for evaluation, and 92% (\$324,490) is available for grants according to the terms of Measure K/Kids First Charter Amendment; and

WHEREAS, the City Council wishes to appropriate the interest income of \$695,275, and to allocate the specified portion of said funds to 1) respondents to the November 2007 Request for Proposals for direct services for children and youth in FY08/09, 2) administration, and 3) evaluation, according to the terms of Measure K/Kids First! Charter Amendment; and

WHEREAS, prior interest and revenue appropriations for services that are now completed has resulted in an unspent project balance of \$2,066,496 in Kids First! Oakland Children's Fund (1780) from projects OFCY FY02-03 Grants Contracts (P157730), OFCY Contracts FY0304 (P224730), OFCY Contracts FY0405 (P226530), and these funds are available for allocation to grants; and

WHEREAS, the City Council approved the extension of the Kids First! legislation for an additional 12 years beginning in 2009 and ending in 2021, and extending the terms of the Kids First! Charter amendment including the term requiring that all unspent revenues in the Kids First! Children's Fund be made available for grants in future years;

WHEREAS, there is sufficient funds available in fund balance of the Kids First! Children's Fund (1780) as the result of interest earnings, and other un-appropriated revenues to appropriate \$2,060,973 from the Kids First! Oakland Children's Fund (1780) for grants in future years beginning in FY09-10; and

WHEREAS, the Request for Proposals from private non-profit and public entities to provide services for the period of July 1, 2008 through June 30, 2009 was released in November, 2007; and

WHEREAS, OFCY staff and trained reviewers have evaluated 196 proposals for the Oakland Fund for Children and Youth in accordance with the criteria in the Request for Proposals; and

WHEREAS, in October 2005, the City Council approved the third OFCY Strategic Plan with five priority areas: 1) Early Childhood, 2) Comprehensive After School Programs, 3) Youth Leadership and Career and College Readiness, and 4) Physical and Behavioral Health; and 5) Summer programs; and

WHEREAS, the POC has complied with the goals, objectives and service priorities in the Strategic Plan; and

WHEREAS, the POC recommends the following 123 agencies for funding in the amounts specified below:

OFCY 2008-2009 FUNDING RECOMMENDATIONS

Early Childhood Programs: Children At Risk of Developmental Delays

	Organization/Agency Name	Project Title	OFCY Award Amount
1	Children's Hospital and Research Center	Development Playgroups Programs	\$200,000
2	Family Paths Inc.	The Oakland Early Childhood Mental Health Collaborative	\$200,000
3	The Link To Children (TLC)	Early Childhood Mental Health Services for High Risk Children 0-5 Years Of Age	\$74,920
			\$474,920

Early Childhood Programs: Parent/Child Learning Opportunities

	Organization/Agency Name	Project Title	OFCY Award Amount
4	Bring Me A Book Foundation	Oakland Early Learning Collaborative	\$175,000
5	City Of Oakland - Office of Parks and Recreation	SandBoxes to Community Empowerment	\$175,000
6	City of Oakland Department of Human Services	San Antonio Even Start Family Literacy Program	\$150,000
7	East Bay Agency for Children	Hawthorne Family Resource Center - Parent Child Education and Support Program	\$125,000
8	Jump Start For Young Children Inc.	Jump Start Oakland	\$60,000
9	Museum Of Children's Art (MOCHA)	Little Studio Regency Program	\$200,000
			\$885,000

After School Programs - School-Based

	Organization/Agency Name	Project Title	OFCY Award Amount
10	Aspiranet	Elementary EnCompass	\$72,750
11	Aspiranet	Elementary - Grass Valley	\$95,000
12	Aspiranet	Elementary - East Oakland Pride - Webster	\$72,750
13	Aspiranet	Elementary - Rise	\$72,750
14	Aspiranet	Elementary - Piedmont Avenue	\$95,000
15	Aspiranet	Elementary - Peralta	\$72,750
16	Aspiranet	Elementary International Community School	\$65,000
17	Aspiranet	Middle - Melrose Leadership Academy	\$95,000
18	Aspiranet	Elementary Think College Now	\$65,000
19	Aspiranet	Elementary Carl B. Munck	\$95,000
20	Aspiranet	Elementary - Howard	\$72,750
21	Bay Area Community Resources	Elementary Learning Without Limits	\$65,000
22	Bay Area Community Resources	Elementary Jefferson/ Global Family	\$65,000
23	Bay Area Community Resources	Middle School - Claremont	\$112,500
24	Bay Area Community Resources	Elementary - Hoover	\$112,500
25	Bay Area Community Resources	Elementary - Community United	\$72,750
26	Bay Area Community Resources	Elementary - Sankofa	\$72,750
27	Bay Area Community Resources	Elementary School - Emerson	\$95,000
28	Bay Area Community Resources	Middle School - Madison	\$112,500
29	Bay Area Community Resources	Elementary - Greenleaf	\$65,000
30	Bay Area Community Resources	Elementary - Markham	\$95,000
31	Bay Area Community Resources	Elementary - Whittier	\$65,000
32	Bay Area Community Resources	Elementary - Santa Fe	\$112,500
33	Bay Area Community Resources	Elementary - Esperanza/ Stonehurst	\$65,000
34	Bay Area Community Resources	Elementary - Prep Literacy Academy Of Cultural Excellence (Prescott)	\$95,000
35	Bay Area Community Resources	Elementary - Lockwood Future	\$72,750
36	Bay Area Community Resources	Elementary - Martin Luther King Jr.	\$95,000
37	Bay Area Community Resources	Elementary - Lafayette	\$72,750
38	Bay Area Community Resources	Elementary - Bridges Academy	\$95,000
39	Bay Area Community Resources	Middle School - Bret Harte	\$125,000

