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OAKLAND

AGENDA REPORT

2015 APR 30 PM 3:13

TO: JOHN A. FLORES
INTERIM CITY ADMINISTRATOR

FROM: Sara Bedford

SUBJECT: OFCY Evaluation Report FY 2013-2014

DATE: April 28, 2015

City Administrator
Approval

Date

4/30/15

COUNCIL DISTRICT: City-Wide

RECOMMENDATION

Staff recommends that the City Council adopt:

A Resolution Adopting The Oakland Fund For Children And Youth (OFCY) Final Evaluation Reports For 2013-2014

OUTCOME

The Planning and Oversight Committee's (POC) submission and Council adoption of the annual evaluation reports is required by the (Kids First! Amendment). The individual program evaluation findings reported in the evaluation reports are considered in the selection or renewal of individual grant programs the following year.

EXECUTIVE SUMMARY

Staff recommends that the City Council accept a resolution adopting the OFCY final evaluation reports for 2013-2014 as submitted by the OFCY POC and required by the Oakland City Charter Section 1305.4 (Kids First! Amendment). The reports were adopted by the POC on February 4, 2015 and provide findings on the quality of programs and outcomes achieved of 127 programs supported by OFCY grants during the 2013-2014 funding year.

OFCY contracts with the firm Public Profit, an Oakland-based independent evaluation group, to conduct the third-party evaluation of OFCY programs. Public Profit is also funded by Oakland Unified School District (OUSD) After School Program Office to jointly evaluate school-based after school programs citywide. Attached are the two evaluation reports prepared by Public Profit to evaluate OFCY-funded programs in 2013-2014:

- The *OFCY Grantee Evaluation Report 2013-2014 (Attachment A)* provides evaluation information on all 127 OFCY funded children and youth service programs.

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The *Oakland School-Based After School Programs Evaluation 2013-14 Findings Report (Attachment B)* provides a more in-depth evaluation of the 62 OFCY afterschool programs operating at public school sites and jointly funded by OUSD.

BACKGROUND/LEGISLATIVE HISTORY

OFCY was established in 1996, when Oakland voters passed the Kids First! Initiative as an amendment to the City Charter to set money aside for programs and services benefiting children and youth not older than 21 years of age, to help them grow to become healthy, productive, and honorable adults. Measure D reauthorized funding for the Oakland Fund for Children and Youth for an additional 12 years (2010-2021). The City now sets aside 3 percent of the City's unrestricted General Fund for OFCY grants to non-profits and public agencies.

The provision of the Oakland City Charter (Oakland City Charter Section 1305.4) which establishes OFCY requires an annual independent evaluation of OFCY programs. The grant programs included in this evaluation were approved for OFCY funding by the City Council on June 18, 2013 for three program years beginning in fiscal year 2013-2014, subject to the annual renewal recommendation by the POC and approval by the Council.

ANALYSIS

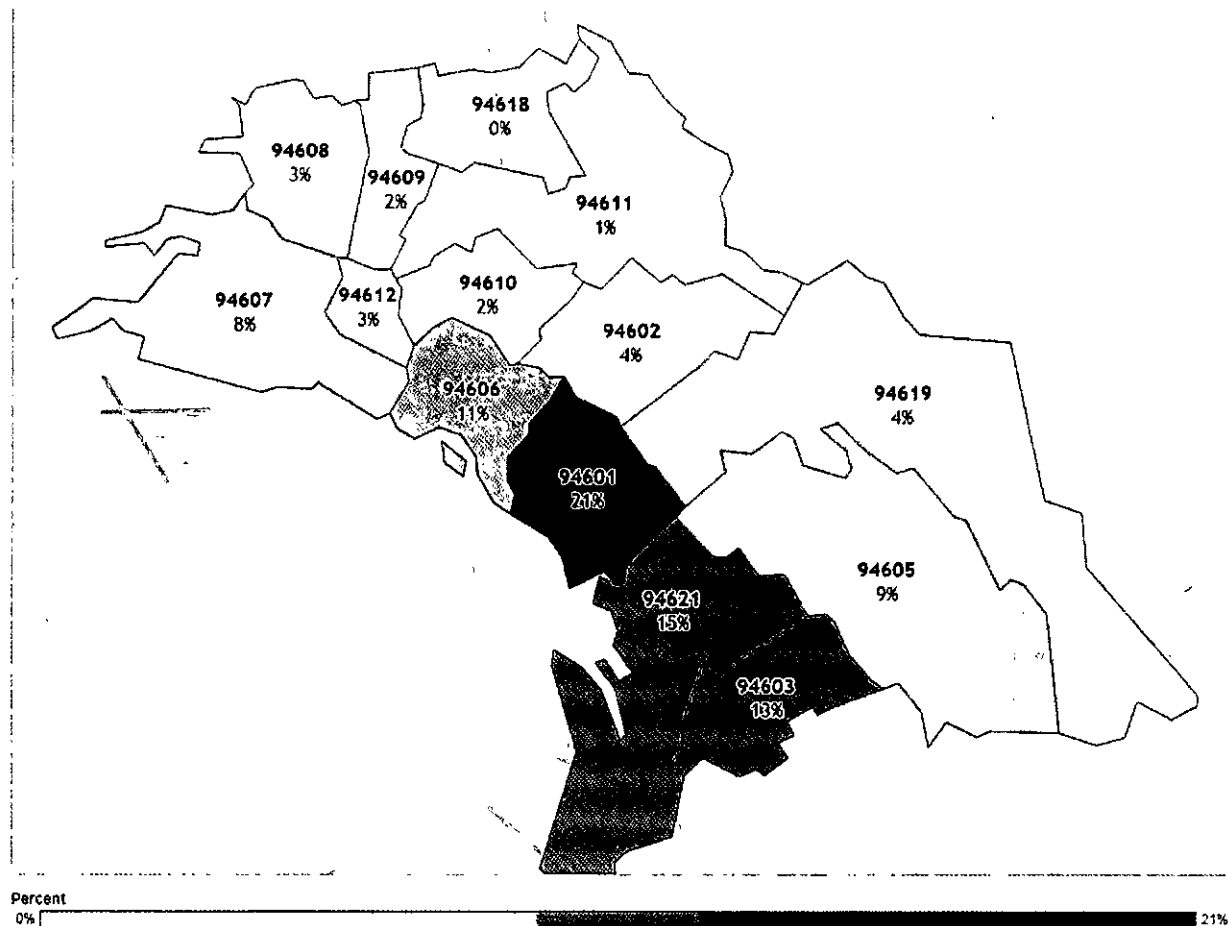
An Overview of OFCY Children and Youth Served

In fiscal year 2013-2014, OFCY-funded programs collectively served 27,610 children and youth through programming in four OFCY Strategy Areas: Healthy Development of Young Children (4,240), Student Success in School (16,562), Youth Leadership and Community Safety (4,854), and Transitions to Adulthood (1,954). Table 1 below shows the distribution by race/ ethnicity and gender across OFCY-funded programs.

Table 1: Distribution by Race/ Ethnicity and Gender Across OFCY-funded programs

Race/ Ethnicity	Female	Male	Overall
<i>Latino/a</i>	20%	20%	40%
<i>African American</i>	19%	18%	37%
<i>Asian/Pacific Islander</i>	6%	7%	14%
<i>Unknown</i>	1%	2%	3%
<i>Multiracial or Biracial</i>	1%	1%	2%
<i>White</i>	1%	1%	3%
<i>Native American/ Alaskan Native</i>	<1%	<1%	1%
<i>Other</i>	<1%	<1%	1%

Children served by OFCY live across all ZIP codes in Oakland, with over three-quarters of the children and youth served residing in neighborhoods within the 94601 (21 percent), 94621 (15 percent), 94603 (13 percent), 94606 (11 percent) and 94605 (ten percent) and 94607 (eight percent) zip codes. The chart below summarizes this distribution.



Summary of Program Quality

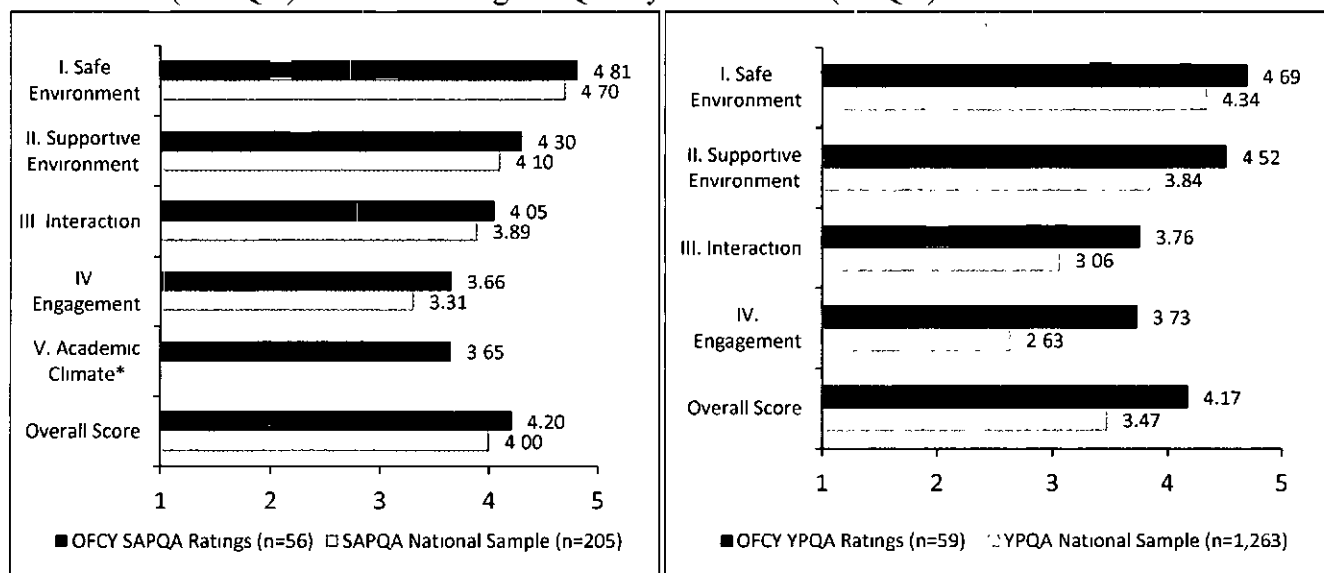
The evaluator provides a quality assessment for every OFCY grant program serving school aged and older youth using the research validated tool Youth Program Quality Assessment (YPQA) or School Age Program Quality Assessment (SAPQA). Using these assessments, programs are observed and scored on a five-point scale in four domains: safe environment, supportive environment, interaction (through cooperative learning and leadership opportunities) and engagement (through youth choice, planning, and reflection in programming). School based afterschool programs are also assessed for “academic climate.”

Site visits indicate that OFCY-funded programs provide high quality service. Based on a five point scale, 77% of grantees have program quality average scoring of between three and 4.5 (“Performing”) across all four domains, and 23% have average quality scoring of 4.5 or better (“Thriving”), indicating exceptional program quality. There was one program out of the 115 receiving quality assessments that was in the “Emerging” category (average scores below three),

with a score of 2.98. This indicates that nearly all programs were meeting point of service quality expectations.

OFCY funded programs serving school age youth and older youth are out-performing similar programs nationally, as described in Figures 1 and 2. Differences are particularly striking in the Interaction and Engagement domains: those youth development practices that are the most difficult to implement consistently and well.

Figures 1 and 2: Comparison of OFCY programs to national sample for School-Age Program Quality Assessment (SAPQA) and Youth Program Quality Assessment (YPQA)

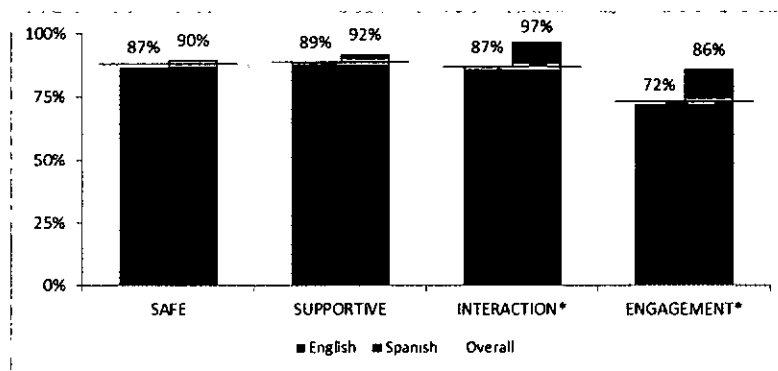


In addition to assessing point-of-service quality through site visit observations, data on program quality was captured through children and youth responses to survey items regarding their program's practices in the safe environment, supportive environment, peer interaction, and active engagement domains. In fiscal year 2013-2014, 6,303 children and youth completed OFCY surveys. Table 2 summarizes children and youth survey responses by percentage of agreement for responses as grouped across the four domains.

Table 2: Percent of positive children and youth responses regarding their program's practices by domain

Strategy	Safe Environment	Supportive Environment	Peer Interaction	Active Engagement
<i>School-Based After School</i>	83%	87%	86%	66%
<i>Middle School and High School Transitions</i>	88%	83%	78%	68%
<i>Youth Leadership in Community Schools</i>	94%	98%	95%	88%
<i>Community-Based Out-of-School Time</i>	95%	98%	93%	88%
<i>Youth Leadership and Community Safety</i>	98%	92%	94%	93%
<i>Youth Career and Workforce Development</i>	98%	95%	91%	91%
<i>Academic Support for Older Youth</i>	98%	98%	96%	91%

In general, Spanish language survey respondents reported higher levels of interaction and engagement than English language respondents and all differences are statistically significant.



Public Profit piloted the Classroom Assessment Scoring System (CLASS) with grantees funded under the Parent and Child Engagement in fall 2013. The CLASS tool provided point-of-service quality data about programs, which suggested that these OFCY-funded programs overall provide a positive, productive, child-centered environment for young children. Early Childhood Mental Health Consultation programs are evaluated through surveys of educators and a focus group with the mental health consultants. Feedback indicates that the consultations benefit both early childhood educators and also parents of young children.

Evaluation Findings on Child and Youth Outcomes

Table 3: Summary of Evaluation Findings for Health Development of Young Children Strategy Area

Healthy Development of Young Children			
Strategy with program description	# programs and # sites	# children served	Key Outcomes
<i>Mental Health and Developmental Consultations in Early Care and Education</i> programs provide classroom consultation and/ or individual or child-centered mental health consultation services in early care and education programs	3 programs at 35 Sites	3,305 children served	Parents and educators rated Mental Health Consultants very highly. Almost all surveyed parents reported learning about child development (98%) and gaining confidence in talking with their child's teacher (98%).
<i>Parent and Child Engagement in Early Learning and Development</i> programs provide playgroup learning environments and interactions for very young children with group learning opportunities for new parents, and connections to resources to support the healthy development of their children	8 programs at 19 Sites	935 children served	Parent surveys show high satisfaction with programs, with 100% of respondents agreeing that program staff/ educators seemed knowledgeable about children's needs, and 98% agreeing that the program taught them about how to help their child be ready for school.

Table 4: Summary of Evaluation Findings for Student Success in School Strategy Area

Student Success in School			
Strategy with program description	# programs and # sites	# children served	Key Outcomes
School-based After School programs provide comprehensive afterschool services at elementary and middle schools in Oakland receiving state After School Education and Safety (ASES) funding and with high rates of free and reduced lunch.	64 programs at 64 Sites	10,516 children and youth served	<ul style="list-style-type: none"> • Students reported higher rates of positive academic behavior. Third to 5th graders report getting better at completing their homework, while those in grades 6 and up report they learned how to organize their time to finish their school work. • 97% of parents report that because of their afterschool program, they see their child grow in new areas. • 99% of parents report that their children get along better with other children. • 94% of parents say their child's attitude towards school has improved since attending the program. • 84% of elementary school students and 74% of middle school students reported that being in the after school program helped them feel like a part of their school. • 75% of elementary and middle school after school staff reported speaking with teachers about students' progress at school at least once a semester.
Transition programs for youth into middle and high school help students successfully transition from elementary school and integrate into middle school and transition from middle school to high school successfully.	4 programs at 13 Sites	4,036 children and youth served	Seventy nine percent (79%) of youth surveyed reported they are more comfortable with their new school as a result of their Transitions program. Seventy six percent (76%) reported that their program helped them know their way around campus better.
Youth Leadership in Community Schools programs engage youth as peer leaders in schools to promote a range of positive behaviors and outcomes that support student success, including preventing violence and resolving conflict through restorative justice practices, addressing equity and inclusiveness issues, helping students succeed academically, and promoting a positive school culture.	3 programs at 16 Sites	2,210 children and youth served	Almost all youth (97%) reported their program helped them feel more confident about graduating from high school. Seventy nine percent (79%) reported they talked to their family about school more often since attending their program.

Table 5: Summary of Evaluation Findings for Youth Leadership and Community Safety Strategy Area

Youth Leadership and Community Safety			
Strategy with program description	# programs and # sites	# children served	Key Outcomes
Community-based Out-of-School Time Programs provides safe spaces and enriching activities for children and teens, and nurture positive youth development through provision of enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours	12 programs at 17 Sites	2,553 children and youth served	An average of 85% of children and youth served by the 12 programs in this strategy report avoiding risky behavior because of their program attendance.
Summer Programs provide children and youth a broad range of enriching activities in community- and school-based summer programming, providing safe and supportive environments and positive youth development programming	10 programs at 25 Sites	1,548 children and youth served	Nearly all participants (96%) reported a strong sense of physical and emotional safety in their program, and report high levels of support from adults through their program
Youth Leadership Programs work with youth as leaders to engage their peers, families, and the broader neighborhood in community safety, revitalization and improvement efforts.	7 programs at 9 Sites	753 youth served	Ninety three percent (93%) of participants reported that because of their program, they are better at taking care of problems without violence or fighting.

Table 6: Summary of Evaluation Findings for Transition to Adulthood Strategy Area

Transition to Adulthood			
Strategy with program description	# programs and # sites	# children served	Key Outcomes
Youth Career and Workforce Development programs build participants' employment experience and connections to employers, and broaden their awareness of career options and opportunities.	11 programs, 77 internship placement sites	1070 youth served	561 youth participating in internships through programs last year. Youth worked 58,211 total hours, with 85% earning money through their subsidized placement. Ninety-five percent (95%) of participants reported that because of their program they learned new skills that will help them get a job.
Academic Support for Older Youth programs provide academic support for youth disconnected from or at-risk of disconnecting from high school and post-secondary education last year.	4 programs at 6 Sites	884 youth served	Ninety percent (90%) of youth learned good study skills in the program And 84% of participants report improved academic behaviors

PUBLIC OUTREACH/INTEREST

The OFCY Planning and Oversight Committee met on February 4, 2015 in a public meeting to review and accept the fiscal year 2013-2014 final evaluation reports and forward them to the Oakland City Council for adoption.

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COORDINATION

The Office of the City Attorney has been consulted on the requirements for annual evaluation report submission. This report and legislation have been reviewed by the Office of the City Attorney and the Controller's Bureau.

COST SUMMARY/IMPLICATIONS

The OFCY annual evaluation for fiscal year 2013-2014 cost \$200,000. The amount is paid to the independent evaluator from the OFCY administrative budget.

PAST PERFORMANCE, EVALUATION, AND FOLLOW-UP

The OFCY evaluation supports a continuous improvement process with annual evaluation and follow-up through quality improvement planning. OFCY grantee meetings are used to provide trainings and communicate the evaluation. Past performance as cited in the third-party evaluation reports is used in part by the POC in the determination of grant awards and funding renewals.

SUSTAINABLE OPPORTUNITIES

Economic: Public Profit is an Oakland based organization that employs Oakland residents.

Environmental: There are no known environmental effects.

Social Equity: The OFCY evaluation system results in direct social benefits by building organizational capacity and promoting best practices in youth development. It also monitors the quality and performance of all OFCY programs which are funded to serve children and youth in areas of high need.

For questions regarding this report, please contact Sandra Taylor, Manager of Children and Youth Services Division at (510) 238-7163.

Respectfully submitted,


SARA BEDFORD
Director, Human Services Department

CHILDREN & YOUTH SERVICES

Reviewed by: Sandra Taylor, Human Services Manager

Prepared by: Mike Wetzel, Program Planner

ATTACHMENTS:

Attachment A: *OFCY Grantee Evaluation Report 2013-2014*

Attachment B: *Oakland School-Based After School Programs Evaluation 2013-14 Findings Report*

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Life Enrichment Committee
May 12, 2015

ATTACHMENT

A

OFCY Grantee

Evaluation

2013-2014

OFCY Grantee Evaluation 2013-14

OAKLAND FUND FOR CHILDREN AND YOUTH

PREPARED FOR THE
PLANNING AND OVERSIGHT COMMITTEE OF THE
OAKLAND FUND FOR CHILDREN AND YOUTH AND THE
CITY OF OAKLAND HUMAN SERVICES DEPARTMENT



ACKNOWLEDGMENTS

We would like to thank all the individuals and agencies who contributed to this evaluation report. We are first and foremost grateful to the non-profit and public agencies that provide services to the children and youth in Oakland. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee, who we name individually below. We appreciate the Evaluation Subcommittee for its guidance, leadership, and commitment to independent evaluation, with special thanks to Evaluation Subcommittee Chair Julie Waters.

The City of Oakland Human Services Department staff greatly contributed to the design and structure of the evaluation report. We thank OFCY Director Sandy Taylor and OFCY Program Planner Mike Wetzal for their support.

Finally we'd like to thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support them so that they become healthy, happy, educated, engaged, powerful and loved community members.

OFCY Planning and Oversight Committee and Staff

2013-14 Planning and Oversight Committee (POC):

Mayor	Marcus Montague
At Large	Julie Waters, Cesar Sanchez
District 1	Richard Raya
District 2	Kathy Dwyer, Michael Wong
District 3	Brandon Sturdivant, Vaughn Arterberry
District 4	Steven Wirt
District 5	Kenna Castillo, Isaac Ruelas
District 6	Brandon Aninipot, Derrick Muhammad
District 7	Briana Dunn, Kisha Jackson

OFCY Staff:

Sandra Taylor – *Human Services Manager, OFCY Director*
Mike Wetzel – *Program Planner*
Scott Kim – *Program Analyst II*
Terry Hill – *Program Analyst II*
Debra Chester – *Program Analyst II*
Marchelle Huggins – *Program Assistant/Office Manager*

Public Profit Evaluation Team

Corey Newhouse – *Project Director*
Jocelyn Atkins – *Research Associate*
Linda Lu – *Research Assistant*
Emily Salvaterra – *Research Assistant*
Lindsay Cattell – *Summer Research Associate*
Saili Willis – *Project Assistant*



This report evaluates the performance, quality, and outcomes of grantees of the Oakland Fund for Children and Youth.

This report is prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and for the Oakland City Council.

This report fulfills the legislatively mandated independent evaluation.

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OVERVIEW: OFCY 2013-14 GRANTEE EVALUATION REPORT

OFCY-Funded Programs

The Oakland Fund for Children and Youth (OFCY) funds 127 youth service programs¹ for children and youth in a variety of community- and school-based settings. OFCY funds programs under four goal areas that support children and youth in their development toward becoming healthy, happy, educated, engaged, powerful and loved community members. OFCY programs support children and youth through the key periods of their lives, from birth through age 20. For brevity, this report uses “children and youth” to refer to participants in all OFCY programs.



Ages 0-5

Healthy Development of
Young Children



Ages 5-18

Student Success in School



Ages 5-20

Youth Leadership and
Community Safety



Ages 14-20

Transitions to Adulthood

¹ As of July 2014.

OFCY Grant Strategy Groups

OFCY funds programs through four strategies aligned with the Fund's goals: Healthy Development of Young Children; Student Success in School; Youth Leadership and Community Safety; and Transitions to Adulthood. Each of these grant strategies contains tailored program models.

Goal Area I: Healthy Development of Young Children

- **Mental Health and Developmental Consultations in Early Care and Education:** Grantee programs help teachers and other early care and education (ECE) providers better meet the needs of the young children in their care. Mental health professionals partner with ECE providers to promote children's social and emotional wellbeing, ensure a strong foundation and stability for school readiness, and build upon the strengths of staff and families to maximize children's social and emotional development.
- **Parent and Child Engagement in Early Learning and Development:** Grantee programs engage parents of young children in activities and services that help to support parents, connect families with resources, and assist in the healthy development of young children through developmental coaching and support consistent with the *Strengthening Families* framework, and offer parent child learning opportunities through playgroups in neighborhood settings.

Goal Area II: Student Success in School

- **School-Based After School Programming for Elementary and Middle School Children:** School-Based programs build upon the existing school-based initiative in partnership with established Oakland elementary and middle school sites receiving state After School Education and Safety (ASES) funding. OFCY funding provides resources for enrichment programming to complement the academic requirements supported through ASES.
- **Transition Programs for Youth into Middle and High School:** Transitions programs help youth successfully transition from elementary to middle and middle to high school; these programs located at or linked to school sites. Programs in this group help youth to increase their comfort and familiarity with their new schools as a way to keep youth connected to and engaged in academic, relationship, and community success.
- **Youth Leadership in Community Schools:** Programs in this group provide school-based programming that engages youth as peer leaders to support a range of positive behaviors, including promoting healthy choices,

preventing violence and resolving conflict, addressing equity and inclusiveness issues, and helping students succeed academically, not drop out of school, and continue on to post-secondary education.

Goal Area III: Youth Leadership and Community Safety

- **Community-Based Out of School Time Programs:** OFCY supports neighborhood-based community programming that provides safe spaces and enriching activities for children and teens. Programs in this group provide positive youth development programming through enrichment, arts, fitness, community service, academic support, and peer support activities. Youth in these programs can explore areas of interest, participate in creative activities, learn and celebrate their cultural identities, and expand their horizons.
- **Summer Programs:** Summer programs provide a broad range of enriching activities for children within safe and supportive environments and within a positive youth development framework. They provide opportunities for youth to explore areas of interest through physical, social, emotional, artistic and academic activities through structured activities during the summer months to expand horizons and offset summer learning loss.
- **Youth Leadership and Community Safety:** These programs work with youth as leaders to engage their peers, families, and the broader neighborhood in community revitalization and improvement efforts. Projects are community-generated and aim to improve neighborhood wellbeing and pride through arts projects, enrichment activities, cultural events, and beautification projects. Programs may also engage youth to prevent violence, resolve conflict, and promote healthy choices and behaviors among youth.

Goal Area IV: Transitions to Adulthood

- **Youth Career and Workforce Development:** These programs integrate a range of workforce, academic, and supportive services to assist young people's transition into adulthood, and to engage them in meaningful subsidized and unsubsidized employment opportunities. Programs help youth forge links with employers in the region to provide viable employment pathways for young people into jobs and careers.
- **Academic Support for Older Youth:** Programs in this group address a range of academic needs for older youth, including youth who want to re-engage in education, by providing comprehensive academic support and other services that will lead to achievement of a GED, high school equivalency degree, or re-entry into and graduation from high school. Programs may also work with youth continuing on to post-secondary education by helping them

complete high school prerequisites, navigate post-secondary enrollment, and assist with the post-secondary financial aid process.

2013-14 OFCY Grantees

Programs operate under one of four funding goal areas, each with a set of two to three strategies. OFCY funded 127 programs in the 2013-14 grant cycle.

OFCY Funding Goal Areas and Grant Strategies		2013-14 Grantees
Healthy Development of Young Children	Mental Health and Developmental Consultations in Early Care and Education	4
	Parent and Child Engagement in Early Learning and Development	8
Student Success in School	School-Based After School Programming	64
	Transitions for Youth into Middle and High School	4
	Youth Leadership in Community Schools	3
Youth Leadership and Community Safety	Community-Based Out of School Time	12
	Summer Programs ²	10
	Youth Leadership and Community Safety	7
Transitions to Adulthood	Youth Career and Workforce Development	11
	Academic Support for Older Youth	4
TOTAL		127

² Performance, point-of-service quality, and demographic data for OFCY's YLCS-Summer strategy programs (operating during summer 2013 and part of the FY2013-14 funding cycle) were presented in a separate, strategy-specific report. 'Summer-operational' programs, which operated in part or in full during summer 2013 but which fall under other funding goals, are included in the present report.

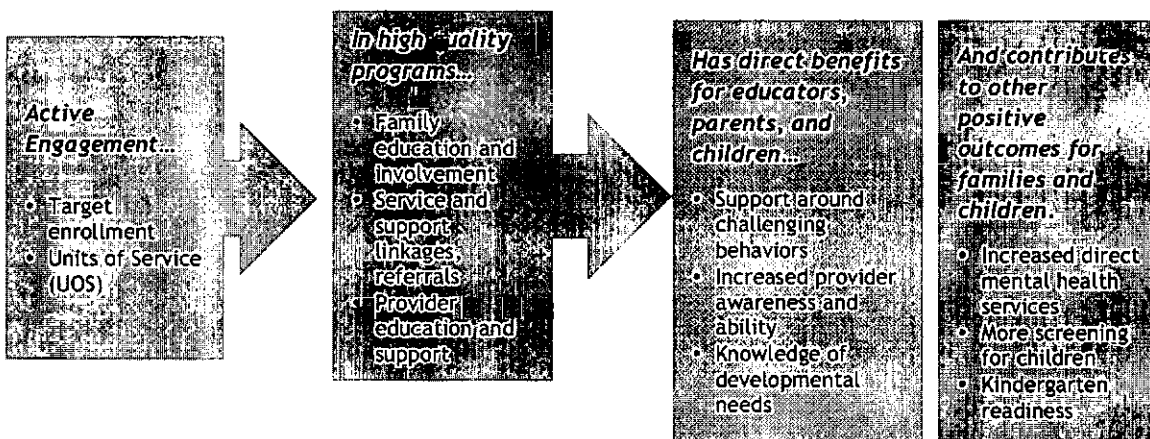
Theories of Action

Theories of Action or Theories of Change are tools that help spell out visually how programs impact and benefit program participants.

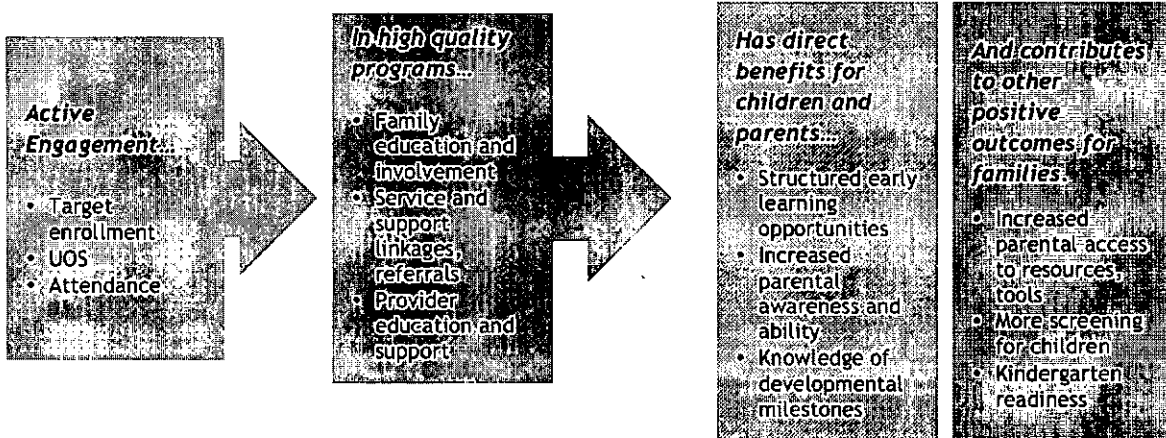
Early Childhood Programs

Early Childhood Programs stand apart from School-Age Programs in terms of specific program performance and outcome goals, and are distinct from each other *within* the grant group. The figure below details the outcomes specific to each grant group in this category, and draws on relevant literature, OFCY program design, and grantee input.

I. Mental Health and Development Consultations in Early Care and Education

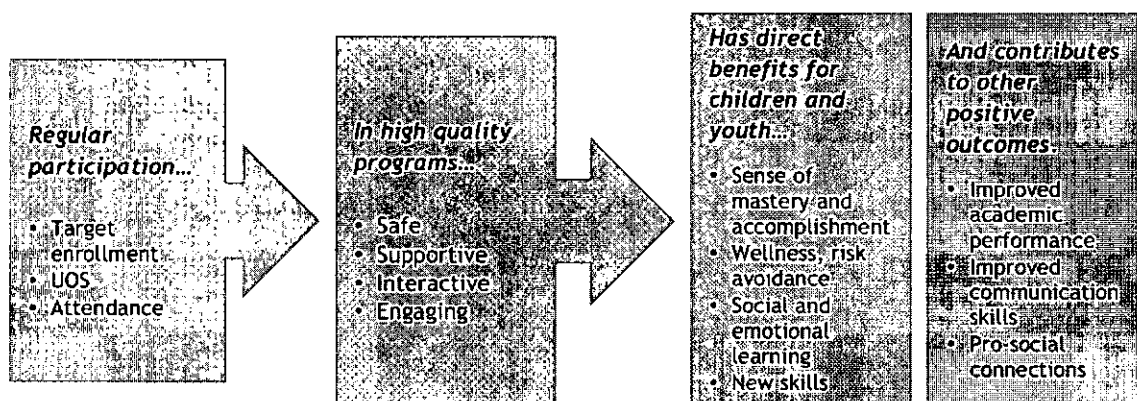


II. Parent and Child Engagement in Early Learning and Development



School-Age and Older Youth Programs

The 2013-14 OFCY Grantee Evaluation is informed by the Theory of Action detailed below. When young people participate regularly in high quality programs, they can experience benefits such as skill development (academic, social, emotional, and vocational), increased school engagement, and improved academic behaviors. These direct benefits from participation in turn contribute to long term outcomes, such as improved academic performance and stronger career opportunities. This is true across funding strategies, grades, age groups, and program types.



Funding

In 2013-14, OFCY funded community-based grantees received nearly \$11 million in OFCY funds, and self-report a match in funding support of an estimated \$20 million, totaling \$31 million in investments in child and youth-serving programs. These programs served 27,610 children and youth with an average of \$1,135.74 in funding per youth served. According to Cityspan staffing records, OFCY funds supported the salaries of 702 employees; of the 165 employees for whom residency data are available, 136 (82%) live in Oakland.

TABLE 1: OFCY INVESTMENT PER CHILD/YOUTH

	OFCY	Matched	Total	Youth	OFCY Investment/ Participant	Total Investment/ Participant
Mental Health and Developmental Consultations	\$687,700	\$479,256	\$1,166,956	3305	\$208.08	\$353.09
Parent and Child Engagement	\$898,588	\$373,422	\$1,272,010	935	\$961.06	\$1,360.44
School-Based After School Programming	\$4,443,700	\$12,235,563	\$16,679,263	10316	\$586.86	\$2,202.76
Transitions into Middle and High School	\$476,100	\$1,048,737	\$1,524,837	4036	\$117.96	\$377.81
Youth Leadership in Community Schools	\$461,670	\$200,918	\$662,588	2210	\$208.90	\$299.81
Community-Based Out of School Time	\$1,018,701	\$1,377,052	\$2,395,753	2553	\$399.02	\$938.41
Summer Programs	\$770,450	\$694,062	\$1,464,512	1548	\$497.71	\$946.07
Youth Leadership and Community Safety	\$676,490	\$647,100	\$1,323,590	753	\$898.39	\$1,757.76
Youth Career and Workforce Development	\$1,076,412	\$2,096,721	\$3,173,133	1070	\$1,005.99	\$2,965.54
Academic Support for Older Youth	\$485,595	\$1,209,558	\$1,695,153	884	\$549.32	\$1,917.59
OVERALL	\$10,995,406	\$20,362,388	\$31,357,794	27,610	\$398.24	\$1,135.74

Sources: 2013-2014 OFCY and OUSD grant amount reports; Cityspan for total number of children and youth served and for other matched funding as self-reported by programs.

*Note: number of Total Youth Served for the School-Based After School category determined through Average Daily Attendance (ADA) rates.

PROMISING PRACTICE

Supportive Environment: Family-supportive activities for English learner youth and adults

at Newcomer Community Engagement Program (Refugee Transitions)

OFCY Funding Strategy: Youth Leadership and Community Safety

Grant Group: Community-Based Out-of-School Time

The Newcomer Community Engagement program serves refugee families in East Oakland through a variety of club-like activities for children and adults, including Soccer without Borders for school-age youth, ESL courses for adults, a playgroup for toddlers, and a Gardening Club for adults. The program distinguishes itself by being exceptionally family-friendly and by supporting participants' English language development in a quality, caring environment.

Refugee Transitions attends to families' needs in three ways:

- First, activities are available for all ages, including a playgroup for very young children, enrichment activities for elementary and middle school aged youth, and workshops for parents.
- Second, the Newcomer program is housed in the Franklin Recreation Center in the San Antonio neighborhood, within walking distance of many families who participate. Locating services nearby to families lessens the financial burden to families who care to participate, and helps to build cross-family connections within the neighborhood.
- Program activities include all of the needed materials, including handouts and workbooks for the adult ESL courses, soccer cleats for Soccer without Borders, and gardening supplies for the parents' Gardening Club. Moreover, clothing, shoes and backpacks are available for pick-up at a common table near the door.

As recent arrivals to the United States, children and their parents are building their language skills and cultural awareness. The Newcomer program provides multiple opportunities for participants' language development, including providing nicely printed nametags for youth and adults, writing key vocabulary words on the board, and repeating instructions aloud regularly. Activities incorporate cultural information, such as playing "school words bingo" during the adult ESL course or asking youth to name the capitol of the United States in a game.

CHILDREN AND YOUTH SERVED

OFCY grantees served 27,610 children and youth in the 2013-14 program year. Just over half of children and youth served were in the Student Success in School strategy, which has the largest number of grantees.

TABLE 2: CHILDREN AND YOUTH SERVED BY FUNDING STRATEGY

Funding Strategy	Youth Served
Healthy Development of Young Children	4,240
Student Success in School	16,562
Youth Leadership and Community Safety	4,854 ³
Transitions to Adulthood	1,954
TOTAL	27,610

Source: Cityspan records for 27,610 children and youth who attended an OFCY-funded program between July 2013 and June 2014.

For OFCY participants overall, 50% of attendees are boys and 50% are girls; < 1% identified as Transgender. Four in 10 (40%) participants are categorized as Latino/-a, and 37% are African American. Asian/Pacific Islanders comprise 14% of all children and youth served between July 2013 and June 2014.

³ Including youth served by the Summer Programs strategy. See *Grantee Evaluation Findings Report, Summer 2013* for details.

Gender and Race/Ethnicity

Males and females are roughly evenly distributed among race/ethnicity categories, as shown in Table 3.

TABLE 3: OFCY PARTICIPANTS' GENDER BY RACE/ETHNICITY AS COMPARED TO OAKLAND'S 0-19 YEAR OLD POPULATION

Youth Ethnicity	Female		Male		Trans gender	Overall	
	OFCY	Oakland	OFCY	Oakland		OFCY	Oakland
Latino	20%	21%	20%	19%	-	40%	20%
African American	19%	19%	18%	19%	-	37%	19%
Asian/Pacific Islander	6%	18%	7%	18%	-	14%	18%
Unknown	1%		2%		-	3%	
Multiracial or Biracial	1%	13%	1%	14%	-	2%	13%
White	1%	17%	1%	16%	-	3%	17%
Native American/ Alaskan Native	<1%	1%	<1%	1%	-	1%	1%
Other	<1%	12%	<1%	14%	-	1%	13%
OVERALL	50%	48%	50%	52%	<1%	100%	100%

Source: Cityspan records for 25,905 youth who attended an OFCY-funded program between July 2013 and June 2014 (for OFCY percentages). Note: totals may not equal exactly 100% due to rounding.

* Census data is from the 2012 5-year American Community Survey estimates percentages of the 0-19 year old population in Oakland.

For race/ethnicity and gender breakdowns by OFCY funding strategy, please refer to Appendix C.

Older Participants' Sexual Orientation

Older youth in most strategies⁴ self-reported their sexual orientation on youth surveys during the 2013-14 program year. Out of 1,645 total respondents who answered this survey question, 81 (5%) identified as bisexual; 50 (3%) were unsure; and 26 (2%) identified as gay or lesbian. A further 63 (4%) preferred not to say. Of the 34 programs in which youth were asked to self-identify, 30 had at least one LGBTQ youth.

TABLE 4: PARTICIPANTS' SELF-REPORTED SEXUAL ORIENTATION

	Youth	
	Number	Percent
Straight	1,425	87%
Prefer not to say	63	4%
LGBTQ	157	10%
Bisexual	81	5%
Not Sure	50	3%
Gay/Lesbian	26	2%
Overall	1,645	100%

Source: 2013-2014 OFCY Youth Surveys for youth participants only in those strategies listed in Footnote 4. N=1,645.

Similarly, of staff employed by OFCY-funded programs for whom Cityspan data on sexual orientation was available⁵, 29% are identified as being gay, lesbian, or bisexual. However, these records are only available for 13% of employees, and as such are neither representative nor generalizable.

⁴ These funding strategies include: Middle School and High School Transitions, Youth Leadership in Community Schools, Community-Based Out-of-School Time, Youth Leadership and Community Safety, Youth Career and Workforce Development, and Academic Support for Older Youth; Note that youth surveys from participants in the AIDS Project East Bay-Save Our LGBT Youth (SOL) program have been excluded in this analysis because their surveys could not be validated.

⁵ Ninety-one (91) records listed staff LGBT status, of 702 total employee records.

Children and Youth Served by Home Zip Code

As shown in Table 5, 70% of participants reside in the 94601, 94621, 94603, 94606, and 94605 Zip codes, with the remaining participants (30%) residing in all other Zip codes served by OFCY.

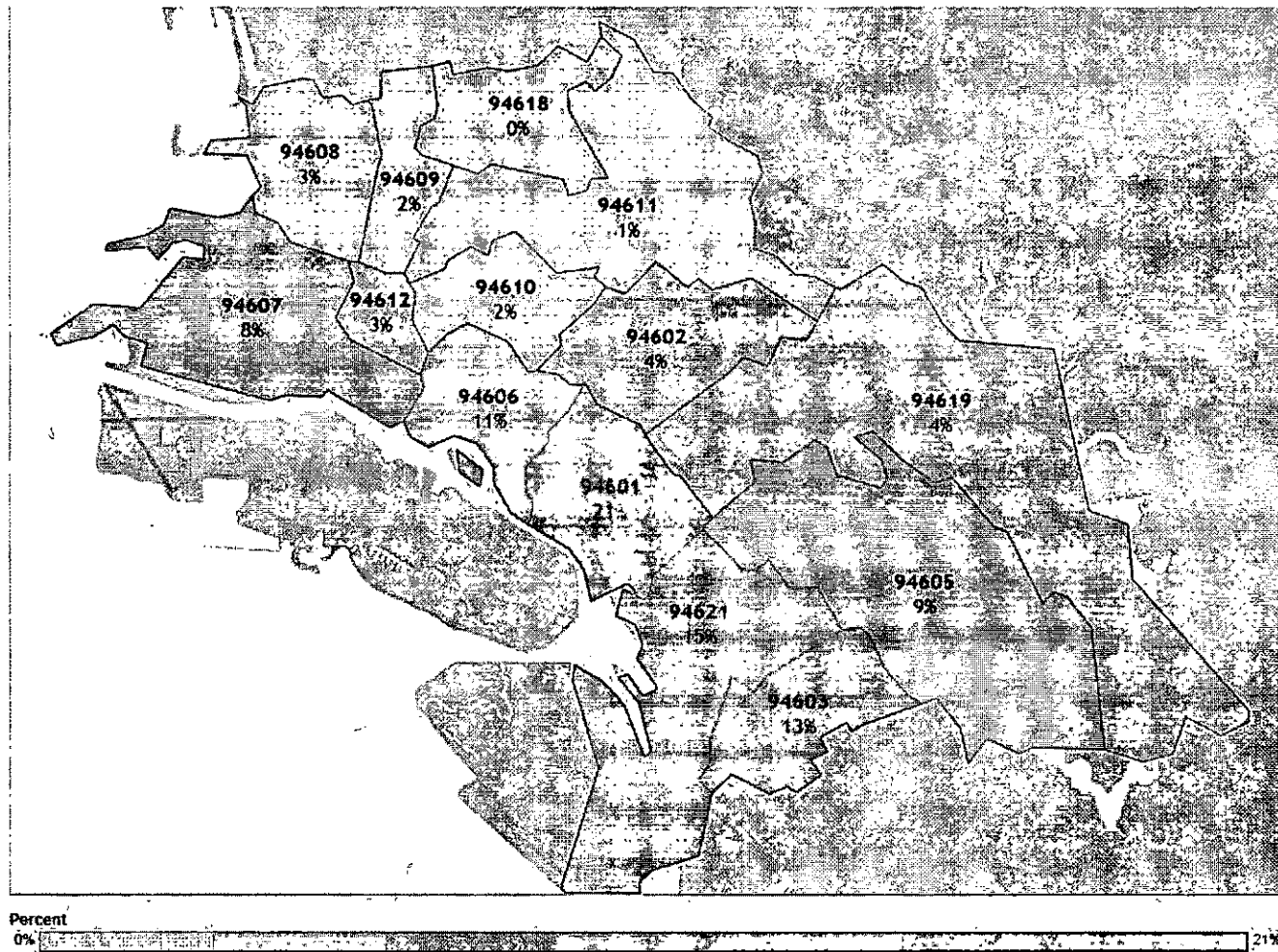
TABLE 5: CHILDREN AND YOUTH SERVED BY ZIP CODE

Zip Code	Number of Participants Served	Percent
94601	5,841	21%
94621	4,095	15%
94603	3,674	13%
94606	3,051	11%
94605	2,770	10%
All others	8,200	30%
TOTAL	27,631	100%

Source: Cityspan records for 25,630 children and youth who attended an OFCY-funded program between July 2013 and June 2014 and who had a valid zip code available.

This same Zip code data, reflected in terms of concentration of children and youth served, is shown in Figure 1 below.

FIGURE 1: PROPORTION OF YOUTH SERVED BY ZIP CODE



Source. Cityspan records for 25,630 youth who attended an OFCY-funded program between July 2013 and June 2014 and who had a valid zip code available.

PROMISING PRACTICE

Youth leadership: Youth facilitation and mentoring

at PASS-2 Peer Mentoring Program at Skyline High School (Oakland Kids First)

OFCY Funding Strategy: Student Success in School

Grant Group: Transition Programs for Youth into Middle and High School

Oakland Kids First's student-initiated PASS-2 is an academic peer-counseling program to engage hundreds of youth leaders in providing academic information, support, and motivation to nearly 2,000 students annually. PASS-2 aims to increase the graduation and college eligibility rates of underrepresented students of color.

Youth leaders facilitate almost the entirety of each session, with adults shifting nearly all of the control of the lesson to youth leaders. There are many opportunities for youth to work together towards a shared goal, including youth leaders working together to facilitate sessions as well as younger youth working together to complete tasks and activities.

Upperclassmen receive training to facilitate the lessons and mentor the 9th grade students. Upperclassmen serve in leadership in their high school community, teach leadership to 9th graders, become the culture keepers on campus, and role models of action of doing what you practice makes a difference not only in your school but in the larger community. The 9th graders are supported in relationship building with their older student mentors, and have the opportunity to have older peers listen to them and give them information about graduating from high school and going to college.

Collectively, the youth leaders have interdependent roles that are crucial to successfully leading the sessions. Extensive training and time dedication go into youths' facilitation and mentoring responsibilities.

PROGRAM PERFORMANCE

Programs supported by OFCY set goals for the number of children and youth they plan to serve each grant year as one measure of the programs' reach in the community. Specifically:

- **Enrollment** is the number of unduplicated children and youth served by an OFCY grantee; it describes programs' "reach."
- **Units of Service** measures the number of service hours, a key indicator of program capacity.

A note regarding the figures presented: starting in Quarter 2, Mental Health and Developmental Consultations in Early Care and Education grantees were instructed to revise the way they input their service into Cityspan in order to make the data entry more consistent amongst grantees. This included reporting on the number of consultation hours instead of the regular Units of Service or service hours that each child received, in an effort to better capture individual consultants' work and impact within the populations they serve.

As a whole, OFCY grantees are exceeding their goals in reaching the targeted number of children and youth, with 125 of 127 programs (98%) having reached at least 80% of their annual targets for the number of children and youth served; additionally, OFCY grantees on the whole are meeting their targeted Units of Service (UOS), with 117 of 127 grantees (92%) having reached at least 80% of their annual UOS targets. See Appendix C for program-level data.

PROMISING PRACTICE

Strong Quality Interactions: Educators, children, and parents received support developing social skills, emotional and instruction support at Parent Child Education Support Program (EBAC)

OFCY Funding Strategy: Parent and Child Engagement
Grant Group: Early Childhood Education

Parent Child Education Support Programs works alongside parents to teach children social skills. In one session, children and adults had an opportunity to follow the staff lead by participating in a dance and music appreciation activity. The staff demonstrated the listening and movement exercise and parents sometime shyly, but actively, participated in the activity with smiles and laughter.

Staff effectively facilitated activities by providing clarity of the goals of the lesson and facilitating in such a way that children and parents are drawn into the activity. During the observation, both children and adults were actively involved in a math and art activity. The staff supported both the parent and the adult in learning the concept of creating a “dough” cube. In this activity, parents learned how to support their children in school math/geometry and art activities. This type of support is critical in developing healthy family involvement in their child’s learning.

POINT-OF-SERVICE QUALITY

Point-of-service quality ratings for OFCY grantees are based on observational data collected by Public Profit through on-site visits. These observations focus on the experiences of participants in OFCY-funded programs, exploring the extent to which grantees provide high quality experiences for children and youth.

Drawing from an extensive literature about the program features and practices that are most likely to positively affect young people's development, visits focus on the observable behaviors of staff and youth.

Public Profit piloted the CLASS tool (Classroom Assessment Scoring System) with the Parent Engagement programs serving parents of young children. CLASS is an observational tool that provides a common lens and language focused on the classroom interactions that boost student learning (See Appendix A). Grantees in the Parent and Child Engagement grant strategy receive one site visit each during the 2013-14 cycle; Public Profit conducted 8 CLASS site visits between October and December 2013.

For programs serving school age and older youth, site visitors use the Youth Program Quality Assessment (YPQA) or School Age Program Quality Assessment (SAPQA) to rate point-of-service quality (see Appendix B). Grantees receive one site visit each during the 2013-14 cycle; Public Profit conducted 105 PQA site visits between October 2013 and February 2014. An additional 10 visits were conducted to Summer strategy grantees between June-August 2013, for a total of 115 visits during the 2013-14 project cycle.

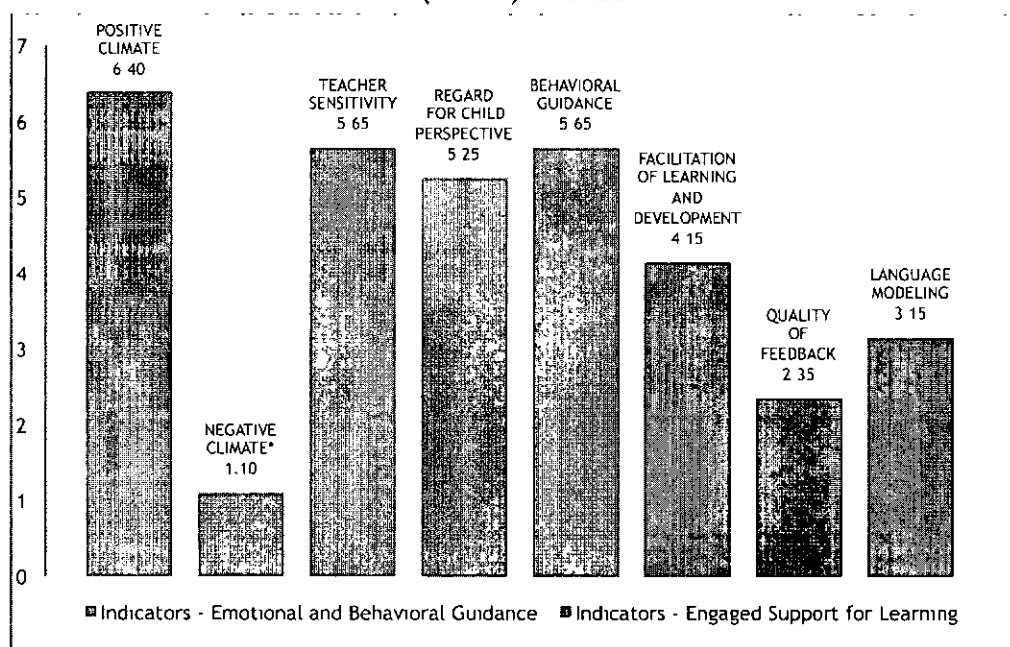
Early Childhood Grantees⁶

Public Profit piloted the Classroom Assessment Scoring System (CLASS) with grantees funded under the Parent and Child Engagement in fall 2013. The CLASS tool provided point-of-service quality data about programs served by these grantees, which is detailed in Figures 8 and 9 below.

Available evidence suggests that these OFCY-funded programs overall provide a positive, productive, child-centered environment for young children. All 8 programs observed had an overall score between 3 and 5 (“medium”), indicating that they provide quality service and can continue to improve in specific areas.

Since the CLASS was being piloted for this grant group in 2013-14, no program-level scores are reported.

FIGURE 2: TODDLER SITE VISIT (CLASS) SCORES**



**Scores within the CLASS tool are based on ratings low (1,2), medium (3,4,5) and high (6,7).

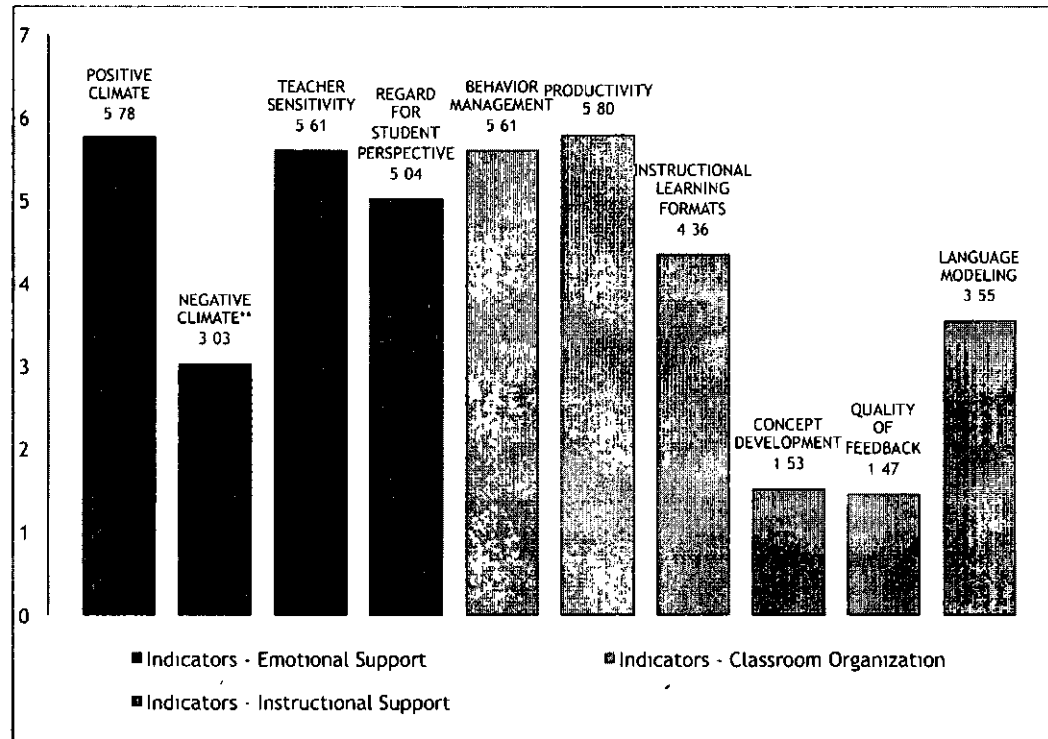
Scores across the nation are lower in the Engaged Support Domain.

* The Negative Climate category is ‘reverse scored’ when included in the total overall, wherein a low score indicates a low negative climate (i.e., a positive result).

Sources: OFCY Site Visits (n=5), October-December 2013, CLASS Observation tool.

⁶ Mental Health and Development Consultation strategy grantees are evaluated through surveys; programs in this funding strategy did not receive a site visit during the 2013-14 grant cycle and so no quality scores are included in this section.

FIGURE 3: PRE-K SITE VISIT (CLASS) SCORES*



*Scores within the CLASS tool are based on ratings low (1,2), medium (3,4,5) and high (6,7). Scores across the nation are lower in the Instructional Support Domain.

** The Negative Climate category is 'reverse scored' when included in the total overall, wherein a low score indicates a low negative climate (i.e., a positive result).

Sources: OFCY Site Visits (n=3), October-December 2013, CLASS Observation tool.

In a focus group, Parent and Child Engagement grantees provided feedback about their experience with the CLASS tool. Focus group participants expressed general agreement that while the CLASS tool provided them with some useful data and insight, but noted that it failed to capture programs' unique aims and challenges. In particular, grantees recognized that the CLASS tool's key strength was its evidence-based framework, while it was less useful due to its lack of applicability to playgroup programs that focus on parent engagement. One participant noted, "The feedback...didn't capture what [we were] trying to do, but it prompted us to start talking about what we were doing and what we wanted to do." Participants expressed interest in exploring other tools for future observations, or alternatively in creating a new tool tailored specifically to the grant group. These scores should be considered with this in mind.

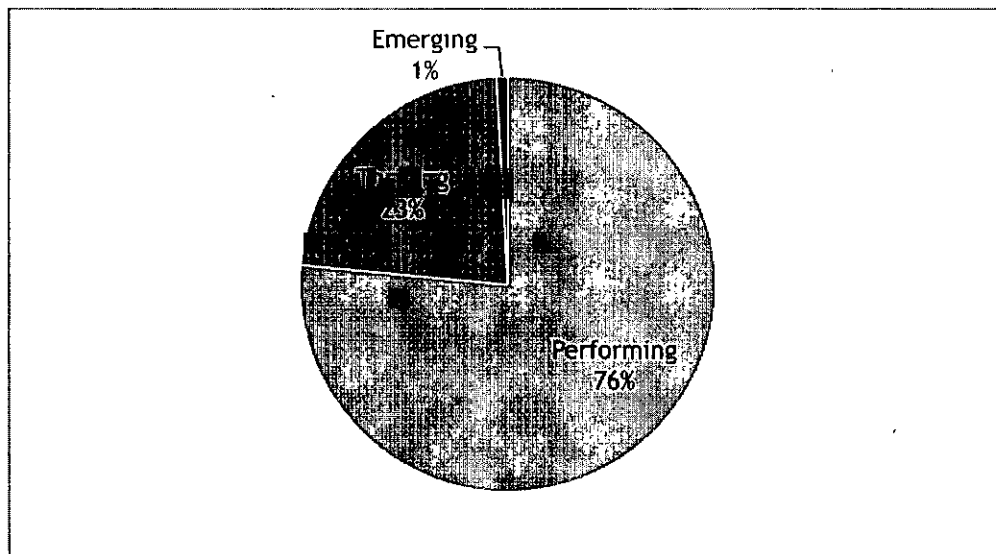
Grantees Serving School-Age and Older Youth

Visits to programs serving school-age and older youth were conducted using the School-Age Program Quality Assessment (SAPQA) for programs serving elementary-age youth, and the Youth Program Quality Assessment (YPQA) for those programs serving middle and high school-age youth. The Program Quality Assessments are research-based point-of-service quality observation tools used by out of school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

Available evidence suggests that these OFCY-funded programs overall provide a safe, supportive environment for children and youth. Specifically, 26 out of 115 programs observed between October 2013 and February 2014 had overall scores of 4.5 or higher (out of a possible rating of 5 overall – “Thriving”) and thus were among the highest performers, indicating that they implemented research-based youth development practices consistently and well.

Eighty-eight (88) programs had overall scores between 3 and 4.4 (“Performing”), indicating that they are providing quality service overall and can continue to improve in specific areas. One (1) program was rated with an overall score below 3.0 (“Emerging”).

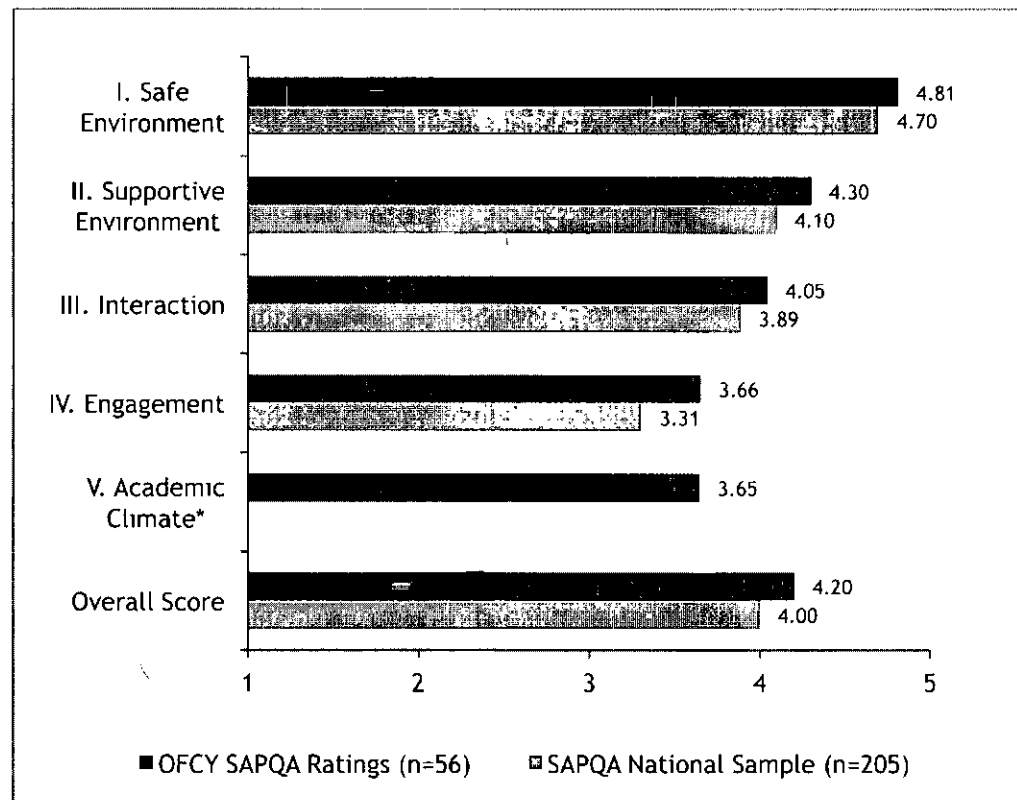
FIGURE 4: POINT-OF-SERVICE QUALITY STATUS FOR PROGRAMS SERVING SCHOOL-AGE AND OLDER YOUTH



Source: Program Quality Assessment scores for 115 programs receiving site visits between June 2013 and February 2014 that serve school-aged and older youth.

Moreover, OFCY-funded programs serving school age youth and older youth are out-performing similar programs nationally, as described in Figures 3 and 4. Differences are particularly striking in the Peer Interaction and Active Engagement domains: those youth development practices that are the most difficult to implement consistently and well.

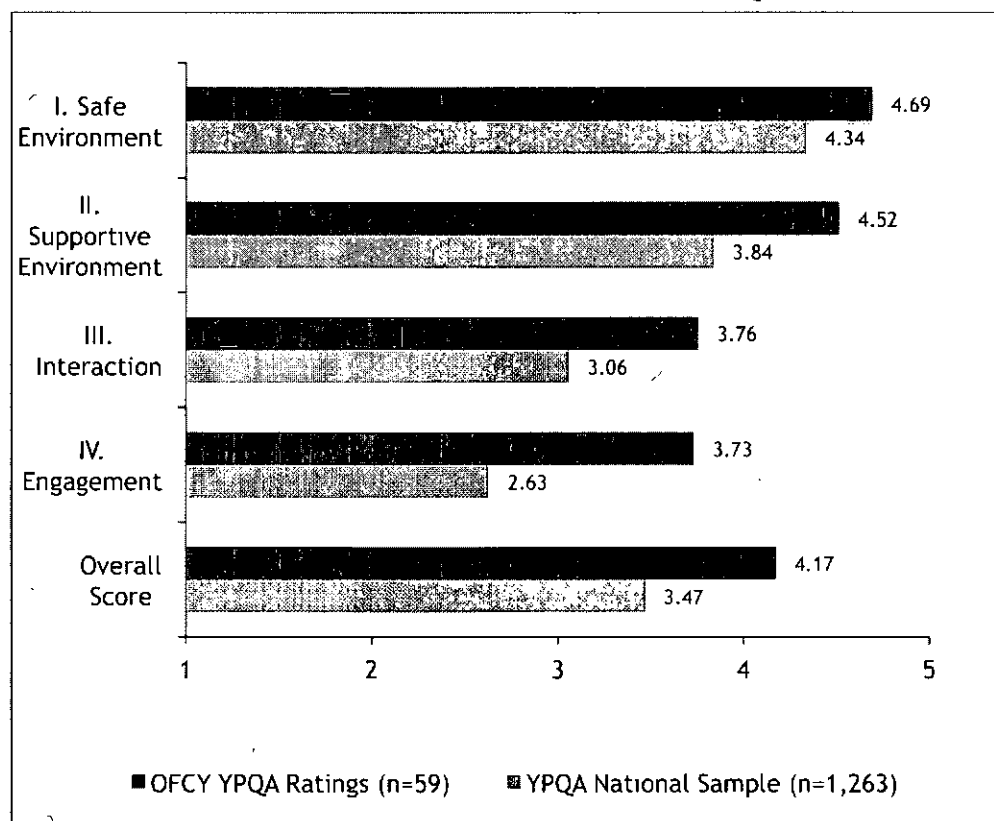
FIGURE 5: OFCY GRANTEES⁷ VS. NATIONAL SAMPLE - SAPQA



Source: Program Quality Assessment scores from June 2013 and February 2014 for programs that serve elementary-aged youth.

* Academic Climate data only available for School-Based programs; national sample data not available for this domain.

⁷ Programs for infants and young children are evaluated using the CLASS tool, and therefore are not included in this comparison.

FIGURE 6: OFCY GRANTEES⁸ VS. NATIONAL SAMPLE - YPQA

Source: Program Quality Assessment scores from June 2013 and February 2014 for programs that serve middle and high school-aged youth.

* Academic Climate data only available for School-Based programs; national sample data not available for this domain.

Site-level point-of-service quality scores for programs whose site visits were conducted between October 2013 and February 2014 appear in the Data Companion (Appendix C), organized by OFCY funding strategy area and sub-strategy; site-level POSQ scores for programs whose site visits took place during summer 2013 appear in the separate Summer 2013 report.

⁸ Programs for infants and young children are evaluated using the CLASS tool, and therefore are not included in this comparison.

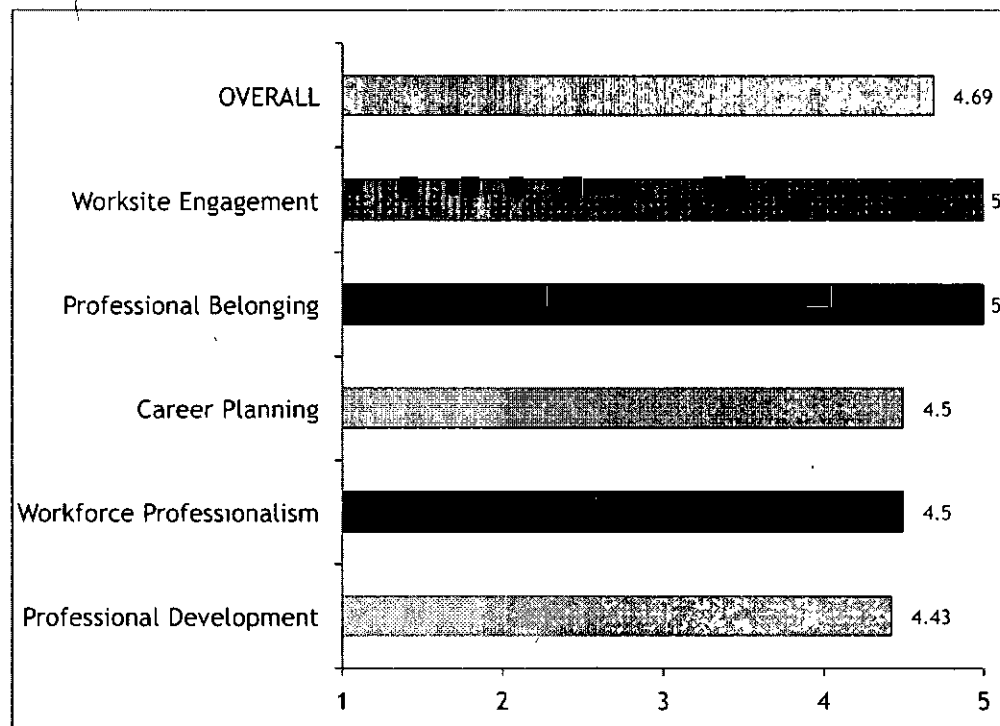
Youth Career and Workforce Development Grantees

The Youth Career and Workforce Development PQA Supplement is a pilot site visit supplement developed in collaboration with Youth Career and Workforce Development (YCWD) grantees and piloted across 8 YCWD sites between October 2013 and February 2014.

The supplement focused on evaluating the progression of workplace skills and knowledge, youths' demonstration of engagement with different contexts of industry, their sense of familiarity with workplace routines, soft-skill development, and opportunities for career planning.

The design of the supplement parallels the structure and rating scale of the Weikart Center's Youth Program Quality Assessment Tool. The YCWD supplement incorporates special instructions to consider within existing YPQA items along with two new sections specific to the grant group.

FIGURE 7: AGGREGATE YWD SUPPLEMENT SCORES



Source: 2013-14 YCWD Supplement scores for site visits to 8 YCWD programs.

Youth Surveys: Point-of-Service Quality

In addition to assessing point-of-service quality through site visit observations, data on program quality was captured through children and youths' responses to survey items regarding their program's practices in the safe environment, supportive environment, peer interaction, and active engagement domains.

TABLE 6: POINT-OF-SERVICE QUALITY SURVEY COMPOSITES⁹

Strategy	Safe Environment	Supportive Environment	Peer Interaction	Active Engagement
School-Based After School	83%	87%	86%	66%
Middle School and High School Transitions	88%	83%	78%	68%
Youth Leadership in Community Schools	94%	98%	95%	88%
Community-Based Out-of-School Time	95%	98%	93%	88%
Youth Leadership and Community Safety	98%	92%	94%	93%
Youth Career and Workforce Development	98%	95%	91%	91%
Academic Support for Older Youth	98%	98%	96%	91%

Source: 2013-2014 OFCY Youth Surveys. N=6,303. Note: not all respondents answered all survey questions.

The Safe and Supportive Environment composites in youth surveys were relatively high across strategies, mirroring what was seen during PQA-led program observations. The Peer Interaction composite had the next highest set of scores; again this is the same trend as seen in PQA observation scores.

The Active Engagement composite had the lowest scores, but also the widest variation amongst grant groups, with an almost 30% gap between the highest and lowest scores. This gap may be due to the variation in the focus and size of differing programs and strategies. Overall, youth survey composite scores mirror the PQA observation scores.

⁹ Survey composites are reported as the proportion of youth who responded positively to the majority of thematically related survey questions. For example, 83% of School-Based After School participants responded positively to two of three questions about safety in their after school program.

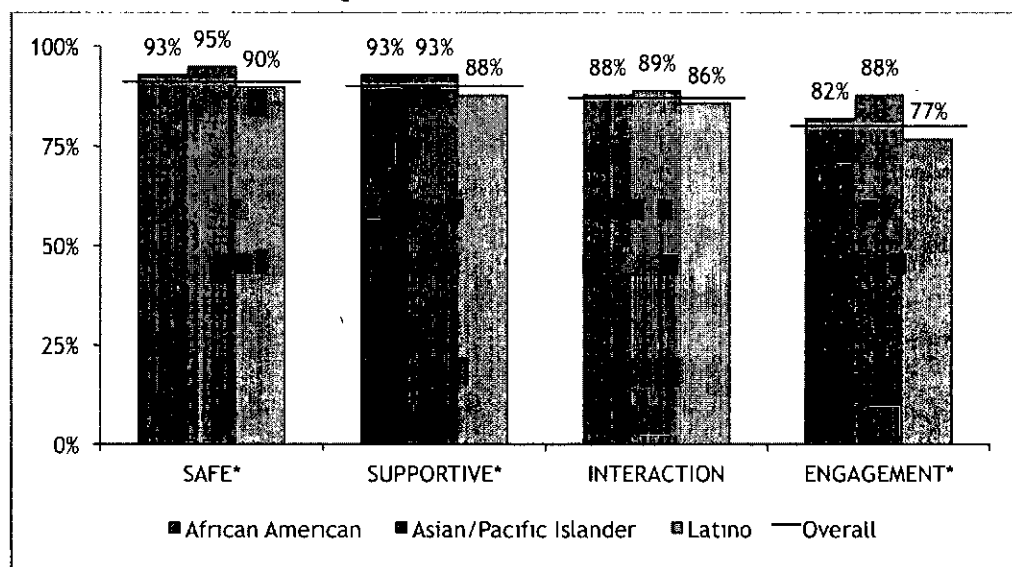
Program Quality: Factors Affecting Outcome Differences

Children and youth surveys are particularly valuable because they can show how participants' experience in programs can vary, whether within programs or between programs, by gender, or by race/ethnicity.

Based on available evidence, and comparing individual groups of youth to the general OFCY population, there are a number of pertinent and statistically significant differences in how youth experience OFCY program quality.

In general, African American and Asian/Pacific Islander children and youth have higher agreement levels on all composite domains as compared to Latino children and youth, particularly around the Safe, Support and Engagement composites; all of these results are statistically significant. This trend follows data patterns seen in previous years of evaluation.

FIGURE 8: AFRICAN AMERICAN AND ASIAN/PACIFIC ISLANDER CHILDREN AND YOUTH RATE PROGRAM QUALITY MORE HIGHLY

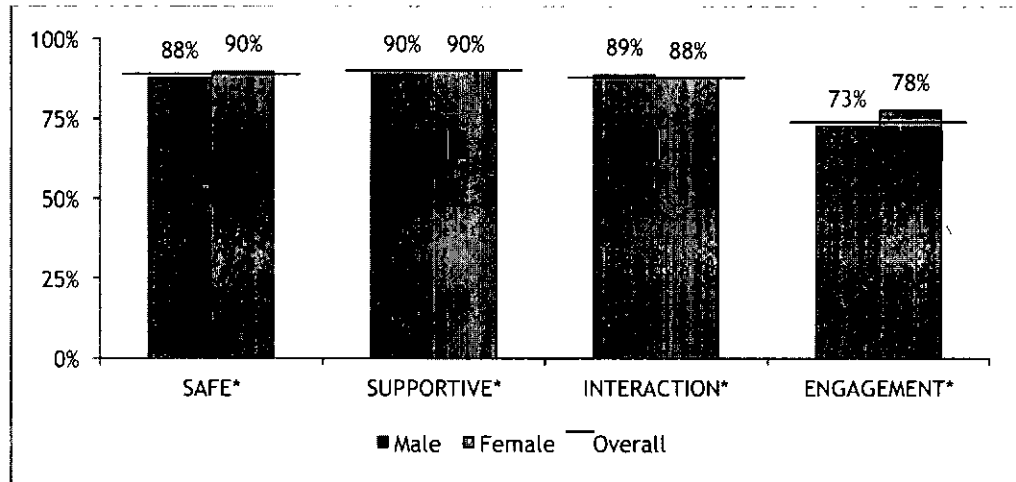


Source: 2013-2014 OFCY Youth Surveys. N=6,303. Note: not all respondents answered all survey questions. * Indicates statistical significance at $P < 0.05$.

Asian/Pacific Islander respondents were concentrated in two OFCY programs, indicating that program differences may be affecting the results; other race/ethnic groups are more evenly spread across programs. About 15% of respondents reported their race/ethnicity as something besides what is displayed in this graph. These responses are omitted from this chart because of small sample sizes.

Females also have higher agreement with all the quality composites as compared to males. Females were much more likely to report being engaged in their programs; all differences are statistically significant.

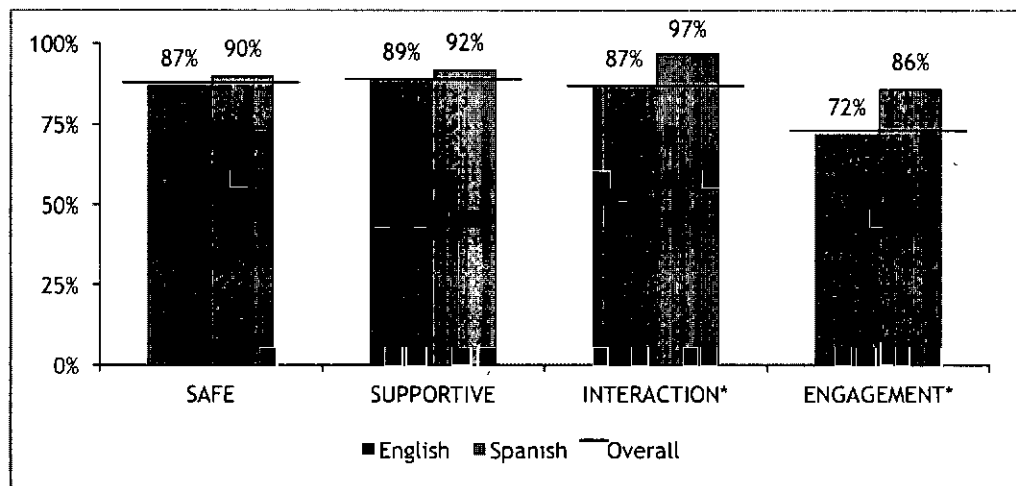
FIGURE 9: FEMALES GENERALLY RATE PROGRAMS' QUALITY MORE HIGHLY THAN DO MALES



Source: 2013-2014 OFCY Youth Surveys. N=6,303; note: not all respondents answered all survey questions. A very small number of youth reported being transgender; this category was too small for valid statistical comparison and so is not included in this graph. * indicates statistical significance at $P < 0.05$.

Spanish language survey respondents also reported higher levels of interaction and engagement than English language respondents; all differences are statistically significant.

FIGURE 10: SPANISH LANGUAGE SURVEY RESPONDENTS REPORT HIGHER INTERACTION AND ENGAGEMENT THAN OTHER GROUPS



Source: 2013-2014 OFCY Youth Surveys. N=6,303; note: not all respondents answered all survey questions. * Indicates statistical significance at $P < 0.05$

PROMISING PRACTICE

Engaging Opportunities: Student Engagement for Career Preparation
at Youth Law Academy (Centro Legal de la Raza)

OFCY Funding Strategy: Transitions to Adulthood
Grant Group: Academic Support for Older Youth

The Youth Law Academy (YLA) at Centro Legal is a program for high school-age students interested in future law careers. Students are recruited during their 9th grade year, through an interview process involving both the student and his/her parent(s) or guardians so that YLA can find right fit of participants for this close-knit group. This opportunity is also used to connect the entering student's family with community resources. Students' acceptance into the program is marked with a public Swearing-In Ceremony, performed by a real judge and held at a local college or university. The Ceremony echoes the oath taken by lawyers once they have been admitted to the Bar.

The YLA is organized to mirror a law office, with 10th graders entering as Law Clerks, 11th graders classed as Junior Associates, 12th graders as Senior Associates, and program graduates as Partners. Program offerings themselves are arranged like college seminar courses, with lecture, group work, and background reading components; the seminar courses touch on crosscutting subjects, such as US Constitutional Law and Ethnic Studies, and weave in current events, students' own experiences, and academic preparation.

Students in each year of the program have multiple chances to engage deeply with the subject matter, present out to their fellow participants, and practice critical thinking and writing skills. Younger students write and share to their cohort before class through an on-line community 'wall,' and during class time prepare reflections and legal arguments for discussions, mock trials, and debates. Students in the program during their senior year of high school take free SAT-preparatory classes and virtual college tours, get help writing their personal statements and navigating the maze of the application process, and broaden their law studies (such as through an International Human Rights seminar). Program graduates continue to engage with younger cohorts as mentors and tutors, while also receiving college and financial aid help.

PROGRAM OUTCOMES: EARLY CHILDHOOD PROGRAMS

High quality early childhood programs provide caregivers with the necessary tools, resources, and services to sustain meaningful and regular interactions with children over time. While OFCY-funded early childhood programs represent a diverse group of agencies and program models, there are a number of common quality markers shared by this grant group.

Through two early childhood strategies, OFCY funds 13 programs that aim to improve families' understanding of children's developmental milestones, specifically:

- **Mental Health and Developmental Consultation** program professionals partner with ECE providers to promote children's social and emotional wellbeing, ensure a strong foundation and stability for school readiness, and build upon the strengths of staff and families to maximize children's social and emotional development; and
- **Parent and Child Engagement in Early Learning and Development** programs engage parents of young children in activities and services that help to support parents, connect families with resources, and assist in the healthy development of young children through developmental coaching, support, and community playgroups.

This section lays out the grant-specific outcomes for each type of program.

[AT A GLANCE]**4 Grants**

- Lincoln Child Center
- The Link to Children
- Jewish Family and Children's Services of the East Bay
- Family Paths

35 Sites (sites have multiple classrooms)

3,305 Youth Served

Mental Health and Development Consultation

Providers of Mental Health and Developmental Consultations in Early Care and Education (ECE) provide support to ECE teachers and providers to better meet the needs of the young children in their care. Early childhood mental health consultation consists of mental health professionals partnering with ECE professionals to promote the social and emotional well being of young children. Mental Health Consultation promotes stability and a strong foundation for school readiness, and services build upon the strengths of staff and families to maximize children's emotional and social development.

For Mental Health and Development Consultation programs, key factors affecting quality include improving providers' understanding of children's challenging behavior and classroom emotional support needs, connecting parents with resources and tools to help their child(ren) reach key milestones, and increasing screening and direct mental health services for children.

Parents and educators generally rated Mental Health Consultants very highly. Almost all surveyed parents reported learning about child development (98%) and gaining confidence in talking with their child's teacher (98%). Educators reported that consultants have good relationships with parents and that consultants respect educators' knowledge and perspective.

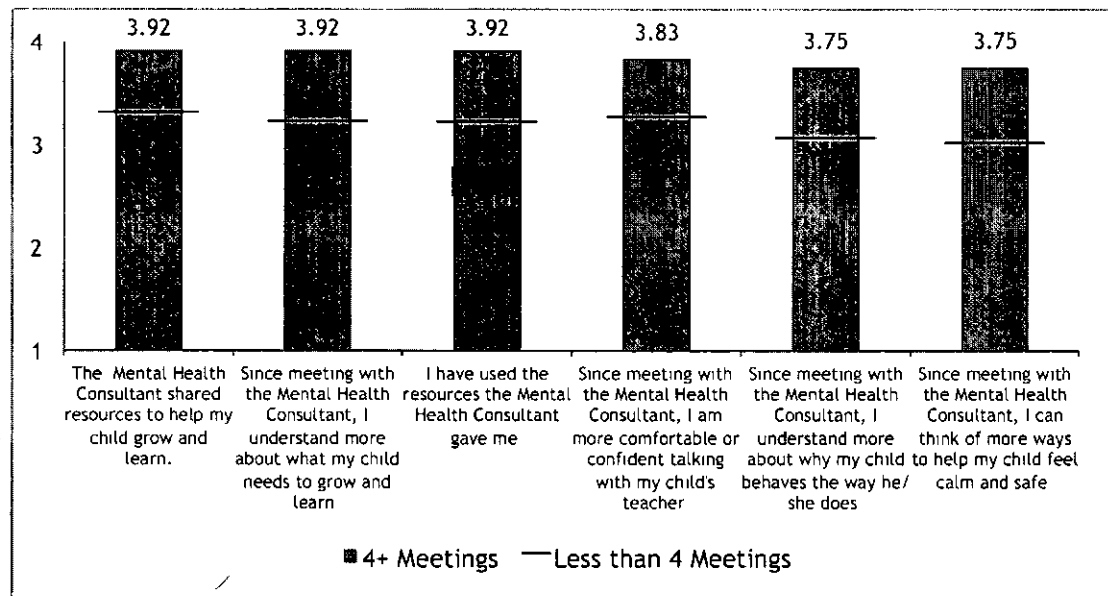
TABLE 7: PARENTS AND EDUCATORS GIVE HIGH RATINGS TO CONSULTANTS

	Parents
Since meeting with the Mental Health Consultant, I understand more about what my child needs to grow and learn.	98%
Since meeting with the Mental Health Consultant, I am more comfortable or confident talking with my child's teacher.	98%
	Educators
The Mental Health Consultant has good relationships with parents.	99%
The Mental Health Consultant respects my knowledge and perspectives on children's issues.	99%

Source: 2013-2014 OFCY Parent and Educator Surveys- Mental Health. N=56. Note: not all respondents answered all survey questions.

While parents generally rated the Mental Health Consultants well, parents who attended four (4) or more meetings with the consultant reported larger program impacts than did parents who attended fewer meetings. Figure 11 shows parents' average ratings by number of consultation meetings; all differences displayed are statistically significant. Agreement with the statement "I can think of more ways to help my child feel calm and safe" differed the most between the two groups of parents.

FIGURE 11: PARENTS REPORT THAT CONSULTANTS' IMPACT INCREASES WITH ADDITIONAL MEETINGS



Source: 2013-2014 OFCY Mental Health Parent Surveys. N=56. Not all respondents answered all survey questions. Only two of four programs had respondents reporting meeting with consultants for 4+ meetings, indicating that program differences may be affecting the results. All results are statistically significant at $p < 0.05$. These questions use a scale of strongly disagree (1) to strongly agree (4).

Since working with the Mental Health Consultant, educators reported changing their tactics for dealing with children's challenging behaviors. Table 8 displays statistically significant differences, including educators' increased use of tactics like comprising with the child and showing the child ways to replace challenging behavior with desired skills.

TABLE 8: EDUCATORS CHANGE TACTICS TO DEAL WITH CHALLENGING BEHAVIOR

	Before	After	Change*
Compromise with child	2.20	2.41	0.20
Reinforce when the child displays new skills	2.45	2.59	0.13
Modify the environment to limit triggers of challenging behavior	2.07	2.19	0.12
Show the child ways to replace challenging behavior with desired skills	2.42	2.57	0.15
Encourage child to use a transitional object (e.g., blanket, doll)	2.15	2.29	0.13

Source: 2013-2014 OFCY Educator Surveys-Mental Health. N=127. Not all respondents answered all survey questions. These questions use a scale of rarely or never (1) to most of the time (3). 'Change' column displays the increase over time, with possible values ranging from -2 to 2.

* Indicates a statistically significant result at $P < .10$.

Public Profit met with 10 OFCY-funded Mental Health Consultants from OFCY-funded programs in spring 2014 to reflect on their experiences over the year and on the possible factors contributing to their programs' successes and challenges. Mental Health Consultants felt that their greatest benefits were not only to early childhood educators, but also to parents. They reported several notable areas of impact from their consultation services:

Consultants reported bridging communications between educators and children, as well as between educators and parents. Some consultants described the barrier that exists between teachers and parents, and mentioned working with both parties to "help see each other's perspectives." Often, teachers feel reluctant to talk to parents about their children's challenging behaviors, and parents may likewise feel defensive. Several consultants report "increasing positive communication with parents and teachers" to help both parties overcome their fears.

Consultants reported serving as links to resources for educators and parents. One consultant reported inviting “a mom to come into the classroom and see what the teacher was doing – she [the parent] learned skills and how to engage [her child]...and she was able to incorporate that into her home.”

Consultants also reported providing parents with referral sources to services such as medical care and community resources. Consultants reported providing educators with resources and strategies to address children’s challenging behaviors.

Consultants reported helping educators identify and create a plan to get a handle on challenging behaviors. One consultant described facilitating a meeting with a teacher and a parent to provide “psycho-education” in order to identify symptoms of PTSD for the child who had been experiencing trauma at home. Following the identification of the behavior, the consultant, educator, and parent came up with a plan to find support. Consultants also shared that they often help teachers understand their own feelings in dealing with their young people’s challenging behaviors: “I felt like I gave her permission to feel that way, and make a plan about how she’ll make it through the next 20 days.”

However, Mental Health Consultants also noted many challenges that continue to be a barrier for them:

Consultants reported large class sizes and a lack of time and space.

Many consultants face difficulties in trying to schedule timing that works for the teacher, caregiver, and consultant. Often, when a meeting time is found it is outside of the educator’s designated work hours. One consultant shared, “The teachers had to sacrifice their lunch and break for these parent sessions, there were no subs.” Consultants also reported that the ratios of teachers to young people are high, with approximate teacher to student ratios of 1 to 25.

Consultants reported that a large number of young children face “a high level of intrapersonal trauma and community violence.” These challenges hinder children’s emotional and cognitive development, as early childhood educators are not well equipped to recognize or address trauma-related issues, creating frustrating situations for teachers and children alike. Moreover, many educators themselves experience primary and secondary traumas, hampering their ability to be successful.

Many of the challenges reported during the 2013-14 program year are the same challenges experienced in the previous year (2012-13). While mental health consultants find ways to adapt and overcome the challenges they face, these issues continue to hamper their ability to provide the best services to educators, parents, and young people.

[AT A GLANCE]**8 Grants**

- Our Family Coalition
- Through the Looking Glass
- Children's Hospital and Research Center Oakland
- Oakland Parents Together
- Lotus Bloom Child and Family Center
- Easy Bay Agency for Children
- Safe Passages
- City of Oakland-Office of Parks and Recreation

19 Sites

935 Youth Served

Parent and Child Engagement Programs

Playgroups and parent education programs reach children and families where they are in neighborhood sites, and incorporate recommendations for parent engagement and family strengthening. Parents gain awareness of practices for promoting social and emotional wellness for infants and toddlers, are able to identify child developmental milestones, and learn of services and are connected with appropriate supportive services for health, child care/ education, and family stability.

For Parent and Child Engagement programs, quality is marked by parents' and children's experiences in these programs in terms of their structured early learning opportunities and playgroups, awareness of and ability in supporting developmental milestones, and the incidence of screening and increased support for children.

Parent surveys show high satisfaction with Parent and Child Engagement programs. Indeed, every respondent agreed that program staff/educators were cheerful and welcoming and were knowledgeable about children's needs.

TABLE 9: PARENTS RATE PARENT AND CHILD ENGAGEMENT PROGRAMS HIGHLY

Statement	Percentage
Program staff/educators were cheerful and welcoming.	100%
Program staff/educators seemed knowledgeable about children's needs.	100%
Program staff/educators were able to answer my questions about my child.	99%
This program taught me about how to help my child be ready for school.	98%

Source: 2013-2014 OFCY Parent and Child Engagement Parent Surveys. N=253. Not all respondents answered all survey questions.

“Thanks to this program I’m better informed about a lot of things. I feel very happy and so is my family. Spending time with other people makes us feel supportive, fair and responsible.”

- Parent and Child Engagement program participant

Parents also rated their comfort level with their understanding of child development before and after participating in Parent and Child Engagement programs. Table 10 displays the average before and after ratings, along with the average increase in knowledge of child development. Parents reported the greatest growth in their understanding of what is typical at their child's age and in how their child is growing and developing.

TABLE 10: PARENTS INCREASE THEIR KNOWLEDGE OF CHILD DEVELOPMENT

	Before	After	Change*
What behavior is typical at my child's age.	1.91	2.75	0.84
How my child is growing and developing.	1.96	2.79	0.83
How to respond effectively when my child is upset.	1.95	2.77	0.82
How to identify what my child needs.	2.01	2.77	0.76
How my child's brain is growing and developing.	1.99	2.75	0.75
How to keep my child safe and healthy.	2.28	2.85	0.58

Source: 2013-2014 OFCY Parent and Child Engagement Parent Surveys. N=253. Not all respondents answered all survey questions. These questions use a scale from "I know a little bit" (1) to "I know a lot" (3). 'Change' column displays parents' reported change, with possible values ranging from -2 to 2.

* Indicates a statistically significant difference at $p < 0.05$.

Parents also reported an increase in time spent playing with their child outside of the program, particularly an increase in play that promotes developmental growth for their child.

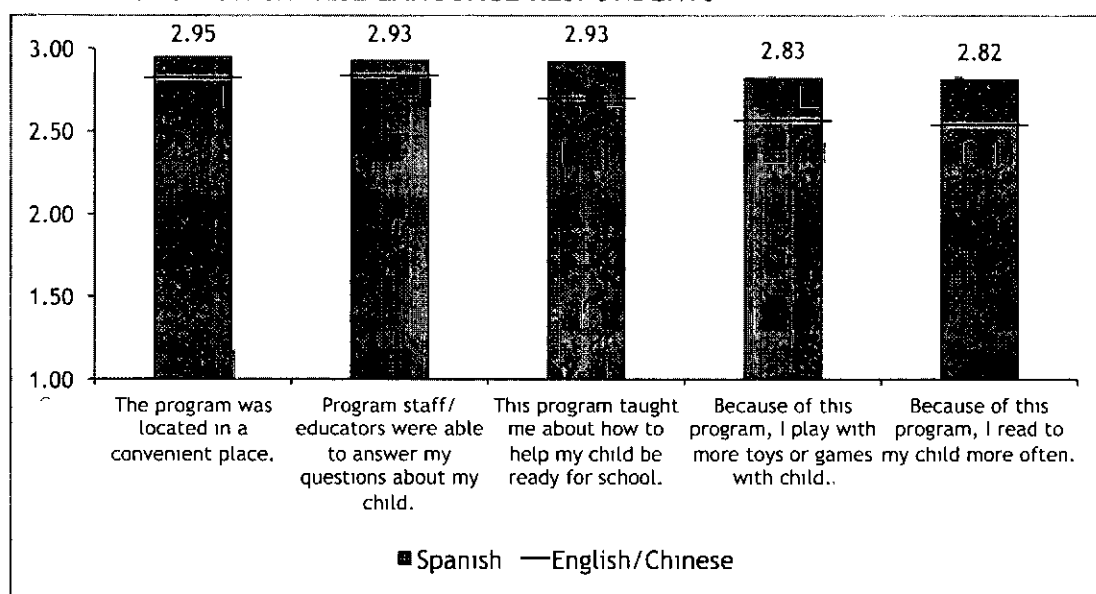
“I learned how to play more with my daughter, how to be more patient with her, how to be the best mom I can be.”

- Parent and Child Engagement program participant

While all parents rated Parent and Child Education programs highly, some variations among parent groups exist. Among survey respondents, mothers reported the greatest knowledge gains when compared to other caregivers in these programs. Mothers increased their knowledge of how their child is growing and developing (0.88 compared to 0.61 for other caregivers) and how to keep their child safe and healthy (0.84 compared to 0.40).

As shown in Figure 12, Spanish language survey respondents¹⁰ rated Parent and Child Engagement programs higher than did English or Chinese language survey respondents (all results displayed are statistically significant). The largest difference is in how many more Spanish language respondents reported reading to their child more often since participating in the program.

FIGURE 12: SPANISH LANGUAGE SURVEY RESPONDENTS RATED PROGRAMS HIGHER THAN ENGLISH OR CHINESE LANGUAGE RESPONDENTS



Source: 2013-2014 OFCY Parent and Child Engagement Parent Surveys N=253. Note: not all respondents answered all survey questions. These questions use a scale from less true (1) to more true (3). All differences are statistically significant¹¹ at $p < 0.05$.