40	Bay Area Community Resources	Elementary - Glenview	\$72,750
41	Bay Area Community Resources	Elementary - Korematsu	\$65,000
42	Civicorps	Civicorps	\$95,000
43	East Bay Agency for Children	Elementary - Sequoia	\$72,750
44	East Bay Agency For Children	Hawthorne Family Resource Center	\$100,000
45	East Bay Asian Youth Center	Middle Roosevelt	\$135,000
46	East Bay Asian Youth Center	Elementary - Franklin	\$112,500
47	East Bay Asian Youth Center	Elementary - La Escuelita	\$95,000
48	East Bay Asian Youth Center	Elementary - Bella Vista	\$112,500
49	East Bay Asian Youth Center	Elementary - Garfield	\$112,500
50	East Bay Asian Youth Center	Elementary - Manzanita Community School	\$112,500
51	Girls Incorporated Of Alameda County	Elementary - Parker	\$95,000
52	Higher Ground Neighborhood Development	Elementary - Sobrante Park	\$95,000
53	Higher Ground Neighborhood Development	Elementary - New Highland	\$72,750
54	Higher Ground Neighborhood Development	Elementary- Brookfield Village	\$95,000
55	Higher Ground Neighborhood Development	Elementary- Allendale	\$95,000
56	Learning For Life	Elementary - Horace Mann	\$95,000
57	Learning For Life	Elementary Burkhalter	\$72,750
58	Lighthouse Community Charter School	Elementary Charter Lighthouse Community	\$112,500
59	Oakland Asian Students Education Services	Middle School - Westlake	\$135,000
60	Oakland Asian Students Education Services	Elementary - Cleveland	\$72,750
61	Oakland Asian Students Education Services	Elementary - Lincoln	\$112,500
62	Oakland Leaf	Middle Urban Promise Academy	\$112,500
63	Oakland Leaf	Elementary - ASEND - Peace Council	\$112,500
64	Oakland Unified School District	Elementary - Laurel	\$112,500
65	Oakland Unified School District	Elementary Manzanita Seed	\$95,000
66	Oakland Youth Chorus	Elementary - Acorn Woodland	\$95,000
67	Oakland Youth Chorus	Elementary - Fruitvale	\$95,000
68	OUSD - Lakeview Elementary School	Elementary - Lakeview	\$95,000
69	OUSD Alliance Middle School	Middle Alliance Middle School	\$95,000
70	OUSD Elmhurst Community Prep	Middle- Elmhurst Community Prep	\$95,000
71	OUSD Maxwell Park Elementary School	Elementary -Maxwell Park	\$95,000
72	OUSD Thurgood Marshall Elementary School	Elementary - Thurgood Marshall	\$72,750
73	OUSD West Oakland Middle School	Middle School - West Oakland	\$75,000
74	Safe Passages	Middle - Roots International	\$72,750
75	Safe Passages	Middle Frick School	\$95,000
76	Safe Passages	Middle - CCPA	\$72,750
77	Safe Passages	Middle School - Edna Brewer	\$112,500
78	Safe Passages	Middle - United for Success	\$95,000
79	Spanish Speaking Citizen's Foundation	Elementary - Lazear School	\$72,750
80	Spanish Speaking Citizen's Foundation	Middle School - Peralta	\$95,000
81	Urban Services YMCA Of The East Bay	Middle School - Cole	\$50,000
82	Urban Services YMCA Of The East Bay	Middle School - Explore	\$95,000

\$6,589,500

After School Programs - Community-Based

	Organization/Agency Name	Project Title	OFCY Award Amount
83	Ala Costa Centers	Ala Costa Centers Program Expansion	\$112,500
84	Camp Fire USA, Oakland East Bay Council	Kids With Dreams	\$75,000
85	East Oakland Boxing Association	Smart Moves Education and Enrichment Program	\$100,000
86	East Oakland Youth Development Center	EOYDC Community After School Program	\$75,000
87	Oakland Parks and Recreation	Oakland Discovery Centers	\$157,000
88	Oakland Parks and Recreation	Inclusion Center	\$103,501
89	The American Indian Child Resource Center	Nurturing Native Pride	\$97,489
			\$720,490