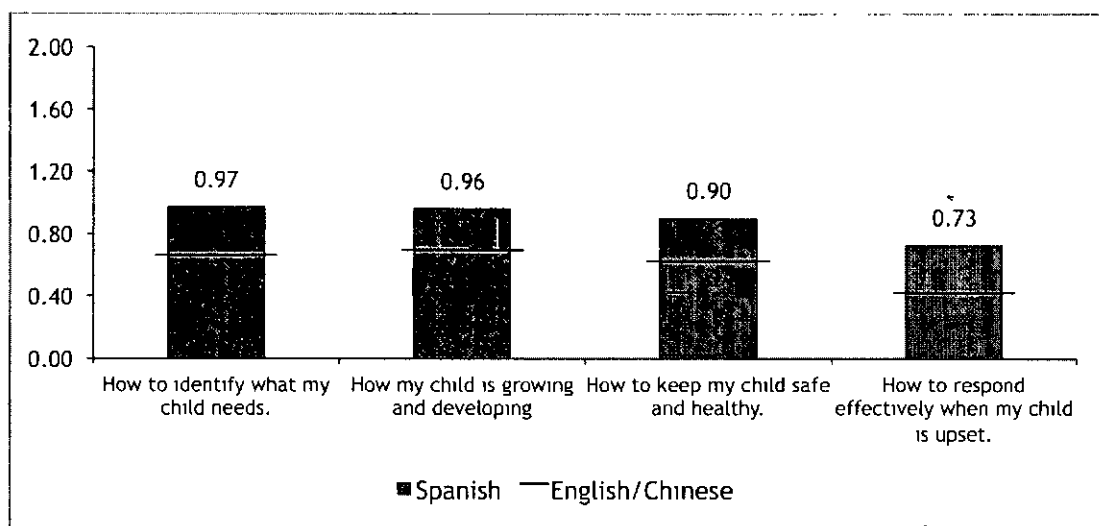
“I learned we can teach them by reading to them no matter their age.”
 - Parent and Child Engagement program participant

¹⁰ “Spanish language surveys respondents” refers to those individuals that filled out surveys in Spanish.

¹¹ Note: Some Spanish respondents were concentrated in a few programs (though not in any one single program). Statistical tests to differentiate a program effect from real differences in Spanish respondents as compared to English or Chinese language respondents were inconclusive.

Spanish language survey respondents reported larger increases in their knowledge of child development as a result of their participation in the OFCY Parent and Child Engagement programs, as compared to English and Chinese language survey respondents. Figure 13 displays all of the statistically significant differences between the groups. The largest gaps between Spanish and Chinese/English language survey respondents occurred for how to identify what their child needs and how to respond effectively when their child is upset.

FIGURE 13: SPANISH LANGUAGE SURVEY RESPONDENTS REPORTED A LARGER INCREASE IN KNOWLEDGE OF CHILD DEVELOPMENT



Source: 2013-2014 OFCY Parent and Child Engagement Parent Surveys. N=253. Note: not all respondents answered all survey questions. The original questions use a scale from "I know a little bit" (1) to "I know a lot" (3). This chart displays the change from before the program to after the program, with possible values ranging from -2 to 2. All differences are statistically significant¹² at $p < 0.05$.

“ [I learned] about how my son will grow and develop. For myself, now I feel more confident after hearing the experiences of other mothers.”

- Parent and Child Engagement program participant

¹² Note: Some Spanish language respondents were concentrated in a few programs (though not in any one single program). Statistical tests to differentiate a program effect from real differences in Spanish language respondents as compared to English or Chinese language respondents were inconclusive.

PROMISING PRACTICE

Family Support: Reporting Out to Keep Families in the Loop
at Laurel Elementary School (Boy Scouts SF Bay Area Council, Learning for Life)

OFCY Funding Strategy: Student Success in School
Grant Group: School-Based After School Programming

Laurel uses two innovative ways to communicate to families about their child's experiences in the program. Program staff members submit a Weekly Report to the parents of all of youth that rates each child using a stop light scale (green for 'good,' yellow for 'needs improvement,' and red for 'warning') on behavior, participation in academic enrichment, and getting along with their peers. In addition, the parents of youth in tutoring sessions receive a session record for their child that tells the parents what youth worked on during the session, gives a brief update about the youth's progress, and identifies the work plan for the next session.

PROMISING PRACTICE

Safe Environments: Using Checklists to Co-Manage Program Space
at Brookfield Elementary School (Higher Ground Neighborhood Development Corp.)

OFCY Funding Strategy: Student Success in School
Grant Group: School-Based After School Programming

Brookfield takes a proactive approach to managing the space agreements that they have with school day teachers. Program staff members provide each teacher with an After School Checklist. The school day teacher uses this checklist to indicate if agreed upon room maintenance tasks such as erasing the boards and turning the lights off have been completed. The teacher also rates the overall condition of the room as good, fair, or poor. When teachers complete the checklist daily, program staff can make quick adjustments to ensure that space agreements continue to be met.

PROGRAM OUTCOMES: SCHOOL-AGE AND YOUTH PROGRAMS

Quality programs are those in which children and youth feel safe and supported, and receive the tools they will need to move toward becoming healthy, happy, educated, engaged, powerful, and loved community members. High quality youth development programs, regardless of their content-area focus, share a common set of youth outcomes, based on youth development- and PQA-informed outcomes and goals; in particular these include increased connectivity for youth (with school, peers, adults, family, and community); an increased sense of mastery and accomplishment; increased self-esteem; and improved communication and social skills. Additionally, grant group-specific youth outcomes, which indicate the goals and outcomes programs funded under each respective strategy work to achieve, are detailed within each section below.

During the 2013-14 OFCY grantee evaluation these common outcome measures were assessed through youth surveys, PQA-based site visits (detailed in a previous section), and the Program Practices Survey.

The figure on the following page presents a visual representation of the elements that are common to all School-Age and Older Youth Programs and those specific to individual funding strategies, to be detailed in this section of the report:

COMMON TO ALL SCHOOL-AGE and YOUTH PROGRAMS

Participation <ul style="list-style-type: none"> • Progress toward targeted UOS • # unduplicated youth served 	Program Quality <ul style="list-style-type: none"> • Safe • Supportive • Peer Interaction • Active Engagement 	Youth Development Outcomes <ul style="list-style-type: none"> • Mastery and accomplishment • Communication skills • Social and emotional learning • Pro-social connections
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ADDITIONAL OUTCOMES SPECIFIC TO INDIVIDUAL GRANTEE GROUPS

Academic Support for Older Youth <ul style="list-style-type: none"> • Academic performance and attendance, reduced absenteeism • High School graduation rate 	Middle and High School Transitions <ul style="list-style-type: none"> • Family engagement • Academic performance and attendance, reduced absenteeism • Reading at grade level
Youth Leadership in Community Schools <ul style="list-style-type: none"> • Safe, supportive schools + school climate • School + family engagement • Academic performance and attendance, reduced absenteeism • High School graduation rate • Wellness, healthy behaviors 	Summer <ul style="list-style-type: none"> • Community engagement • Academic performance • Risk-avoidance, violence prevention • Reduction of summer learning loss
Out of School Time - Community-Based <ul style="list-style-type: none"> • Safe, supportive places • Community engagement • Risk-avoidance, violence prevention • Reading at grade level 	Out of School Time - School-Based <ul style="list-style-type: none"> • School + family engagement • Academic performance and attendance, reduced absenteeism • Safe, supportive schools + school climate • Wellness, healthy behaviors • Reading at grade level
Youth Leadership and Community Safety <ul style="list-style-type: none"> • Community engagement • Risk-avoidance, violence prevention • Youth leadership 	Youth Career and Workforce Development <ul style="list-style-type: none"> • Internship, job performance • Job and career opportunities • Workforce linkages

Survey Results: Youth Outcomes

Common Program Outcomes

Common program outcomes (detailed in the previous figure and in the table below) apply across all of OFCY's school-age and youth programming, and complement the quality outcomes of Safety, Supportive Environment, Peer Interaction, and Active Engagement. We find strong statistically significant relationships between the Peer Interaction quality composite and these three common domains, suggesting that when Interaction is high, Mastery and Accomplishment (when youth feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders), Pro-Social Connections (when youth develop and maintain healthy personal and community ties with peers and adults), and Social and Emotional Learning (the skills that are used to manage and communicate one's emotions) follow, and vice versa.

School-age and older youth participants overall had high levels of agreement on these common youth development measures. Table 11 displays the percent of youth responding positively to these composites by OFCY grant strategy. All three composites had similar scores, ranging from percentages in the high 70s to the mid 90s depending on the strategy. The Pro-Social Connections composite had the highest variation between strategies.

TABLE 11: COMMON PROGRAM OUTCOME SURVEY COMPOSITES

Strategy	Mastery and Accomplishment	Pro-Social Connections	Social and Emotional Learning
School-Based After School	79%	77%	83%
Middle School and High School Transitions	76%	79%	77%
Youth Leadership in Community Schools	92%	93%	94%
Community-Based Out-of-School Time	88%	90%	91%
Youth Leadership and Community Safety	89%	96%	91%
Youth Career and Workforce Development	89%	91%	87%
Academic Support for Older Youth	93%	95%	93%

Source: 2013-2014 OFCY Youth Surveys. N=6,303. Note: not all respondents answered all survey questions.

School-Based Out-of-School Time Outcomes

[AT A GLANCE]

64 Grants
(See Appendices
for grant-level
tables)

64 Sites

10,316 Youth
Served

87% reported a
supportive
environment

83% reported
social and
emotional
learning

[PQA RATINGS]
% Programs with
PQA Rating in
Academic Climate
of 3+

3rd to 5th Grades
80%

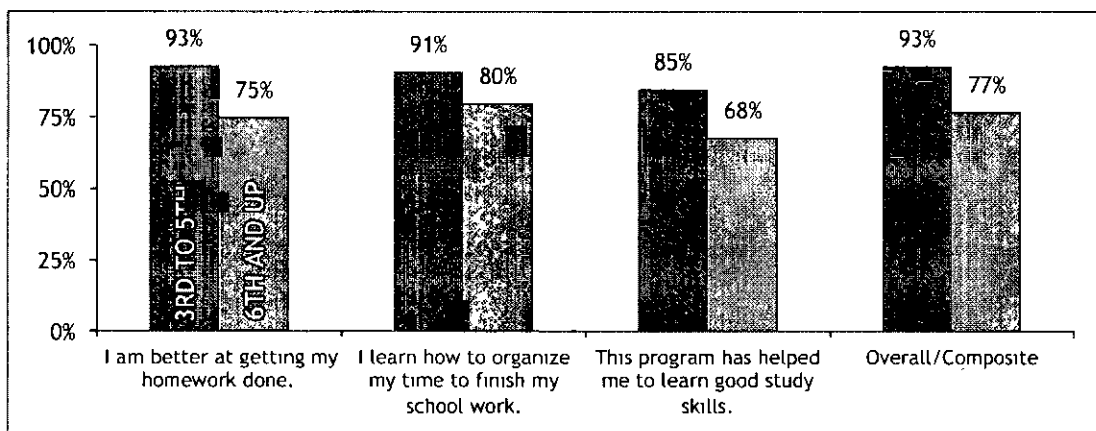
6th Grade and Up
83%

School-Based After School programs provide enrichment, academic, and family support programming through programs at elementary and middle schools. Grant-specific outcome themes for this group include Academic Behavior, Academic Exploration and Readiness, School and Family Engagement, and Wellness and Healthy Behaviors.

Academic Behavior

Academic behaviors are the habits that show that youth are making an effort to learn.¹³ When children and youth consistently engage in academic behaviors they are more likely to improve their academic performance.¹⁴ School-Based after school participants showed high rates of positive academic behavior. Third to 5th graders reported getting better at completing their homework, whereas those in grades 6 and up reported they learned how to organize their time to finish their schoolwork.

FIGURE 14: PARTICIPANTS AGREE THAT THEIR SCHOOL-BASED AFTER SCHOOL PROGRAM SUPPORTS POSITIVE ACADEMIC BEHAVIORS



Source: 2013-2014 OFCY Youth Surveys. N=3,991. Note: not all respondents answered all survey questions.

School-Based After School participants performed better than other youth¹⁵ in three statistically significant ways:

- School-Based After School participants had better school attendance rates (96%, versus 95% for non-OFCY youth);
- They were better at meeting District attendance goals (75% of participants met the District's 95% attendance threshold, versus 68% of non-OFCY students); and
- They had a lower proportion of chronic absences than other youth (8% versus 12%, respectively).

¹³ Farrington, C.A., Roderick, M., Allensworth, et al. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on Chicago School Research.

¹⁴ *Ibid.*

¹⁵ OFCY participants in this strategy (n=10,316) were compared to youth at schools that had at least 1 OFCY-participating youth (n=11,171); statistically significant differences at P<.05.

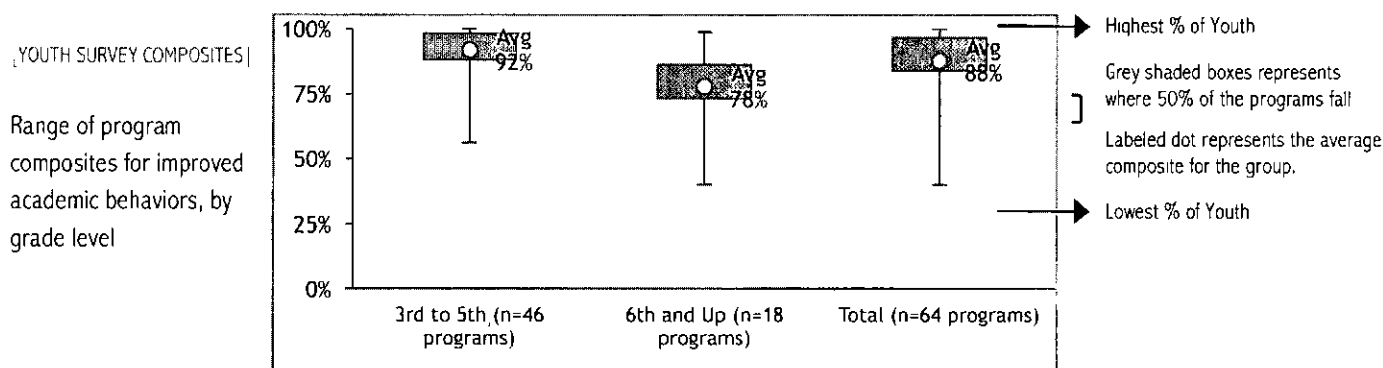
School-Based Out-of-School Time Outcomes

However, School-Based participants had a slightly lower average change in their rate of school day attendance between the 2013-13 school year and the 2013-14 school year (0.15%, versus 0.31% for non-participants); this indicates that while they attended for more days overall than did non-OFCY participants, their attendance rate increased less over the previous year versus that of non-OFCY participants.

Additionally, a lower proportion of School-Based participants read at grade level than non-OFCY participants: 49% of School-Based participants read at grade level in 2013-14, compared to 53% of non-participants. As well, there was a (very minor) negative change in the proportion of youth reading at grade level in 2013-14 versus in 2012-13 as compared to other youth; these differences are statistically significant.

In terms of youth survey results, the figure below displays the distribution of programs by the proportion of respondents who agreed with the academic behavior composite. The figure shows a larger variation among programs serving 6th graders and up, yet programs serving 3rd through 5th graders have a higher average agreement. Overall, for most programs, the majority of children and youth in those programs report increases in positive academic behavior.

FIGURE 15: IN ALL SCHOOL-BASED AFTER SCHOOL PROGRAMS, THE MAJORITY OF PARTICIPANTS REPORTED INCREASES IN POSITIVE ACADEMIC BEHAVIOR



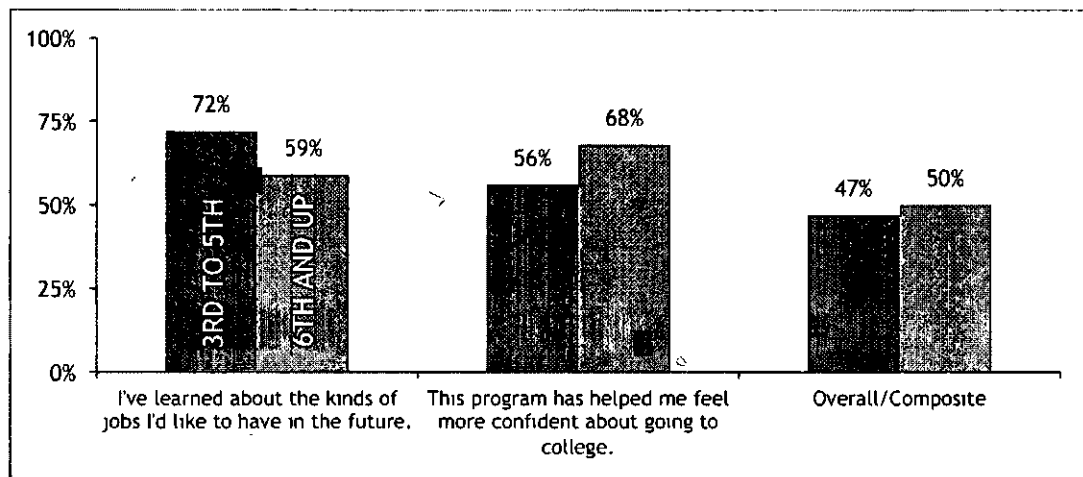
Source: 2013-2014 OFCY Youth Surveys. N=3,991 youth surveys, distributed among 64 total programs (46 elementary and 18 youth) as noted in the table above. Note: not all respondents answered all survey questions.

Academic Exploration and Readiness

Academic exploration and readiness activities are opportunities that support children and youth in looking towards the future by helping them identify skills that relate to their careers of interest. Most participants reported that they had learned about the kind of job they'd like to have in the future, and said that they felt more confident about going to college, though rates are lower for these questions as compared to other questions within this strategy. Third to 5th graders were more likely to report learning about the kinds of jobs they'd like to have in the future, whereas youth in 6th grade and up were more likely to report that they more confident about going to college.

School-Based Out-of-School Time Outcomes

FIGURE 16: MODEST NUMBERS OF PARTICIPANTS AGREE THAT SCHOOL-BASED AFTER SCHOOL SUPPORTS COLLEGE AND CAREER READINESS

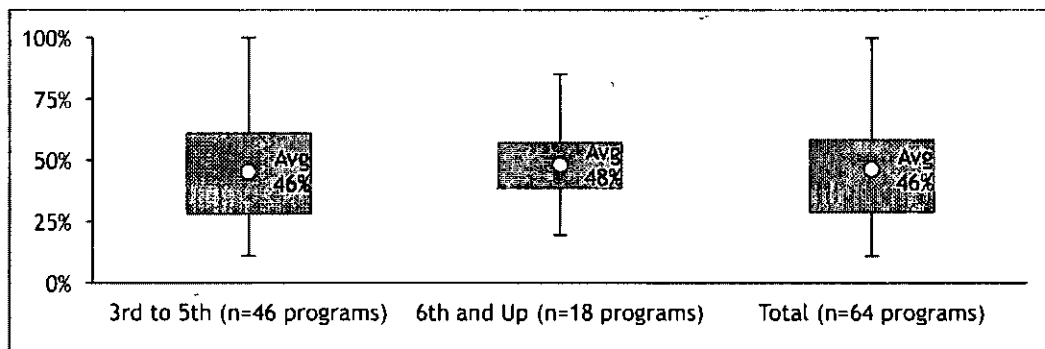


Source: 2013-2014 OFCY Youth Surveys. N=3,991. Note: not all respondents answered all survey questions.

The graph below shows that the proportion of children and youth in each program who increased their academic exploration and readiness varies widely. Programs serving youth in 6th grade and up are fairly more clustered than those serving 3rd to 5th graders.

FIGURE 17: SCHOOL-BASED AFTER SCHOOL PROGRAMS VARY WIDELY IN THE PROPORTION OF RESPONDENTS REPORTING INCREASES IN ACADEMIC EXPLORATION AND READINESS

{YOUTH SURVEY COMPOSITES}
Range of program
composites for improved
academic exploration and
readiness, by grade level



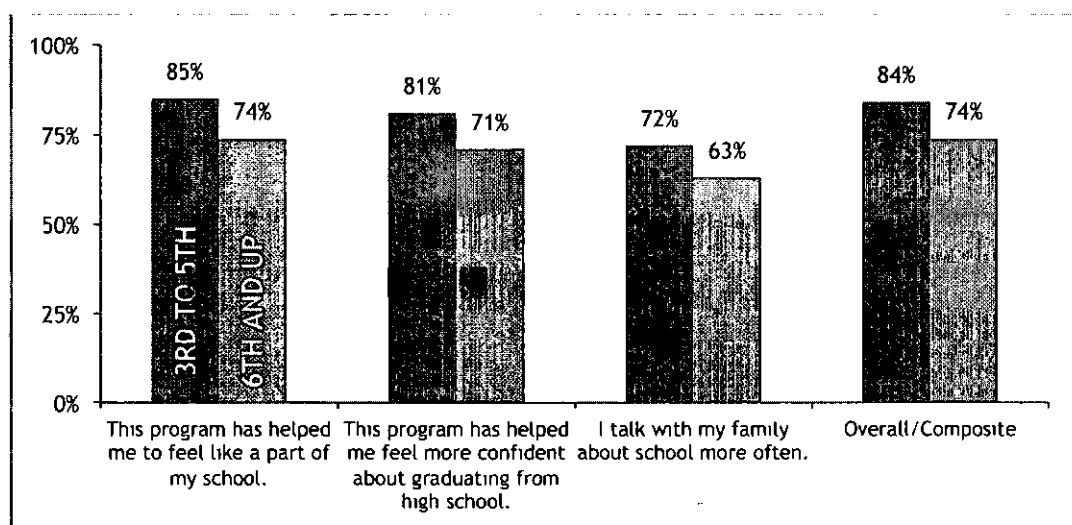
Source: 2013-2014 OFCY Youth Surveys. N=3,991 youth surveys, distributed among 64 total programs (46 elementary and 18 youth) as noted in the table above. Note: not all respondents answered all survey questions.

School-Based Out-of-School Time Outcomes

School and Family Engagement

Actively engaging at school and with family helps children and youth to build the framework for academic success. Many participants reported increased engagement with school and family as a result of their School-Based After School program. A high percentage of 3rd to 5th graders (85%) and those in 6th grade and above (74%) reported that their program helped them to feel like a part of their school. In general, younger participants reported higher levels of engagement than older youth.

FIGURE 18: SCHOOL-BASED AFTER SCHOOL HELPS PARTICIPANTS FEEL LIKE A PART OF THEIR SCHOOL

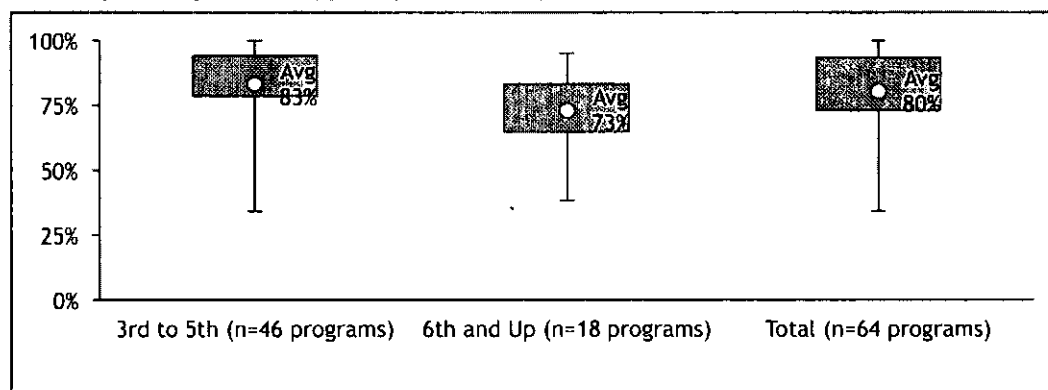


Source: 2013-2014 OFCY Youth Surveys. N=3,991. Note: not all respondents answered all survey questions.

While the proportion of children and youth who increased their school and family engagement ranges widely by program (see chart below), most programs were able to help a majority of the youth in their program increase their engagement.

FIGURE 19: MOST SCHOOL-BASED AFTER SCHOOL PROGRAMS HAVE A MAJORITY OF PARTICIPANTS THAT INCREASED THEIR SCHOOL AND FAMILY ENGAGEMENT

[YOUTH SURVEY COMPOSITES]
Range of program
composites for school and
family engagement, by
grade level



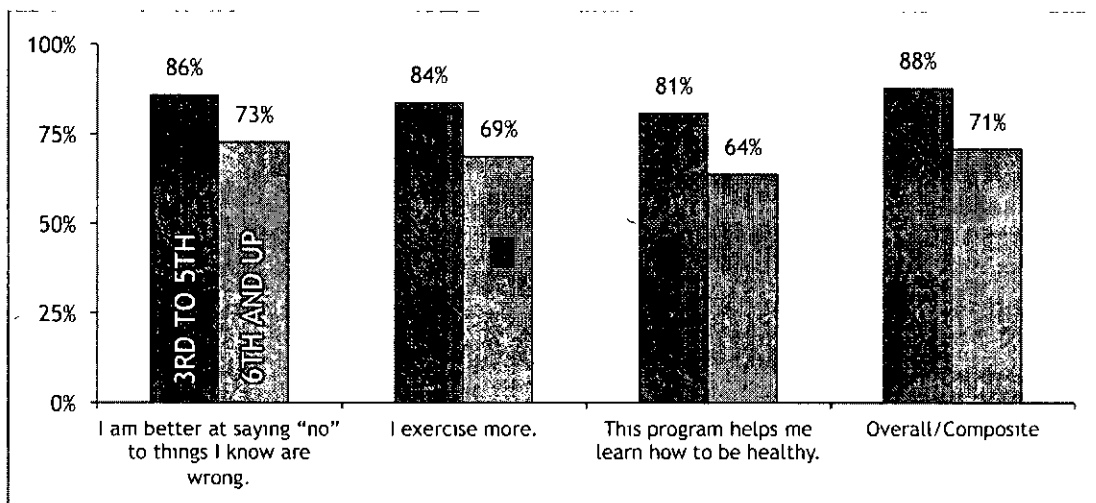
Source: 2013-2014 OFCY Youth Surveys. N=3,991 youth surveys, distributed among 64 total programs (46 elementary and 18 youth) as noted in the table above. Note: not all respondents answered all survey questions.

School-Based Out-of-School Time Outcomes

Wellness and Healthy Behaviors

Activities that promote physical well being engage children and youth in physical activity, such as exercise or games, and help them learn about healthy habits. School-based after school programs support wellness for both elementary and youth participants, who both reported fairly high levels of agreement with wellness questions. Most participants reported they are better at saying “no” to things they know are wrong. Third to 5th graders generally reported higher agreement with wellness questions than youth in 6th grade or above.

FIGURE 20: 3RD TO 5TH GRADERS ARE MORE LIKELY TO REPORT HEALTHIER BEHAVIORS THAN THEIR OLDER PEERS

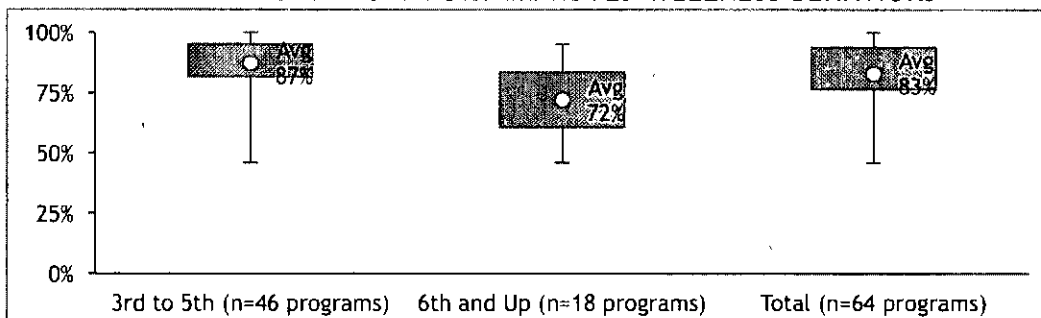


Source: 2013-2014 OFCY Youth Surveys. N=3,991. Note: not all respondents answered all survey questions.

Nearly all of the programs were able to help a majority of participants increase their wellness behaviors. Programs serving 3rd to 5th graders have a higher average proportion (87%) but also a broader range of responses than programs serving youth in grades 6 and up.

FIGURE 21: IN NEARLY ALL SCHOOL-BASED AFTER SCHOOL PROGRAMS, THE MAJORITY OF PARTICIPANTS REPORT IMPROVED WELLNESS BEHAVIORS

[YOUTH SURVEY COMPOSITES]
Range of program
composites for improved
wellness, by grade level



Source: 2013-2014 OFCY Youth Surveys N=3,991 youth surveys, distributed among 64 total programs (46 elementary and 18 youth) as noted in the table above. Note: not all respondents answered all survey questions.

Middle School and High School Transitions Outcomes

[AT A GLANCE]

4 Grants:

- Alternatives in Action
- East Bay Asian Youth Center
- Oakland Kids First
- Safe Passages

13 Sites

4,036 Youth Served

88% reported a safe environment

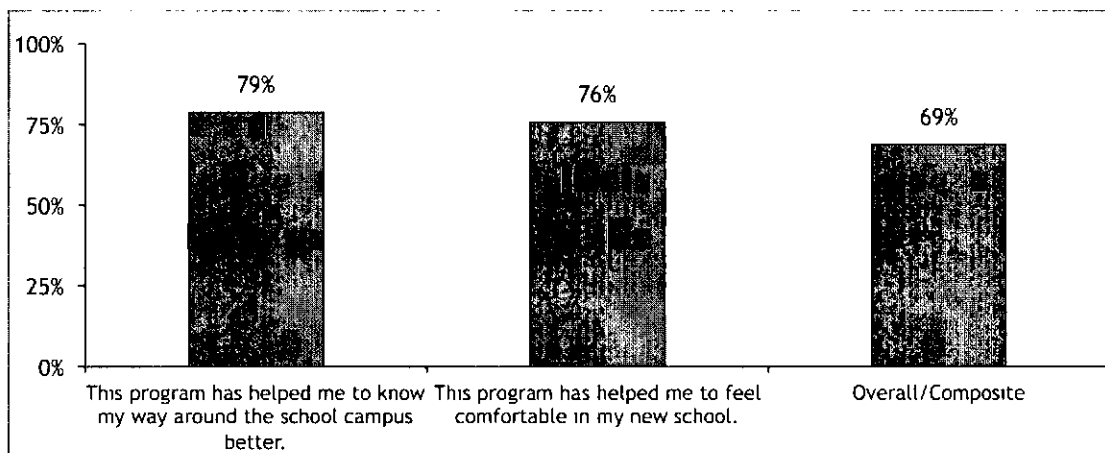
79% reported developing pro-social connections

Programs in this group aim to help youth successfully transition from their prior school setting (elementary or middle) and integrate into a new school environment (middle or high), as well as to involve youth in creating a positive school climate; helping youth acclimate helps them be able to focus on academics and success as students and school citizens. Outcomes specific to the Transitions programs include Academic Environment and School and Family Engagement.

Academic Environment

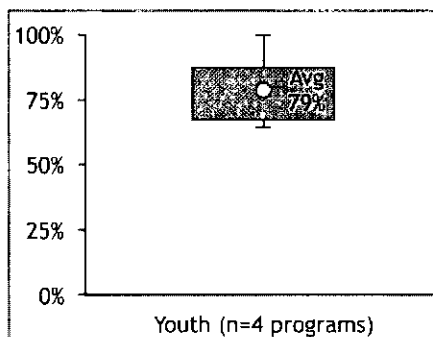
Youth need to feel comfortable in their school environment so they can succeed in school, in their relationships with peers and adults, and in their communities. Seventy nine percent (79%) of respondents reported they are more comfortable with their new school as a result of their Transitions program. Seventy six percent (76%) reported that their program helped them know their way around campus better.

FIGURE 22: YOUTH IN TRANSITIONS PROGRAMS ARE MORE FAMILIAR WITH THEIR NEW SCHOOL



Source: 2013-2014 OFCY Youth Surveys. N=556. Note: not all respondents answered all survey questions.

FIGURE 23: IN ALL TRANSITIONS PROGRAMS THE MAJORITY OF PARTICIPANTS INCREASED THEIR COMFORT WITH THEIR NEW ACADEMIC ENVIRONMENT



The majority of youth in Transitions programs felt better about their academic environment after participating.

Source: 2013-2014 OFCY Youth Surveys. N=556 youth surveys distributed among 4 programs as noted in the table above. Note: not all respondents answered all survey questions.

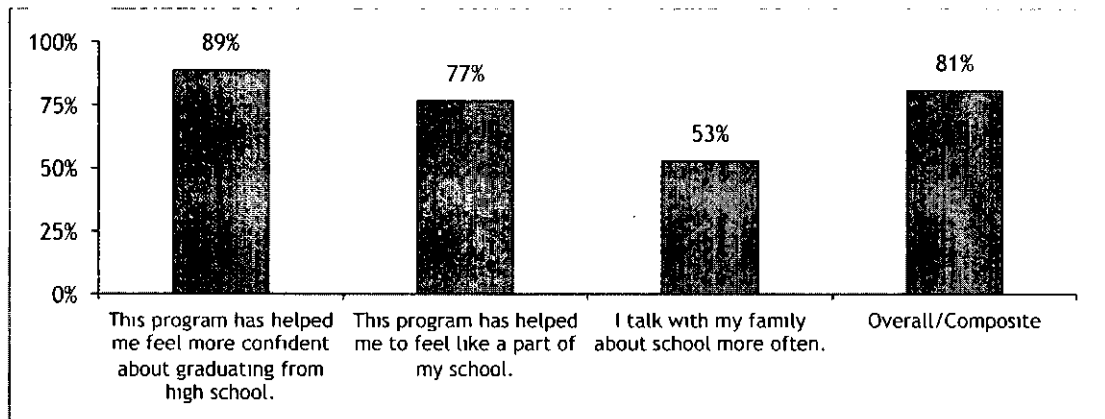
[YOUTH SURVEY COMPOSITES]
Range of program composites for improved academic environment

Middle School and High School Transitions Outcomes

School and Family Engagement

Actively engaging in school and family helps youth build the foundation for academic success. Youth reported that their school and family engagement increased as a result of the program. Eighty-nine percent (89%) reported that their Transitions program makes them more confident about graduating high school, although just 53% reported that since coming to the program, they talk with their family about school more often.

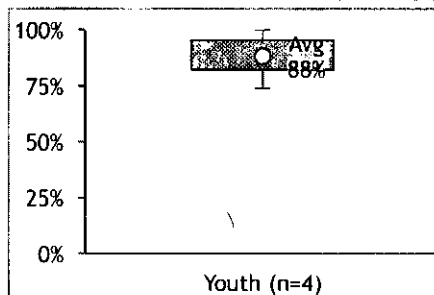
FIGURE 24: TRANSITIONS YOUTH FEEL MORE CONFIDENT IN FINISHING HIGH SCHOOL



Source: 2013-2014 OFCY Youth Surveys. N=556. Note: not all respondents answered all survey questions.

FIGURE 25: IN ALL PROGRAMS THE MAJORITY OF PARTICIPANTS INCREASED THEIR LEVEL OF ENGAGEMENT WITH SCHOOL AND FAMILY

[YOUTH SURVEY COMPOSITES]
Range of program
composites for school and
family engagement



Transitions programs had a large majority of youth who reported that they were more successful at engaging youth with school, but less so about encouraging youth to talk with their parents about school. An average of 88% of youth increased their engagement with school, and to a lesser degree with family.

Source: 2013-2014 OFCY Youth Surveys. N=556 youth surveys distributed among 4 programs as noted in the table above. Note: not all respondents answered all survey questions.

Transitions youth had better academic results than non-participants¹⁶ in several ways:

- They had better school day attendance rates (95%) than non-participants (94%);
- A higher proportion of Transitions youth met the District's 95% attendance threshold (74%, versus 71% of non-participants) and had fewer chronic absences (at 11%, versus 13% of other youth); and
- Youth in high school-based Transitions programs had higher 10th grade CAHSEE English (76%, versus 73%) and Math pass rates (79%, versus 76%) than other youth.

On the other hand, non-OFCY participants were more likely to read at grade level (81%) than Transitions participants (79%). Neither showed improvements in the proportion of youth reading at grade level between the 2012-13 and 2013-14 school years.

¹⁶ OFCY participants in this strategy (n=4,036) were compared to youth at schools that had at least 1 OFCY-participating youth (n=10,011); statistically significant differences at $P < .05$.

Youth Leadership in Community Schools Outcomes

[AT A GLANCE]

3 Grants:

- Alternatives in Action
- Oakland Unified School District
- Spanish Speaking Citizens' Foundation

16 Sites

2,210 Youth Served

98% reported a supportive environment

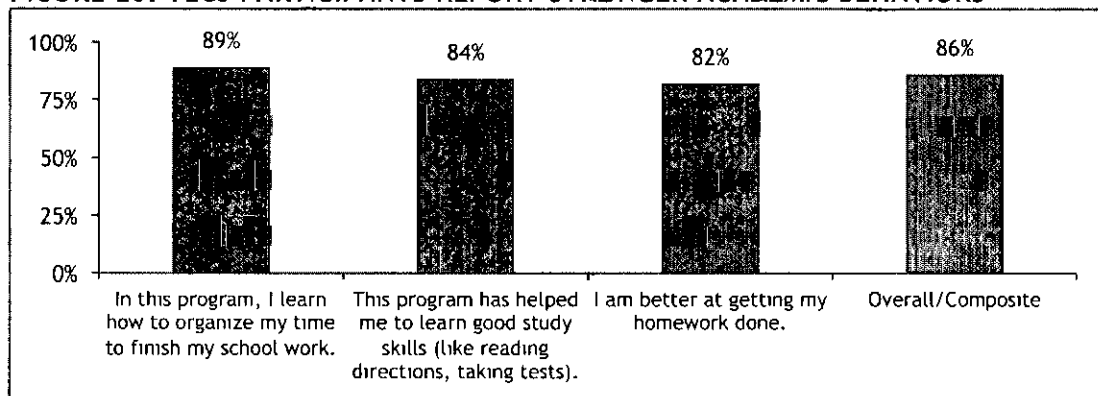
94% reported social and emotional learning

Youth Leadership in Community Schools (YLC Schools) grantees engage youth as peer leaders in schools to promote a range of positive behaviors, such as healthy decision making, resolving conflict, inclusiveness, and positive school culture. Youth Leadership in Community Schools programs work to achieve outcomes in: Academic Behaviors, Academic Exploration and Readiness, School and Family Engagement, and Wellness and Healthy Behaviors.

Academic Behaviors

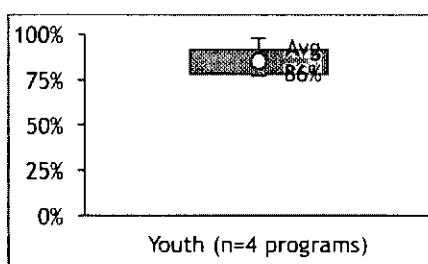
Academic behaviors show youth are making an effort to learn, and make them more likely to improve their academic performance. Most Youth Leadership in Community Schools participants reported that they learned positive academic behaviors while in their program. Eighty nine percent (89%) reported that they learned how to organize their time to finish their schoolwork, while 82% reported that because of their program they are better at getting their homework done.

FIGURE 26: YLCS PARTICIPANTS REPORT STRONGER ACADEMIC BEHAVIORS



Source: 2013-2014 OFCY Youth Surveys. N=324. Note: not all respondents answered all survey questions.

FIGURE 27: IN ALL YOUTH LEADERSHIP IN COMMUNITY SCHOOLS PROGRAMS, MORE THAN 75% OF PARTICIPANTS REPORTED IMPROVED ACADEMIC BEHAVIOR



A high percentage of youth in all programs in this category reported improved academic behavior. Among Youth Leadership in Community Schools grantees, an average of 86% of youth reported improved academic behavior.

Source: 2013-2014 OFCY Youth Surveys. N=324 youth surveys distributed among 3 programs as noted in the table above. Note: not all respondents answered all survey questions.

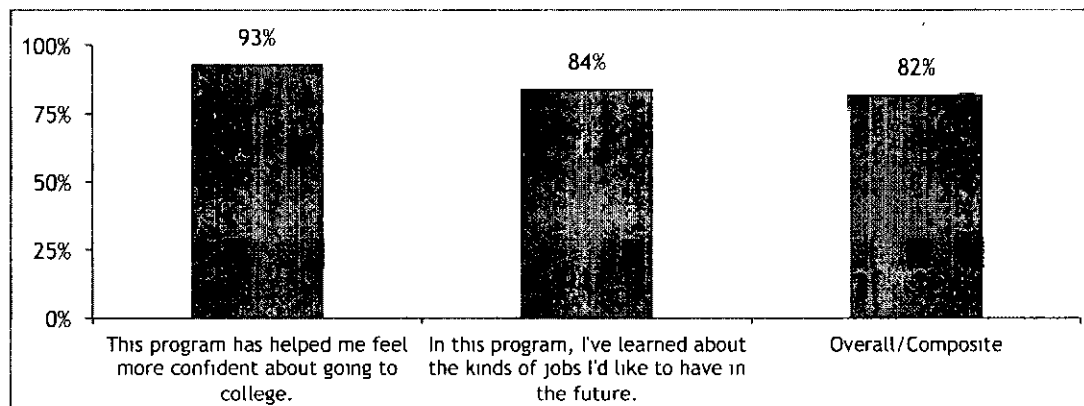
[YOUTH SURVEY COMPOSITES]
Range of program composites for improved academic behaviors

Youth Leadership in Community Schools Outcomes

Academic Exploration and Readiness

Academic exploration and readiness activities are opportunities that support youth in looking towards the future by helping them identify skills that relate to their careers of interest. Ninety-three percent (93%) of Youth Leadership in Community Schools participants reported that the program helped them feel more confident about going to college, while about 84% reported that the program helped them learn about the kinds of jobs they'd like to have in the future.

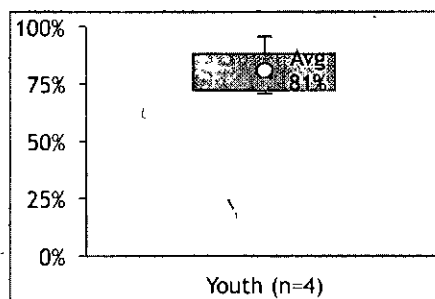
FIGURE 28: YOUTH LEADERSHIP PROGRAMS AID COLLEGE AND CAREER READINESS



Source: 2013-2014 OFCY Youth Surveys. N=324. Note: not all respondents answered all survey questions.

FIGURE 29: ALL YOUTH LEADERSHIP IN COMMUNITY SCHOOLS PROGRAMS SUPPORT A MAJORITY OF YOUTH IN THEIR EXPLORATION OF COLLEGE AND FUTURE CAREERS

[YOUTH SURVEY COMPOSITES]
Range of program
composites for improved
academic exploration and
readiness



A large majority of youth in each program in this category reported that their program supported their college and career readiness. Positive composite rates were fairly similar across programs.

Source: 2013-2014 OFCY Youth Surveys. N=324 youth surveys distributed among 4 programs as noted in the table above. Note: not all respondents answered all survey questions.

YLC Schools participants had better academic results versus those of non-participants¹⁷:

- Participants were more likely to read at grade level (80%, versus 78% of non-participants);
- More participants (18%, versus 10% of others) had a positive change in their reading level over the 2012-13 school year;
- Participants had a higher school day attendance rate (95% versus 94% of non-participants);
- Participants were more likely to meet District attendance goals (74%, compared with 72% of non-participants); and
- Fewer participants (12%, versus 13% of non-participants) had chronic absences.

¹⁷ OFCY participants in this strategy (n=2,210) were compared to youth at schools that had at least 1 OFCY-participating youth (n=3,700); statistically significant differences at $P < .05$.

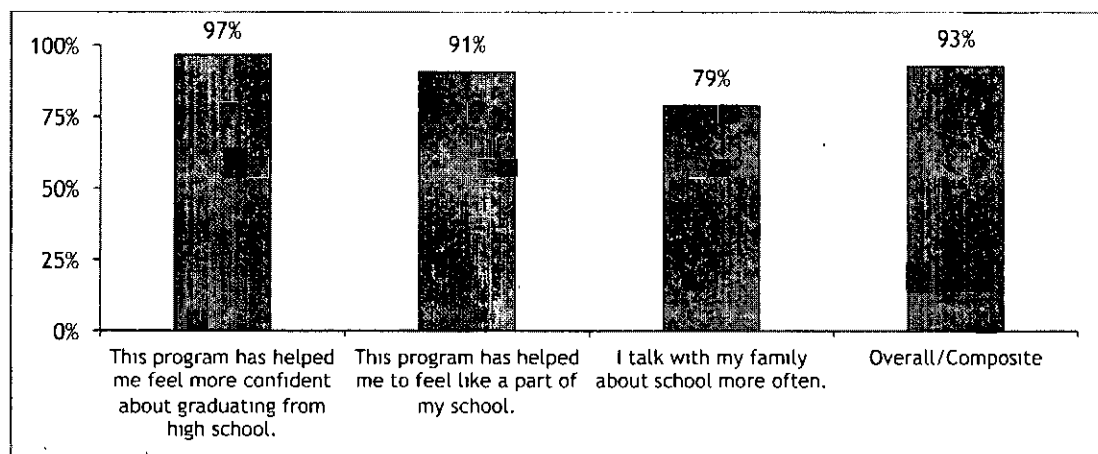
Youth Leadership in Community Schools Outcomes

However, there were no significant differences in OFCY participants' 10th grade CAHSEE English (76%) or Math pass rates (78%) or in OFCY participants' graduation rate (88%), as compared to those of non-OFCY participants.¹⁸

School and Family Engagement

Actively engaging in school and family helps youth to build the foundation to be successful academically. Youth Leadership in Community Schools participants reported increases in their level of engagement with school and family. In particular, almost all youth (97%) reported their program helped them feel more confident about graduating from high school. Seventy nine percent (79%) reported they talked to their family about school more often since attending their program.

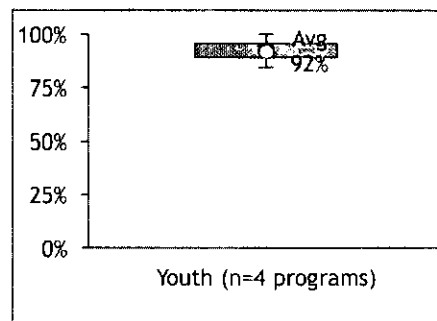
FIGURE 30: YOUTH LEADERSHIP IN COMMUNITY SCHOOLS PARTICIPANTS ARE MORE CONFIDENT ABOUT COMPLETING HIGH SCHOOL AND FEEL MORE CONNECTED WITH THEIR SCHOOL



Source: 2013-2014 OFCY Youth Surveys. N=324. Note: not all respondents answered all survey questions.

FIGURE 31: ALL YOUTH LEADERSHIP IN COMMUNITY SCHOOLS PROGRAMS HELP ALMOST ALL YOUTH INCREASE THEIR SCHOOL AND FAMILY ENGAGEMENT

(YOUTH SURVEY COMPOSITES)
Range of program
composites for school and
family engagement



All programs in this strategy have high proportions of youth that increased their engagement in school and family, with little variation between programs. Among Youth Leadership in Community Schools grantees, an average of 92% of participants increased their school and family engagement.

Source: 2013-2014 OFCY Youth Surveys. N=324 youth surveys distributed among 4 programs as noted in the table above. Note: not all respondents answered all survey questions.

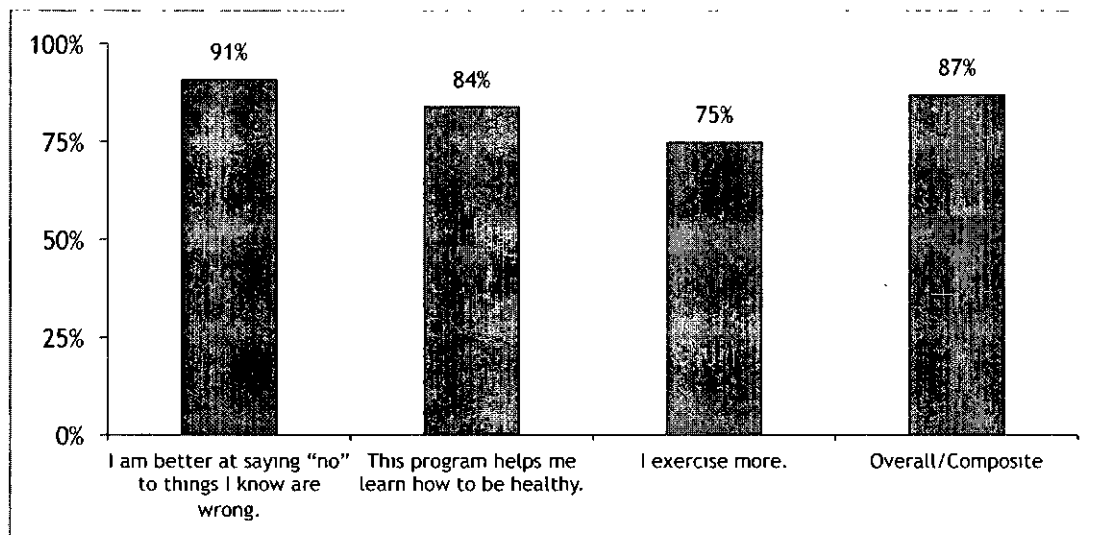
¹⁸ OFCY participants in this strategy (n=2,210) were compared to youth at schools that had at least 1 OFCY-participating youth (n=3,700); statistically significant differences at P<.05.

Youth Leadership in Community Schools Outcomes

Wellness and Healthy Behaviors

Activities that promote physical well being engage youth in physical activity, such as exercise or games, and help youth learn about healthy habits. Most Youth Leadership in Community Schools participants reported gains in healthy behaviors and choices. Ninety one percent (91%) reported that since coming to this program they are better at saying “no” to things that are wrong, whereas 3 in 4 reported they exercise more since coming to their program.

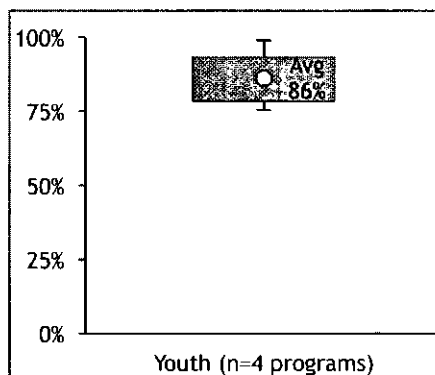
FIGURE 32: YOUTH LEADERSHIP IN COMMUNITY SCHOOLS PARTICIPANTS CAN BETTER SAY “NO” TO THINGS THEY KNOW ARE WRONG



Source: 2013-2014 OFCY Youth Surveys. N=324. Note: not all respondents answered all survey questions.

FIGURE 33: ALL PROGRAMS SUPPORT THE IMPROVEMENT OF WELLNESS FOR MOST OF THE RESPONDENTS

[YOUTH SURVEY COMPOSITES]
Range of program
composites for improved
wellness



Youth in this strategy overwhelmingly reported improved wellness behaviors. In all of the Youth Leadership in Community Schools programs, over 75% of youth improved their wellness behaviors, with an average of 86% of youth reporting a positive wellness composite.

Source: 2013-2014 OFCY Youth Surveys. N=324 youth surveys distributed among 4 programs as noted in the table above. Note: not all respondents answered all survey questions.

Community-Based Out-of-School Time Outcomes

[AT A GLANCE]

12 Grants
(See Appendices
for grant-level
tables)

17 Sites

2,553 Youth
Served

98% reported a
supportive
environment

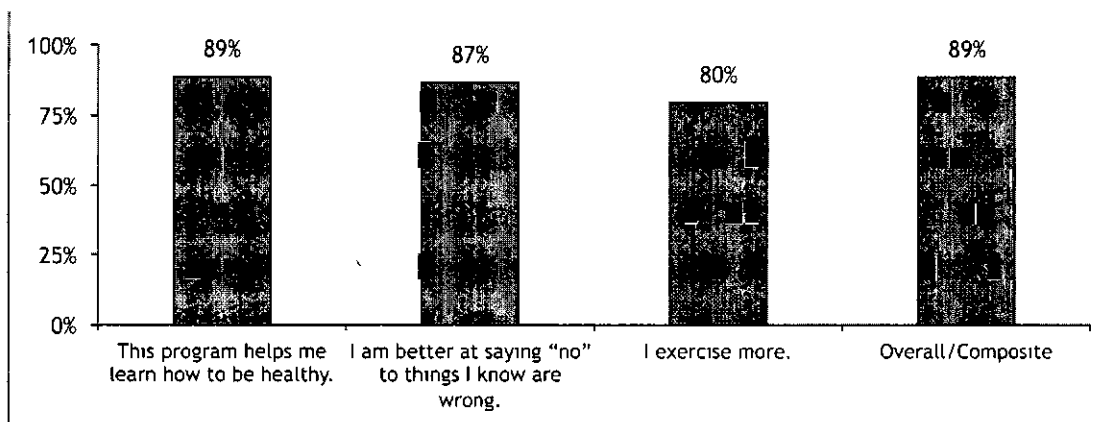
91% reported
social and
emotional
learning

Programs in this group¹⁹ focus on neighborhood-based activities that provide safe spaces and enriching activities for children and teens²⁰ during after school, evening, and weekend hours. In particular, children and youth in Community-Based Out-of-School Time programs are nurtured through positive youth development programs that foster supportive relationships, meaningful involvement, and mastery of skills, which in turn help children and youth be successful in making healthy, positive choices for themselves and in avoiding risk.

Wellness and Healthy Behaviors

Activities that promote physical well being engage youth in physical activity, such as exercise or games, and help youth learn about healthy habits. The majority of youth reported that since coming to their program they have improved their overall wellness. Specifically, 89% reported that their program helped them learn to be healthy, and 4 in 5 reported that since coming to the program they exercise more.

FIGURE 34: COMMUNITY-BASED OUT-OF-SCHOOL TIME PARTICIPANTS LEARN HOW TO BE HEALTHY

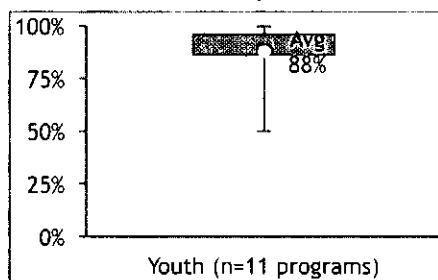


Source: 2013-2014 OFCY Youth Surveys. N=492. Note: not all respondents answered all survey questions.

FIGURE 35: MOST COMMUNITY BASED OUT-OF-SCHOOL TIME PROGRAMS SUPPORT YOUTH WELLNESS, BUT THERE IS A WIDE RANGE

[YOUTH SURVEY COMPOSITES]

Range of program
composites for improved
wellness



Community-Based Out of School Time programs vary widely in the proportion of youth in that program that improve their wellness behaviors as a result of the program. Among programs, an average of 88% participants report improvements in their wellness behaviors, though about half of the programs have lower reported benefit.

Source: 2013-2014 OFCY Youth Surveys. N=492 youth surveys distributed among 11 programs as noted in the table above. Note: not all respondents answered all survey questions.

¹⁹ Note: youth surveys from participants in the AIDS Project East Bay-Save Our LGBT Youth (SOL) program have been excluded in the analyses in this section of the report because their surveys could not be validated.

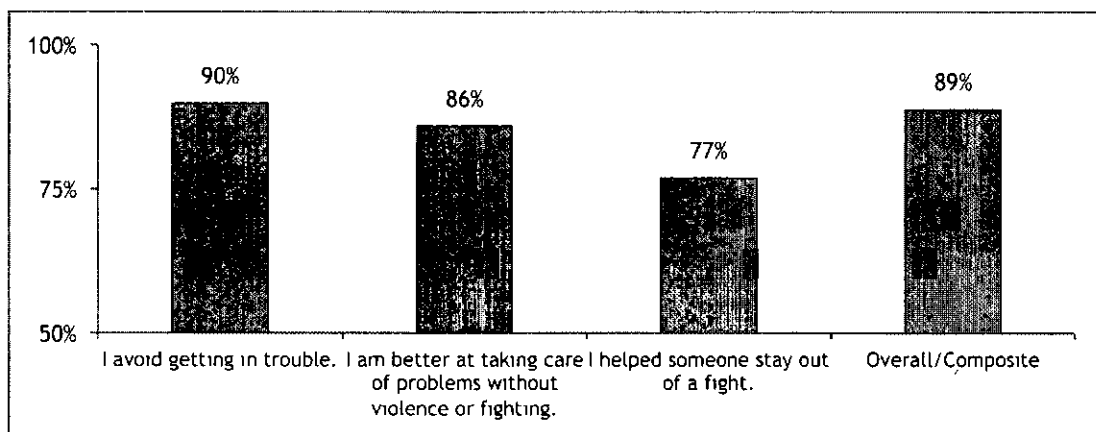
²⁰ Community-Based survey results include both School-Age (grades 3-5, or ages 7-11) and Youth (grades 6 and above and youth not in school, or ages 12-20) surveys.

Community-Based Out-of-School Time Outcomes

Risk Avoidance

In Community-Based Out-of-School Time programs, youth develop skills to make decisions that help them avoid risky behaviors. Community-Based Out-of-School Time participants reported positive behavior changes since coming to their program. Most (90%) reported that they now avoid getting in trouble. Seventy seven percent (77%) reported that they helped someone stay out of a fight since starting the program.

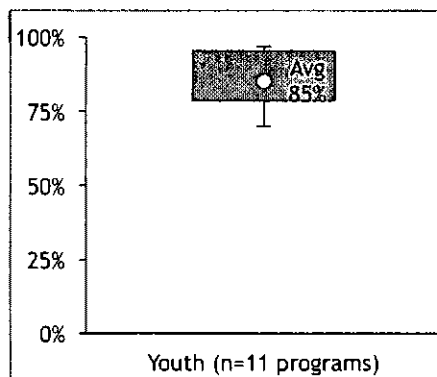
FIGURE 36: COMMUNITY BASED OUT-OF-SCHOOL TIME PARTICIPANTS YOUTH AVOID GETTING IN TROUBLE AND HANDLE CONFLICT PRODUCTIVELY



Source: 2013-2014 OFCY Youth Surveys. N=492. Note: not all respondents answered all survey questions.

FIGURE 37: ALL COMMUNITY-BASED OUT-OF-SCHOOL TIME PROGRAMS HELP THE MAJORITY OF YOUTH IN THEIR PROGRAM TO AVOID RISKY BEHAVIOR

[YOUTH SURVEY COMPOSITES]
Range of program
composites for risk
avoidance



Among Community-Based Out-of-School Time programs, an average of 85% of children and youth report avoiding risky behavior because of their program attendance. There is some variation in the level of agreement amongst programs, but most lie between 75% and 95%, and all are above 70%.

Source: 2013-2014 OFCY Youth Surveys. N=492 youth surveys distributed among 11 programs as noted in the table above. Note: not all respondents answered all survey questions.

In terms of literacy and academic behaviors, 78% of youth in Community-Based Out-of-School Time programs (n=2,553) were reading at grade level in 2013-14; these rates are similar to that (79%) of children and youth at the same schools (n=6,268) that did not participate in a Community-Based Out-of-School Time program.

Youth Leadership and Community Safety Outcomes

[AT A GLANCE]

7 Grants:

- Oakland Human Services Dept
- La Clinica de la Raza
- Movement Strategy Center
- Peace Development Fund
- Project Re-Connect
- Safe Passages
- Youth UpRising

9 Sites

753 Youth Served

98% reported a safe environment

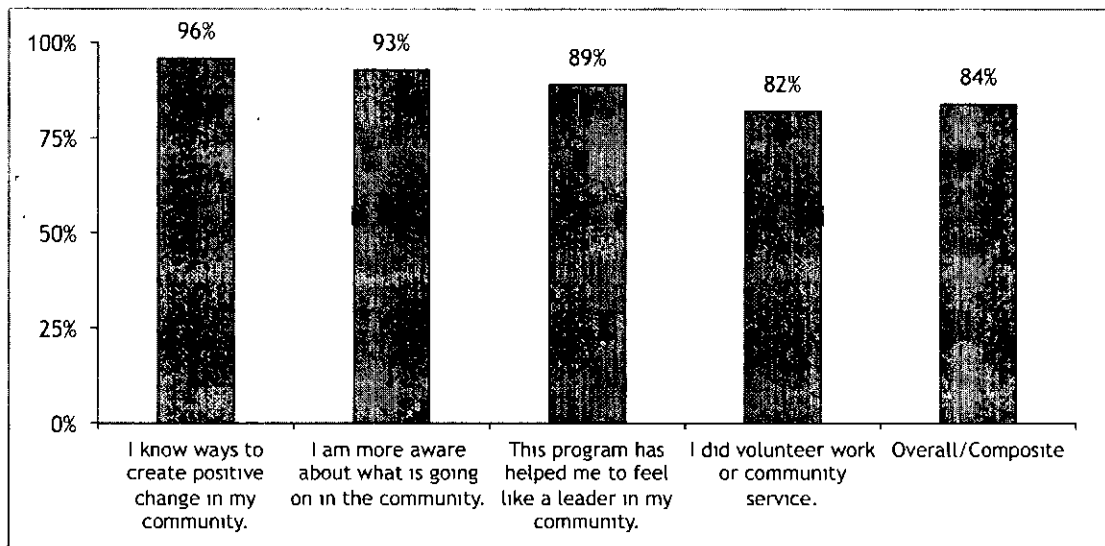
96% reported developing pro-social connections

Programs in the youth Leadership and Community Safety strategy work with youth as leaders to engage their peers, families, and the broader neighborhood in community safety, revitalization, and improvement efforts. In Youth Leadership and Community Safety programs, outcomes center on Risk Avoidance and Community Engagement themes.

Community Engagement

Youth develop leadership skills and feel a sense of belonging when they are engaged in their community. Most youth that participated in these programs showed an increase in community engagement. Almost all youth reported that they knew ways to create positive change in their community as a result of their program. Around 4 in 5 reported that since coming to their program they had volunteered in the community.

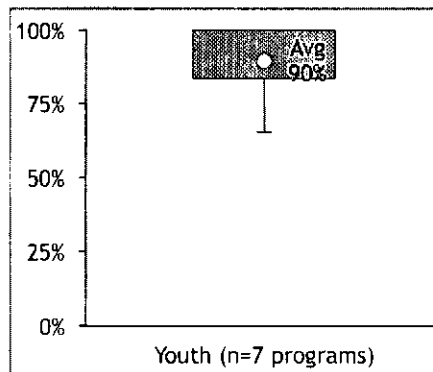
FIGURE 38: YOUTH LEADERSHIP AND COMMUNITY SAFETY PARTICIPANTS ARE MORE ENGAGED IN THEIR COMMUNITY



Source: 2013-2014 OFCY Youth Surveys. N=218. Note: not all respondents answered all survey questions.

FIGURE 39: YOUTH LEADERSHIP AND COMMUNITY SAFETY PROGRAMS SUPPORT COMMUNITY ENGAGEMENT FOR THE MAJORITY OF PARTICIPANTS

[YOUTH SURVEY COMPOSITES]
Range of program composites for community engagement



A majority of youth in all programs increased their community engagement as a result of participating a Youth Leadership and Community Safety program. Among grantees, an average of 90% of youth increased their community engagement, with moderate variation between programs.

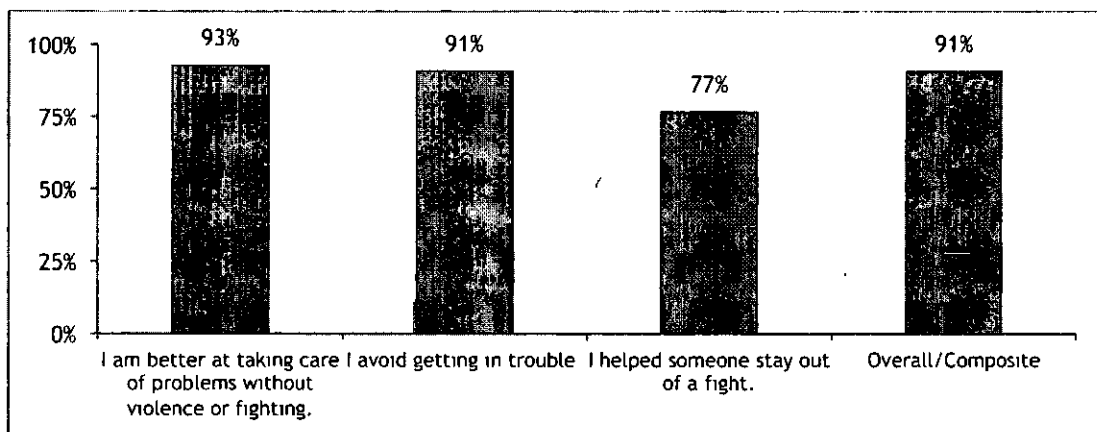
Source: 2013-2014 OFCY Youth Surveys. N=218 youth surveys distributed among 7 programs as noted in the table above. Note: not all respondents answered all survey questions.

Youth Leadership and Community Safety Outcomes

Risk Avoidance

Youth Leadership and Community Safety grantees help youth develop skills to make decisions that help them avoid risky behaviors. Participants reported positive changes in their risk avoidance behavior as a result of participating in a Youth Leadership and Community Safety program. Ninety three percent (93%) of participants reported that because of their Youth Leadership and Community Safety program, they are better at taking care of problems without violence or fighting. Seventy seven percent (77%) of respondents reported that they helped someone stay out of a fight since coming to their program.

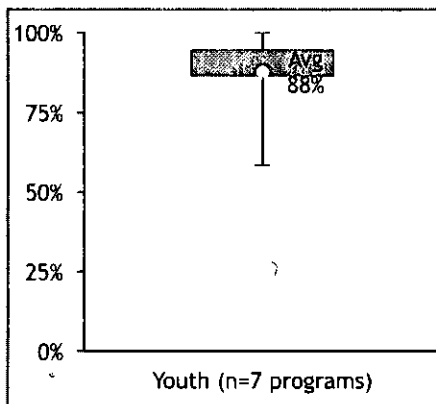
FIGURE 40: YOUTH LEADERSHIP AND COMMUNITY SAFETY PARTICIPANTS ARE BETTER AT TAKING CARE OF PROBLEMS WITHOUT VIOLENCE OR FIGHTING



Source: 2013-2014 OFCY Youth Surveys. N=218. Note: not all respondents answered all survey questions.

FIGURE 41: ALL YOUTH LEADERSHIP AND COMMUNITY SAFETY PROGRAMS SUPPORT A MAJORITY OF YOUTH IN AVOIDING RISKY BEHAVIOR

[YOUTH SURVEY COMPOSITES]
Range of program
composites for risk
avoidance



A majority of youth in all of the programs in this strategy decreased their risky behavior as a result of their program. Among Youth Leadership and Community Safety grantees, an average of 88% of youth reported improved risk avoidance behaviors. The proportion of youth within each program is fairly concentrated around the mean.

Source: 2013-2014 OFCY Youth Surveys. N=218 youth surveys distributed among 7 programs as noted in the table above. Note: not all respondents answered all survey questions.

Youth Career and Workforce Development Outcomes

[AT A GLANCE]

11 Grants
(See Appendices
for grant-level
tables)

12 Sites

1,070 Youth
Served

98% reported a
safe environment

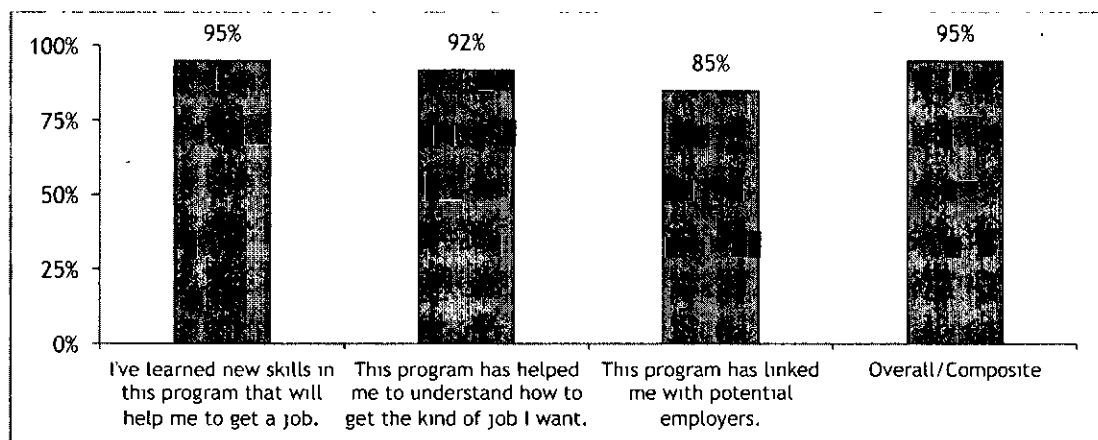
91% reporting
developing pro-
social
connections

Youth Career and Workforce Development grantees provide services intended to build participants' employment experience and connections to employers, and to broaden their awareness of career options and opportunities. In particular, youth in Youth Career and Workforce Development programs develop Career Skills and receive direct experience through Internship or Job Placements.

Career Exploration and Skill Development

Through Youth Career and Workforce Development programs, youth have the opportunity to explore various career options and develop the skills necessary to get a job in their desired field. Ninety five percent (95%) of participants reported that because of their program they learned new skills that will help them get a job. Ninety two percent (92%) of youth also reported that their program helped them understand the kind of job they want. 85% of youth reported that their program linked them with potential employers.

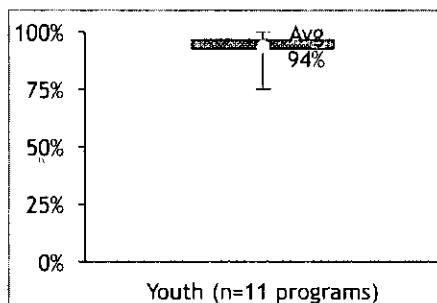
FIGURE 42: YOUTH IN PROGRAMS ARE MORE WORK-READY



Source: 2013-2014 OFCY Youth Surveys. N=477. Note: not all respondents answered all survey questions.

FIGURE 43: NEARLY ALL YOUTH CAREER AND WORKFORCE DEVELOPMENT GRANTEE IMPROVE PARTICIPANTS' WORK READINESS

[YOUTH SURVEY COMPOSITES]
Range of program
composites for career
exploration and skill
development



Among Youth Career and Workforce Development programs, an average of 94% of participants report being more work ready since participating. There is little variation in this proportion between programs.

Source: 2013-2014 OFCY Youth Surveys. N=477 youth surveys distributed among 11 programs as noted in the table above. Note: not all respondents answered all survey questions.

Youth Career and Workforce Development Outcomes

[INTERNSHIP PLACEMENT OUTCOMES]

561 Youth

602 Placements

77 Internship
Placement Sites

58,211 Total
hours worked

87 Median hours
worked per
placement

85% of Youth
earned money

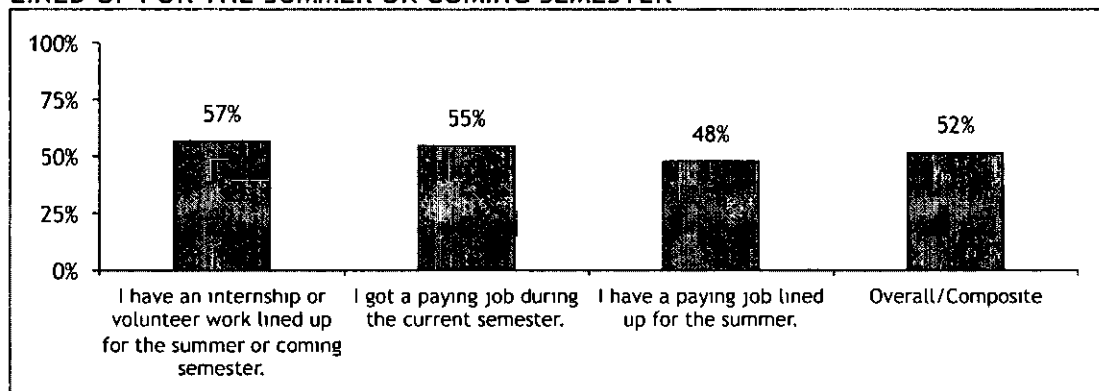
\$802 Earned by
the average paid
youth

Internship Placement

Youth gain on-the-job experience, earn money, and build resumes for future work through paid and unpaid internships. As self-reported by grantees, during the 2013-2014 period grantees helped place 561 youth at 602 unique jobs and internships with 77 different employers.²¹ Eighty-five percent (85%) of youth in internships earned money, at an average of \$802 earned per worker (or \$382,433 in total).²² On average, youth worked 97 hours per placement, with placements per grantee ranging in length from 37 to 278 hours.²³ A handful of youth gained direct employment as a result of their participation in YCWD programs; however this was not the programs' primary purpose and data collection on unsubsidized placements was in its preliminary phase in 2013-14.

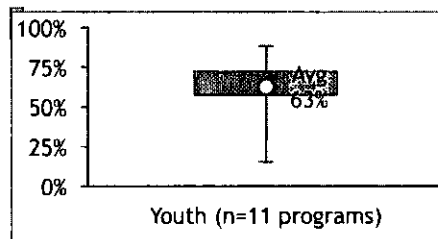
In surveys, more than half of youth reported they had an internship or volunteer work lined up for the summer or coming semester. Fifty five percent (55%) reported that because of their program they had a paying job in the current semester. Overall, the composite indicates that slightly over half of Youth Career and Workforce Development participants had multiple work opportunities during the course of the school year.

FIGURE 44: ABOUT HALF OF YOUTH HAVE INTERNSHIPS OR VOLUNTEER WORK LINED UP FOR THE SUMMER OR COMING SEMESTER



Source: 2013-2014 OFCY Youth Surveys. N=477. Note: not all respondents answered all survey questions.

FIGURE 45: YOUTH CAREER AND WORKFORCE DEVELOPMENT PROGRAMS VARY IN THE NUMBER OF YOUTH THEY ARE ABLE TO PLACE IN INTERNSHIPS AND JOBS



Some Youth Career and Workforce Development programs were able to place most youth participants in jobs or internships, but there is a very wide range of placement rates depending on the program. On average, though, over 50% of youth report being placed in job or internship opportunities.

Source: 2013-2014 OFCY Youth Surveys. N=477 youth surveys distributed among 11 programs as noted in the table above. Note: not all respondents answered all survey questions.

²¹ Cityspan records for Youth Career and Workforce Development participants.

²² *Ibid.*

²³ *Ibid.*; see Appendix C for additional information on placement hours per YCWD grantee.

[YOUTH SURVEY COMPOSITES]
Range of program
composites for internship
placement

Academic Support for Older Youth Outcomes

[AT A GLANCE]

4 Grants:

- Centro Legal de la Raza
- College Track
- Youth Radio
- Youth Together, Inc

6 Sites

884 Youth Served

98% reported a safe and supportive environment

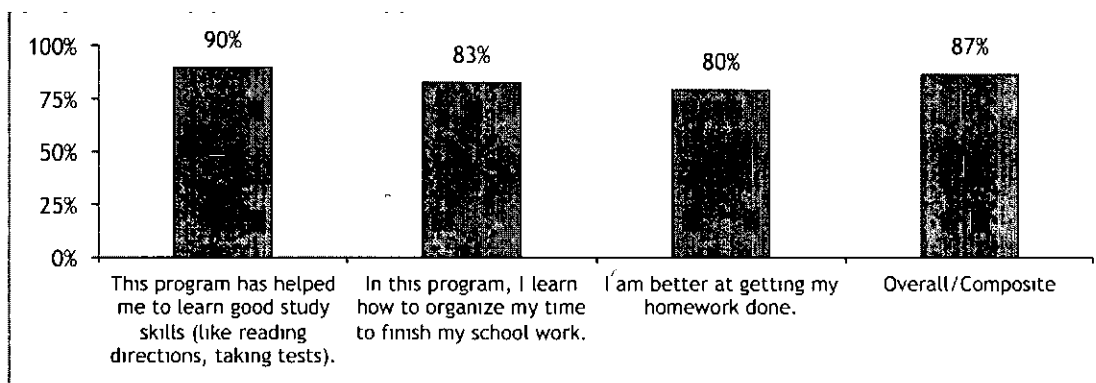
95% reported developing pro-social connections

Academic Support for Older Youth grantees support the academic needs of youth ages 14-20 disconnected from or at-risk of disconnecting from high school and post-secondary education. Youth success measures for Academic Support programs center particularly on Academic Behaviors.

Academic Behaviors

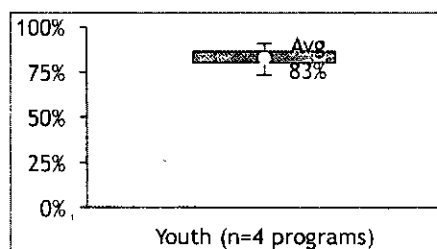
Academic behaviors show youth are making an effort to learn, and make them more likely to improve their academic performance. Overall, participants in these programs reported positive changes in their academic behavior as a result of their program. Ninety percent (90%) of youth learned good study skills in the program, while a slightly smaller proportion (83%) reported they learned how to organize their time to finish their schoolwork and get their homework done on time (80%).

FIGURE 46: PARTICIPANTS IN ACADEMIC SUPPORT PROGRAMS LEARN IMPROVED ACADEMIC BEHAVIORS



Source: 2013-2014 OFCY Youth Surveys. N=245. Not all respondents answered all survey questions.

FIGURE 47: ALL ACADEMIC SUPPORT FOR OLDER YOUTH PROGRAMS HELP THE MAJORITY OF PARTICIPANTS TO IMPROVE THEIR ACADEMIC BEHAVIOR



Among Academic Support for Older Youth grantees, an average of 84% of participants report improved academic behaviors. There is limited variation among programs on this measure.

Source: 2013-2014 OFCY Youth Surveys. N=245 youth surveys distributed among 4 programs as noted in the table above. Not all respondents answered all survey questions.

In terms of academic outcomes, program participants (n=884) who are enrolled in school had better 10th grade CAHSEE English (76%) and Math (79%) pass rates than did other youth.²⁴ However, program participants did not have a higher high school graduation rate than other youth (n=1,094). These trends indicate that participants in school do better while they are there than non-participants, but that they do not complete school at a higher rate.

²⁴ OFCY participants in this strategy were compared to youth at schools that had at least 1 OFCY-participating youth; statistically significant differences at $P < .05$.

[YOUTH SURVEY COMPOSITES]
Range of program
composites for improved
academic behaviors

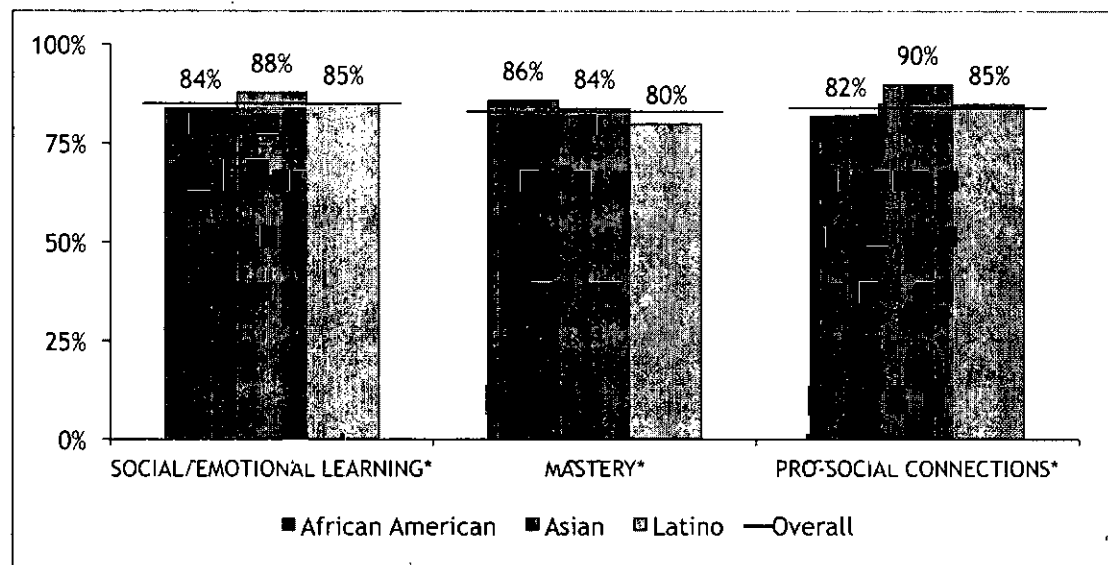
Common Youth Development Outcomes: Factors Affecting Outcome Differences

Youth surveys are particularly valuable because they can show how youths' experience in programs can vary, whether within programs or between programs, by gender, or by race/ethnicity.

Based on available evidence, and comparing individual participant groups to the general OFCY participant population, there are a number of pertinent and statistically significant differences in how youth experience OFCY common program outcomes.

Mirroring the results of the quality composites (detailed in an earlier section of this report), on the common youth outcome composites, Asian/Pacific Islander and African American children and youth have higher agreement rates as compared to Latino participants. In particular, Asian/Pacific Islanders report higher rates of pro-social connections and social and emotional learning. African American participants report higher levels of mastery. Other analyses comparing African American males and Latino males revealed that African American males consistently rated programs more highly than did their Latino male peers on all composites.

FIGURE 48: ASIAN/PACIFIC ISLANDER PARTICIPANTS ARE MORE LIKELY TO REPORT IMPROVING PRO-SOCIAL CONNECTIONS, WHILE AFRICAN AMERICAN YOUTH ARE MORE LIKELY TO REPORT INCREASING MASTERY

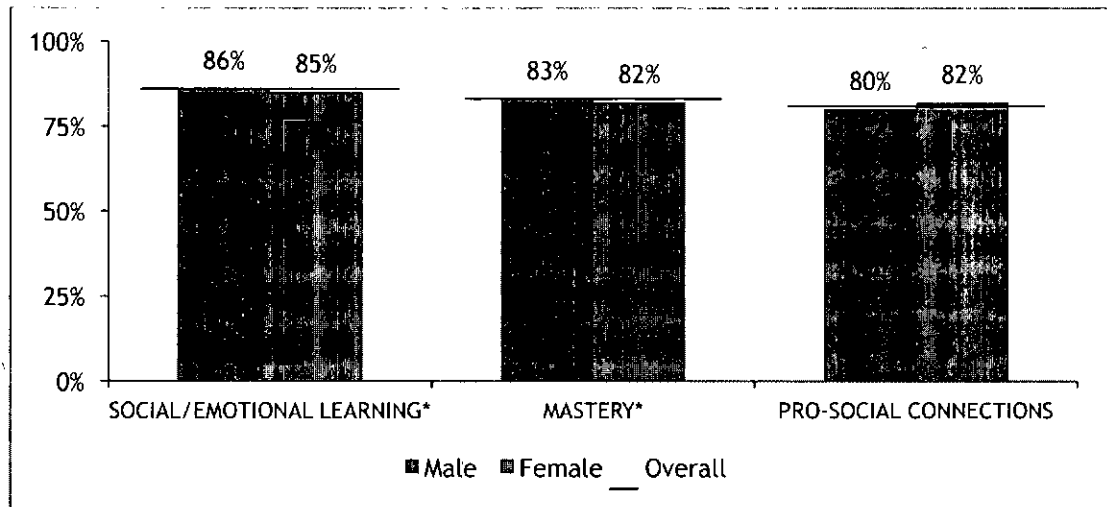


Source: 2013-2014 OFCY Youth Surveys. N=6,303. Not all respondents answered all survey questions.

* Indicates statistical significance at $p < 0.05$. The Asian/Pacific Islander population is concentrated in two OFCY programs indicating that program differences may be affecting the results; other race/ethnic groups are more evenly spread across programs. About 15% of respondents reported their race/ethnicity as something besides what is displayed in this graph. These responses are omitted from this chart because of small sample sizes.

Female OFCY program participants reported higher pro-social connections as compared to males, who reported higher social and emotional learning and mastery (Figure 49).

FIGURE 49: MORE FEMALES REPORT PRO-SOCIAL CONNECTIONS

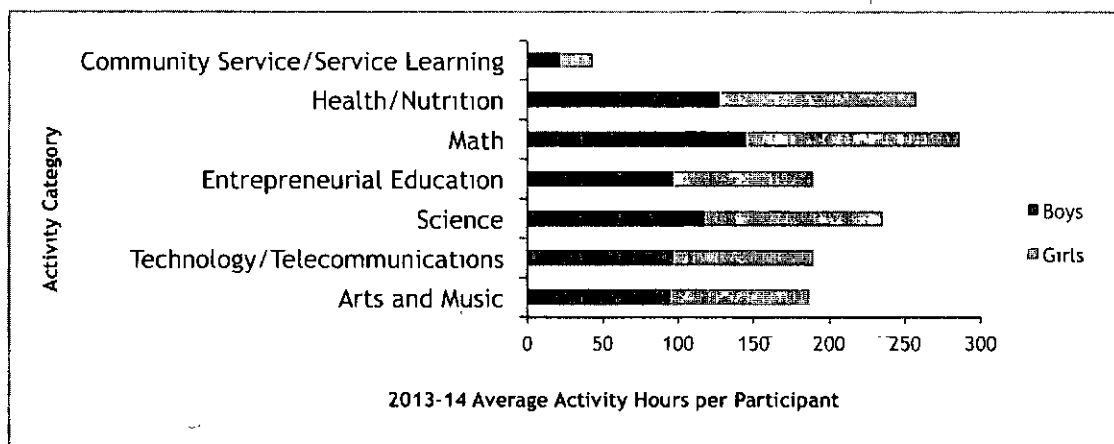


Source: 2013-2014 OFCY Youth Surveys. N=6,303. Not all respondents answered all survey questions.

* Indicates statistical significance at $p < 0.05$. A very small number of youth reported being transgender so this category is not included in this graph.

It is possible that it is the different types of out-of-school activities that boys and girls are involved in that are driving these differences in their social/emotional learning and connections in OFCY programs (Figure 50). Records show that during the 2013-14 program year, on average boys spent more after school hours in activities that may help them develop their sense of mastery and social/emotional learning (namely math, science, technology/telecommunications, and entrepreneurial education), while girls spent more time in activities relating to health/nutrition and community service – activities which may place more emphasis on pro-social connections. These after school activity type differences by gender therefore may be the drivers of this difference.

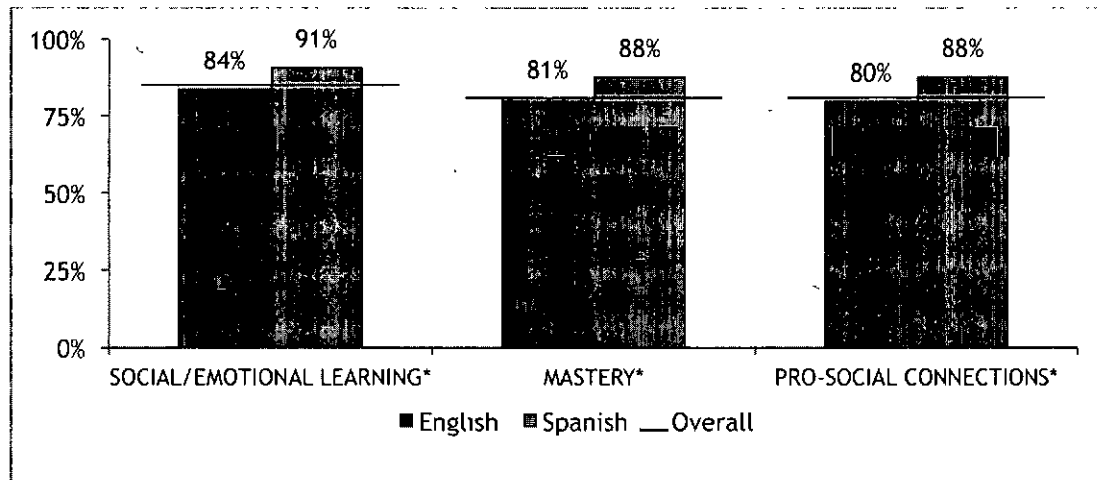
FIGURE 50: OFCY PARTICIPANTS' ACTIVITY HOURS DIFFER BY GENDER



Source: 2013-14 Cityspan activity hours by participant. N=25,905.

Spanish language survey respondents reported higher outcomes on all common composites as compared to English and Chinese language respondents (all statistically significant differences, Figure 51). The largest gap between the groups was on the pro-social connections composite.

FIGURE 51: MORE SPANISH LANGUAGE SURVEY RESPONDENTS REPORTED POSITIVE OUTCOMES THAN THEIR PEERS



Source: 2013-2014 OFCY Youth Surveys N=6,303 (of which 183 were Spanish-language surveys). Not all respondents answered all survey questions. * Indicates statistical significance at $p < 0.05$. Note: Some Spanish language respondents were concentrated in a few programs (though not in any one single program), indicating that program differences may be affecting the results. Statistical tests to differentiate a program effect from real differences in Spanish language respondents as compared to English or Chinese language respondents were inconclusive.

PROMISING PRACTICE

Engagement: Youth have several opportunities to make choices
at BAY-Peace: Better Alternatives for Youth (Peace Development Fund)

OFCY Funding Strategy: Youth Leadership and Community Safety
Grant Group: Community-Based Out-of-School Time

BAY-Peace supports and empowers Oakland youth to transform violence through youth organizing and artistic resistance. BAY-Peace youth leaders are nurtured through a yearlong internship process that includes vocational development, political education, artistic expression and community organizing. They offer ongoing youth-led classes and guest workshops in Oakland high schools and community groups nurturing creativity, critical thinking and social action so that young people who face interpersonal and institutional violence can make lasting changes in their own lives and in their communities.

In one session, BAY-Peace staff worked with young people to come up with stories and skits to reflect a social issue significant to them. All youth had come up with stories prior to the skit activity of the day. Youth voted and chose the story they wanted to work out as the inspiration for their theater skit. While sitting in a circle, youth assign roles and build out the story by jumping in and improvising movement and lines.

BAY-Peace gave youth opportunities to make open-ended choices both in content and process. Everyone had a chance to contribute story ideas and had a voice in choosing the story that became the inspiration for the skit.

APPENDIX A: SITE VISITS USING THE CLASS TOOL

The Classroom Assessment Scoring System (CLASS) is an observational tool that provides a common lens and language focused on the classroom interactions that boost student learning. Based on research from the University of Virginia's Curry School of Education and on studies undertaken in thousands of classrooms nationwide, the CLASS tool:

- focuses on effective teaching,
- helps teachers recognize and understand the power of their interactions with students,
- aligns with professional development tools, and
- works across age levels and subjects.

Research has shown that students in classrooms with higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores.

CLASS Domains

The CLASS visits are reported using the Toddler and Pre-K versions of the tool; each tool has its own age- and content-appropriate domains and items:

CLASS Toddler

- Emotional and Behavioral Support Domains
 - Positive Climate
 - Negative Climate
 - Teacher Sensitivity
 - Regard for Child Perspectives
 - Behavior Guidance
- Engaged Support for Learning Domains
 - Facilitation of Learning and Development
 - Quality of Feedback
 - Language Modeling

CLASS Pre-K

- Emotional Support Domains
 - Positive Climate
 - Negative Climate
 - Teacher Sensitivity
 - Regard for Child Perspectives
- Classroom Organization Domains
 - Behavior Management
 - Productivity
 - Instructional Learning Formats
- Instructional Support Domains
 - Concept Development
 - Quality of Feedback
 - Language Modeling

CLASS Scoring

Site visitors rate scores in 20-minute cycles, and observe between 3 and 4 cycles total during each visit. CLASS tool scores are on a 7-point scale, where 1 is the lowest and 7 is the highest possible score.

APPENDIX B: SITE VISITS USING THE SAPQA AND YPQA TOOL

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point-of-service quality is strongly related to positive outcomes for youth.

Visits were conducted using the School-age Program Quality Assessment (SAPQA) for programs serving elementary-age youth or the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-age youth. The Program Quality Assessments are research-based point-of-service quality observation tools used by out of school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

PQA Domains

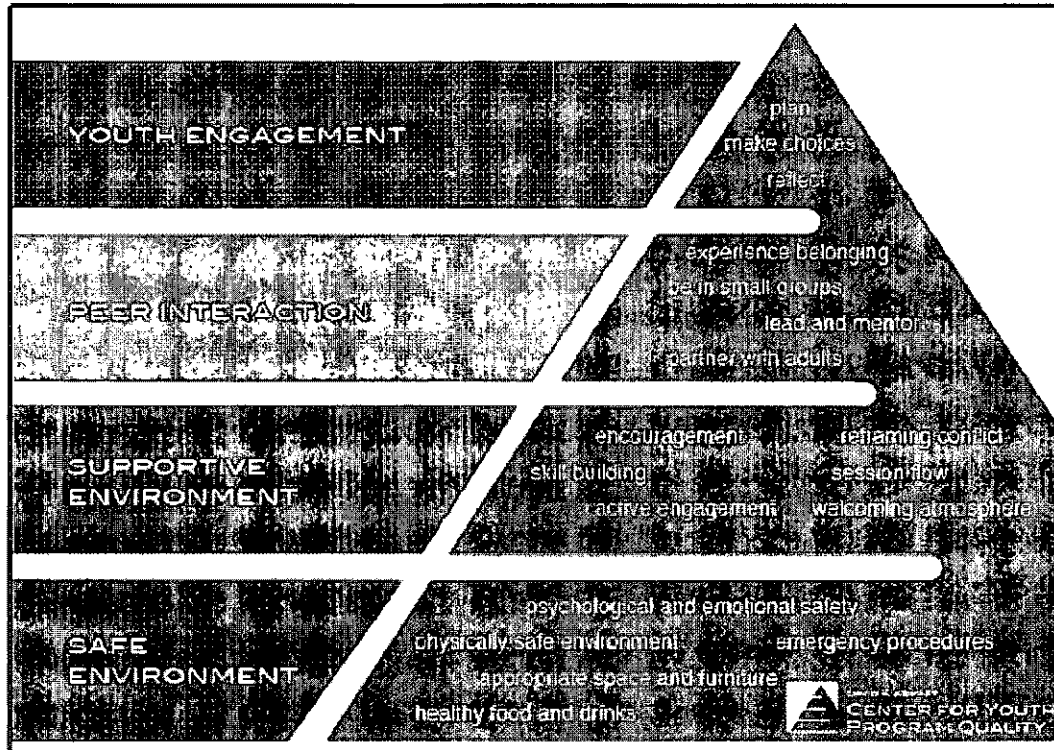
The PQAs include four domains:

- 1) **Safe Environment** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
- 2) **Supportive Environment** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
- 3) **Interaction** – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
- 4) **Engagement** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, reflect, and learn from their experiences.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, and Engagement. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

The figure that follows characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction or Engagement.

FIGURE A: PROGRAM QUALITY ASSESSMENT DOMAINS



Source: Adapted from Youth PQA Handbook by High/Scope Educational Research Foundation, 2007.

PQA Scoring

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is implemented. The PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice and version of the tool, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program;
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities; and
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

Point-of-Service Quality Categories

Sites are categorized by three point-of-service quality categories:

Thriving – Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.

Performing – Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.