Physical and Behavioral Health Programs

	Organization/Agency Name	Project Title	OFCY Award Amount
90	AIDS Project Of The East Bay	LGBT Youth Health And Wellness Conductors Project	\$175,000
91	America SCORES Bay Area	Oakland Scores	\$150,755
92	American Lung Association Of California	Oakland Kicks Asthma	\$40,080
93	Bay Area Outreach & Recreational Program	Sports and Recreation For Disabled Youth	\$48,000
94	Big Brothers Big Sisters Of The Bay Area	Community Based Youth Mentoring Services	\$103,348
95	First Place For Youth	Healthy Transition Project	\$150,000
96	La Clinica De La Raza, Inc.	Teens and Tots Program	\$100,000
97	Native American Health Center Inc.	Indigenous Youth Voices	\$150,000
98	Oakland International High school	Refugee and Immigrant Wellness Project	\$85,944
99	OBUGS	Planting A Future	\$100,000
100	Project Re-Connect	Project Re-Connect	\$150,000
101	Sports4Kids	Sports4Kids After School Program	\$135,000
102	Through the Looking Glass	Service to Children with Disability Issues	\$75,000
103	Unity Council	Neighborhoods Sports Initiative	\$100,000
			\$1,563,127

Youth Leadership Programs

	Organization/Agency Name	Project Title	OFCY Award Amount
119	Alameda County Health Care Services Agency	Young Men In Leadership Project (YMILP)	\$150,000
120	Alternatives In Action	(HPOP) Home Project Oakland Program	\$90,573
121	Asian Community Mental Health Services	Asian Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	\$200,000
122	East Bay Asian Youth Center	Wild Cats Wellness Center	\$175,000
123	Family Violence Law Center	RAP (Relationship Abuse Program)	\$90,000
124	Leadership Excellence	Youth Leadership Program	\$175,000
125	Oakland Kids First	Real Hard	\$100,000
126	Youth Alive	Teens On Target Prevention	\$150,000
127	Youth Together	Building Leadership, Building Community	\$175,000
128	Youth UpRising	Youth Grants 4Youth Action	\$175,000

\$1,480,573

Career and College Readiness Programs

	Organization/Agency Name	Project Title	OFCY Award Amount
129	Alameda County Medical Center	Model Neighborhood Program	\$150,000
130	Alameda Family Services	Dream Catcher	\$150,000
131	Centro Legal De La Raza	Youth Law Academy	\$42,000
132	East Side Arts Alliance	ESAA Youth Arts Program	\$150,000
133	Girls Incorporated Of Alameda County	Eureka Teen Achievement Internship Program	\$45,000
134	Next Step Learning Center	Success At Seventeen Plus	\$79,805
135	Oakland Asian Students Education Services	Oases Soar New Immigrant Services	\$50,000
136	Opera Piccola	Artgate Advance	\$150,000
137	Spanish Speaking Citizen's Foundation	Youth Leadership, Academic and Career Collaborative (YLACC)	\$150,000
138	The Youth Employment Partnership, Inc.	Career Try-Out	\$150,000

\$1,116,805

TOTAL AMOUNT FY 2008-2009 \$12,830,415

Now, therefore, be it

RESOLVED: That the City Council hereby appropriates \$695,275 in interest earned and allocates \$639,653 in interest income to Fund 1780 Org. 78251 for grants for direct services to children and youth and \$55,621 to Kids First! Children's Fund (1780) Department of Human Services Organization (78251) for administration and evaluation of the Oakland Fund for Children and Youth, and revenues will be increased by these same amounts to the same fund and organization numbers; and, be it

FURTHER RESOLVED: That the City Council approves the allocation of unspent monies from prior years in the amount of \$2,066,496 from Kids First! Oakland Children's Fund (1780), from projects OFCY Grants FY0203 (P157730), OFCY Contracts FY0304 (P224730), OFCY Contracts FY0405 (P226530) for OFCY grants for FY08-09; and, be it

FURTHER RESOLVED: That the City Administrator is authorized to appropriate \$2,066,496 from balance within the Kids First! Oakland Children's Fund (1780), Department of Human Services Organization (78251), and a project number be created for these funds; and, be it

FURTHER RESOLVED: That the City Administrator is authorized to execute agreements with the aforementioned 123 service providers in the amounts specified above for a total amount not to exceed \$12,830,415 for FY 08/09, and is authorized to conduct all negotiations, execute and submit all documents, including but not limited to applications, agreements, amendments, modifications, payment requests, and related actions which may be necessary in accordance with the basic purpose of this resolution without returning to City Council; and, be it

FURTHER RESOLVED: That said agreement(s) shall be approved as to form and legality by the Office of the City Attorney and placed on file in the Office of the City Clerk.

IN COUNCIL, OAKLAND, CALIFORNIA, _____, 20____

PASSED BY THE FOLLOWING VOTE:

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

NOES-

ABSENT-

ABSTENTION-

ATTEST: _____

LATONDA SIMMONS
Interim City Clerk and Clerk of the Council
of the City of Oakland, California