Emerging – Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

APPENDIX C: DATA COMPANION AND SITE-LEVEL TABLES

I. OFCY PARTICIPANTS' GENDER AND RACE/ETHNICITY BY FINDING SUB-STRATEGY

Strategy	Latino			African American			Asian/ Pacific Islander			Unknown			White			Multiracial or Biracial			Native American/ Alaskan Native			Other		
	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender
Mental Health and Developmental Consultations in Early Care and Education	49%			30%			13%			3%			3%			1%			0%			1%		
	24%	25%	0%	16%	14%	0%	6%	7%	0%	2%	1%	0%	1%	2%	0%	8%	7%	0%	1%	0%	0%	3%	5%	0%
Parent and Child Engagement in Early Learning and Development	55%			25%			4%			0%			7%			8%			0%			1%		
	29%	26%	0%	13%	12%	0%	2%	2%	0%	3%	0%	0%	4%	3%	0%	4%	4%	0%	0%	1%	0%	4%	7%	0%
Academic Support for Older Youth	40%			37%			14%			1%			2%			5%			0%			3%		
	23%	17%	0%	20%	17%	0%	8%	6%	0%	3%	2%	0%	1%	1%	0%	3%	2%	0%	0%	0%	0%	1%	2%	0%
School-based Out-of-School Time	47%			34%			11%			3%			3%			0%			0%			0%		
	24%	23%	0%	17%	17%	0%	5%	6%	0%	2%	1%	0%	2%	1%	0%	0%	1%	0%	2%	2%	0%	1%	0%	0%
Transition programs for youth into middle and high school	34%			38%			21%			2%			5%			0%			1%			0%		
	17%	17%	0%	18%	20%	0%	10%	11%	0%	1%	1%	0%	2%	3%	0%	0%	0%	0%	2%	3%	0%	0%	0%	0%
Youth Leadership in Community Schools	33%			53%			4%			2%			4%			0%			1%			0%		
	17%	16%	0%	27%	26%	0%	2%	2%	0%	1%	1%	0%	2%	2%	0%	1%	1%	0%	5%	4%	0%	2%	3%	0%

Strategy	Latino			African American			Asian/ Pacific Islander			Unknown			White			Multiracial or Biracial			Native American/ Alaskan Native			Other		
	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender	Female	Male	Transgender
Community based Out-of-School Time Programs	23%			41%			7%			11%			1%			5%			8%			2%		
	10%	13%	.1%	23%	18%	.5%	4%	3%	0%	6%	5%	0%	.6%	.5%	0%	3%	2%	0%	4%	4%	0%	1%	1%	0%
Summer Programs	21%			44%			21%			1%			2%			5%			0%			3%		
	11%	10%	0%	25%	19%	0%	9%	12%	0%	1%	0%	0%	1%	1%	0%	3%	2%	.1%	1%	1%	0%	2%	1%	0%
Youth Leadership and Community Safety	22%			17%			55%			1%			1%			4%			1%			0%		
	9%	13%	0%	8%	9%	0%	26%	29%	0%	.5%	.6%	0%	.1%	.5%	0%	2%	2%	0%	.1%	.4%	0%	.4%	.1%	0%
Youth Career and Workforce Development	30%			45%			13%			2%			2%			4%			1%			3%		
	15%	15%	0%	25%	20%	1%	9%	4%	0%	1%	1%	0%	1%	1%	0%	2%	2%	0%	3%	4%	0%	2%	1%	0%
OVERALL	40%			37%			14%			3%			3%			2%			1%			1%		

Source: Cityspan records for 27,610 youth who attended an OFCY-funded program between July 2013 and June 2014. Note: totals may not equal 100% due to rounding.

II. PROGRAM PERFORMANCE BY OFCY FUNDING STRATEGY²⁵

Agency	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%

HEALTHY DEVELOPMENT OF YOUNG CHILDREN

Mental Health and Developmental Consultations in Early Care and Education

Family Paths	The Early Childhood Mental Health Collaborative	1,148	1,313	114%		3,180	
Jewish Family and Children's Services of the East Bay	Integrated Early Childhood Consultation Program	728	1,209	166%		2,615	
Lincoln Child Center	Early Childhood Mental Health Consultation	312	255	82%		2,316	
The Link to Children	Early Childhood Mental Health Consultation	315	528	168%		2,188	
OVERALL / AVERAGE		2,503	3,305	132%		10,298 ²⁶	

Parent and Child Engagement in Early Learning and Development

Children's Hospital and Research Center Oakland	Integrated Developmental Playgroups Program	85	133	156%	10,993	8,192	75%
City of Oakland - Office of Parks and Recreation	Sandboxes to Community Empowerment	100	207	207%	13,824	23,421	169%
East Bay Agency for Children	Parent Child Education Support Program	72	67	93%	4,206	8,333	198%

²⁵ This table excludes programs served by Summer Programs strategy. See *Grantee Evaluation Findings Report, Summer 2013* for details.

²⁶ Starting in Quarter 2, Mental Health and Developmental Consultations in Early Care and Education grantees were instructed to revise the way they input their service into Cityspan, this included reporting on the number of consultation hours instead of the regular Units of Service (UOS) or service hours that each child received. The Actual Units of Service Hours reported per grantee represent Actual Consultation Hours provided for Quarters 2, 3, 4 (October 2013-June 2014)

Agency	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%
Lotus Bloom Child and Family Center	Multicultural Playgroups	120	245	204%	30,200	25,894	86%
Oakland Parents Together	Listening to Children Parent Cafes	80	119	149%	5,328	3,860	72%
Our Family Coalition	Building Strong Children in LGBTQ Families	110	110	100%	1,572	2,058	131%
Safe Passages	Safe Passages Baby Learning Communities	350	310	89%	7,568	7,668	101%
Through the Looking Glass	Chatterbox	18	22	122%	1,682	979	58%
OVERALL / AVERAGE		935	1213	130%	9,422	10,051	107%

Agency	Program	Enrollment			Units of Service		Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	Average Days Attended

STUDENT SUCCESS IN SCHOOL

School-Based After School Programming (Elementary)

Bay Area Community Resources	Bridges Academy	115	116	101%	35,251	39,055	111%	112
Bay Area Community Resources	Emerson	115	120	104%	58,413	50,341	86%	143
Bay Area Community Resources	Esperanza Academy	120	164	137%	50,577	63,537	126%	119
Bay Area Community Resources	Fred T. Korematsu	116	176	152%	54,208	88,557	163%	83
Bay Area Community Resources	Global Family Learning Without Limits	110	124	113%	49,467	57,928	117%	85
Bay Area Community Resources	Grass Valley Elementary	116	124	107%	53,123	59,845	113%	143
Bay Area Community Resources	Hoover	115	144	125%	19,997	34,620	173%	128
Bay Area Community Resources	Horace Mann	112	133	119%	63,205	60,983	96%	123
Bay Area Community Resources	Lafayette	120	181	151%	66,745	140,258	210%	127
Bay Area Community Resources	Markham	105	129	123%	43,702	44,164	101%	109
Bay Area Community Resources	Martin Luther King, Jr.	157	215	137%	61,050	84,051	138%	110
Bay Area Community Resources	PLACE Elementary School After School Program (Prescott)	125	146	117%	48,605	52,085	107%	128
Bay Area Community Resources	Reach Academy	133	206	155%	88,454	72,747	82%	97

Agency	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	
Bay Area Community Resources	Sankofa Academy	135	199	147%	55,430	84,390	152%	134
East Bay Agency for Children	Achieve Academy	16	24	150%	12,783	15,198	119%	72
East Bay Agency for Children	East Oakland Pride	115	173	150%	55,221	62,935	114%	79
East Bay Agency for Children	World Academy	64	123	192%	37,098	43,139	116%	56
East Bay Asian Youth Center	Bella Vista	75	103	137%	38,119	46,614	122%	52
East Bay Asian Youth Center	Cleveland	75	112	149%	41,575	65,977	159%	97
East Bay Asian Youth Center	Franklin	100	127	127%	55,100	64,127	116%	59
East Bay Asian Youth Center	Garfield	140	249	178%	77,130	104,686	136%	74
East Bay Asian Youth Center	La Escuelita	75	90	120%	41,355	48,858	118%	160
East Bay Asian Youth Center	Lincoln	120	151	126%	70,577	81,804	116%	146
East Bay Asian Youth Center	Manzanita Community School	75	102	136%	42,600	47,941	113%	80
East Oakland Youth Development Center	Futures Elementary	120	142	118%	64,423	52,327	81%	93
Girls Incorporated of Alameda County	Acorn Woodland	115	144	125%	45,894	48,758	106%	113
Higher Ground Neighborhood Development Corp.	Allendale	100	113	113%	51,089	56,954	111%	68

Agency	Program	Enrollment			Units of Service			Youth Participation Average Days Attended
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	
Higher Ground Neighborhood Development Corp.	Brookfield	100	118	118%	50,264	53,170	106%	121
Higher Ground Neighborhood Development Corp.	New Highland Academy	100	126	126%	50,389	51,795	103%	112
Higher Ground Neighborhood Development Corp.	Rise Community School	100	130	130%	50,943	49,495	97%	103
Higher Ground Neighborhood Development Corp.	Sobrante Park	100	113	113%	46,860	48,845	104%	124
Lighthouse Community Charter School	Lighthouse Community Charter	252	201	80%	96,225	78,220	81%	60
Oakland Leaf Foundation	ASCEND	124	153	123%	51,238	51,662	101%	62
Oakland Leaf Foundation	Encompass Academy	89	115	129%	37,737	41,205	109%	113
Oakland Leaf Foundation	International Community School	102	112	110%	30,923	36,147	117%	121
Oakland Leaf Foundation	Learning Without Limits	86	109	127%	52,422	46,875	89%	68
Oakland Leaf Foundation	Think College Now	124	162	131%	46,902	68,428	146%	124
Safe Passages	Community United (Lockwood)	120	163	136%	61,453	60,620	99%	100
SFBAC, Learning for Life	Carl B. Munck	130	126	97%	60,082	62,053	103%	151
SFBAC, Learning for Life	Fruitvale	100	138	138%	55,763	47,605	85%	94

Agency	Program	Enrollment			Units of Service			Youth Participation Average Days Attended
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	
SFBAC, Learning for Life	Laurel	84	100	119%	50,306	50,601	101%	140
SFBAC, Learning for Life	Manzanita Seed	120	168	140%	80,466	80,823	100%	138
Spanish Speaking Citizens' Foundation	Lazear Charter Academy	80	182	228%	55,057	63,473	115%	53
Ujima Foundation	Burckhalter	100	141	141%	68,202	73,468	108%	140
Ujima Foundation	Howard	100	112	112%	58,445	58,582	100%	150
Ujima Foundation	Parker	100	132	132%	59,343	67,197	113%	110
YMCA of the East Bay	Piedmont Avenue	105	122	116%	45,847	48,169	105%	144

School-Based After School Programming (Middle)

Bay Area Community Resources	Alliance Academy	160	218	136%	67,061	48,476	72%	64
Bay Area Community Resources	Claremont	144	216	150%	47,724	36,104	76%	72
Bay Area Community Resources	Elmhurst Community Prep	160	194	121%	36,011	36,768	102%	84
Bay Area Community Resources	Greenleaf (K-8)	144	224	156%	55,113	75,136	136%	123
Bay Area Community Resources	Madison (Madison Park Academy)	360	325	90%	61,378	49,615	81%	88

Agency	Program	Enrollment			Units of Service		Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	Average Days Attended
Bay Area Community Resources	Melrose Community Bridges Program	115	159	138%	53,725	57,379	107%	90
Bay Area Community Resources	Urban Promise Academy	170	346	204%	50,051	44,523	89%	47
Citizen Schools California	Aspire Lionel Wilson College Preparatory Academy	140	90	64%	29,514	33,279	113%	75
Eagle Village Community Center Youth and Family Services, Inc.	Westlake	120	333	278%	40,905	65,500	160%	33
East Bay Asian Youth Center	Roosevelt	160	292	183%	83,475	120,635	145%	108
East Oakland Youth Development Center	Roots International Academy	140	156	111%	49,945	38,527	77%	68
Oakland Leaf Foundation	Bret Harte	150	176	117%	50,826	47,399	93%	64
Safe Passages	Coliseum College Prep Academy (Middle School)	179	186	104%	27,016	30,663	113%	118
Safe Passages	Edna Brewer	171	188	110%	25,200	23,064	92%	66
Safe Passages	Frick	102	152	149%	19,477	20,458	105%	77
Safe Passages	United For Success (@ Simmons)	120	314	262%	58,431	65,323	112%	88
YMCA of the East Bay	West Oakland Middle School	144	194	135%	35,198	56,481	160%	151
OVERALL / AVERAGE		7,779	10,316	133%	51,267	57,182	112%	99

Agency	Program	Enrollment		Progress Toward Annual Target Shaded if less than 80%	Units of Service		Progress Toward Midyear Target Shaded if less than 80%
		Projected Youth Served	Actual Youth Served		Projected Units of Service	Actual Units of Service	

Transitions into Middle and High School

Alternatives in Action	Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	220	909	413%	44,212	42,466	96%
East Bay Asian Youth Center (EBAYC)	Break-The Cycle	200	718	359%	10,335	22,712	220%
Oakland Kids First	PASS-2 Peer Mentoring Program	1,800	1,907	106%	12,978	16,009	123%
Safe Passages	Safe Passages Transitions Program	300	502	167%	32,228	50,365	156%
OVERALL / AVERAGE		2,520	4,036	160%	24,938	32,888	132%

Youth Leadership in Community Schools

Alternatives in Action	Youth Development Leadership Program at McClymonds and Life Academy Community Schools	650	726	112%	71,290	95,996	135%
Oakland Unified School District	OUSD Peer Restorative Justice Program	1,376	1,354	98%	4,320	6,230	144%
Spanish Speaking Citizens Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	115	130	113%	11,849	11,871	100%
OVERALL / AVERAGE		2,141	2,210	103%	29,153	38,032	130%

Agency	Program	Enrollment			Units of Service		Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%

YOUTH LEADERSHIP AND COMMUNITY SAFETY²⁷

Community-Based Out-of-School Time Programs

AIDS Project East Bay	Save Our LGBTI-Youth (SOL)	250	285	114%	18,392	11,636	63%	7
American Indian Child Resource Center	Culture Keepers	30	44	147%	5,971	7,846	131%	23
Bay Area Outreach and Recreation Program	Sports and Recreation for Youth with Physical Disabilities	45	61	136%	4,348	3,689	85%	11
City of Oakland: Office of Parks and Recreation	Oakland Discovery Centers	400	634	159%	30,298	34,061	112%	8
Community Initiatives	Media After School (MAS)	100	95	95%	6,307	9,905	157%	19
Dimensions Dance Theater, Inc.	Rites of Passage	120	209	174%	14,410	22,055	153%	26
East Bay Asian Local Development Corporation	Lion's Pride Afterschool and Summer Youth Program	80	121	151%	30,700	29,807	97%	35
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	700	431	62%	62,786	89,017	142%	32
Girls Incorporated of Alameda County	Girls in Oakland: Achieve and Lead	140	175	125%	6,610	6,998	106%	7

²⁷ See the separate Summer 2013 Report for information about YLCS-Summer strategy grantees

Agency	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%	Average Days Attended
Native American Health Center	Indigenous Youth Voices	160	295	184%	29,578	25,849	87%	8
Refugee Transitions	Newcomer Community Engagement Program	100	111	111%	14,374	10,142	71%	11
San Francisco Study Center (Brothers on the Rise)	Brothers, UNITE!	50	92	184%	8,786	6,399	73%	15
OVERALL / AVERAGE		2,175	2,553	117%	19,380	21,450	111%	16

Youth Leadership and Community Safety

Oakland Human Services Department	Friday Night in the Park Program Support	24	27	113%	1,576	2,206	140%	-
La Clinica de La Raza	Youth Brigade	30	36	120%	6,312	4,070	64%	-
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	300	401	134%	21,165	38,062	180%	-
Peace Development Fund	BAY-Peace: Better Alternatives for Youth	80	116	145%	8,652	7,486	87%	-
Project Re-Connect	Project Re-Connect	40	59	148%	3,710	2,577	69%	-
Safe Passages	Get Active Urban Arts Program	74	59	80%	8,780	10,652	121%	-
Youth UpRising	YU's Queer and Allies Initiative	35	55	157%	748	674	90%	-
OVERALL / AVERAGE		553	753	136%	7,278	9,390	129%	-

Agency	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target Shaded if less than 80%	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%

TRANSITIONS TO ADULthood

Youth Career and Workforce Development

Alameda County Medical Center	Model Neighborhood Program	220	175	80%	12,231	17,818	146%
Alta Bates Summit Foundation	Youth Bridge Career and Workforce Development Program	90	164	182%	20,555	17,799	87%
Beyond Emancipation	Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	24	47	196%	6,530	9,054	139%
Center for Media Change	Hack the Hood Summer Bootcamp	18	17	94%	2,108	2,840	135%
East Side Arts Alliance	ArtWorks at ESAA	150	72	48%	23,986	23,349	97%
Juma Ventures	Pathways to Advancement	66	129	195%	6,748	7,456	110%
OUSD College and Career Readiness Office	Exploring College and Career Options in Oakland (ECCOI)	87	85	98%	12,113	12,113	100%
The Unity Council	Oakland Youth Engaged (OYE)	53	46	87%	29,807	7,082	24%
Youth Employment Partnership	Career Try-Out	72	146	203%	15,788	13,534	86%
Youth Radio	Pathways to Digital	70	179	256%	17,426	21,015	121%

Agency	Program	Enrollment		Progress Toward Annual Target Shaded if less than 80%	Units of Service		
		Projected Youth Served	Actual Youth Served		Projected Units of Service	Actual Units of Service	Progress Toward Annual Target Shaded if less than 80%
Youth UpRising	YU Excel	8	10	125%	1,444	2,993	207%
OVERALL / AVERAGE		858	1,070	125%	13,521	12,278	91%

Academic Support for Older Youth

Centro Legal de la Raza	Youth Law Academy	66	71	108%	2,857	2,979	104%
College Track	College Track Oakland	215	315	147%	24,961	23,051	92%
Youth Radio	Pathways to Higher Education and Careers	80	196	245%	4,208	3,755	89%
Youth Together, Inc.	Youth Together's Academic Support For Older Youth	203	302	149%	12,722	5,584	44%
OVERALL / AVERAGE		564	884	157%	11,187	8,842	79%

Source: Cityspan records for 118 OFCY-funded programs operating between July 2013 and June 2014.

III. POINT-OF-SERVICE QUALITY RATINGS BY GRANTEE^{28,29}

Agency	Program	Point of Service Quality Status 2013-14	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Interaction	IV. Engagement	V. Academic Climate
STUDENT SUCCESS IN SCHOOL								
<i>School-Based/Out-Of-School Time (Elementary)</i>								
Bay Area Community Resources	Bridges Academy	Performing	4.06	4.9	4.31	4.28	2.75	3.39
Bay Area Community Resources	Emerson	Thriving	4.52	4.52	4.87	4.78	3.92	3.61
Bay Area Community Resources	Esperanza Academy	Performing	4.22	5	4.17	4.04	3.67	4.11
Bay Area Community Resources	Fred T. Korematsu	Performing	3.61	5	3.32	3.28	2.83	3.28
Bay Area Community Resources	Global Family School	Performing	4.42	5	4.71	3.72	4.25	4.39
Bay Area Community Resources	Grass Valley	Performing	4.26	4.92	4.15	3.96	4	3.89
Bay Area Community Resources	Hoover	Performing	4.42	4.92	4.21	4.39	4.17	2.83
Bay Area Community Resources	Horace Mann	Performing	3.84	4.62	3.79	3.94	3	3.33
Bay Area Community Resources	Lafayette	Performing	4.21	5	4.55	3.72	3.58	4.56
Bay Area Community Resources	M.L. King, Jr.	Performing	3.74	4.59	3.59	3.04	3.75	3.06
Bay Area Community Resources	Markham	Performing	4.39	5	4.72	4.67	3.17	4.33
Bay Area Community Resources	Place @ Prescott	Performing	3.84	4.9	3.99	3.71	2.75	4.11
Bay Area Community Resources	Reach Academy	Performing	3.36	4.3	3.52	2.56	3.08	1.89
Bay Area Community Resources	Sankofa (K-8)	Performing	3.74	4.72	4.42	3.17	2.67	4.33

²⁸ Mental Health and Development Consultation strategy grantee programs will not receive a site visit during the 2013-14 grant cycle; no quality scores appear in this table.

²⁹ Site visits to Parent Engagement programs were undertaken as part of a pilot using the CLASS tool, aggregate scores appear elsewhere in this report.

Agency	Program	Point of Service Quality Status 2013-14	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Interaction	IV. Engagement	V. Academic Climate**
East Bay Agency for Children	Achieve Academy**	Performing	4.39	4.8	4	4.44	4.33	2.61
East Bay Agency for Children	World Academy**	Performing	4.39	4.8	4	4.44	4.33	2.61
East Bay Agency for Children	East Oakland Pride	Performing	4.05	4.84	4.32	3.78	3.25	3.67
East Bay Asian Youth Center	Bella Vista	Thriving	4.89	4.93	4.8	5	4.83	4.78
East Bay Asian Youth Center	Cleveland	Thriving	4.94	5	5	5	4.75	4.78
East Bay Asian Youth Center	Franklin	Performing	4.37	4.9	4.29	4.22	4.08	3.89
East Bay Asian Youth Center	Garfield	Performing	4.48	5	4.67	3.83	4.42	4.17
East Bay Asian Youth Center	La Escuelita	Performing	3.87	4.6	4	3.78	3.08	2.39
East Bay Asian Youth Center	Lincoln	Thriving	4.91	4.92	4.87	5	4.83	4.61
East Bay Asian Youth Center	Manzanita Community School	Thriving	4.59	4.62	4.65	4.5	4.58	4.56
East Oakland Youth Development Center	Futures Elementary	Performing	4.19	5	4.37	3.72	3.67	4.39
Girls Incorporated of Alameda County	Acorn Woodland	Performing	4.24	4.76	4.65	4.22	3.33	2.78
Higher Ground Neighborhood Development Corp.	Allendale	Performing	4.09	5	3.6	4.5	3.25	2.72
Higher Ground Neighborhood Development Corp.	Brookfield	Performing	4.44	4.92	4.27	4.17	4.42	3.06
Higher Ground Neighborhood Development Corp.	New Highland Academy**	Performing	4.46	5	4.65	4.28	3.92	3.78
Higher Ground Neighborhood Development Corp.	Rise Community School**	Performing	4.46	5	4.65	4.28	3.92	3.78
Higher Ground Neighborhood Development Corp.	Sobrante Park	Thriving	4.91	5	4.79	5	4.83	4.56
Lighthouse Community Charter School	Lighthouse Community Charter	Performing	4.21	4.8	4.59	3.94	3.5	3.61

Agency	Program	Point of Service Quality Status 2013-14	Overall (Excludes Academic Climate)	I: Safe Environment	II: Supportive Environment	III: Interaction	IV: Engagement	V: Academic Climate***
Oakland Leaf Foundation	ASCEND	Performing	4.22	4.76	4.13	4.17	3.83	2
Oakland Leaf Foundation	Encompass Academy	Performing	3.75	4.76	4.04	3.44	2.75	4.33
Oakland Leaf Foundation	International Community School	Performing	4.05	4.92	4.21	3.33	3.75	3.06
Oakland Leaf Foundation	Learning Without Limits	Performing	3.93	4.27	4.03	3.92	3.5	3.39
Oakland Leaf Foundation	Think College Now	Performing	4.07	5	4.43	3.67	3.17	3.61
Safe Passages	Community United (Lockwood)	Performing	3.79	3.88	4.51	3.63	3.17	3.78
SFBAC, Learning for Life	Carl B. Münck	Thriving	4.5	5	4.45	4.28	4.25	3.44
SFBAC, Learning for Life	Fruitvale	Performing	3.82	4.84	3.87	3.67	2.92	2.67
SFBAC, Learning for Life	Laurel	Performing	4.23	5	4.13	3.63	4.17	3.94
SFBAC, Learning for Life	Manzanita Seed	Thriving	4.5	4.92	4.56	4.44	4.08	4.78
Spanish Speaking Citizens Foundation	Lazear Charter Academy	Performing	3.4	4.7	3.4	3.17	2.33	2.83
Ujimaa Foundation	Bürckhalter	Performing	3.75	4	4.04	3.94	3	4.11
Ujimaa Foundation	Howard	Performing	4.07	4.84	4.59	3.83	3	3.89
Ujimaa Foundation	Parker	Performing	4.25	4.8	4.52	4.33	3.33	3.78
YMCA of the East Bay	Piedmont Avenue	Performing	3.85	4.92	3.59	3.72	3.17	3
School-Based Out-Of-School Time (Middle)								
Bay Area Community Resources	Alliance Academy	Performing	3.73	4.5	4.39	3.21	2.83	3.39
Bay Area Community Resources	Claremont	Emerging	2.98	3.97	3.23	2.04	2.67	2.39

Agency	Program	Point of Service Quality Status 2013-14	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Interaction	IV. Engagement	V. Academic Climate**
Bay Area Community Resources	Elmhurst Community Prep	Performing	3.61	4.02	3.62	3.46	3.33	1.89
Bay Area Community Resources	Greenleaf (K-8)	Performing	4.2	4.52	4.51	3.96	3.83	4.17
Bay Area Community Resources	Madison (Madison Park Academy)	Performing	4.1	4.92	4.7	2.79	4	4
Bay Area Community Resources	Melrose Community Bridges Program	Performing	4.05	5	4.49	3.38	3.33	4.17
Bay Area Community Resources	Urban Promise Academy	Performing	4.08	4.9	4.47	3.96	3	3.94
Citizen Schools California	Aspire Lionel Wilson College Preparatory Academy	Performing	4.26	4.73	4.87	3.96	3.5	4.06
Eagle Village Community Center Youth and Family Services, Inc.	Westlake	Performing	4	4.24	3.9	4.38	3.5	4.78
East Bay Asian Youth Center	Roosevelt	Performing	3.46	4.41	3.91	2.71	2.83	3.56
East Oakland Youth Development Center	Roots International Academy	Performing	3.78	5	4.24	2.71	3.17	3.61
Oakland Leaf Foundation	Bret Harte	Performing	4.02	4.9	4.52	3.17	3.5	3.44
Safe Passages	Coliseum College Prep Academy (Middle School)	Performing	4.38	4.76	4.59	4	4.17	4.33
Safe Passages	Edna Brewer	Performing	4.4	4.9	4.87	3.83	4	4.11
Safe Passages	Frick	Performing	4.01	4.92	4.56	4.04	2.5	5
Safe Passages	United For Success (@ Simmons)	Performing	3.93	4.8	4.52	3.58	2.83	4.11
YMCA of the East Bay	West Oakland Middle School	Performing	4	5	4.26	2.92	3.83	4.22
School-Based/Out-of-School Time Average			4.12	4.77	4.29	3.85	3.56	3.68

<i>Transitions Programs for Youth into Middle and High School</i>								
Alternatives in Action	Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	Performing	4.04	4.3	4.6	3.75	3.5	--
East Bay Asian Youth Center (EBAYC)	Break The Cycle	Thriving	4.72	4.67	4.39	5	4.83	--
Oakland Kids First	PASS-2 Peer Mentoring	Thriving	4.54	4.4	5	4.75	4	--
Safe Passages	Safe Passages Transitions Program	Performing	4.18	5	4.71	3.5	3.5	--
Transitions Average			4.28	4.69	4.58	3.91	4.94	--
<i>Youth Leadership in Community Schools</i>								
Alternatives in Action	Youth Development Leadership Program at McClymonds and Life Academy Community Schools	Thriving	4.5	4.54	4.57	4.71	4.17	4.56
Alternatives in Action	Youth Development Leadership Program at McClymonds and Life Academy Community Schools	Performing	4.38	4.8	4.61	3.79	4.33	4.61
Oakland Unified School District	OUSD Peer Restorative Justice Program	Thriving	4.64	5	4.84	4.88	3.83	--
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Performing	3.87	4.27	4.82	2.54	3.83	--
YLC Schools Average			4.35	4.65	4.71	3.98	4.04	4.59
YOUTH LEADERSHIP AND COMMUNITY SAFETY								
<i>Community-Based OST</i>								
AIDS Project East Bay	Save Our LGBTI Youth (SOL)	Performing	3.68	4.17	4.15	3.42	3	--

American Indian Child Resource Center	Culture Keepers	Thriving	4.51	4.79	4.84	3.92	4.5	--
Bay Area Outreach and Recreation Program	Sports and Recreation for Youth with Physical Disabilities	Thriving	4.59	5	4.87	4.33	4.17	--
City of Oakland - Office of Parks and Recreation	Oakland Discovery Centers	Performing	4.38	5	4.63	3.89	4	--
Community Initiatives	Media After School (MAS)	Thriving	4.71	4.9	4.44	4.67	4.83	--
Dimensions Dance Theater, Inc.	Rites of Passage	Thriving	4.6	4.9	4.77	4.75	4	--
East Bay Asian Local Development Corporation	Lion's Pride Afterschool and Summer Youth Program	Thriving	4.53	4.76	4.76	4.28	4.33	--
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	Performing	3.9	4.87	4.45	2.96	3.33	--
Girls Incorporated of Alameda County	Girls in Oakland Achieve and Lead	Performing	3.99	4.7	4.84	2.92	3.5	--
Native American Health Center	Indigenous Youth Voices	Performing	4.25	5	4.47	4.04	3.5	--
Refugee Transitions	Newcomer Community Engagement Program	Performing	3.82	4.84	4.21	3.22	3	--
San Francisco Study Center (Brothers on the Rise)	Brothers, UNITE!	Performing	4.42	4.82	4.26	4.42	4.17	--
Community-Based Out-of-School Time Average			4.28	4.81	4.56	3.90	3.86	--
Youth Leadership and Community Safety								
Oakland Human Services Department	Friday Night in the Park Program Support	Performing	3.49	4.5	3.27	4.54	1.67	--
La Clínica de La Raza	Youth Brigade	Performing	4.16	4.9	4.55	3.21	4	--
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Performing	4.47	4.4	4.63	4.17	4.67	--

Peace Development Fund	BAY-Peace: Better Alternatives for Youth	Performing	4.43	4.37	4.65	4.38	4.33	--
Project Re-Connect	Project Re-Connect	Performing	4.02	4.87	4.74	3.46	3	--
Safe Passages	Get Active Urban Arts Program	Performing	4.26	4.3	4.9	3.67	4.17	--
Youth UpRising	YU's Queer and Allies Initiative	Performing	4.34	4.6	4.9	3.71	4.17	--
YLC Safety Average			4.19	4.55	4.55	3.87	3.79	
TRANSITIONS TO ADULTHOOD								
<i>Youth Career and Workforce Development</i>								
Alameda County Medical Center	Model Neighborhood Program	Performing	3.70	5	4.47	2.67	2.67	--
Alta Bates Summit Foundation	Youth Bridge Career and Workforce Development Program	Performing	3.51	4.9	3.2	2.13	3.83	--
Beyond Emancipation	Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	Performing	4.41	4.5	4.31	4.17	4.67	--
Center for Media Change	Hack the Hood Summer Bootcamp	Performing	3.96	4.13	4.7	3.83	3.17	--
East Side Arts Alliance	ArtWorks at ESAA	Thriving	4.85	4.93	4.79	4.83	4.83	--
Juma Ventures	Pathways to Advancement	Thriving	4.63	5	5	4.33	4.17	--
OUSD College and Career Readiness Office	Exploring College and Career Options in Oakland (ECCO!)	Performing	4.17	4.8	4.71	3.67	3.5	--
The Unity Council	Oakland Youth Engaged (OYE)	Thriving	4.7	4.73	4.8	4.42	4.83	--
Youth Employment Partnership	Career Try-Out	Performing	4.08	4.5	4.26	3.38	4.17	--
Youth Radio	Pathways to Digital	Thriving	4.9	5	5	4.75	4.83	--
Youth UpRising	YU Excel	Thriving	4.55	5	4.84	4.54	3.83	--

		YCWD Average	4.31	4.77	4.55	3.88	4.05	--
Academic Support for Older Youth								
Centro Legal de la Raza	Youth Law Academy	Performing	4.22	4.37	5	3.83	3.67	--
College Track	College Track Oakland	Performing	3.82	4.74	4.31	3.04	3.17	--
Youth Radio	Pathways to Higher Education and Careers	Thriving	4.57	4.8	4.77	3.88	4.83	--
Youth Together, Inc.	Youth Together's Academic Support For Older Youth	Performing	3.8	4.2	3.87	3.13	4	--
		Academic Support OY Average	4.10	4.53	4.49	3.47	3.92	--

Source: Program Quality Assessment scores for 115 OFCY-funded programs visited between October 1, 2013 and February 28, 2014. Site-level PQA scores for Summer grantees is available in the Summer 2013 Findings Report. Academic Climate data only available for School-Based strategy programs.

** Programs operate at one school site and received one site visit in FY2013-2014. The YPQA score applies to both of the OFCY-funded programs.

IV. DETAILED OVERALL OFCY YOUTH SURVEY RESULTS

TABLE 12: OFCY-WIDE CHILDREN AND YOUTH SURVEY RESULTS

	Elementary (3-5 th grade)	Youth (6 th grade and up)
SAFE ENVIRONMENT:		
Youth reporting, "I feel safe in this program."	89%	90%
Youth reporting that they have not been hit or pushed by someone in their program more than 1 time.	90%	89%
Youth reporting, "If someone bullies my friends or me at this program, an adult steps in to help."	88%	86%
Youth reporting that they have not had mean rumors or lies spread about them more than 1 time.	83%	88%
Overall/Composite: Safe Environment	88%	88%
SUPPORTIVE ENVIRONMENT:		
The adults in this program expect me to try hard to do my best.	95%	94%
There is an adult at this program who really cares about me.	93%	88%
The adults here tell me what I am doing well.	89%	87%
The adults in this program listen to what I have to say.	86%	87%
Overall/Composite	91%	88%
INTERACTION:		
I feel like I belong at this program.	86%	83%
In this program, I get to help other people.	88%	81%

Since coming to this program, I am better at making friends.	86%	79%
Overall/Composite	90%	85%
ENGAGEMENT:		
In this program, I try new things.	92%	86%
I am interested in what we do in this program.	87%	85%
In this program, I get to decide things like activities and group agreements.	61%	69%
In this program, I am challenged in a good way. ³⁰	53%	55%
Overall/Composite	71%	74%
MASTERY and ACCOMPLISHMENT:		
This program has helped me to be more confident in my skills and abilities.	88%	85%
Since coming to this program, I am better at something that I used to think was hard.	85%	82%
Since coming to this program, I am better at setting goals for myself.	85%	81%
Since coming to this program, I am more of a leader.	80%	75%
Overall/Composite	84%	79%
PRO-SOCIAL CONNECTIONS:		
Because of this program, I am better at getting along with other people my age.	87%	83%
Because of this program, I am better at getting along with adults.	83%	78%

³⁰ Question 4, "I am challenged in a good way," was also asked as "I do things that are too easy for me." This alternative question is reverse coded (i.e., "no" is the desired response and "yes" is the unfavorable response) unlike all of the other survey questions in that section of the survey, for which "no" is unfavorable and "yes" is favorable. This may have confused youth and may be one reason for lower rates for this question and for the composite generally.

This program has helped me to feel like a part of my community.		80%
Overall/Composite	77%	84%
SOCIAL/EMOTIONAL LEARNING:		
In this program, I feel good about myself.	88%	86%
Since coming to this program, I am better at listening to other people.	88%	81%
Since coming to this program, I am better at telling others about my ideas and feelings.	75%	72%
Overall/Composite	88%	82%

Source: 2013-2014 OFCY Youth Surveys. N=6,303. Not all respondents answered all survey questions

V. DETAILED OFCY YOUTH SURVEY RESULTS, BY GRANT STRATEGY

Early Childhood Grantees:

Mental Health and Developmental Consultations

TABLE 13: DEVELOPMENTAL NEEDS, MENTAL HEALTH AND DEVELOPMENTAL CONSULTATIONS GRANTEES

	Mental Health: Parents
Since meeting with the Mental Health Consultant, I understand more about what my child needs to grow and learn.	98%
Since meeting with the Mental Health Consultant, I understand more about why my child behaves the way he/she does.	96%
Since meeting with the Mental Health Consultant, I can think of more ways to help my child feel calm and safe.	93%

Source: 2013-2014 OFCY Parent Surveys- Mental Health. N=56. Not all respondents answered all survey questions.

TABLE 14: ACCESS TO RESOURCES, MENTAL HEALTH AND DEVELOPMENTAL CONSULTATIONS GRANTEES

	Mental Health: Parents
Since meeting with the Mental Health Consultant, I am more comfortable or confident talking with my child's teacher.	98%
The Mental Health Consultant shared resources to help my child grow and learn.	96%
I have used the resources the Mental Health Consultant gave me.	91%

Source: 2013-2014 OFCY Parent Surveys- Mental Health. N=56. Not all respondents answered all survey questions.

TABLE 15: QUALITY, MENTAL HEALTH AND DEVELOPMENTAL CONSULTATIONS GRANTEES

	Mental Health: Educators
The Mental Health Consultant has good relationships with parents.	99%
The Mental Health Consultant respects my knowledge and perspectives on children's issues.	99%
I have a good relationship with the Mental Health Consultant.	98%
The Mental Health Consultant works as a partner with me to meet children's mental health needs.	98%
The Mental Health Consultant is available when I need her/him.	98%
The Mental Health Consultant feels like another member of the staff, not like an outsider.	98%
I regularly go to the Mental Health Consultant when I need help with particular children or families.	92%

Source: 2013-2014 OFCY Staff Surveys-Mental Health. N=127. Not all respondents answered all survey questions.

TABLE 16: CHILDREN'S BEHAVIOR AND NEEDS, MENTAL HEALTH AND DEVELOPMENTAL CONSULTATIONS GRANTEES

	Mental Health: Educators
The Mental Health Consultant works closely to help parents find resources to meet children's needs.	96%
Since meeting with the Mental Health Consultant, I better understand why children behave the way they do.	95%
Since meeting with the Mental Health Consultant, I feel better able to handle children's challenging behaviors.	94%

Source: 2013-2014 OFCY Educator Surveys-Mental Health. N=127. Not all respondents answered all survey questions.

TABLE 17: EDUCATORS' CHANGE IN RESPONSE TO CHALLENGING BEHAVIOR, MENTAL HEALTH AND DEVELOPMENTAL CONSULTATIONS GRANTEEES

	Before	After	Increase
Compromise with child	2.20	2.41	0.20*
Show the child ways to replace challenging behavior with desired skills	2.42	2.57	0.15*
Reinforce when the child displays new skills	2.45	2.59	0.13*
Encourage child to use a transitional object (e.g., blanket, doll)	2.15	2.29	0.13*
Modify the environment to limit triggers of challenging behavior	2.07	2.19	0.12*
Allow child behavioral choices ("You can sit here or there")	2.40	2.50	0.10
Move child next to you	2.32	2.39	0.06
Reduce child's schedule	1.30	1.35	0.04
Reframe behavior for child ("Let's see who can clean up the fastest!")	2.36	2.41	0.04
Insist on compliance from child	2.18	2.20	0.02
Respond in ways that do not reinforce the challenging behavior	2.28	2.29	0.01
Ask parent to withdraw child from program	1.13	1.13	0.00
Redirect child	2.62	2.61	-0.01
Ask for help from colleague, director or other professional	2.31	2.30	-0.01
Move child to another group or classroom	1.61	1.59	-0.03
Discuss child's behavior with parent	2.37	2.32	-0.05
Separate child in classroom or use time-out	1.79	1.73	-0.06
Restrain child using either physical or mechanical methods	1.47	1.38	-0.09

Source: 2013-2014 OFCY Educator Surveys-Mental Health. N=127. Not all respondents answered all survey questions. These questions use a scale of rarely or never (1) to most of the time (3). 'Change' column displays the increase over time, with possible values ranging from -2 to 2.

* indicates a statistically significant result at $P < .10$.

Parent and Child Engagement (PCE)

TABLE 18: QUALITY, PARENT AND CHILD ENGAGEMENT GRANTEEES

	PCE: Parent
Program staff/educators were cheerful and welcoming.	100%
Program staff/educators seemed knowledgeable about children's needs.	100%
Program staff/educators were able to answer my questions about my child.	99%
The program was located in a convenient place.	97%

Source: 2013-2014 OFCY PCE Parent Surveys. N=253. Not all respondents answered all survey questions.

TABLE 19: INVOLVEMENT WITH CHILD AND RESOURCES, PARENT AND CHILD ENGAGEMENT GRANTEEES

	PCE: Parent
This program taught me about how to help my child be ready for school.	98%
This program taught me about resources in the community that can help my child.	97%
Because of this program, I play more with toys or games with my child.	96%
Because of this program, I read to my child more often.	96%

Source: 2013-2014 OFCY PCE Parent Surveys. N=253. Not all respondents answered all survey questions.

TABLE 20: CHANGE IN KNOWLEDGE OF CHILD DEVELOPMENT, PARENT AND CHILD ENGAGEMENT GRANTEES

	Before	After	Change
What behavior is typical at my child's age.	1.91	2.75	0.84*
How my child is growing and developing.	1.96	2.79	0.83*
How to respond effectively when my child is upset.	1.95	2.77	0.82*
How to identify what my child needs.	2.01	2.77	0.76*
How my child's brain is growing and developing.	1.99	2.75	0.75*
How to keep my child safe and healthy.	2.28	2.85	0.58*

Source: 2013-2014 OFCY Parent and Child Engagement Parent Surveys. N=253. Not all respondents answered all survey questions. These questions use a scale from "I know a little bit" (1) to "I know a lot" (3). 'Change' column displays parents' reported change, with possible values ranging from -2 to 2.

* Indicates a statistically significant difference at $p < 0.05$.

School-Based After School Programming

TABLE 21: ACADEMIC BEHAVIORS, SCHOOL-BASED AFTER SCHOOL GRANTEEES

	Elementary (3-5 th grade)	Youth (6 th grade and up)
In this program, I learn how to organize my time to finish my schoolwork.	91%	80%
Because of this program, I am better at getting my homework done.	93%	75%
This program has helped me to learn good study skills (like reading directions, taking tests).	85%	68%
Overall/Composite	93%	77%

Source: 2013-2014 OFCY Youth Surveys. N=3,991. Not all respondents answered all survey questions.

TABLE 22: ACADEMIC EXPLORATION AND READINESS, SCHOOL-BASED AFTER SCHOOL GRANTEEES

	Elementary (3-5 th grade)	Youth (6 th grade and up)
In this program, I've learned about the kinds of jobs I'd like to have in the future.	72%	59%
This program has helped me feel more confident about going to college.	56%	68%
Overall/Composite	47%	50%

Source: 2013-2014 OFCY Youth Surveys. N=3,991. Not all respondents answered all survey questions.

TABLE 23: SCHOOL AND FAMILY ENGAGEMENT, SCHOOL-BASED AFTER SCHOOL GRANTEEES

	Elementary (3-5 th grade)	Youth (6 th grade and up)
This program has helped me to feel like a part of my school.	85%	74%
This program has helped me feel more confident about graduating from high school.	81%	71%
Since coming to this program, I talk with my family about school more often.	72%	63%
Overall/Composite	84%	74%

Source: 2013-2014 OFCY Youth Surveys. N=3,991. Not all respondents answered all survey questions.

TABLE 24: WELLNESS AND HEALTHY BEHAVIORS, SCHOOL-BASED AFTER SCHOOL GRANTEEES

	Elementary (3 rd - 5 th grade)	Youth (6 th - 8 th grade)
Since coming to this program, I am better at saying “no” to things I know are wrong.	86%	73%
Since coming to this program, I exercise more.	84%	69%
This program helps me learn how to be healthy.	81%	64%
Overall/Composite	88%	71%

Source: 2013-2014 OFCY Youth Surveys. N=3,991. Not all respondents answered all survey questions.

Transitions for Youth into Middle and High School

TABLE 25: SCHOOL AND FAMILY ENGAGEMENT, MIDDLE- AND HIGH-SCHOOL TRANSITIONS GRANTEES

	Youth
This program has helped me feel more confident about graduating from high school.	89%
This program has helped me to feel like a part of my school.	77%
Since coming to this program, I talk with my family about school more often.	53%
Overall/Composite	81%

Source: 2013-2014 OFCY Youth Surveys. N=556. Not all respondents answered all survey questions.

TABLE 26: ACADEMIC ENVIRONMENT, MIDDLE- AND HIGH-SCHOOL TRANSITIONS GRANTEES

	Youth
This program has helped me to know my way around the school campus better.	79%
This program has helped me to feel comfortable in my new school.	76%
Overall/Composite	69%

Source: 2013-2014 OFCY Youth Surveys. N=556. Not all respondents answered all survey questions.

Youth Leadership in Community Schools

TABLE 27: ACADEMIC BEHAVIORS, YOUTH LEADERSHIP IN COMMUNITY SCHOOLS GRANTEEES

	Youth
In this program, I learn how to organize my time to finish my school work.	89%
This program has helped me to learn good study skills (like reading directions, taking tests).	84%
Because of this program, I am better at getting my homework done.	82%
Overall/Composite	86%

Source: 2013-2014 OFCY Youth Surveys. N=324. Not all respondents answered all survey questions.

TABLE 28: ACADEMIC EXPLORATION AND READINESS, YOUTH LEADERSHIP IN COMMUNITY SCHOOLS GRANTEEES

	Youth
This program has helped me feel more confident about going to college.	93%
In this program, I've learned about the kinds of jobs I'd like to have in the future.	84%
Overall/Composite	82%

Source: 2013-2014 OFCY Youth Surveys. N=324. Not all respondents answered all survey questions.

TABLE 29: SCHOOL AND FAMILY ENGAGEMENT, YOUTH LEADERSHIP IN COMMUNITY SCHOOLS GRANTEEES

	Youth
This program has helped me feel more confident about graduating from high school.	97%
This program has helped me to feel like a part of my school.	91%
Since coming to this program, I talk with my family about school more often.	79%
Overall/Composite	93%

Source: 2013-2014 OFCY Youth Surveys. N=324. Not all respondents answered all survey questions.

TABLE 30: WELLNESS AND HEALTHY BEHAVIORS, YOUTH LEADERSHIP IN COMMUNITY SCHOOLS GRANTEES

	Yes
Since coming to this program, I am better at saying “no” to things I know are wrong.	91%
This program helps me learn how to be healthy.	84%
Since coming to this program, I exercise more.	75%
Overall/Composite	87%

Source: 2013-2014 OFCY Youth Surveys. N=324. Not all respondents answered all survey questions.

Community-Based Out of School Time

TABLE 31: WELLNESS AND HEALTHY BEHAVIORS, COMMUNITY-BASED OUT OF SCHOOL TIME GRANTEES

	Youth
This program helps me learn how to be healthy.	89%
Since coming to this program, I am better at saying “no” to things I know are wrong.	87%
Since coming to this program, I exercise more.	80%
Overall/Composite	89%

Source: 2013-2014 OFCY Youth Surveys. N=492. Not all respondents answered all survey questions.

TABLE 32: RISK AVOIDANCE, COMMUNITY-BASED OUT OF SCHOOL TIME GRANTEES

	Youth
Since coming to this program, I avoid getting in trouble.	90%
Since coming to this program, I am better at taking care of problems without violence or fighting.	86%
Since coming to this program, I helped someone stay out of a fight.	77%
Overall/Composite	89%

Source: 2013-2014 OFCY Youth Surveys. N=492. Not all respondents answered all survey questions.

Youth Leadership and Community Safety

TABLE 33: RISK AVOIDANCE, YOUTH LEADERSHIP AND COMMUNITY SAFETY GRANTEES

	Youth
Since coming to this program, I am better at taking care of problems without violence or fighting.	93%
Since coming to this program, I avoid getting in trouble.	91%
Since coming to this program, I helped someone stay out of a fight.	77%
Overall/Composite	91%

Source: 2013-2014 OFCY Youth Surveys. N=218. Not all respondents answered all survey questions.

TABLE 34: COMMUNITY ENGAGEMENT, YOUTH LEADERSHIP AND COMMUNITY SAFETY GRANTEES

	Youth
Because of this program, I know ways to create positive change in my community.	96%
Since coming to this program I am more aware about what is going on in the community.	93%
This program has helped me to feel like a leader in my community.	89%
Since coming to this program, I did volunteer work or community service.	82%
Overall/Composite	84%

Source: 2013-2014 OFCY Youth Surveys. N=218. Not all respondents answered all survey questions.

Youth Career and Workforce Development

TABLE 35: CAREER SKILLS, YOUTH CAREER AND WORKFORCE DEVELOPMENT GRANTEES

	Youth
Because of this program, I've learned new skills in this program that will help me to get a job.	95%
This program has helped me to understand how to get the kind of job I want.	92%
This program has linked me with potential employers.	85%
Overall/Composite	95%

Source: 2013-2014 OFCY Youth Surveys. N=477. Not all respondents answered all survey questions.

TABLE 36: JOB PLACEMENT, YOUTH CAREER AND WORKFORCE DEVELOPMENT GRANTEES

	Youth
Because of this program, I have an internship or volunteer work lined up for the summer.	57%
Because of this program, I got a paying job during the spring semester.	55%
Because of this program, I have a paying job lined up for the summer.	48%
Overall/Composite	52%

Source: 2013-2014 OFCY Youth Surveys. N=477. Not all respondents answered all survey questions.

Academic Support for Older Youth

TABLE 37: ACADEMIC BEHAVIORS, ACADEMIC SUPPORT FOR OLDER YOUTH GRANTEES

	Youth
This program has helped me to learn good study skills (like reading directions, taking tests).	90%
In this program, I learn how to organize my time to finish my school work.	83%
Because of this program, I am better at getting my homework done.	80%
Overall/Composite	87%

Source: 2013-2014 OFCY Youth Surveys. N=245. Not all respondents answered all survey questions.

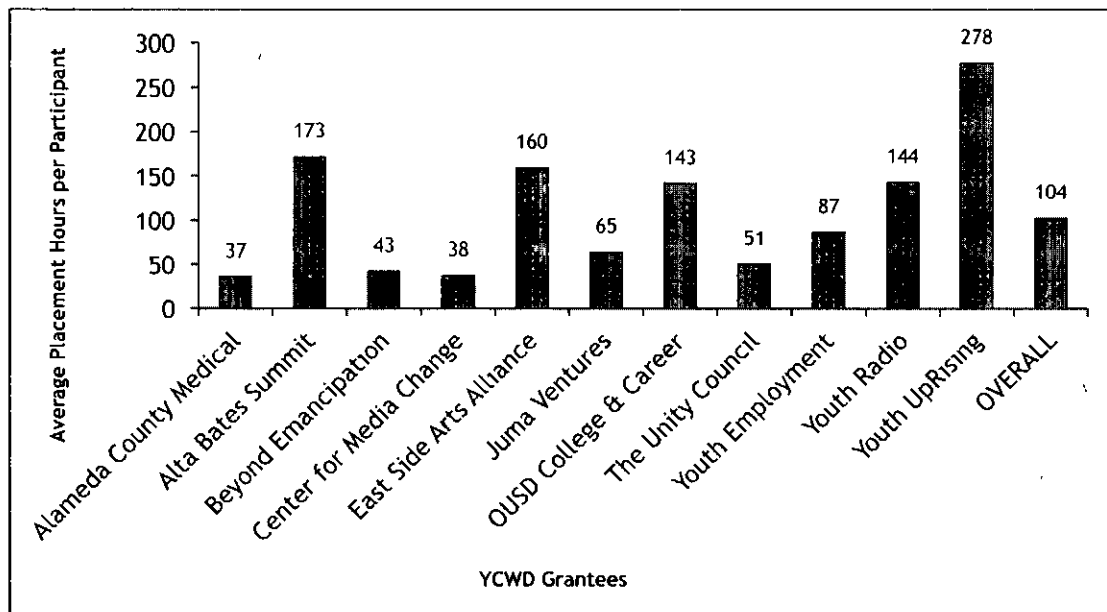
VI. YOUTH CAREER AND WORKFORCE DEVELOPMENT DATA

LIST OF YOUTH CAREER AND WORKFORCE DEVELOPMENT (YCWD) EMPLOYERS

67 Suenos	Highland Child Development Center
81st St. Library	Juma Ventures
Alameda County General Services	KDOL
Alameda County Medical Center	Khadafy Foundation
Alta Bates Summit Medical Center	KTOP
Anewamerica	La Clinica De La Raza
Back to Earth Organic Catering	La Escuelita - Health Center
BART	Las Marianas Restaurant
Bay Area Wilderness Training	Los Hermanos Market
Black Reperatory Theater	Mario B. Productions
Boost/Virgin Mobile	Mentoring Center
Cafe Gabriela	Metro Golf Links
Californians for Justice	Milagros de Mexico Pharmacy
Centerforce Youth Court	Native American Health Center
Centro Legal de la Raza	Native American Health Center - Skyline High School
Chabot Space and Science Center	Oakland Outpatient Veterans Affairs
Children's Hospital and Research Center Oakland	Oakland Youth Chorus
City of Oakland - Public Works Agency	Oakland Zoo
Concise Insurance	Obelisco Restaurant
ConnectEd	OTX West
Destiny Arts	OUSD Tech Services
Digital Arts and Culinary Academy	Pasarela's Bridal
Downtown Oakland Library	Peralta Hacienda Historical Park
Dr. Wong, DDS	Peralta Service Corporation
East Bay Municipal Utilities District (EBMUD)	Piedmont Elementary

East Bay SPCA	Rice and Beans
East Oakland Boxing	Rose Foundation
East Oakland Pride Elementary	Siebert Brandford Shank and Co.
East Side Arts Alliance	Sinmex Autobody Shop
EBAYC	Taqueria Reynoso
Eden Medical Center	Tender Greens
EOBA	The Sir Francis Drake Hotel
Ever Forward	The Unity Council
Fashion Palace	The Video Project
Fremont Chevrolet	United Roots
Friends of Sausal Creek	Youth Employment Partnership
Garfield Elementary	Youth Radio
Girls Inc.	Youth UpRising

AVERAGE PLACEMENT HOURS WORKED PER YCWD PARTICIPANT



Source: Cityspan records for Youth Career and Workforce Development participants. N=506.

ATTACHMENT

B

Oakland School-Based After
School Programs Evaluation
2013-2014 Finding Report

Oakland School-Based After School Programs Evaluation 2013-14 FINDINGS REPORT



Prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth, the City of Oakland Human Services Department and the Oakland Unified School District, After School Programs Office



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

ACKNOWLEDGEMENTS

We would like to thank all the individuals and agencies that contributed to this evaluation report.

The City of Oakland Human Services Department and the Oakland Unified School District's After School Programs Office greatly contributed to the design and structure of the report. We thank Oakland Fund for Children & Youth Director Sandra Taylor, OFCY Program Planner Mike Wetzel, and Julia Fong-Ma, the OUSD Coordinator of After School Programs, for their support.

All Oakland school-based after school programs participated in the evaluation, including distributing and collecting surveys and hosting our team for site visits. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee who we name individually below. We appreciate the Evaluation Subcommittee for their guidance, leadership, and commitment to independent evaluation, with special thanks to Chair Julie Waters.

Finally we thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

2013-14 OAKLAND PLANNING AND OVERSIGHT COMMITTEE (POC) MEMBERS

District	POC Member	District	POC Member
Mayor	Marcus Montague	District 4	Steven Wirt
At Large	Cesar Sanchez, Julie Waters	District 5	Kenna Castillo, Isaac Ruelas
District 1	Richard Raya	District 6	Brandon Aninipot, Derrick Muhammad
District 2	Michael Wong, Kathy Teng Dwyer	District 7	Briana Dunn, Kisha Jackson
District 3	Vaughn Arterberry, Brandon Sturdivant		

EVALUATION TEAM



Corey Newhouse, Project Director
Femi Vance, Research Associate
Julie Lo, Senior Research Assistant
Shureka Hargrove, Summer Research Associate
Saili Willis, Project Assistant
Venessa Laurel, Project Assistant

COVER IMAGES

Cover images courtesy of Lead Agency partners, listed below by cover image order from left to right:

Higher Ground
Oakland Leaf

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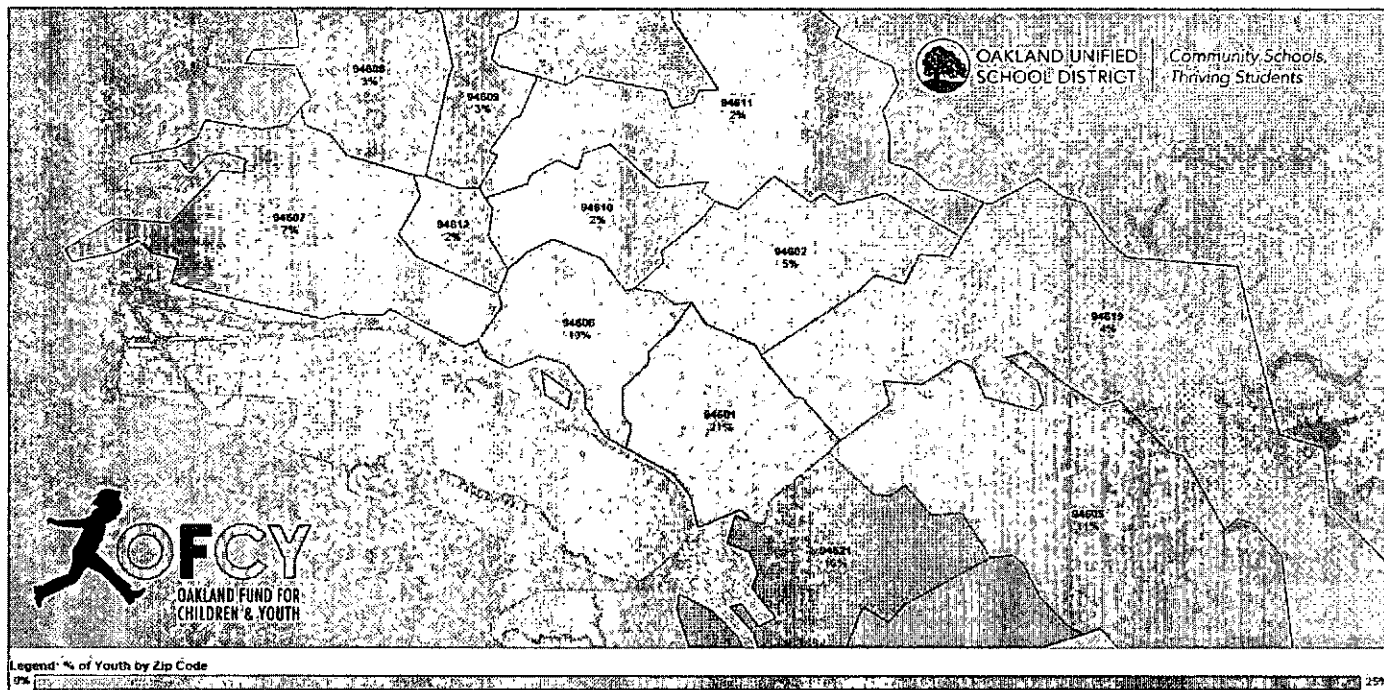
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OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP

The Oakland School-Based After School Partnership funded 83 programs located across Oakland, which served 18,293 children and youth in the 2013-14 school year.

FIGURE 1: PROPORTION OF OAKLAND'S SCHOOL-BASED YOUTH PARTICIPANTS BY ZIP



Source: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. N=18,291.

ABOUT THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP

The Oakland Unified School District's After School Programs Office (ASPO) and the Oakland Fund for Children and Youth (OFCY) formed the Oakland School-Based After School Partnership in 2004. More about each of these organizations can be found in the funder summaries at the end of this section.

The School-Based After School Partnership funds comprehensive school-based after school programs for Oakland's children and youth. The goals of the Partnership are to provide equitable access to high quality after school programs that help children to be:

- Engaged and succeeding in school
- College and career ready
- Physically and emotionally well

These after school programs are aligned with efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School" and the Oakland Unified School District's (OUSD) Full Service Community Schools initiative that seeks to provide health, education, and social services to youth, their families and the community.

LANDSCAPE OF AFTER SCHOOL PROGRAMS

After school programs offer a critical support to schools, youth, and their families. Research indicates that after school programs are more than just a safe haven for youth. High quality after school programs can support youth academically and socially.¹ Some studies show that minorities and youth in low-income communities benefit even more than their more affluent peers suggesting that after school programs are especially important for these young people.²

Public schools in Oakland serve a large proportion of youth who typically benefit from additional learning supports, including students from low-income households (75%) and English Learners (31%). High quality after school programs provide additional opportunities for youth to practice academic and social skills they need to succeed.³

ABOUT OAKLAND AFTER SCHOOL PROGRAMS

After school programs funded by the School-Based After School Partnership operated in 83 schools throughout Oakland in the 2013-14 school year. A majority of the programs are supported by both organizations that make up the School-Based After School Partnership,⁴ who work together to support district and city goals of providing high quality after school programs to Oakland youth. Table 1 presents the number of number of youth served at elementary, middle, and high school after school programs.

TABLE 1: SUMMARY OF PROGRAM PARTICIPATION

Program Type	Total Enrollment
Elementary School Programs (n=50)	7,090
Middle School Programs (n=19)	4,287
High School Programs (n=14)	6,916
Total (n=83)	18,293

Source: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014.

¹ Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

² Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 379-397). New York, NY: Routledge.

³ Ed-Data. 2012. California Department of Education. Retrieved from <http://www.ed-data.k12.ca.us>.

⁴ This report includes information collected about a total of 83 after school programs. Fifty-nine (59) of the 83 programs are mutually supported by the School-Based After School Partnership, 7 programs are supported exclusively by OFCY, and 17 programs are supported exclusively by OUSD.

All of the programs in this report operate at OUSD or public charter schools. After school programs are open to all students at the host school at low or no cost.⁵ In some cases, host schools may determine specific criteria for priority student enrollment, such as low academic performance or social needs.

PROGRAM ACTIVITIES

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population (see examples in Table 2).

TABLE 2: SAMPLE ACTIVITIES BY CATEGORY

CATEGORY	ACTIVITIES
Academic Support	Academic Enrichment Learning, Tutoring Expanded Library Services, Supplementary Education Services, Homework Support, Credit Recovery, Reading & Literacy, Math, Science
Recreation/Physical Activity	Cooperative Games, Dance, Martial Arts, Intramural Sports, Sports Leagues
Enrichment	Arts and Cultural Activities, Health and Nutrition Education, Substance Abuse & Drug Prevention, Violence Prevention, Counseling & Character Education
College and Career	Career & Job Training, Entrepreneurial Education, Technology/Telecommunication Training, Community Service & Service Learning, Internships and Apprenticeships
Leadership Development	Peer Mentoring, Peer Tutoring, Youth-Led Community Service

⁵ Per OUSD School Board policy, school-based ASES and 21st Century programs may charge a fee, but may not turn away youth for inability to pay.

FUNDING

The after school programs are jointly funded through a planned and committed investment of local funds from OFCY and OUSD. These funds blend local, state, and federal dollars provided to programs to ensure quality services that are free or low-cost. Table 3 presents the 13-14 funding levels from these sources.

Programs funded through OFCY's *Student in Success in School* strategy are funded in the *School-Based After School* programming area (n=64) or the *Youth Leadership in Community Schools* area (n=2),⁶ and is inclusive of the 7 programs operated by community based charter schools.⁷

TABLE 3: FUNDING BY ASES, 21ST CCLC, ASSETS & OFCY GRANTS

Program Type	ES (n=50)	MS (n=19)	HS (=14)	Total (n=83)
ASES + 21st CCLC /ASSETS ⁸	\$6,569,968	\$4,693,077	\$2,526,536	\$13,789,581
OFCY Funds	\$3,064,700	\$1,379,000	\$162,000	\$4,605,700
Matched funds	\$1,496,420	\$533,058	\$45,522	\$2,075,000
Total	\$11,131,088	\$6,605,135	\$2,734,058	\$20,470,281
Per Student Investment (ADA)	\$2,229	\$2,561	\$1,942	\$2,279

Source: OUSD grant records, OFCY Q3 Quarterly Reports, CitySpan Attendance tracking system, Program Practices Survey administered in May 2014.

OUSD funds 76 programs⁹ through the After School Education and Safety (ASES), 21st Century Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

The after school programs operate with the following goals for each grant, which share a focus on supporting children's development of physical, social and emotional, and academic skills.

⁶ Funding granted by OFCY to Alternatives in Action Youth Development Leader Program at McClymonds and Life Academy takes place two high school campuses supported by OUSD.

⁷ OFCY supports after school programs operating at 47 elementary schools including 6 charter schools, 17 middle schools including 1 charter school, and 2 high schools.

⁸ Based on 2013-14 core grant amounts.

⁹ OUSD supports after school programs operating at 44 elementary schools, 18 middle schools, and 14 high schools

ASES grant goals – programs provide children and youth with safe and educationally enriching alternatives during non-school hours, including literacy, academic enrichment, and safe constructive alternatives.

21st CCLC and ASSETS grant goals – These programs are intended to:

- Improve academic achievement
- Provide enrichment services that reinforce and complement the academic program and;
- Provide family literacy and related education development services

OFCY grant goals – OFCY's goals for school-based after school are:

- Youth have increased connectivity with the school, peers and adults
- Youth have increased sense of mastery and accomplishment of new skills
- Youth have increased self-esteem
- Youth have improved communication and social skills
- Increased family engagement in school and afterschool activities

The shared outcomes that OFCY strives to achieve through support of school-based after school grantees are:

- Improved rates of Oakland children reading at grade level
- Improved student attendance rates and decreased rates of chronic absenteeism
- Improved academic performance
- Improved rates of physical fitness and education on healthier lifestyles

Funding is based on money received from ASES, 21st CCLC, ASSETS, and OFCY funds. In addition, programs report an additional \$2,075,000 in leveraged funding from sources such as in-kind donations, philanthropic grants and contracts/service agreements with other local agencies. Most recent calculations reveal that middle school programs have the highest per student investment per average daily attendance (ADA), followed by elementary and high school level programs.

PROGRAM OPERATIONS

Each after school program is managed by a local community-based organization known as a lead agency, which is chosen by the school leadership team at the host school (see Table 4). Lead agencies provide services ranging from content-specific activities for youth, such as tutoring or sports activities, to overseeing large groups of after school programs at multiple sites.

TABLE 4: NUMBER OF PROGRAMS OPERATED BY COMMUNITY-BASED ORGANIZATIONS

Agency Name	Number of Sites
Alternatives in Action	4
Bay Area Community Resources	26
Citizen Schools California	1
Eagle Village Community Center Youth & Family Services, Inc.	2
East Bay Agency for Children	5
East Bay Asian Youth Center	12
East Oakland Youth Development Center	2
Girls Incorporated of Alameda County	1
Higher Ground	5
Lighthouse Community Charter	1
Oakland Leaf	6
Safe Passages	6
SFBAC, Learning for Life	4
Spanish Speaking Citizens' Foundation	1
Ujimaa Foundation	3
YMCA of the East Bay	2
Youth Together	1
Youth Uprising	1

Source: 2013-14 Oakland School Based Programs roster provided by OUSD.

Working in close partnership with school leadership, lead agencies bear primary responsibility for every aspect of the after school program, including staffing, budgeting, program design, managing extensive compliance and reporting requirements, and managing daily operations of the program.

STAFFING

Oakland after school programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site.¹⁰ The most common staffing plan includes a full-time Site Coordinator, an Academic Liaison, and youth development workers. Many after school programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance as well. At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for after school participants through extended contracts.

Agency Directors are employed full-time by the community-based organizations that manage the after school programs. Typically, Agency Directors support a portfolio of 3-7 program sites through a combination of on site coaching, workshops, and support in building partnerships with school- and community- partners.

The Site Coordinator is responsible for the day-to-day operations of the program, for supervising staff, for recruiting and retaining youth, and for establishing and maintaining relationships with school administrators and faculty. Site Coordinators are full-time staff.

Academic Liaisons are staff members of the District who promote integration with the school day through aligning after school activities with state curricular standards, providing professional development for after school staff, and facilitating ongoing communication with school day staff.

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

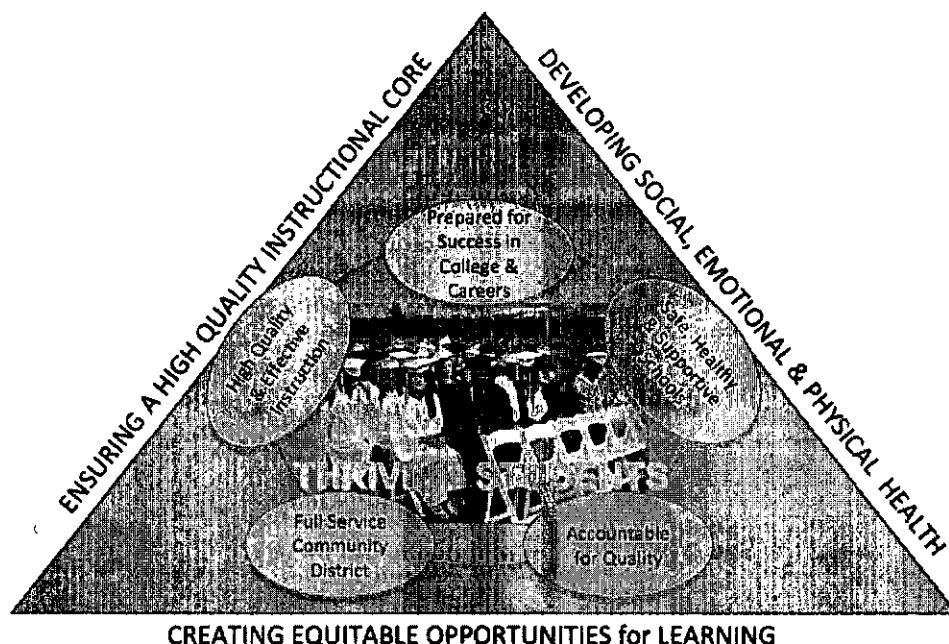
Teachers on Extended Day Contract are certificated teachers, usually from the host school, who plan and lead activities in after school, ranging from academic supports to enrichment classes and sports teams.

¹⁰ Charter school-based programs, which operate independently from the OUSD After School Programs Office, may have a slightly different staffing structure.

OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland After School Programs Office (ASPO) is committed to supporting the Oakland Unified School District's (OUSD) vision of developing "Community Schools, Thriving Students"

FIGURE 2: OUSD'S COMMUNITY SCHOOLS MODEL FOR CHANGE AND ACTION



HOW AFTER SCHOOL SUPPORTS THE COMMUNITY SCHOOLS MODEL

The Oakland Unified After School Programs Office (ASPO) keeps the OUSD's Community Schools Model at the forefront of their planning and program decisions. OUSD's larger goal is to develop each school into a Full Service Community School (FSCS), which will make OUSD one of the first Full Service Community Districts in the country. The above figure is used in the OUSD Strategic Plan to illustrate the primary supports needed to develop schools into FSCS. These supports are shown as circles in the figure above and include:

- High quality and effective instruction
- Preparing youth for success in college and careers
- Safe, healthy and supportive schools
- Accountability for quality
- A full service community district

The Oakland after school programs contribute to community schools model by providing multiple supports that are integral to the success of the approach. The 2013-14 after school programs evaluation describes the supports provided to young people and assesses the resulting youth, family and program level outcomes.

OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children and Youth (OFCY) funds 127 youth service programs for children and youth in a variety of community- and school-based settings. OFCY programs guide and support children and youth throughout the formative periods of their lives, from birth through age 20.

FIGURE 3: OFCY FUNDS FOUR GRANT STRATEGIES THAT SUPPORT CHILDREN AND YOUTH FROM BIRTH TO ADULTHOOD.



ABOUT OFCY

The 127 programs funded by the Oakland Fund for Children and Youth (OFCY) play an important role for students, families, the Oakland Unified School District, and the community as a whole. OFCY's funding for school-based after school programs represents Oakland's investment and primary strategy to make progress toward the Kids First legislated goal of "Help Children and Youth Succeed in School and Graduate High School." OFCY funded programs help promote social and economic equity, child and youth development, and community and collaboration under four leading youth outcome areas (shown above).

OFCY grantees served 27,610 youth in the 2013-14 program year. Thirty-seven percent (37%) of youth served (10,316) were in the *School-Based After School Strategy* strategy¹¹.

The 2013-14 evaluation is a key component both in how OFCY programs are accountable to stakeholders, and in how programs can use the data as part of their Action Planning processes. The evaluation seeks to:

- Measure the extent to which programs meet grant goals for the number of youth served and the number of service hours offered;
- Provide timely evaluation data to stakeholders including the Planning and Oversight Committee, City staff, the public, and the programs themselves;
- Support continuous program improvement at the site level; and
- Guide OFCY's support to sites.

¹¹ Enrollment totals for the Youth Development Leadership Program at McClymonds & Life Academy Community Schools which served an additional 726 youth in the 2013-14 program year is funded through OFCY's Youth Leadership in Community Schools funding and is not included in this figure.

EVALUATION OVERVIEW

This evaluation assesses Oakland's Theory of Action, that widespread access to high quality youth development programs helps young people who attend programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.

FIGURE 4: THEORY OF ACTION FOR OAKLAND AFTER SCHOOL PROGRAMS

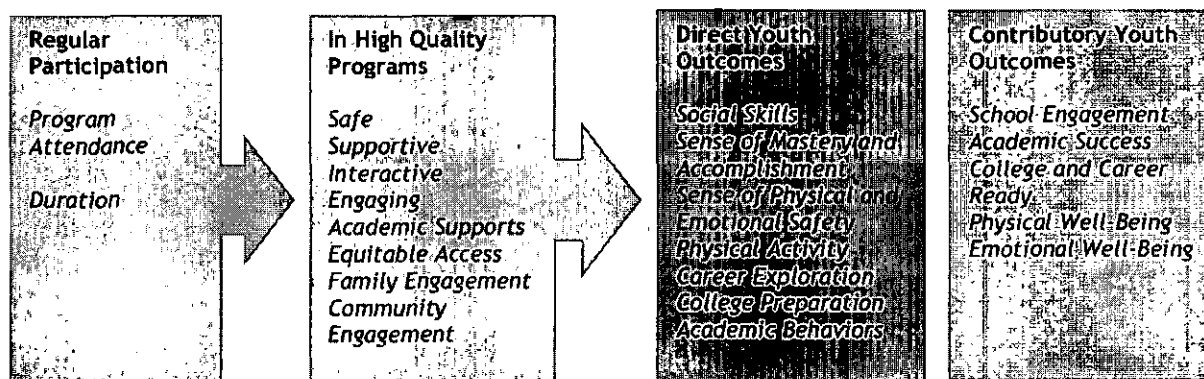


TABLE 5: EVALUATION QUESTIONS & OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP GOALS

SCHOOL-BASED PARTNERSHIP GOAL	EVALUATION QUESTION
Youth have widespread access to after school programming	What progress have Oakland after school programs made toward target enrollment and daily attendance rates?
Youth experience high quality after school programs.	In what ways are Oakland after school programs providing high quality services?
Youth are: <ul style="list-style-type: none"> Engaged and succeeding in school College and career ready and; Physically and emotionally well 	Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success b) college and career readiness; and c) physical and emotional well-being?

The Theory of Action above informs the 2013 – 14 Oakland school-based after school programs evaluation. It is expected that access to high quality after school programs help young people who attend programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.

Evidence that youth are making progress toward these intermediate-term - or direct - outcomes include improvement in social skills, a sense of emotional and physical safety, an increase in physical activity, college and career exploration and consistent practice of academic behaviors and other skills. The Theory of Action is the basis for the Oakland School-Based After School Partnership's goals for programs.

The evaluation questions presented above assess progress made on each of the three components of the Theory of Action; access, program quality, and youth outcomes. Multiple data sources demonstrate progress, including surveys taken by youth, parents, principals and program staff, program observations, and youth attendance, and academic achievement measures. The relevant data sources are described in each section. A Data Companion accompanies this report and presents the results from supplemental data analysis.

ACCESS & ATTENDANCE IN OAKLAND AFTER SCHOOL PROGRAMS

Oakland after school programs provide widespread access to children and youth. The majority of school-based after school programs managed to exceed their enrollment and attendance targets.

FIGURE 5: 2013-14 PROGRESS TOWARDS OFCY ENROLLMENT TARGET

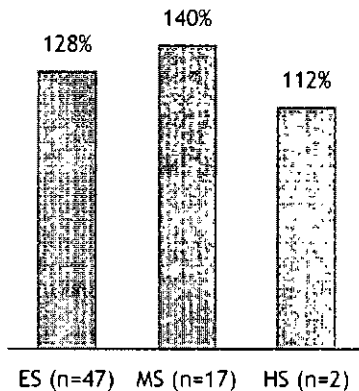


FIGURE 6: 2013-14 PROGRESS TOWARDS CDE ATTENDANCE TARGET

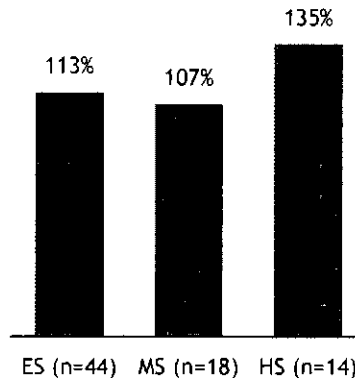
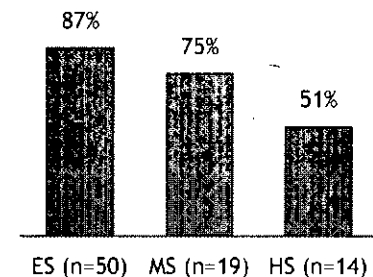


FIGURE 7: 2013-14 PARTICIPANT ATTENDANCE RATE



Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014.

ATTENDANCE & RETENTION

The School-Based After School Partnership seeks to provide widespread access to Oakland's after school programs. Access is the first step. Regular attendance is also needed for young people to experience the benefits of after school programs. Three measure of attendance – attendance, retention, and average days per youth are used in this evaluation to better understand the extent to which Oakland's youth are participating regularly in after school programs.

OFCY establishes goals for each program's enrollment based on the size of the grant award. Grantees are expected to reach at minimum 80% of this goal each year to demonstrate adequate performance. Figure 5 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals.

Attendance is the number of unique visits to a program. After school programs funded by ASES and 21st CCLC must meet 85% attendance target that is established by the California Department of Education to sustain funding. Figure 6 highlights the average progress toward attendance targets for elementary, middle and high school programs. It shows that, on average, programs exceed their attendance targets.

Participant attendance rates measure youths' ongoing participation in the program while enrolled. It is calculated as the number of days attended divided by the number of days enrolled in the after school program. Participants' attendance rates are calculated for those activities that require ongoing participation, therefore, drop-in activities are not included in the calculation. Figure 7 shows the average participant attendance rate for elementary, middle, and high school programs.

ACCESS & ATTENDANCE

Oakland school-based after school programs make an effort to serve as many youth in their host schools as their program capacity will allow.

Available evidence indicates that school-based programs serve just over half of the students in their host schools. The proportion of youth served varies by type of program, as shown in Table 6.

TABLE 6: PERCENT OF HOST SCHOOL STUDENTS ATTENDING SCHOOL-BASED AFTER SCHOOL PROGRAMS¹²

Program Type	% of Host School
Elementary School Programs (n=50)	40%
Middle School Programs (n=19)	69%
High School Programs (n=14)	77%
Total	55%

Sources: CitySpan Attendance System for attendance records between September 1, 2013 through June 30, 2014 and DataQuest for host school enrollment figures.

Research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year.¹³ While this is not a hard and fast rule, exploring the extent to which participants attend for roughly 100 days can help to demonstrate whether programs tend to retain youth long enough to have a positive influence. Table 7 shows the percent of elementary middle and high school programs in which the average days per youth exceeds 100. This proportion varies by type of program ranging from 7% for high school programs to 62% for elementary programs.

TABLE 7: PERCENT OF PROGRAMS WITH AN AVERAGE NUMBER OF DAYS ATTENDED EXCEEDING 100 DAY BENCHMARK

Program Type	% of Programs
Elementary School Programs (n=50)	62%
Middle School Programs (n=19)	26%
High School Programs (n=14)	7%
Overall Average (n=83)	45%

Source: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014.

¹² Percentage of host school figures are based on total enrollment figures.

¹³ Raley, Rebecca, Jean Grossman and Karen E. Walker. November 2005. *Getting It Right: Strategies for After School Success*. Public/Private Ventures.

Table 8 describes the gender and racial/ethnic makeup of school-based after school participants. Youth served by school-based after school programs are primarily Latino/a, African American, and Asian/Pacific Islander. Boys and girls are equally represented among racial/ethnic groups, with the exception of Asian/Pacific Islander youth in elementary school-based programs.

In 2013-14, the enrollment of the Oakland Unified School District was 43% Latino/a, 28% African American, 15% Asian/Pacific Islander, and 10% Caucasian.¹⁴

TABLE 8: AFTER SCHOOL PARTICIPANTS RACE/ETHNICITY BY GRADE LEVEL *

Race/Ethnicity ¹⁵	Elementary		Middle		High	
	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>
% by Grade Level	49%	51%	48%	52%	46%	54%
Latino/a	43%	43%	49%	49%	38%	39%
Black/African American	37%	34%	31%	30%	40%	40%
Asian Pacific Islander	11%	15%	11%	12%	15%	15%
White/Caucasian	5%	4%	5%	4%	5%	4%
Unknown	3%	3%	4%	5%	1%	2%
American Indian/Alaskan Native	1%	1%	0%	0%	1%	0%

Source: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014.

¹⁴ Enrollment figures from DataQuest, www.cde.ca.gov/dataquest.

¹⁵ Race/ethnicity information for participants attending programs operating at OUSD host schools is obtained through OUSD records provided by OUSD Research, Assessment and Data. At this time, there is no category reported as "bi-racial," though we recognize that this is a category which youth may identify with. Community-Based Charter programs have slightly different racial/ethnic categories, and in the 2013-14 program year, 9 youth participants were entered into the CitySpan system as "Bi-Racial."

Table 9 provides detailed information regarding each school-based after school program's enrollment, attendance, and participation rates in 2013-14. Data presented in Table 9 is entered by programs into CitySpan, a citywide enrollment and attendance database.

The performance measures reported are:

Enrollment - The number of children and youth served. This information is reported for all programs and progress towards goals is calculated for any programs receiving OFCY funding. Programs aim to serve at least 80% of their target enrollment annually.

Units of Service - The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding. The benchmark for this service goal is set at 80% by OFCY.

Progress Towards Attendance Goals - Per California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. Progress towards that goal is measured by the number of times any youth attends the program.

Average Days Attended - The average number of days participants attended this program. There is no program level goal for this measure, instead it is used to describe how often the average young person attends a school-based after school program during the academic year.

Participation Rate – This measures youths' ongoing involvement with the program. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation. There is no program level goal for this measure, however, it helps programs think about the extent to which they are retaining youth in their programs.

TABLE 9: ENROLLMENT, ATTENDANCE & RETENTION BY PROGRAM

Program	Lead Agency	Enrollment			Units of Service			Progress towards CDE Goals** (Shaded if less than 85%)	Retention	
		Goal	Actual	% Progress Towards Goal (Shaded if below 80%)	Goal	Actual	% Progress Towards Goal (Shaded if below 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
ELEMENTARY SCHOOLS										
Achieve Academy	East Bay Agency for Children	16	24	150%	12,783	15,198	119%	NA	72	96%
Acorn Woodland	Girls Incorporated of Alameda County	115	144	125%	45,894	48,758	106%	104%	113	91%
Allendale	Higher Ground	100	113	113%	51,089	56,954	111%	102%	68	85%
ASCEND	Oakland Leaf	124	153	123%	51,238	51,662	101%	NA	62	91%
Bella Vista	East Bay Asian Youth Center	75	103	137%	38,119	46,614	122%	96%	52	89%
Bridges Academy	Bay Area Community Resources	115	116	101%	35,251	39,055	111%	83%	112	79%
Brookfield	Higher Ground	100	118	118%	50,264	53,170	106%	92%	121	91%
Burckhalter	Ujimaa Foundation	100	141	141%	68,202	73,468	108%	129%	140	87%
Carl Munck	SFBAC, Learning for Life	130	126	97%	60,082	62,053	103%	122%	151	94%
Cleveland	East Bay Asian Youth Center	75	112	149%	41,575	65,977	159%	110%	97	94%
Community United	Safe Passages	120	163	136%	61,453	60,620	99%	129%	100	84%
East Oakland Pride	East Bay Agency for Children	115	173	150%	55,221	62,935	114%	131%	79	91%
Emerson	Bay Area Community Resources	115	120	104%	58,413	50,341	86%	112%	143	86%
EnCompass Academy	Oakland Leaf	89	115	129%	37,737	41,205	109%	82%	113	87%

Program	Lead Agency	Enrollment*			Units of Service			Progress towards CDE Goals** (Shaded if less than 85%)	Participation	
		Goal	Actual	% Progress Towards Goal (Shaded if below 80%)	Goal	Actual	% Progress Towards Goal (Shaded if below 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Esperanza Academy	Bay Area Community Resources	120	164	137%	50,577	63,537	126%	128%	119	88%
Franklin	East Bay Asian Youth Center	100	127	127%	55,100	64,127	116%	95%	59	83%
Fred T. Korematsu	Bay Area Community Resources	116	176	152%	54,208	88,557	163%	95%	83	81%
Fruitvale	SFBAC, Learning for Life	100	138	138%	55,763	47,605	85%	102%	94	80%
Futures Elementary	East Oakland Youth Development Center	120	142	118%	64,423	52,327	81%	110%	93	89%
Garfield	East Bay Asian Youth Center	140	249	178%	77,130	104,686	136%	107%	74	85%
Glenview	Bay Area Community Resources	NA	109	NA	NA	NA	NA	108%	155	84%
Global Family School	Bay Area Community Resources	110	124	113%	49,467	57,928	117%	113%	85	93%
Grass Valley	Bay Area Community Resources	116	124	107%	53,123	59,845	113%	115%	143	88%
Hoover	Bay Area Community Resources	115	144	125%	19,997	34,620	173%	70%	128	94%
Horace Mann	Bay Area Community Resources	112	133	119%	63,205	60,983	96%	106%	123	80%
Howard	Ujimaa Foundation	100	112	112%	58,445	58,582	100%	106%	150	85%
International Community School	Oakland Leaf	102	112	110%	30,923	36,147	117%	88%	121	85%
La Escuelita	East Bay Asian Youth Center	75	90	120%	41,355	48,858	118%	92%	160	98%
Lafayette	Bay Area Community Resources	120	181	151%	66,745	140,258	210%	92%	127	90%
Laurel	SFBAC, Learning for Life	84	100	119%	50,306	50,601	101%	90%	140	93%

Program	Lead Agency	Enrollment*			Units of Service			Progress towards CDE Goals** (Shaded if less than 85%)	Participation	
		Goal	Actual	% Progress Towards Goal (Shaded if below 80%)	Goal	Actual	% Progress Towards Goal (Shaded if below 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Lazear Charter Academy	Spanish Speaking Citizens' Foundation	80	182	228%	55,057	63,473	115%	NA	53	90%
Learning Without Limits	Oakland Leaf	86	109	127%	52,422	46,875	89%	NA	68	96%
Lighthouse Community Charter	Lighthouse Community Charter	252	201	80%	96,225	78,220	81%	NA	60	72%
Lincoln	East Bay Asian Youth Center	120	151	126%	70,577	81,804	116%	83%	146	98%
M.L. King, Jr.	Bay Area Community Resources	157	215	137%	61,050	84,051	138%	83%	110	78%
Manzanita Community	East Bay Asian Youth Center	75	102	136%	42,600	47,941	113%	98%	80	93%
Manzanita Seed	SFBAC, Learning for Life	120	168	140%	80,466	80,823	100%	149%	138	89%
Markham	Bay Area Community Resources	105	129	123%	43,702	44,164	101%	91%	109	88%
New Highland	Higher Ground	100	126	126%	50,389	51,795	103%	92%	112	92%
Parker	Ujima Foundation	100	132	132%	59,343	67,197	113%	93%	110	65%
Peralta	East Bay Agency for Children	NA	332	NA	NA	NA	NA	155%	72	61%
Piedmont Avenue	YMCA of the East Bay	105	122	116%	45,847	48,169	105%	113%	144	94%
Place @ Prescott	Bay Area Community Resources	125	146	117%	48,605	52,085	107%	86%	128	96%
Reach Academy	Bay Area Community Resources	133	206	155%	88,454	72,747	82%	128%	97	82%
Rise Community School	Higher Ground	100	130	130%	50,943	49,495	97%	87%	103	86%
Sankofa	Bay Area Community Resources	135	199	147%	55,430	84,390	152%	75%	134	83%

Program	Lead Agency	Enrollment*			Units of Service			Progress towards CDE Goals** (Shaded if less than 85%)	Participation	
		Goal	Actual	% Progress Towards Goal (Shaded if below 80%)	Goal	Actual	% Progress Towards Goal (Shaded if below 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Sequoia	East Bay Agency for Children	NA	96	NA	NA	NA	NA	92%	145	93%
Sobrante Park	Higher Ground	100	113	113%	46,860	48,845	104%	90%	124	88%
Think College Now	Oakland Leaf	124	162	131%	46,902	68,428	146%	130%	124	87%
World Academy	East Bay Agency for Children	64	123	192%	37,098	43,139	116%	NA	56	98%
Elementary Total/Average		5,240	7,180	130%	2,519,572	2,843,591	115%	103%	107	87%
MIDDLE SCHOOLS										
Alliance	Bay Area Community Resources	160	218	136%	67,061	48,476	72%	96%	64	68%
Aspire Lionel Wilson College Preparatory Academy	Citizen Schools California	140	90	64%	29,514	33,279	113%	NA	75	88%
Bret Harte	Oakland Leaf	150	176	117%	50,826	47,399	93%	58%	64	73%
Claremont	Bay Area Community Resources	144	216	150%	47,724	36,104	76%	78%	72	54%
Coliseum College Prep Academy	Safe Passages	179	186	104%	27,016	30,663	113%	136%	118	82%
Edna Brewer	Safe Passages	171	188	110%	25,200	23,064	92%	70%	66	84%
Elmhurst Community Prep	Bay Area Community Resources	160	194	121%	36,011	36,768	102%	89%	84	67%
Frick	Safe Passages	102	152	149%	19,477	20,458	105%	90%	77	84%
Greenleaf	Bay Area Community Resources	144	224	156%	55,113	75,136	136%	88%	123	95%
Life Academy	Alternatives in Action	NA	NA	NA	NA	NA	NA	53%	128	89%

Program	Lead Agency	Enrollment*			Units of Service			Progress towards CDE Goals** (Shaded if less than 85%)	Participation	
		Goal	Actual	% Progress Towards Goal (Shaded if below 80%)	Goal	Actual	% Progress Towards Goal (Shaded if below 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Madison	Bay Area Community Resources	360	325	90%	61,378	49,615	81%	103%	88	73%
Melrose Leadership	Bay Area Community Resources	115	159	138%	53,725	57,379	107%	99%	90	80%
Montera	Eagle Village Community Center Youth and Family Services, Inc.	NA	341	NA	NA	NA	NA	55%	33	49%
Roosevelt	East Bay Asian Youth Center	160	292	183%	83,475	120,635	145%	86%	108	93%
Roots	East Oakland Youth Development Center	140	156	111%	49,945	38,527	77%	69%	68	73%
United For Success	Safe Passages	120	314	262%	58,431	65,323	112%	105%	88	68%
Urban Promise Academy	Bay Area Community Resources	170	346	204%	50,051	44,523	89%	96%	47	35%
West Oakland Middle	YMCA of the East Bay	144	194	135%	35,198	56,481	160%	167%	151	94%
Westlake	Eagle Village CC Youth and Family Services	120	333	278%	40,905	65,500	160%	99%	60	82%
Middle School Total/Average		2,539	4,197	153%	761,536	816,051	108%	91%	82	74%
HIGH SCHOOLS										
Bunche	Bay Area Community Resources	NA	167	NA	NA	NA	NA	66%	53	74%
Castlemont High School	Youth Uprising	NA	485	NA	NA	NA	NA	44%	17	11%
Coliseum College Prep Academy	Safe Passages	NA	250	NA	NA	NA	NA	144%	88	92%
Dewey	East Bay Asian Youth Center	NA	347	NA	NA	NA	NA	79%	57	51%

Program	Lead Agency	Enrollment*			Units of Service			Progress towards CDE Goals** (Shaded if less than 85%)	Participation	
		Goal	Actual	% Progress Towards Goal (Shaded if below 80%)	Goal	Actual	% Progress Towards Goal (Shaded if below 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Fremont Federation	Alternatives in Action	NA	883	NA	NA	NA	NA	73%	13	50%
Life Academy ***	Alternatives in Action	1,300	1,452	112%	142,581	191,987	135%	106%	63	70%
McClymonds ***	Alternatives in Action							111%	50	43%
Met West	East Bay Asian Youth Center	NA	146	NA	NA	NA	NA	101%	125	86%
Oakland High	East Bay Asian Youth Center	NA	876	NA	NA	NA	NA	85%	26	42%
Oakland International	East Bay Asian Youth Center	NA	426	NA	NA	NA	NA	74%	35	47%
Oakland Technical	Bay Area Community Resources	NA	540	NA	NA	NA	NA	221%	87	82%
Rusdale Continuation	Bay Area Community Resources	NA	318	NA	NA	NA	NA	67%	34	45%
Skyline	Youth Together	NA	893	NA	NA	NA	NA	85%	23	41%
Street Academy	Bay Area Community Resources	NA	133	NA	NA	NA	NA	67%	69	54%
High School Total/Average		1,300	6,916	112%	142,581	191,987	135%	95%	43	51%

Source: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014.

*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding. Grade level totals for % Progress Towards Enrollment goal exclude programs that do not receive OFCY funding.

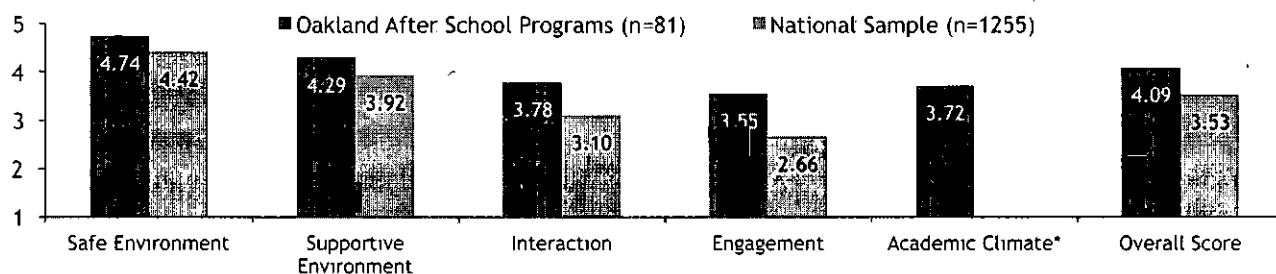
** Progress towards CDE Grant Goals are not available for charter-based programs.

***Enrollment and Units of Service Goals and Actuals for the Youth Development Leadership Program at McClymonds & Life Academy Community Schools are shared between sites. The program is funded by OFCY through its Youth Leadership in Community Schools funding strategy

PROGRAM QUALITY

Point-of-service quality captures youths' experience in activities, and for youth to achieve positive outcomes in after school programs, they need to regularly participate in high quality programs. Site visit results indicate that nearly all programs are considered either Performing or Thriving. Performing programs provide high quality services in almost all practice domains. Thriving programs provide high quality service in all practice domains. Youth perceptions were also aligned with the site visit findings of high quality.

FIGURE 8: OAKLAND AFTER SCHOOL PROGRAMS OUTPERFORM THE NATIONAL SAMPLE ON EVERY DOMAIN OF POINT-OF-SERVICE QUALITY

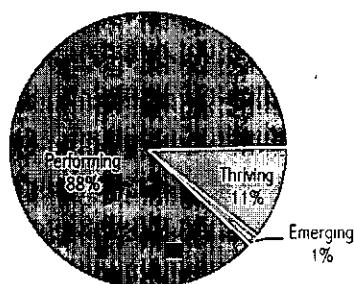


Sources: Site evaluation visits conducted by Public Profit representing 83 programs, October 2013 through May 2014.

*National sample data not available for Academic Climate domain.

FIGURE 9: WHEN IT COMES TO QUALITY, MOST OAKLAND AFTER SCHOOL PROGRAMS ARE PERFORMING

Point of Service Quality Status



Program Ranking	Description
Thriving (4.5+)	Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
Performing (3 - 4.5)	Program provides high quality services in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
Emerging (below 3)	Program is not yet providing high-quality services. Defined as a site that has an overall average lower than 3.

Sources: Site evaluation visits conducted by Public Profit representing 83 programs, October 2013 through May 2014.

HIGHLIGHTS

Point-of-service quality captures youths' experience in activities, and was measured by one observation using the Youth or School-Age Program Quality Assessment (PQA). Youth surveys complemented program observations.

Compared with a national sample of after school programs that were assessed using the same research-based observation tool, the data shows that Oakland outperforms the national sample on every domain of point-of-service quality. Oakland's after school programs also meet local standards. Each program is assigned a ranking (Emerging, Performing, or Thriving) based on PQA site visit scores. Nearly all programs have either acceptable levels of point-of-service quality (Performing) or exceptional levels (Thriving).

PROGRAM QUALITY FINDINGS

Site visits are used to assess the quality of Oakland's after school programs. Public Profit conducted one site visit at each program using the PQA, a research-based point of service quality observation tool used by out of school time programs nationally. The PQA has two versions - the School-Aged Program Quality Assessment (SAPQA) for grades K-5 and the Youth Program Quality Assessment (YPQA) for grades 6-12. The PQA includes five quality domains¹⁶: Safe Environment, Supportive Environment, Peer Interaction, Youth Engagement, and Academic Climate.¹⁷ Scores on the PQA range from 1 – 5, with higher numbers indicating stronger quality.

Table 10 describes the average scores for elementary, middle, and high school programs. Detailed site level scores on the PQA and performance category for all of the Oakland after school programs is included in Table 22 of the Data Companion of this report.

TABLE 10: PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN

Quality Domain	Elementary (n=50)	Middle (n=19)	High (n=14)
Overall Rating	4.16	3.98	4.00
Safe	4.79	4.67	4.67
Supportive	4.25	4.36	4.29
Interaction	3.98	3.49	3.51
Engagement	3.61	3.42	3.51

Source: Site evaluation visits conducted by Public Profit representing 83 programs, October 2013 through May 2014.

Elementary, middle, and high school programs appear to be doing an exceptional job of supporting their youth in the areas of program safety (sense of being physically and emotionally safe) and supportive environments (opportunities for learning and developing relationships). Middle school programs rated lower on Interaction and Engagement than Elementary and High school programs, though were still in acceptable performance ranges.

YOUTH REPORTS OF QUALITY

Youth participants answered a series of questions on program quality, specifically about features of the after school program that may not be apparent during site visits. Youth perspectives of program quality are valuable because they have the most experience with the program.

¹⁶ Please refer the Data Companion for a detailed description of each of the quality domains

¹⁷ The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

Table 11 presents the percent of youth who felt positively about the different components of program quality. Overall, the majority of youth rated program quality high. High school students provided the highest ratings of each component of quality. Middle school programs may need additional support in promoting youth engagement based on their survey responses.

TABLE 11: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY¹⁸

Quality Domain	Elementary (n=2,783)	Middle (n=1,563)	High (n=1,503)
Safe	87%	75%	95%
Supportive	90%	79%	95%
Interaction	90%	77%	92%
Engagement	70%	62%	85%
Academic Climate	86%	70%	86%

Source: Youth participant surveys administered in Spring 2014.

There were some differences between male and female participants' perspectives of program quality. Among high school-aged students, boys were slightly less likely to report that after school is safe. Ninety one percent (91%) of high school-aged boys agreed that an adult in their program will help if someone is being bullied, compared to 95% of high school-aged girls. And while 95% of boys report that, "I feel safe in this program," 98% of girls agreed.

High school-aged boys were also slightly less likely to report engaging experiences in after school, including being "interested in what we do" (89% of boys and 94% of girls) and trying new things (87% versus 93%).

There were also some differences between youth of different race/ethnic groups in their views about program quality. African American middle schoolers are notably more likely to report instances of physical bullying in after school: 29% report two or more instances of physical bullying, compared to about 18% of their peers.

Latino/a students in elementary and middle school are less likely to agree that "there is an adult in this program who really cares about me," a measure of perceived support. Ninety-one percent (91%) of elementary-aged Latino/a youth report that an adult cares, compared to about 95% of their peers. In middle school, 78% of Latino/a youth report a caring adult, compared to about 84% of their peers.

¹⁸ The responses to individual survey items related to Quality Domains are listed in the Data Companion.

African American students in high school programs report lower levels of engagement on three of four measures. Eighty-three percent (83%) agree that “I get to choose what I do and how I do it” compared to about 86% of their peers. When asked if they try new things in after school, 86% of African American youth agree, compared to about 94% of their peers. Finally, just 47% of African American participants report being challenged in after school, compared to about 60% of their peers.

A few noteworthy differences in youth perceptions of program quality were found among youth who attended the programs 100 days or more.¹⁹ Within the Supportive Environment domain, elementary participants who attended for 100+ days were less likely to agree that the adults in the program told them what they did well (88% versus 93%). Similarly, high school students who attended after school for 100+ days were less likely to report that the adults in their program listened to what they had to say (93% versus 97%). Overall, the program quality ratings for high attending youth (100+ days) and other participants were similar. High attending youth may have higher expectations for support from program staff which could help explain the small differences in perceptions of quality for the supportive environment domain.

Youth perceptions of safety in their after school program are measured by their experience of bullying in after school. As shown in Table 12, 78% of middle school youth and 95% of high school youth report no physical bullying during after school. The majority of youth agreed that “an adult steps in to help” when bullying occurs (86% elementary; 76% middle; 92% high school). Program staff were also surveyed about addressing bullying in their programs. Ninety-eight percent (98%) of programs staff report knowing how to help a young person who is being bullied.

TABLE 12: MIDDLE AND HIGH SCHOOL YOUTH SURVEY RESPONSES REGARDING BULLYING

Survey Question ²⁰	Middle (n=1,563)	High (n=1,503)
Youth reporting they have <i>not</i> been pushed, shoved, slapped, hit or kicked by someone in their after school program.	78%	95%
Youth reporting that they have <i>not</i> had mean rumors or lies spread about them in after school.	79%	95%

Source: Youth participant surveys administered in Spring 2014.

¹⁹ Gender and racial differences are discussed in program quality and outcomes are discussed in Differences in Youth Outcomes section. Additional information about other statistically significant differences are shown in the Data Companion.

²⁰ Survey questions are modified somewhat for clarity. Youth were asked to report how frequently they experienced physical or verbal bullying in after school. Results reported here indicate the proportion of respondents who indicated 1 or fewer incidents in after school.

[HIGHLIGHT]

■■■■■■■■■■■■■■■

98% of parents are satisfied with their after school program

[HIGHLIGHT]

■■■■■■■■■■■■■■■

98% of parents say that their child enjoys attending the after school program.

A common concern among parents is their child's safety. As shown in Table 13, all (100%) of the parents who completed a survey felt that the after school program is a safe place for their child. Ninety-nine percent (99%) of parents report that there is an adult that can help their child if he/she is bullied. Additionally, 99% of parents report that there is an adult in after school who cares about their child.

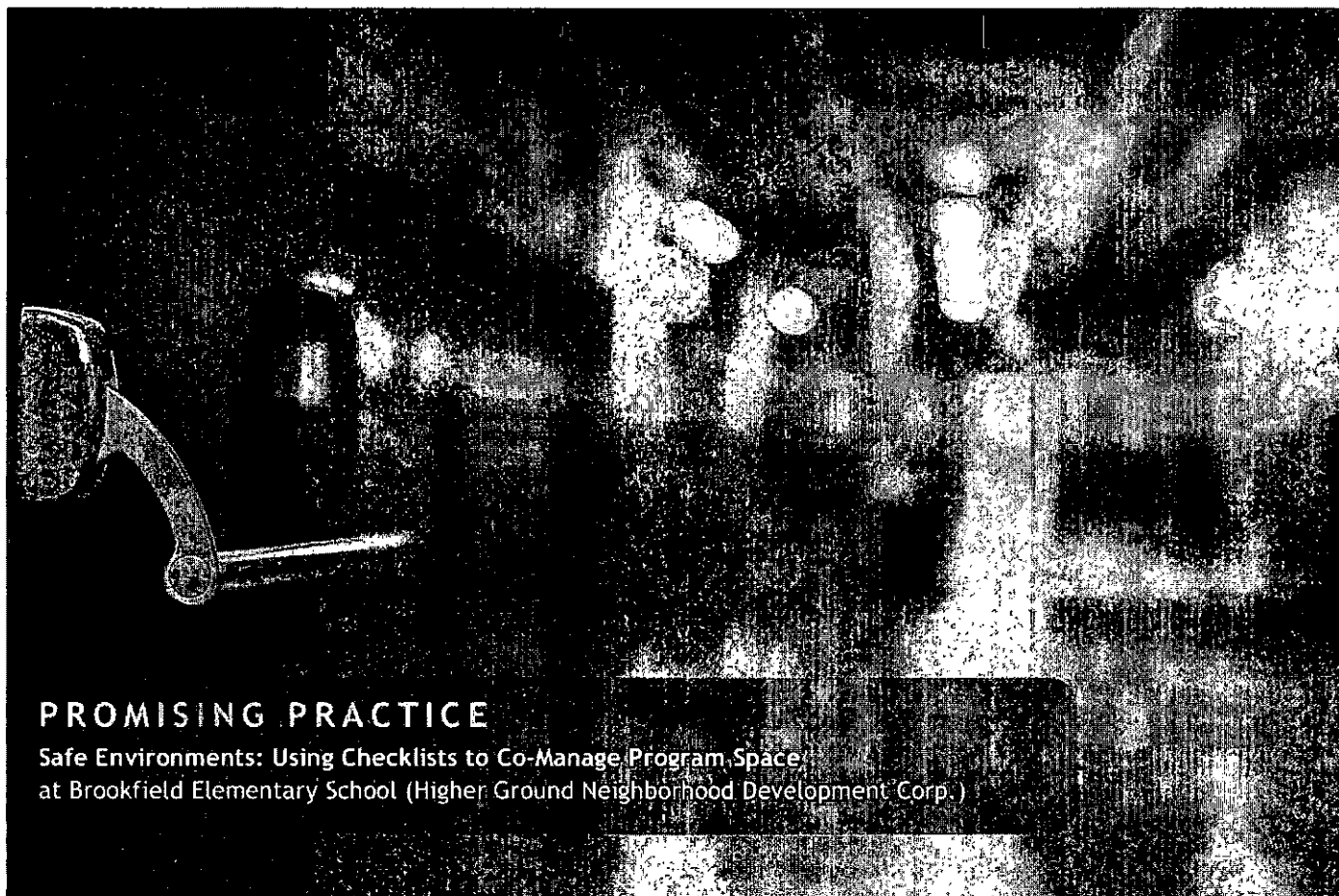
TABLE 13: PARENT SURVEY RESPONSES REGARDING YOUTH SAFETY

Survey Question	% Agree
This after school program is a safe place for my child.	100%
My child can get help from an adult if he/she is bullied in this program.	99%
The adults in this program care about my child.	99%

Source: Parent/Caregiver surveys administered in Spring 2014, n=3,007, representing 68 programs.

Parents also provided feedback expressing their overall satisfaction with the after school program. Ninety-eight percent (98%) of parents report being satisfied with their after school programs, and the same proportion report that their child enjoyed coming to the after school program.

PROMISING PRACTICE



PROMISING PRACTICE

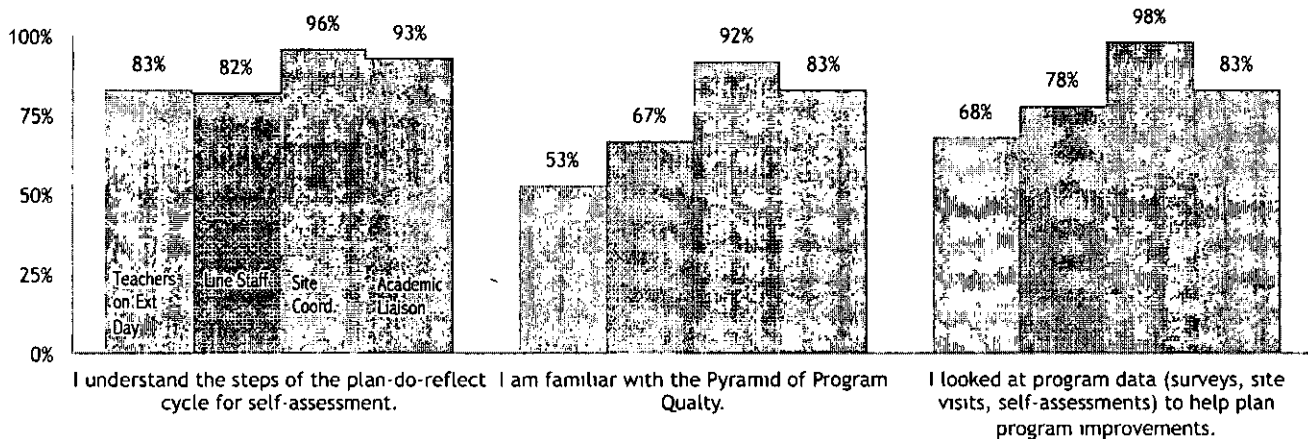
Safe Environments: Using Checklists to Co-Manage Program Space
at Brookfield Elementary School (Higher Ground Neighborhood Development Corp.)

Brookfield takes a proactive approach to managing the space agreements that they have with school day teachers. Program staff provide each teacher with an After School Checklist. The school day teacher uses this checklist to indicate if agreed upon room maintenance tasks such as erasing the boards and turning the lights off have been completed. The teacher also rates the overall condition of the room as good, fair, or poor. If the teachers fill the checklist out every day, the program staff can make quick adjustments to ensure that space agreements continue to be met.

PROGRAM STAFF

Oakland after school program staff are invested in quality. Over ninety percent of Site Coordinators and Academic Liaisons report that they have the knowledge they need to lead front line staff in a quality improvement cycle. In addition, over ninety percent of staff report using at least one high quality leadership practice, like providing opportunities for youth to help their peers.

FIGURE 10: SITE COORDINATORS & ACADEMIC LIAISONS HAVE A STRONG UNDERSTANDING OF THE PROGRAM QUALITY IMPROVEMENT PROCESS



Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

HIGHLIGHTS

Oakland after school programs intentionally focus on improving program quality. After receiving training on the YPQA or SAPQA, all after school programs completed a self-assessment using the tool. In addition, programs were to create a Quality Action Plan (QAP) that detailed the steps they committed to taking to improve program quality. The self-assessment and the QAP were integral to the three-step Assess-Plan-Improve approach to improving program quality. During this process programs planned for improvement (using program data and the QAP), carried out their actions steps, and reflected on additional data they collected throughout the year.

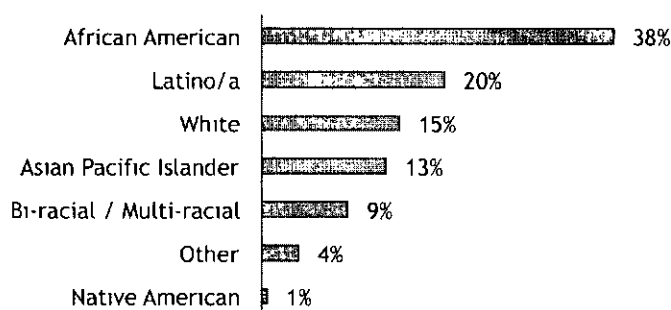
A program staff survey asked staff to report their familiarity with the quality improvement processes encouraged by the School-Based After School Partnership. Based on the staff survey results presented in the figure above, over 80% of all program staff are familiar with the Assess-Plan-Improve cycle for self-assessment. Site Coordinators and Academic Liaisons are more familiar with the PQA Pyramid of Program Quality than other staff members. For example, 67% of line staff reported being familiar with the Pyramid of Program Quality compared to 92% of Site Coordinators. Similarly, more Site Coordinators (98%) and Academic Liaisons (83%) reported using program data to plan program improvements than line staff (68%) and teachers working in after school programs (78%). This difference may be expected given the responsibilities associated with the different positions. The Site Coordinators and Academic Liaisons are charged with leading the program improvement efforts while line staff and teachers on extended day contracts primarily lead youth in activities. Site Coordinators also receive professional development throughout the year to help them use data in their program planning.

PROGRAM STAFF FINDINGS

There is a dedicated cadre of youth development professionals who implement the after school programs in Oakland. In 2013 – 14, we heard from 60 program sites (13% Site Coordinators, 43% line staff, 25% Academic Liaisons and teachers) about who they are and the practices they use in their programs.

Program staff are predominately female (63%), and the racial makeup of line staff mostly reflects that of youth participants. Thirty-eight percent (38%) of staff identify as African American, 20% as Hispanic/Latino and another 15% as White. The remaining 27% is comprised of staff who identify as Asian/Pacific Islanders, Native American, bi-racial, or other.

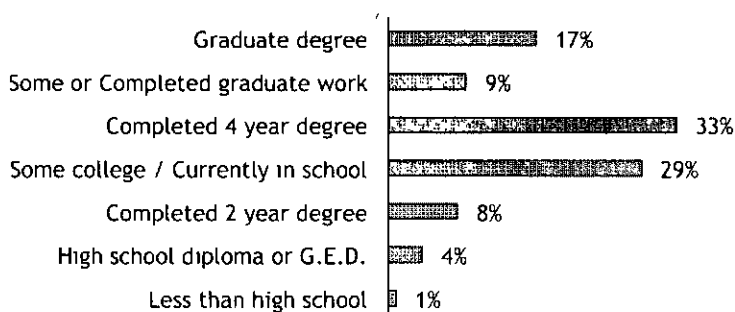
FIGURE 11: AFTER SCHOOL PROGRAM STAFFS' RACE/ETHNICITY



Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

The staff bring a range of education and experience to the Oakland after school programs. As shown in Figure 12 below, 67% of staff have completed at least a 2-year degree. Twenty-nine percent (29%) of staff are working toward a degree and have completed some college. Only 5% of staff have a high school diploma/GED or no degree at all.

FIGURE 12: AFTER SCHOOL PROGRAM STAFFS' EDUCATIONAL BACKGROUND



Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

Nearly half of program staff (47%) started working at their after school program within the last year, while 22% have been at their programs for three to five years. Eight percent of staff are Americorp volunteers, who are contracted to work with programs for one year. Staff members' self reports indicate that 95% of elementary, 92% of middle and 95% of high school staff had at least one year of experience working directly with youth prior to joining Oakland after school programs.

The program staff survey also collected data on professional development. Almost half of Oakland staff reported relying on self-guided activities (49%) like internet searches, receiving coaching from the Site Coordinator or Academic Liaison (47%) and attending site level trainings (46%).

When asked about the kinds of training supports they would like, staff sought training about social emotional learning (64%), child and youth development (63%) and classroom management (56%). To see all survey results related to professional development, see Table 69 in the data companion.

Program staff reported relying on several different types of resources to help them plan their activities. Eighty-six percent (86%) of staff plan activities at least two to three times a semester. Almost all staff (95%) reported using internet websites to find curriculum and activity ideas, 74% use teachers at their school and 71% use curriculum texts. To see all survey results related to activity planning, see Tables 65 and 66 in the data companion.

PROGRAM PRACTICES

In an annual program survey, programs reported how proficient they were at delivering high quality youth development and family engagement practices. Table 14 shows that elementary, middle and high school programs consistently reported providing activities that support youths' social emotional learning and help youth to develop new skills. Notably, high school programs report providing activities that encourage youths' college readiness and career exploration. Elementary and middle school programs report offering physical activities that meet participants' needs and interests.

Promoting leadership is a youth development practice that enhances young people's engagement in program activities.²¹ When individual program staff were asked to report how often they encourage youth to take leadership roles in after school, 91% of staff report they frequently (often or always) provide opportunities for youth to help other youth. Roughly three-quarters of staff frequently have youth lead a group (73%) or make decision about what they will do in the program (77%).

TABLE 14: PROGRAMS PROFICIENT AT PROMOTING HIGH QUALITY YOUTH DEVELOPMENT AND FAMILY ENGAGEMENT PRACTICES

Program Practices	Elementary (n=37)	Middle (n=14)	High (n=10)
Provided activities to encourage youths' college readiness	32%	42%	78%
Provided activities to encourage youths' career readiness	44%	58%	89%
Provided physical activities that met the needs and interests of the students	88%	92%	67%
Provided activities that allowed youth to practice academic skills	94%	92%	78%
Provided activities that supported youths' social emotional learning	82%	83%	100%
Provided activities that encourage youth to develop new skills	88%	100%	100%
Offered activities that showed parents what youth are doing in the program	79%	58%	44%
Provided families with information about school-related activities	65%	75%	67%
Provided families with information about community support services	50%	42%	56%
Developed partnerships with other community organizations that can provide additional support to youth and families	62%	67%	89%

Source: After School Program Practices program staff surveys administered in Spring 2014.

²¹ Lauver, S. & Little, P. (2005). Recruitment and retention strategies for out-of-school time programs. *New Directions for Youth Development*, 105, 71 – 89.

FAMILY ENGAGEMENT

Parent surveys allowed caregivers to share their perspective of programs' family engagement practices. The survey results suggest that Oakland's after school programs are welcoming to parents. As shown in Table 15, nearly all parents (99%) report that staff listen to them when they have a question or comment. In addition, 96% of surveyed parents report that they have opportunities to participate in their after school program.

After school programs also helped connect families to community resources. Ninety-one percent (91%) of parents reported that the after school program made them aware of community resources that could benefit their children. Fifty-seven percent (57%) of program staff reported talking to parents about community resources more than once a semester.

Parents also reported knowing what their child was doing in their after school program. Almost all parents (96%) reported that the after school program gave them chances to see what their child was learning. Sharing with parents was a fairly common practice for programs as nearly three-quarters (74%) of program staff reported talking to parents about their child's experience in the program.

TABLE 15: PARENT SURVEY RESPONSES REGARDING FAMILY ENGAGEMENT

Survey Question	% Agree
The after school staff listen to me when I have a question or comment.	99%
Because my child is in this after school program, I get chances to see what my child is learning.	96%
There is opportunity for parent participation in this program.	96%
This program has made me aware of services in the school or community that are available to my child.	91%

Source: Parent/Caregiver surveys administered in Spring 2014, n=3,007, representing 68 programs.

As shown in Table 14, programs at all grade levels reported using family engagement practices and each grade level excelled at a specific practice. Elementary school programs offered activities that show parents what their child does after school. Middle school programs provided families with information about school-related activities and high school programs developed partnerships with community organizations that can provide additional resources to youth and their families.

SCHOOL-BASED AFTER SCHOOL OUTCOME DOMAINS

OUTCOME DOMAINS INTRODUCTION

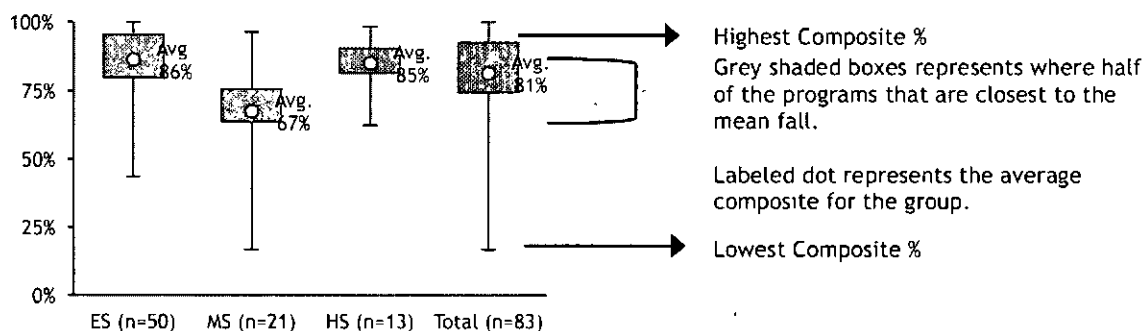


This report features seven outcome domains prioritized by the School-Based After School Partnership. Differences in outcomes by gender, grade level, race, and English Language proficiency are discussed when they are statistically significant.

Youth surveys are used to assess the extent to which participating young people experience positive benefits. The youth survey findings are discussed at two levels:

Youth Survey Composites – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least 2 of the 3 related survey questions.

Grade Level – Each section includes a description of the percent of youth in elementary, middle and high school programs that had positive responses to the outcome composites. Grade level composites are presented using a box and whisker plot located on page 2 of every outcome section. To the right of the example plot below there are instructions on how to read the diagram.



Logistic regression²², a statistical technique for making predictions, was used to gain a better understanding of how youth attendance, personal characteristics and youth engagement in the program are related to each outcome domain.

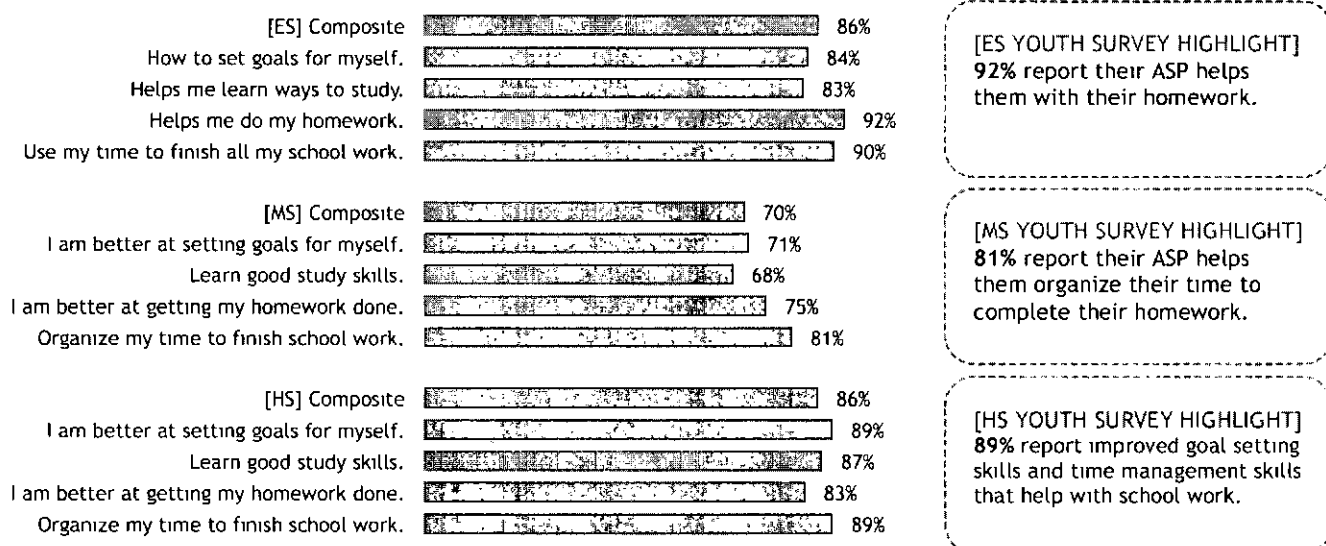
For some outcomes, parent surveys are used to provide a caregiver's perspective of how their child benefits from attending the after school program. School administrative data is used to assess the academic performance of youth. Site visit data demonstrates the program quality domain that is most related to each outcome and is used to help explain youth outcome results.

²² An approach called clustering is used in the logistic regression because the youth are grouped in programs. This approach provides a more accurate estimate of how youth characteristics and program participation are related to youth outcomes.

ACADEMIC BEHAVIORS

Academic behaviors are the habits that show youth are making an effort to learn,¹⁸ such as studying and finishing homework. When youth consistently engage in academic behaviors, they are more likely to improve their academic performance.¹⁹

FIGURE 13: ACADEMIC BEHAVIOR AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2014. n=2,783 (ES), n=1,563 (MS), n=1,053 (HS).

[PARENT SURVEY]



98% of parents feel that in the after school program their child learns skills that help with his/her school work.

[PQA RATINGS]

% Programs with PQA Ratings in Academic Climate of 3+

ELEMENTARY
80%

MIDDLE
89%

HIGH
86%

HIGHLIGHTS

- **Elementary youth receive strong homework support**– Over 90% of elementary youth report getting help to finish their homework and learning how to use their time constructively.
- **Middle School youth learn how to use their time productively** – Eighty-one percent (81%) of middle school youth are learning how to use their time better to do their schoolwork. However, fewer youth (70%) reported learning study skills.
- **High school youth learn how to set goals and manage their time** – Eighty-nine percent (89%) of high school youth report that they learn how to set goals and use their time to finish their schoolwork.
- **About 8 out of 10 youth at all grade levels are developing academic behaviors** – Over 85% of elementary and high school youth respond positively to the academic behavior composite. Seventy percent (70%) of middle school youth responded positively to the composite.

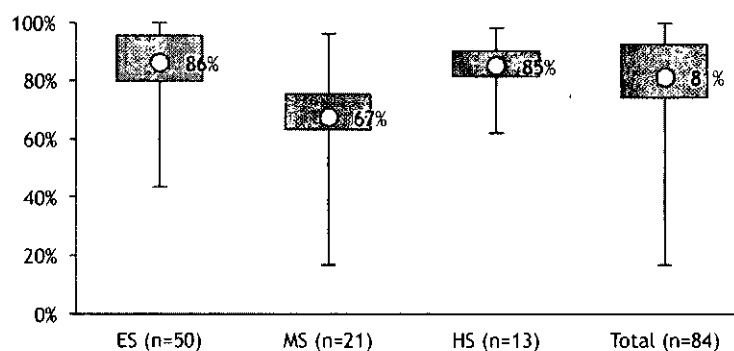
²³ Fairington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on Chicago School Research

²⁴ Ibid

ACADEMIC BEHAVIORS FINDINGS

PQA Academic Climate ratings indicate that roughly 8 out of 10 programs score 3.5 or higher. This suggests that Oakland after school programs provide academically enriching environments. The box and whisker plot below presents the average academic behavior survey composite for elementary, middle and high school programs. This provides an estimate of how many programs are successfully promoting academic behaviors.

FIGURE 14: PERCENT OF AFTER SCHOOL PROGRAMS WHOSE YOUTH REPORT IMPROVED ACADEMIC BEHAVIORS BY GRADE LEVEL



Source: Youth participant surveys administered in Spring 2014.

Among elementary programs, an average of 86% of participants report improving their academic behaviors. The level of agreement for the half²⁵ of elementary programs ranges from 79% - 96%, as shown by the grey box. Among middle school programs, an average of 67% youth report improved academic behaviors. The level of agreement for half of the middle school programs ranges from 63% - 76%. In high schools, an average of 85% of participants report improved academic with a level of agreement that is between 81% - 91% for half of the programs.

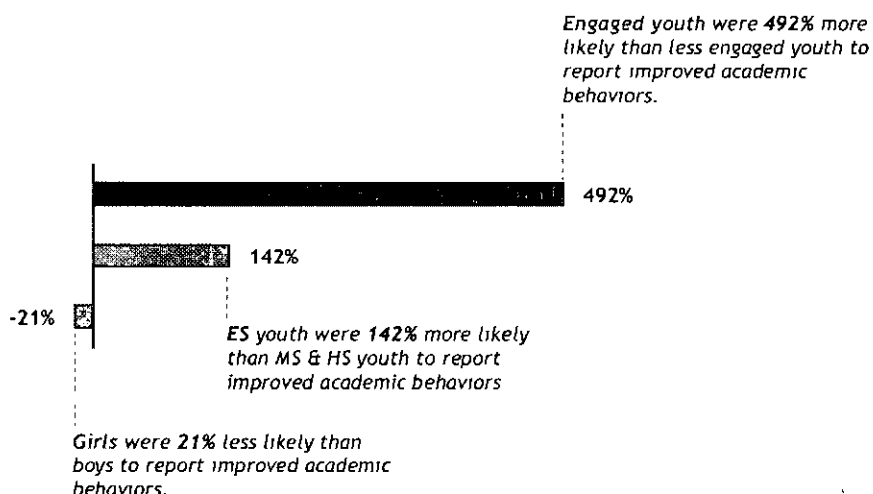
Logistic regression is used to understand how youth attendance, personal characteristics and youth engagement in the program are related to each outcome domain, including academic behaviors. The personal characteristics that are included in the analyses are gender, grade level, and race/ethnicity. Attendance is measured by the total number of days that youth attended an after school program in the 2013-14 academic year. Youths' responses to the engagement survey composite measures engagement. The engagement composite includes four questions that ask youth if they have choice, try new activities, are challenged and are interested in program activities. An highly engaged youth responded positively to 3 out of 4 of the engagement questions.

²⁵ That is, the second and third quartiles of the range

The results of the logistic regression demonstrate how the attendance, personal characteristics and youth engagement influence the likelihood that youth will experience positive benefits in an after school program.

Based on the logistic regression, youth engagement is strongly related to academic behaviors (See Figure 15). Youth who reported being engaged (responded positively to 3 out of 4 engagement questions) in the program were 492% more likely²⁶ to report developing academic behaviors. Grade level and gender are also associated with academic behaviors. Girls were 21% less likely than boys to report practicing academic behaviors and elementary youth were 142% more likely than middle and high school youth to report improved academic behaviors.

FIGURE 15: ELEMENTARY YOUTH AND THOSE WHO ARE ENGAGED ARE MOST LIKELY TO IMPROVE THEIR ACADEMIC BEHAVIORS*



Source: Matched youth participant surveys administered in Spring 2014 and youth attendance records from CitySpan Attendance System for attendance records between September 1, 2013 through June 30, 2014, n=4,535.

*Figures present statistically significant findings at the $p < .05$ level, using logistic regression. The numbers represent the likelihood of improvement in this outcome for specific groups.

PARENT SURVEY RESULTS

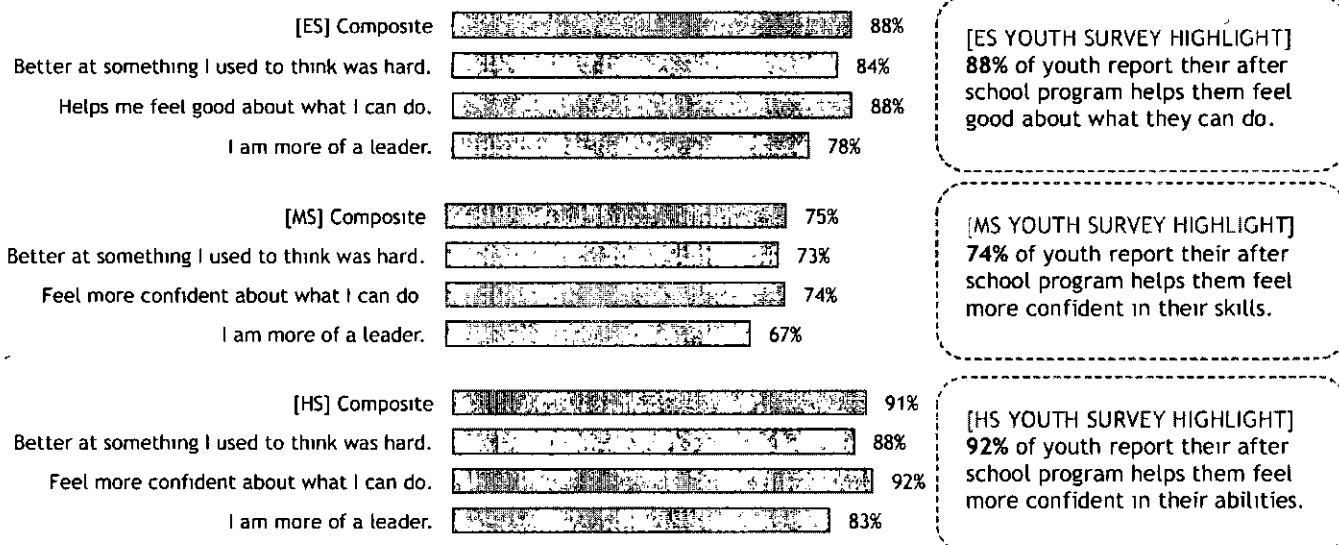
Ninety-eight percent (98%) of parents feel that in the after school program their child learns skills that help with his/her schoolwork.

²⁶ In logistic regression, odds are used to determine the likelihood of the outcome.

SENSE OF MASTERY

A sense of mastery is feeling that one has learned a skill to a desired level. When youth have a sense of mastery, they feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders.

FIGURE 16: SENSE OF MASTERY AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2014, n=2,783 (ES), n=1,563 (MS), n=1,053 (HS).

[PARENT SURVEY]



97% of parents report that because of the after school program they see their child grow in new areas.

[PQA RATINGS]

% Programs with PQA Ratings in Supportive Environment of 3+

ELEMENTARY
100%

MIDDLE
100%

HIGH
100%

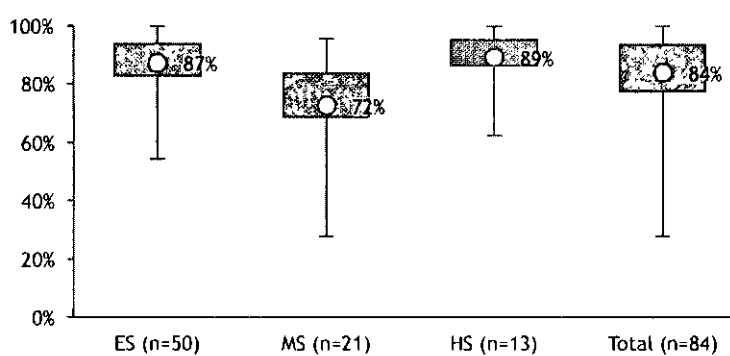
HIGHLIGHTS

- **Elementary youth report an increase in their confidence levels** – Eighty-eight percent (88%) of elementary youth report that their after school program help them feel good about what they can do.
- **Middle School youth report growth in their ability** – Seventy-four percent (74%) of middle school youth feel more confident about what they can do. However, fewer youth (67%) report feeling they are more of a leader since attending after school.
- **High school youth report an increase in confidence** – Over 90% of high school youth report that they feel more confident about what they can do since attending after school.
- **About 8 out of 10 youth at all grade levels are developing a sense of mastery** – More than 88% of elementary and high school youth respond positively to the sense of mastery composite. Seventy-five percent (75%) of middle school youth responded positively to the composite.

SENSE OF MASTERY FINDINGS

All programs received a PQA rating of 3 or more for Supportive Environment, the domain that measures the skill-building practices of staff. This suggests that program staff encourage and support youth while they learn new skills. The box and whisker plot below presents the percent of youth in elementary, middle and high school programs that had positive responses to the supportive environment composite. This provides an estimate of how many programs are successfully promoting skill-building practices to support youth in learning a new skill and becoming more confidence about what they can accomplish.

FIGURE 17: PERCENT OF AFTER SCHOOL PROGRAMS WHOSE YOUTH REPORT SUPPORTS FOR SKILL-BUILDING BY GRADE LEVEL

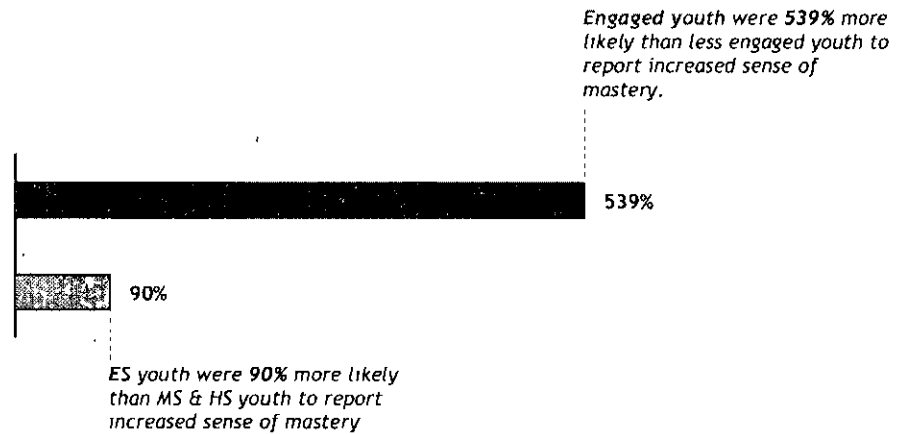


Source: Youth participant surveys administered in Spring 2014.

Among elementary programs, an average of 87% of participants report support for skill-building. The level of agreement for half of elementary programs ranges from 82% - 94%. Among middle school programs, an average of 72% of participants report support for skill-building with a level of agreement for half of the programs ranging from 68% - 84%. An average of 89% of youth in high school programs report support for skill-building. The level of agreement for half of the high programs ranged from 86% - 96%.

The results of the logistic regression shown in Figure 18 indicate that engagement is strongly associated with youths' sense of mastery. Youth who report being engaged (responded positively to 3 out of 4 engagement questions) in the program are 539% more likely to report developing a sense of mastery. Compared to middle and high school youth, elementary age children are 90% more likely to report gaining a sense of mastery at their after school program.

FIGURE 18: ENGAGEMENT CONTRIBUTES TO A SENSE OF MASTERY FOR YOUTH



Source: Matched youth participant surveys administered in Spring 2014 and youth attendance records from CitySpan Attendance System for attendance records between September 1, 2013 through June 30, 2014, n=4,535.

**Figures present statistically significant findings at the $p < .05$ level, using logistic regression. The numbers represent the likelihood of improvement in this outcome for specific groups.

PARENT SURVEY RESULTS

Parents report that their child has opportunities to develop a sense of mastery. As seen in Table 16, nearly all felt that their child has access to novel experiences (95%) and opportunities to develop leadership skills (98%). In addition, 98% of parents report that they see their child develop new skills since coming to the after school program.

TABLE 16: PARENT RESPONSES REGARDING YOUTHS' MASTERY

Survey Question	% Agree
In this program, my child has opportunities to develop leadership skills.	98%
Because my child is in this after school program, I see my child's growth in new areas.	97%
The after school program provides opportunities for my child that they wouldn't otherwise have access to.	95%

Source: Parent/Caregiver surveys administered in Spring 2014, n=3,007, representing 68 programs.



Students at CCPA's after school program work in teams to complete a robust set of business planning and implementation tasks, ranging from developing potential products to assessing the need for the product, researching manufacturing processes and developing marketing plans.

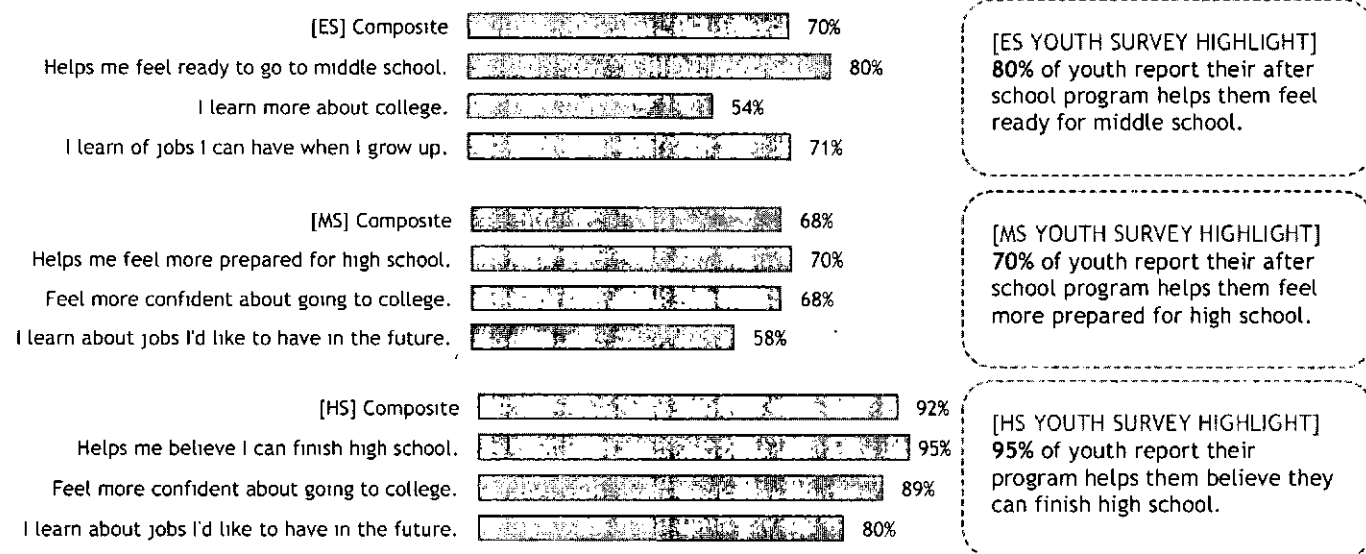
Each team member is assigned a role, such as CEO, COO, or CFO, and teams work together to prepare a presentation for a business plan competition hosted at UC Berkeley. The Entrepreneurship class encourages youth to act interdependently, as each person has a role that supports the team, and to build teamwork skills.

The class incorporates multiple opportunities for youth to make meaningful choices, whether about what product to make or how to conduct the necessary background research. Participants use academic skills ranging from math to critical thinking.

COLLEGE & CAREER EXPLORATION

College and career exploration activities are opportunities that support youth in looking towards the future, by helping them identify skills that relate to their careers of interest as well as the degree programs needed to pursue those careers.

FIGURE 19: COLLEGE & CAREER EXPLORATION AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2014, n=2,783 (ES), n=1,563 (MS), n=1,053 (HS).

[PARENT SURVEY]

9 out of 10 parents report that because of the after school program, their child is learning about career options.

[PQA RATINGS]

% Programs with PQA Ratings in Academic Climate of 3+

ELEMENTARY
80%

MIDDLE
89%

HIGH
86%

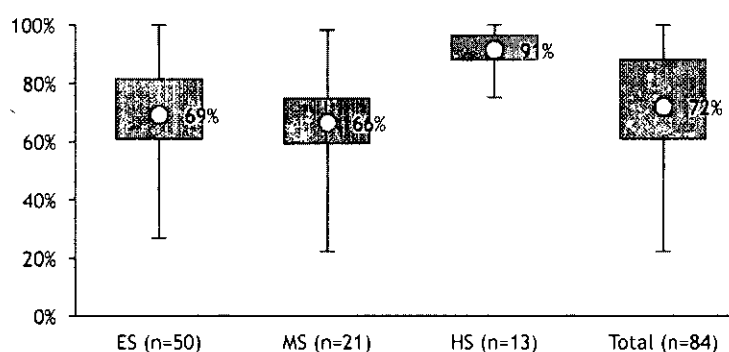
HIGHLIGHTS

- **Elementary youth receive support in preparation for middle school** – Eighty percent (80%) of elementary youth report that their after school program helps them feel ready to go to middle school.
- **Middle School youth feel supported in going to high school** – Seventy percent (70%) of middle school youth feel that their after school program helps them feel ready to go to high school. However, fewer youth (58%) report learning about the kinds of jobs they would like to have in the future.
- **High school youth feel more prepared to graduate from high school** – Over 90% of high school youth believe that they can finish high school. Eighty nine percent (89%) of high school participants feel more confident about going to college and 80% report learning about future jobs.
- **About 9 out of 10 of high school youth are prepared for their future** – Over 90% of high school youth respond positively to the college and career exploration composite (positive reports for 2 of 3 questions presented above). However, fewer elementary (70%) and middle school (68%) youth responded positively to the composite.

COLLEGE & CAREER EXPLORATION FINDINGS

PQA ratings of Academic Climate indicate that roughly 8 out of 10 programs have a score of 3.5 or higher. The box and whisker plot below presents the percent of youth in elementary, middle and high school programs who had positive responses to the college and career exploration composite. This provides an estimate of how many programs are successfully promoting skills that support youth in exploring future college and career options.

FIGURE 20: PERCENT OF AFTER SCHOOL PROGRAMS WHOSE YOUTH REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY GRADE LEVEL

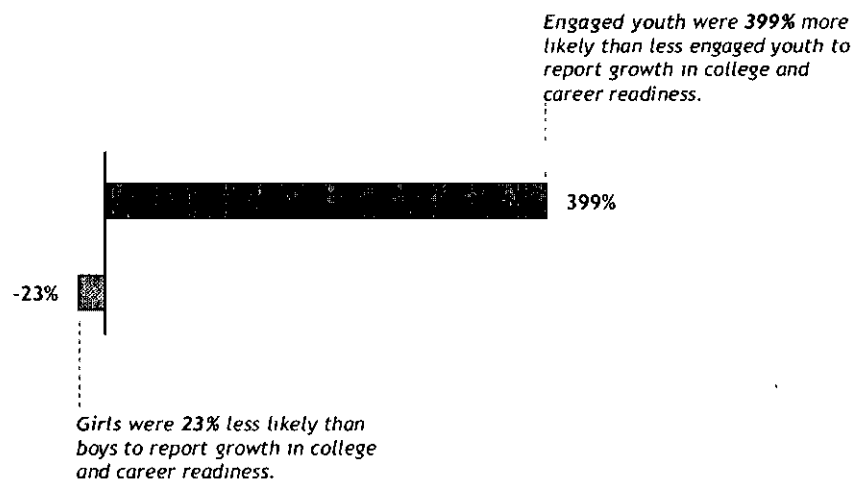


Source: Youth participant surveys administered in Spring 2014.

An average of 69% of youth in elementary programs report feeling more prepared for the future. The level of agreement for half of the elementary programs ranges from 60% - 82%. Among middle school programs, an average of 66% of participants report learning about future college and career options. The level of agreement for half of the middle school programs ranges from 59% - 75%. An average of 91% of high school participants report feeling prepared for their future college and career choices. The level of agreement for half of the high school programs ranges from 88% - 96%.

The logistic regression results presented in Figure 21 indicate that youth who report high levels of engagement (responded positively to 3 out of 4 engagement questions) in their after school program are 399% more likely to feel ready for future education and careers. Girls are 23% less likely than boys to feel that the program helped them with college and career exploration.

FIGURE 21: HIGH LEVELS OF YOUTH ENAGEMENT CAN SUPPORT COLLEGE AND CAREER EXPLORATION



Source: Matched youth participant surveys administered in Spring 2014 and youth attendance records from CitySpan Attendance System for attendance records between September 1, 2013 through June 30, 2014, n=4,535.

**Figures present statistically significant findings at the $p < .05$ level, using logistic regression. The numbers represent the likelihood of improvement in this outcome for specific groups.

PARENT SURVEY RESULTS

Parents provided their perspectives about how much after school programs helped their child explore colleges and future careers. As shown in Table 17, nearly all of the parents felt that their child was supported in learning about college options (89%) and career options (91%).

TABLE 17: PARENT RESPONSES REGARDING YOUTHS' COLLEGE AND CAREER EXPLORATION

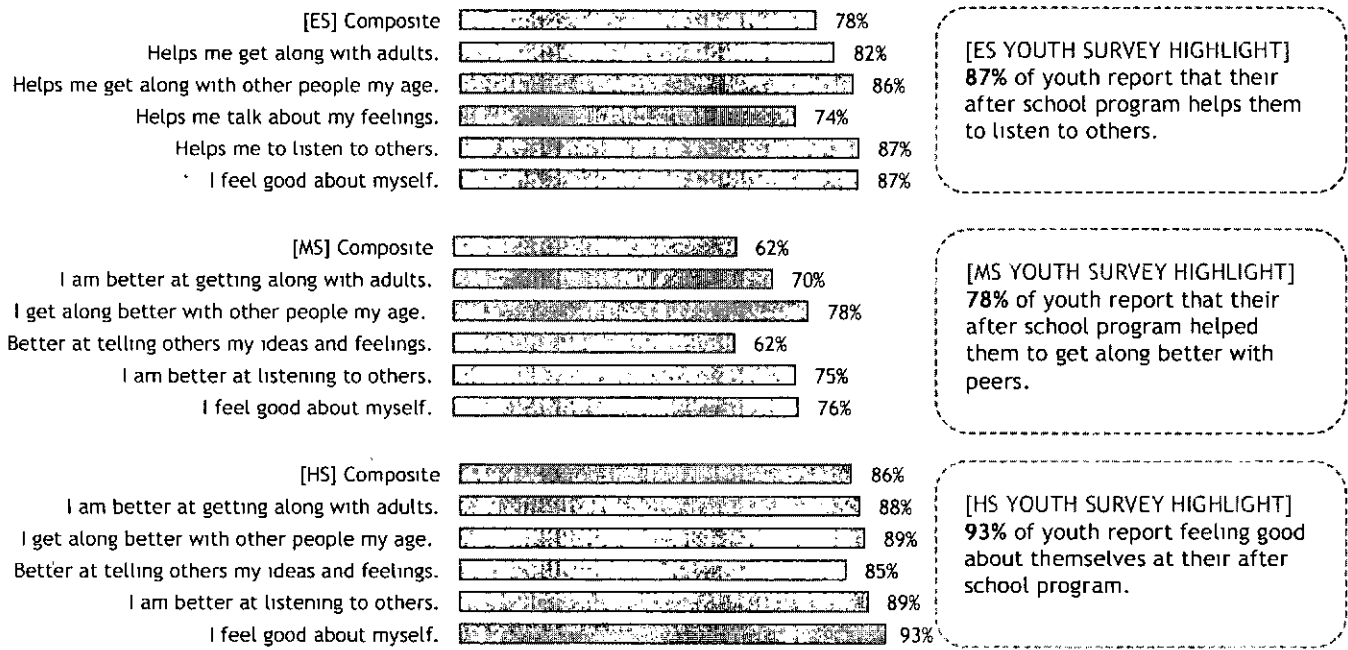
Survey Question	% Agree
In this program, my child learns about career options.	91%
In this program, my child learns about college options.	89%

Source: Parent/Caregiver surveys administered in Spring 2014, n=3,007, representing 68 programs.

SOCIAL & EMOTIONAL SKILLS

Social and emotional skills are used to initiate and maintain positive relationships with peers and adults, which includes managing or communicating one's emotions

FIGURE 22: SOCIAL & EMOTIONAL SKILLS AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2014, n=2,783 (ES), n=1,563 (MS), n=1,053 (HS).

[PARENT SURVEY]



99% of parents report that their children get along better with other children.

[PQA RATINGS]

% Programs with PQA Ratings in Peer Interaction of 3+

ELEMENTARY
98%

MIDDLE
74%

HIGH
86%

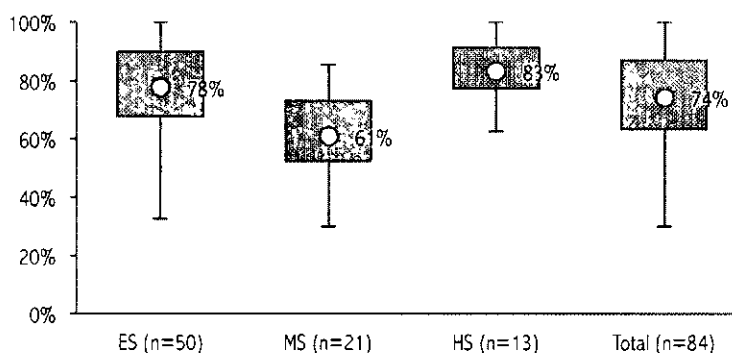
HIGHLIGHTS

- **Elementary youth developed self-esteem and listening skills** – Eighty-seven percent (87%) of elementary youth report that their after school program helps them feel good about themselves, and helps them to listen to others.
- **Middle School youth work well with other youth their age** – Seventy-eight percent (78%) of middle school youth get along better with other people their age since coming to after school. However, fewer youth (62%) report feeling that they are better at telling others about their ideas and feelings.
- **High school youth feel good about themselves and work well with other people** – Ninety-three percent (93%) of high school participants feel good about themselves while in after school. Also, about 9 out of 10 high school youth feel that they get along better with other people their age (89%) and with adults (88%), and are better at listening to others (89%).
- **About 8 out of 10 high school youth developed social and emotional skills** – Over 85% of high school youth respond positively to the Peer Interaction composite. However, fewer elementary (78%) and middle school (62%) youth responded positively to the composite.

SOCIAL AND EMOTIONAL SKILLS FINDINGS

PQA ratings of Peer Interaction, the domain that measures supports for pro-social interactions, indicate that almost all (98%) elementary school programs have ratings of 3.5 or higher. About 8 out of 10 high school programs have ratings of 3.5 or higher. This suggests that Oakland elementary and high after school programs provide youth strong support in their social and emotional skills. However, fewer middle school programs (72%) have ratings of 3.5 or higher in the Peer Interaction domain. The box and whisker plot below presents the percent of youth in elementary, middle and high school programs that had positive responses to the Peer Interaction composite. This provides an estimate of how many programs are successfully promoting skills that support youth in developing their social and emotional skills.

FIGURE 23: PERCENT OF AFTER SCHOOL PROGRAMS WHOSE YOUTH REPORT STRONGER SOCIAL AND EMOTIONAL SKILLS SINCE ATTENDING BY GRADE LEVEL

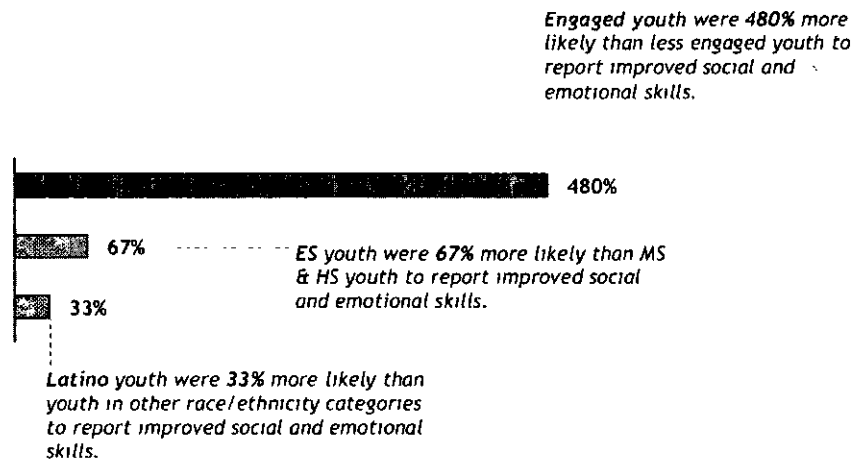


Source: Youth participant surveys administered in Spring 2014.

On average, 78% of youth in elementary programs report stronger social and emotional skills and the level of agreement for half of these programs is between 67% - 90%. Among middle school programs, 61% of youth report improved social and emotional skills. The level of agreement for half of the middle school programs ranges from 52% - 73%. Among high school programs, an average of 83% of participants agree that they are supported in developing their social and emotional skills and half of the high school programs have a level of agreement between 77% - 92%.

According to the logistic regression, youth engagement is also related to social and emotional skill development. Youth who reported being engaged (responded positively to 3 out of 4 engagement questions) in the program were 480% more likely to report developing social and emotional skills. As shown in Figure 24, elementary youth are 67% more likely than older youth to report improved social and emotional skills and Latino youth are 33% more likely to gain these skills than youth of other race/ethnic groups.

FIGURE 24: LATINO YOUTH ARE MORE LIKELY TO REPORT IMPROVEMENTS IN SOCIAL AND EMOTIONAL SKILLS



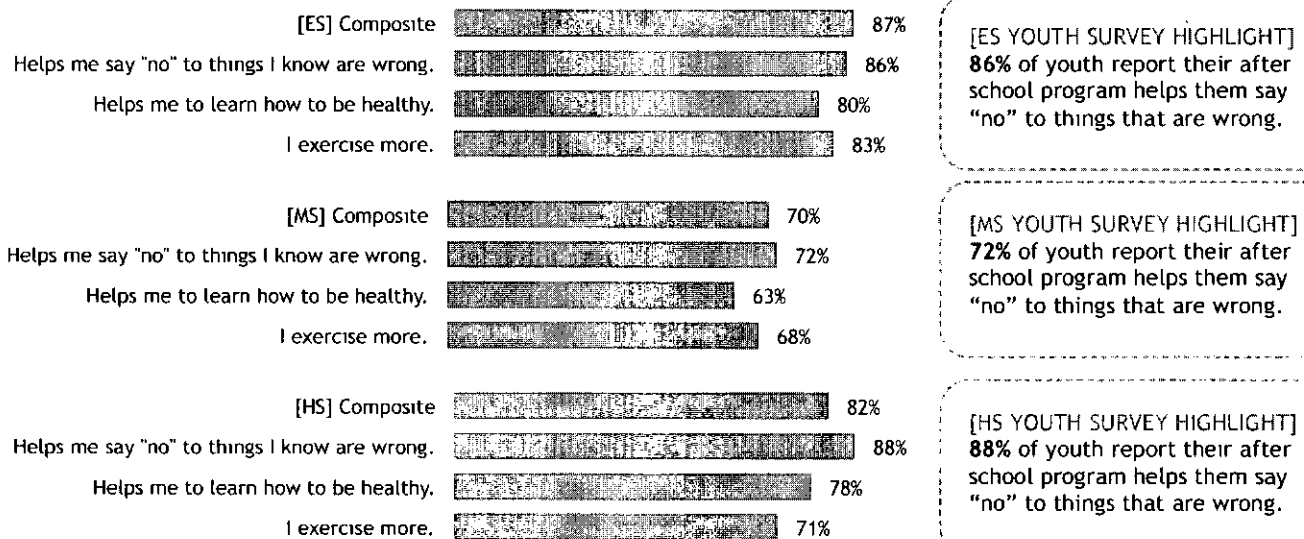
Source: Matched youth participant surveys administered in Spring 2014 and youth attendance records from CitySpan Attendance System for attendance records between September 1, 2013 through June 30, 2014, n=4,535.

**Figures present statistically significant findings at the $p < .05$ level, using logistic regression. The numbers represent the likelihood of improvement in this outcome for specific groups.

PHYSICAL WELL-BEING

Activities that promote physical well-being engage youth in physical activity, such as exercising, and help youth learn about healthy habits, such as eating a balanced diet.

FIGURE 25: PHYSICAL WELL-BEING HIGHLIGHTS AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2014, n=2,783 (ES), n=1,563 (MS), n=1,053 (HS).

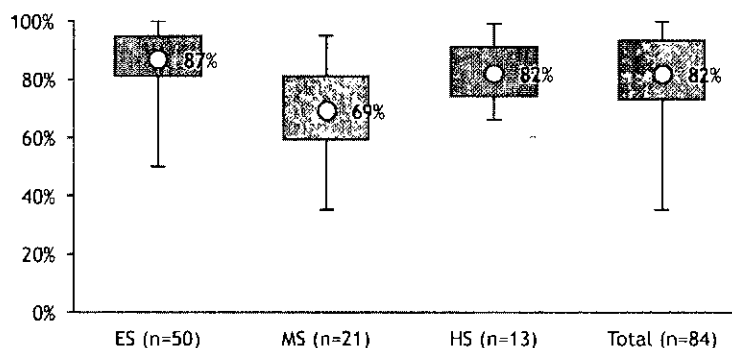
HIGHLIGHTS

- **Elementary youth receive support in knowing the difference between good and bad habits** – Eighty-six percent (86%) of elementary youth report that their after school program helps them say "no" to things they know are wrong.
- **Middle School youth learn ways to be healthy** – Seventy-two percent (72%) of middle school youth report that their after school program helps them say "no" to things that they know are wrong.
- **High school youth receive strong support in learning how to develop their physical well-being** – Eighty-eight percent (88%) of high school youth report that their after school program helps them say "no" to things they know are wrong. Additionally, 78% of high school participants learning skills that help them to be healthy and 71% report exercising more.

PHYSICAL WELL-BEING FINDINGS

The box and whisker plot below presents the percent of youth in elementary, middle and high school programs that had positive responses to the Physical Well-Being composite. This provides an estimate of how many programs are successfully promoting skills that support youth in developing their physical activity and healthy eating skills.

FIGURE 26: PERCENT OF AFTER SCHOOL PROGRAMS WHOSE YOUTH REPORT STRONGER WELL-BEING BEHAVIORS BY GRADE LEVEL

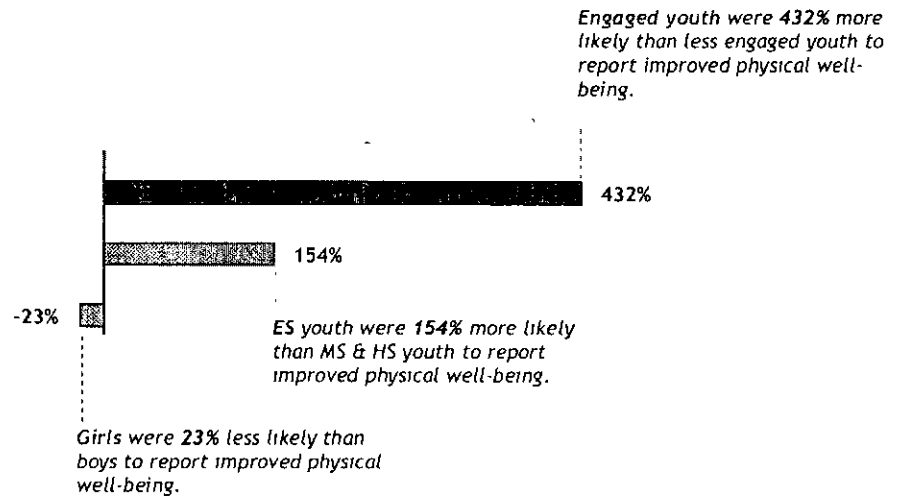


Source: Youth participant surveys administered in Spring 2014.

An average of 87% of youth in elementary programs report stronger well-being behaviors. The level of agreement for half of the elementaries ranges from 81% - 95%. In middle school programs, an average of 69% of youth report improved well-being with a level of agreement for half of these programs ranging from 59% - 81%. Among high school programs, an average of 82% of participants report improved well-being. Half of the high school programs have a level of agreement between 74% - 91%.

The logistic regression shows that gender, youth engagement and grade level are associated with improved physical well-being. As shown in Figure 27, girls are 23% less likely to report that the program helped them become healthier. Youth that report being engaged (responded positively to 3 out of 4 engagement questions) in the program are 432% more likely to improve their physical well-being and elementary children, compared to middle and high school youth, are 154% more likely to report improved physical well-being.

FIGURE 27: ELEMENTARY YOUTH ARE MORE LIKELY THAN OLDER YOUTH TO REPORT IMPROVED PHYSICAL WELL-BEING



Source: Matched youth participant surveys administered in Spring 2014 and youth attendance records from CitySpan Attendance System for attendance records between September 1, 2013 through June 30, 2014, n=4,535.

**Figures present statistically significant findings at the $p < .05$ level, using logistic regression. The numbers represent the likelihood of improvement in this outcome for specific groups.

Youth are connected to their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what goes on at school with their families.

[ES] Composite

Statement	Percentage
Helps me to feel like a part of my school.	84%
I talk with my family about school more often.	71%
[ES] Composite	65%

[MS] Composite

Statement	Percentage
Helps me to feel like a part of my school.	74%
I talk with my family about school more often.	62%
[MS] Composite	53%

[HS] Composite

Statement	Percentage
Helps me to feel like a part of my school.	92%
I talk with my family about school more often.	77%
[HS] Composite	74%

[ES YOUTH SURVEY HIGHLIGHT]
84% of youth report their after school program helps them feel like part of their school.

[MS YOUTH SURVEY HIGHLIGHT]
74% of youth report their after school program helps them feel like part of their school.

[HS YOUTH SURVEY HIGHLIGHT]
92% of youth report their after school program helps them to feel more like part of their school.

[PARENT SURVEY]

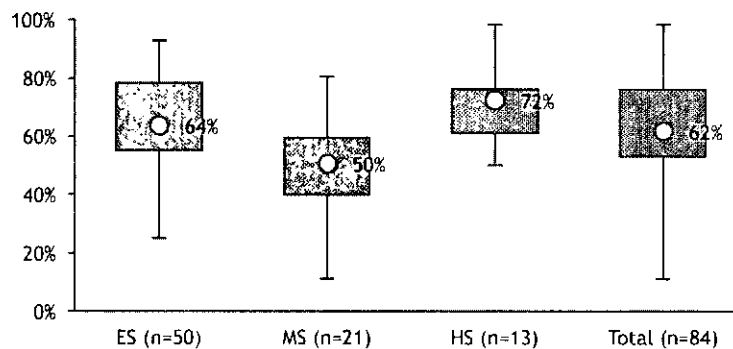
HIGHLIGHTS

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SCHOOL CONNECTEDNESS FINDINGS

The box and whisker plot below presents the percent of youth in elementary, middle and high school programs that had positive responses to the School Connectedness composite. This provides an estimate of how many programs are successfully promoting skills that support youth in developing stronger connections to their school.

FIGURE 29: PERCENT OF AFTER SCHOOL PROGRAMS WHOSE YOUTH REPORT STRONGER SCHOOL CONNECTEDNESS BY GRADE LEVEL

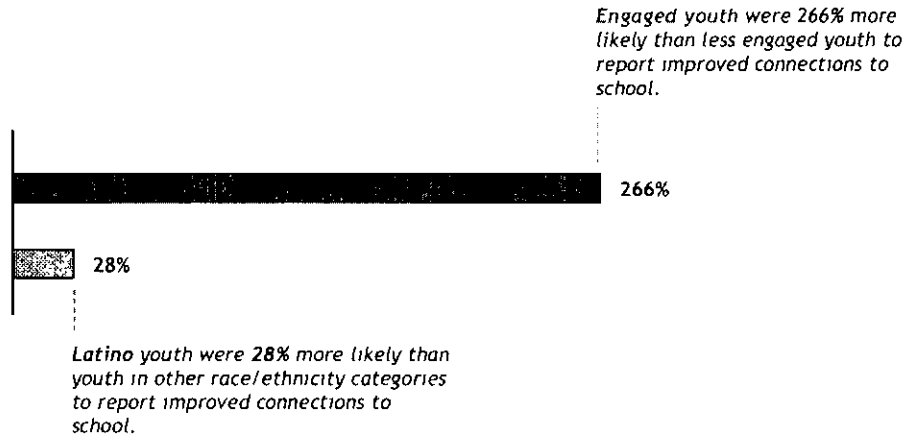


Source: Youth participant surveys administered in Spring 2014.

Among elementary programs, an average of 64% of youth report feeling connected to their school. The level of agreement for half of elementary programs ranges from 55% to 79%. Among middle school programs, an average of 50% of participants report feeling like they are connected to their school. The level of agreement for half of the middle school programs ranges from 39% to 60%. On average, 72% youth in high school programs report that the program helped them feel more connected to their schools with the level of agreement for half of the high programs ranging from 61% to 77%.

The logistic regression results show that youth engagement and race are associated with school connectedness. Engaged youth (responded positively to 3 out of 4 engagement questions) are 266% more likely to report feeling stronger connections to their school (See Figure 30). Latino youth are also more likely (28%) than their peers to report feeling connected to their schools.

FIGURE 30: LATINO YOUTH ARE MORE LIKELY THAN THEIR PEERS TO REPORT IMPROVED CONNECTIONS TO SCHOOL



Source: Matched youth participant surveys administered in Spring 2014 and youth attendance records from CitySpan Attendance System for attendance records between September 1, 2013 through June 30, 2014, n=4,535.

**Figures present statistically significant findings at the $p < .05$ level, using logistic regression. The numbers represent the likelihood of improvement in this outcome for specific groups.

PARENT SURVEY RESULTS

Parents held very positive views about how the after school program helped them become more engaged in their child's school. As shown in Table 18, nearly all parents reported that the program helped them feel more comfortable at their child's school (96%) and to be more involved with the school (91%). In addition, 95% of parents felt that the after school program helped them feel better prepared to support their child in school.

Most (92%) parents of high school youth felt that their child was supported in passing the CAHSEE Exam and that the after school program provided their child opportunities to make up missing credits (95%).

TABLE 18: PARENT RESPONSES REGARDING FAMILY ENGAGEMENT

Survey Question	% Agree
Because my child is in this after school program, I feel more comfortable at my child's school.	96%
Because my child is in this after school program, I feel better prepared to support my child in school	95%
My child's attitude toward school has improved since coming to this after school program.	94%
This program helps me be more involved at my child's school.	91%
In this program, my child can make up missing credits. (High School only)	95%
In this program, my child gets support to pass the CA High School Exit Exam (CAHSEE). (High School only)	92%

Source: Parent/Caregiver surveys administered in Spring 2014, n=3,007, representing 68 programs.

PROGRAM STAFF SURVEY RESULTS

In a survey, program staff shared how they help the after school program complement youths' school day learning. Sixty-eight percent (68%) of elementary, 71% of middle and 67% of high school staff reported speaking with teachers about youths' homework assignments at least once a semester. Approximately three-quarters of elementary (75%), middle (75%) and high (76%) school staff reported speaking with teachers about youths' progress at school at least once a semester.

TABLE 19: PROGRAM STAFFS' FREQUENCY OF CONTACT WITH SCHOOL DAY TEACHERS

Survey Question	Elementary (n=215)	Middle (n=118)	High (n=99)
Talk to teachers about topics being covered during the school day.	68%	75%	75%
Talk to teachers about homework assignments.	71%	67%	60%
Talk to teachers about students' progress.	75%	75%	76%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

Responses above represent % who answered either "once a semester" or "at least 2-3 times per semester".

Staff members make an effort to understand what youth are doing in the school day. Roughly 70% of elementary and middle school staff and 60% of high school staff reported speaking with teachers about the topics they covered in the school day more than once a semester. In the program staff survey, nearly all staff (96%) reported knowing how to help youth connect what they learned in the program to the school day and 79% of staff reported using youths' input to make activities more interesting to them.

TABLE 20: PROGRAMS PROFICIENT IN SCHOOL DAY COMMUNICATION AND COORDINATION

Program Practices	Elementary (n=37)	Middle (n=14)	High (n=10)
Participated in Community School Site Plan (CSSSP) planning with my schools leaders.	53%	33%	78%
Coordinated services with other providers at my school site.	65%	83%	89%
Reviewed data on chronic absenteeism with my schools leaders.	41%	25%	44%
Reviewed data on suspensions with my schools leaders.	38%	33%	44%
Participated in the Coordination of Services Team (COST).	47%	83%	89%
Participated in a school leadership team.	59%	58%	78%

Source: After School Program Practices program staff surveys administered in Spring 2014.

Family Support: Reporting Out to Keep Families in the Loop

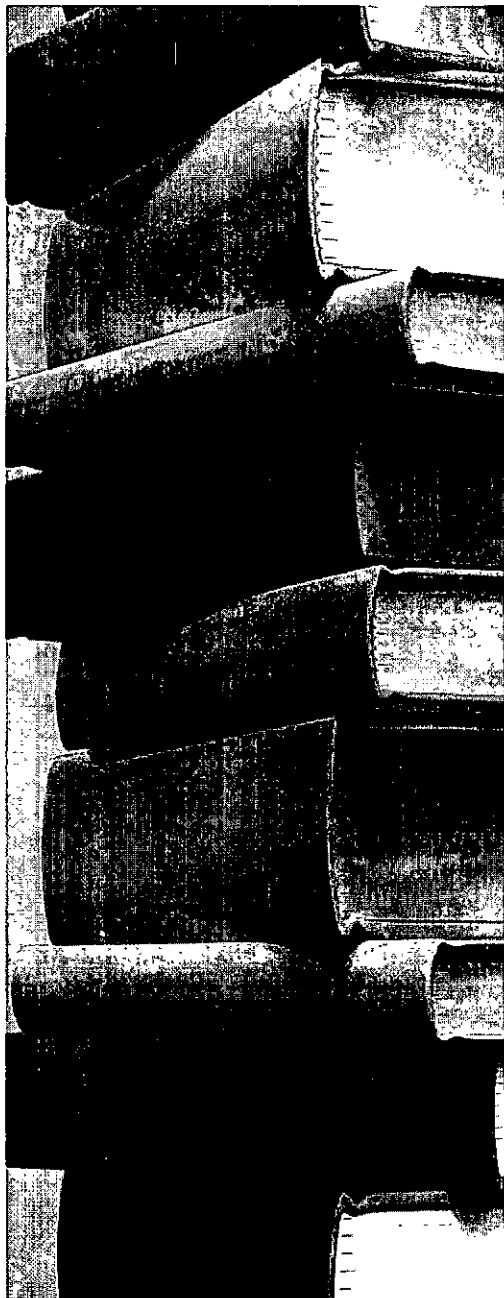
at Laurel Elementary School (Boy Scouts SF Bay Area Council (SFBAC), Learning for Life)



Laurel uses two innovative ways to communicate to families about their child's experiences in the program. Program staff submit a Weekly Report to the parents of all of youth that rates each child using a stop light scale (green for 'good,' yellow for 'needs improvement,' and red for 'warning') on behavior, participation in academic enrichment, and getting along with their peers. In addition, the parents of the youth who are in tutoring sessions receive a session record for their child that tells the parents what youth worked on during the session, gives a brief update about the youth's progress, and identifies the work plan for the next session.

ACADEMIC OUTCOMES

Academic outcomes such as test scores and school attendance are indicators of young people's progress in school. Youth who attend programs for multiple years are more likely to improve their academic outcomes.



The academic outcomes that were examined for the school-based after school evaluation include school day attendance and scores on the Scholastic Reading Inventory (SRI), an OUSD literacy assessment. The pass rates for the California High School Exit Exam are presented for high school youth.

Regression analysis²⁸, a statistical technique for making predictions, is used to gain a better understanding of how being an after school participant, youths' personal characteristics (gender, race and English Learner status and grade level) are related to academic outcomes.

The school day attendance of after school participants and non-participants was very similar for the 2013-14 school year. On average, after school participants attended 96% of all school days in the academic year and non-participants attended 95%. The results of the regression analysis indicate that after school participation has a small positive association with school day attendance. After school participants experience less than half a percentage point increase in their school attendance rate.

SRI scores help determine if a student has a reading level that is below, at or above their grade level. A similar percent of after school participants and non-participants have reading skills that are at or above their grade levels. Forty-five percent (45%) of after school participants read above grade level compared to 51% of non-participants. Logistic regressions show that after school participants are 26% less likely to be at or above grade level in reading when compared to non-participants. The recruitment of academically struggling youth into after school programs may be one reason this difference exists between participants and non-participants. These findings should be considered preliminary because SRI scores were only available for roughly 57% of all students.

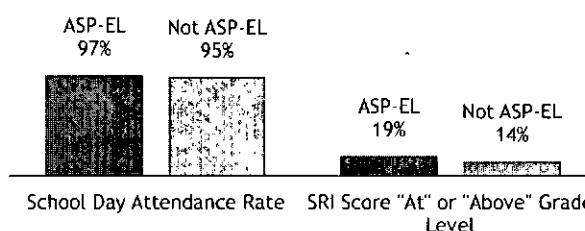
²⁷ Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American Journal of Community Psychology*. 45(3-4), 310-24.

²⁸ Ordinary least squares regression analysis is used to predict school day attendance. Logistic regression is used to predict SRI reading levels; below, at, or above grade level. An approach called clustering is used in regressions because the youth are grouped in schools. This approach provides a more accurate estimate of how youth characteristics and program participation are related to youth outcomes.

ACADEMIC OUTCOMES FOR ENGLISH LEARNERS

Figure 31 compares the school day attendance rate for English learners (EL) who participate in the program to those who do not. EL students who participate in an after school program have a small but statistically significant higher school day attendance rate (97% versus 95%). Compared to non-participating EL students, there are slightly fewer EL after school participants (14% versus 19%) who have SRI scores that indicate reading levels at or above grade level. This difference is statistically significant.

FIGURE 31: SCHOOL DAY ATTENDANCE AND STUDENT READING INVENTORY (SRI) FOR ENGLISH LEARNERS*



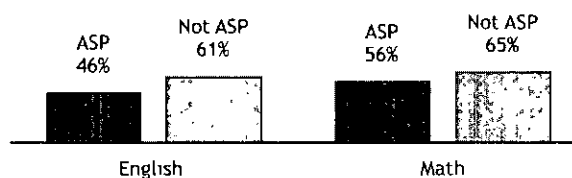
Source: OUSD Research, Assessment and Data, 2013-14, n=9,429(School Day Attendance), n=4,552(SRI).

*T-tests indicate differences in school day attendance and chi-squared tests indicate differences in reading level all findings are significant at the p<.05 level.

ACADEMIC OUTCOMES FOR HIGH SCHOOL YOUTH

School-based after school programs provide preparation courses for the CAHSEE Exam to all youth. Figure 32 presents the percent of after school participants and non-participants who have passed the CAHSEE. After school participants have slightly lower pass rates for both English (46% versus 61%) and Math (56% versus 65%). This difference may be a result of schools recommending youth who did not pass the exam on their first try to participate in the after school preparation classes.

FIGURE 32: CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) PASS RATES*



Source: OUSD Research, Assessment and Data, 2013-14, n=2,476.

*Results for test dates between January 2014 and July 2014.

DIFFERENCES IN YOUTH OUTCOMES

There may be some youth who benefit more from after school programs than others. To explore the extent to which this is the case for Oakland the differences in youth outcomes are examined by gender, race/ethnicity, and English Learner status. Only notable²⁹ statistically significant differences are reported here. Additional detail is available in the Data Companion.

Gender comparisons showed that middle school aged boys were more likely to report building improved academic behaviors, strengthening their physical well-being, improving their college and career readiness, and strengthening their social-emotional skills. The differences were particularly marked for homework support, learning about jobs, and exercise habits. (See table 21 below)

TABLE 21: MIDDLE SCHOOL OUTCOMES

	Boys	Girls
Academic Behaviors		
This program helps me do my homework.	80%	71%
This program helps me learn ways to study (like reading directions).	71%	66%
Physical Well-Being		
Since coming to this program, I exercise more.	73%	64%
This program helps me to learn how to be healthy.	66%	59%
College & Career Readiness		
In this program, I learn of jobs I can have when I grow up.	63%	54%
In this program, I learn more about college.	74%	63%
This program helps me feel more prepared for high school.	74%	68%
Social and Emotional Skills^a		
When I'm in this program, I feel good about myself.	80%	73%
Because of this program, I am better at getting along with adults.	74%	67%

Sources. CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014, n=1,563 (MS)

Academic Behaviors

In academics, 80% of middle school boys agreed that their after school program helped them to do homework, compared to 71% of girls. Similarly, 71% of boys agreed that, “this program helps me learn ways to study” compared to 66% of girls.

Physical Well-Being

Nearly three-quarters of middle school boys (73%) agreed that, “since coming to this program, I exercise more” compared to 64% of middle school girls. Sixty six percent (66%) of middle school boys agreed that the after school program helps them learn to be healthy, compared to 59% of girls.

College and Career Readiness

Regarding career and college readiness, 63% of middle school boys agreed that they learned about jobs in after school, compared to 54% of girls. Seventy four percent (74%) of middle school boys agreed that, “in this program, I learn more about college” compared to 63% of girls. Finally, a larger proportion of boys (74%) than girls (68%) agreed that their after school program helps them feel prepared for high school.

Social and Emotional Skills

Eighty percent (80%) of middle school boys agreed that, “I feel good about myself” in after school, compared to 73% of girls. Similarly, 74% of middle school boys reported that their after school program helped them get along better with adults, compared to 67% of girls.

²⁹ Statistically significant differences of five or more percentage points are discussed in this section.

DIFFERENCES BY YOUTHS' RACE/ETHNICITY

When participants' race/ethnicity is considered, elementary-aged African American participants were slightly less likely to report improved social and emotional skills since participating. For example, 85% of African American elementary-aged youth agreed that, "this program helps me listen to others," compared to about 89% of their peers. When asked if the after school program helped them talk about feelings, 70% of African American elementary-aged youth agreed, compared to about 75% of their peers.

Overall there were very few gender and race differences in youth outcomes. The observed differences are modest, with the largest differences being roughly ten percentage points.

EVALUATION FINDINGS ALIGNED WITH THEORY OF ACTION

From the Oakland After School Theory of Change: Access to high quality after school programs help young people who attend programs regularly experience direct outcomes and over time are supported to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.



ACCESS

Oakland school-based after school programs served **18,273** children and youth in the 2013-14 academic year.

ATTENDANCE

On average elementary, middle, and high school **exceed** the attendance goals set by CDE.

The participation rates of youth vary by grade level; 87% for elementary, 75% for middle school and 51% for high school.



PROGRAM QUALITY

Oakland after school programs' average score of **4.09** (on a scale of 1-5) on the School or Youth PQA is *above* the national average (3.53).

Nearly all (98%) of Site Coordinators use data to plan for program improvement.



YOUTH OUTCOMES

In the average Oakland after school program:

- 81%** Youth practice academic behaviors.
- 84%** Youth develop a sense of mastery.
- 72%** Youth explore their college and career options.
- 74%** Youth gain social and emotional skills.
- 62%** Youth improve their physical well-being.
- 62%** Youth feel connected to their school.

Youth are more likely to experience these outcomes if they are engaged in the program.

The direct outcomes shown above are evidence that youth are making progress toward contributory outcomes including academic success and being college and career ready. After school programs often recruit youth who are struggling academically and the evaluation results indicate the young participants and their non-participating peers have similar school attendance rates and reading levels.

DATA COMPANION

DATA COMPANION A. DATA SOURCES BY DATA TYPE

The table below describes the data sources for each section in the 2013-14 Oakland School Based Evaluation Findings Report.

Report Section	Data Sources
Access & Attendance in the Oakland After School Programs	<ul style="list-style-type: none"> • Program enrollment and attendance data from CitySpan. • Program targets based on OFCY performance goals. • Program targets based on OUSD service goals determined by CDE.
Program Quality	<ul style="list-style-type: none"> • Point of Service Quality Assessments (Site Observations): Point of service quality assessments were completed by the OUSD After School Program Office and by Public Profit using the Program Quality Assessment Tool, a research-based structured observation tool which assess program quality in the following domains: Safe, supportive, engagement, interaction, and academic support. <i>Elementary school programs</i> were evaluated using the School-Aged version of the Program Quality Assessment Tool (SA-PQA) <i>Middle and high school programs</i> were evaluated using the Youth version of the Program Quality Assessment Tool (Y-PQA)
School-Based After School Outcome Domains	<ul style="list-style-type: none"> • Youth Surveys: Youth who participated after school programs supported by the Oakland School Based Partnership were given a post-test survey in May of 2014 to investigate their opinions regarding program quality and a variety of outcomes related to their involvement in the after school program (i.e. social skill development, academic attitudes, etc.) • Parent Survey: Parents of participating youth in programs that were supported by either ASPO exclusively, or jointly by OUSD ASPO and OFCY were surveyed to investigate their opinion on program quality, their personal involvement in the after school program, and their perspectives on the skills their children were developing in the after school program • Program Staff Survey: After school program staff such as site coordinators, activity leaders/line staff, quality coach/academic liaison, and school day teachers on an extended day contract were surveyed to investigate implementation practices around improving program quality at their sites. • Program Practices Survey: Grantees (after school program Site Coordinators and Directors) were surveyed to examine their self-reported policies and practices. • Program enrollment and attendance data from CitySpan: Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes. • Academic Data from the OUSD Research, Assessment and Data: Students' school attendance and district test results were analyzed to evaluate youth participants' academic outcomes.

DATA COMPANION B. SITE VISIT METHODOLOGY

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point of service quality is strongly related to positive outcomes for youth.

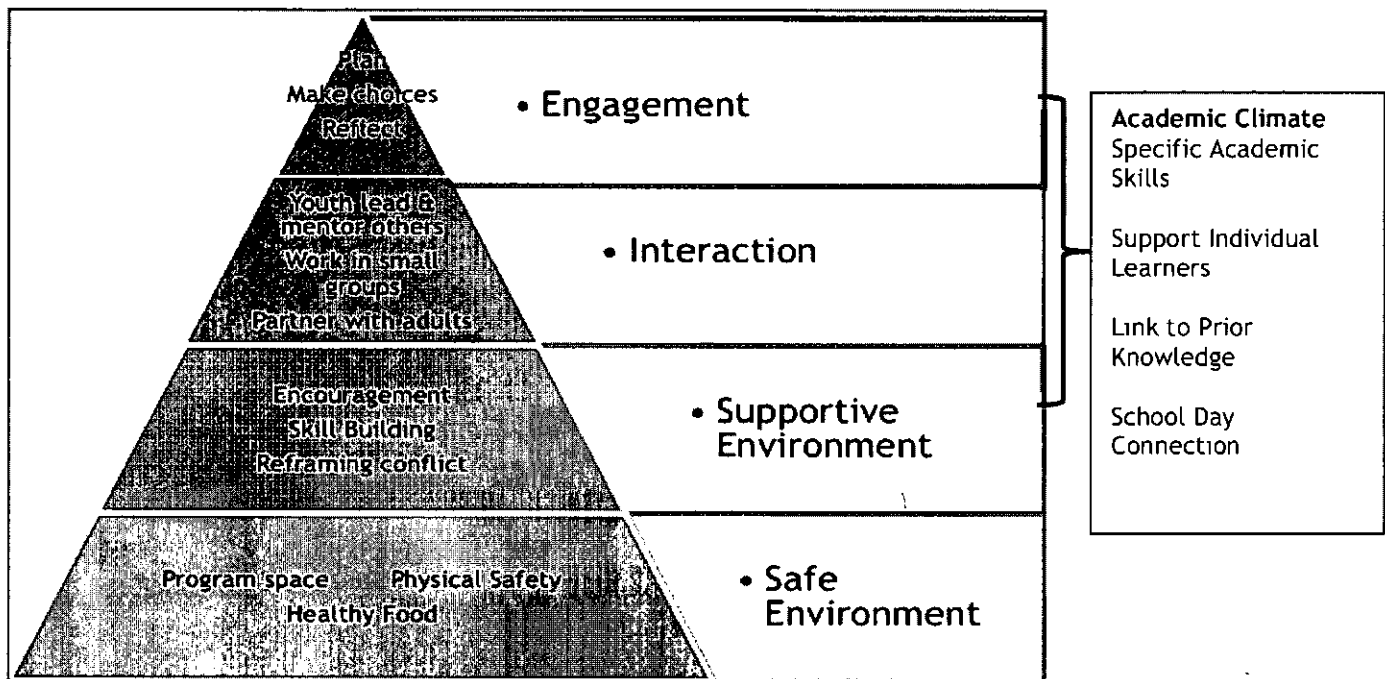
Each program received one visit by the evaluation team between October 2013 and April 2014. Visits to programs hosted by elementary schools were conducted using the School-Age Program Quality Assessment (SAPQA) and visits to programs hosted by middle or high school were conducted using the Youth Program Quality Assessment (YPQA). The PQA is a research-based point of service quality observation tools used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

The YPQA includes five domains:

1. **Safe Environment** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. **Interaction** – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. **Engagement** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.
5. **Academic Climate** – Activities in the program intentionally promote the development of key academic skills and content-area knowledge.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, Engagement, and Academic Climate. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

The figure below characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.



Adapted from *Youth PQA Handbook* by High/Scope Educational Research Foundation, 2007.

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is implemented. The YPQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

POINT OF SERVICE QUALITY RATINGS BY PROGRAM

TABLE 22: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS PQA SCORES BY PROGRAM

Program Name	Lead Agency	2012-13 POS Rating	2013-14 POS Rating	Overall (Excludes Public Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Involvement
ELEMENTARY SCHOOLS									
Achieve Academy	East Bay Agency for Children	Performing	Performing	4.39	4.80	4.00	4.44	4.33	2.61
Acorn Woodland	Girls Incorporated of Alameda County	Performing	Performing	4.24	4.76	4.65	4.22	3.33	2.78
Allendale	Higher Ground	Performing	Performing	4.09	5.00	3.60	4.50	3.25	2.72
ASCEND	Oakland Leaf	Performing	Performing	4.22	4.76	4.13	4.17	3.83	2.00
Bella Vista	East Bay Asian Youth Center	Performing	Thriving	4.89	4.93	4.80	5.00	4.83	4.78
Bridges Academy	BACR	Performing	Performing	4.06	4.90	4.31	4.28	2.75	3.39
Brookfield	Higher Ground	Thriving	Performing	4.44	4.92	4.27	4.17	4.42	3.06
Burckhalter	Ujimaa Foundation	Performing	Performing	3.75	4.00	4.04	3.94	3.00	4.11
Carl Munck	SFBAC, Learning for Life	Performing	Thriving	4.50	5.00	4.45	4.28	4.25	3.44
Cleveland	East Bay Asian Youth Center	Thriving	Thriving	4.94	5.00	5.00	5.00	4.75	4.78
Community United	Safe Passages	Performing	Performing	3.79	3.88	4.51	3.63	3.17	3.78
East Oakland Pride	East Bay Agency for Children	Performing	Performing	4.05	4.84	4.32	3.78	3.25	3.67
Emerson	BACR	Performing	Thriving	4.52	4.52	4.87	4.78	3.92	3.61
EnCompass Academy	Oakland Leaf	Performing	Performing	3.75	4.76	4.04	3.44	2.75	4.33

Program Name	Lead Agency	2012-13 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate
Esperanza Academy	BACR	Performing	Performing	4.22	5.00	4.17	4.04	3.67	4.11
Franklin	East Bay Asian Youth Center	Thriving	Performing	4.37	4.90	4.29	4.22	4.08	3.89
Fred T. Korematsu	BACR	Performing	Performing	3.61	5.00	3.32	3.28	2.83	3.28
Fruitvale	SFBAC, Learning for Life	Performing	Performing	3.82	4.84	3.87	3.67	2.92	2.67
Futures Elementary	East Oakland Youth Development Center	Thriving	Performing	4.19	5.00	4.37	3.72	3.67	4.39
Garfield	East Bay Asian Youth Center	Thriving	Performing	4.48	5.00	4.67	3.83	4.42	4.17
Glenview	BACR	Performing	Performing	4.10	4.59	4.10	4.22	3.50	3.28
Global Family School	BACR	Performing	Performing	4.42	5.00	4.71	3.72	4.25	4.39
Grass Valley	BACR	Performing	Performing	4.26	4.92	4.15	3.96	4.00	3.89
Hoover	BACR	Performing	Performing	4.42	4.92	4.21	4.39	4.17	2.83
Horace Mann	BACR	Performing	Performing	3.84	4.62	3.79	3.94	3.00	3.33
Howard	Ujima Foundation	Performing	Performing	4.07	4.84	4.59	3.83	3.00	3.89
International Community School	Oakland Leaf	Performing	Performing	4.05	4.92	4.21	3.33	3.75	3.06
La Escuelita	East Bay Asian Youth Center	Performing	Performing	3.87	4.60	4.00	3.78	3.08	2.39
Lafayette	BACR	Thriving	Performing	4.21	5.00	4.55	3.72	3.58	4.56
Laurel	SFBAC, Learning for Life	Performing	Performing	4.23	5.00	4.13	3.63	4.17	3.94

Program Name	Lead Agency	2012-13 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate
Lazear Charter Academy	Spanish Speaking Citizens' Foundation	New in 13-14	Performing	3.40	4.70	3.40	3.17	2.33	2.83
Learning Without Limits	Oakland Leaf	Performing	Performing	3.93	4.27	4.03	3.92	3.50	3.39
Lighthouse Community Charter	Lighthouse Community Charter	Performing	Performing	4.21	4.80	4.59	3.94	3.50	3.61
Lincoln	East Bay Asian Youth Center	Thriving	Thriving	4.91	4.92	4.87	5.00	4.83	4.61
M.L. King, Jr.	BACR	Performing	Performing	3.74	4.59	3.59	3.04	3.75	3.06
Manzanita Community	East Bay Asian Youth Center	Performing	Thriving	4.59	4.62	4.65	4.50	4.58	4.56
Manzanita Seed	SFBAC, Learning for Life	Performing	Thriving	4.50	4.92	4.56	4.44	4.08	4.78
Markham	BACR	Performing	Performing	4.39	5.00	4.72	4.67	3.17	4.33
New Highland	Higher Ground	Thriving	Performing	4.46	5.00	4.65	4.28	3.92	3.78
Parker	Ujimaa Foundation	Performing	Performing	4.25	4.80	4.52	4.33	3.33	3.78
Peralta	East Bay Agency for Children	Performing	Performing	3.93	4.72	4.03	3.79	3.17	3.67
Piedmont Avenue	YMCA of the East Bay	Performing	Performing	3.85	4.92	3.59	3.72	3.17	3.00
Place @ Prescott	BACR	Performing	Performing	3.84	4.90	3.99	3.71	2.75	4.11
Reach Academy	BACR	Performing	Performing	3.36	4.30	3.52	2.56	3.08	1.89
Rise Community School	Higher Ground	Performing	Performing	4.46	5.00	4.65	4.28	3.92	3.78
Sankofa	BACR	Performing	Performing	3.74	4.72	4.42	3.17	2.67	4.33

Program Name	Lead Agency	2012-13 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate
Sequoia	East Bay Agency for Children	Thriving	Performing	3.97	4.67	4.51	3.28	3.42	3.94
Sobrante Park	Higher Ground	Thriving	Thriving	4.91	5.00	4.79	5.00	4.83	4.56
Think College Now	Oakland Leaf	Performing	Performing	4.07	5.00	4.43	3.67	3.17	3.61
World Academy	East Bay Agency for Children	Performing	Performing	4.39	4.80	4.00	4.44	4.33	2.61
Elementary Total				4.16	4.79	4.27	3.98	3.61	3.64
MIDDLE SCHOOLS									
Alliance	BACR	Performing	Performing	3.73	4.50	4.39	3.21	2.83	3.39
Aspire Lionel Wilson College Preparatory Academy	Citizen Schools California	New in 13-14	Performing	4.26	4.73	4.87	3.96	3.50	4.06
Bret Harte	Oakland Leaf	Performing	Performing	4.02	4.90	4.52	3.17	3.50	3.44
Claremont	BACR	Performing	Emerging	2.98	3.97	3.23	2.04	2.67	2.39
Coliseum College Prep Academy	Safe Passages	Thriving	Performing	4.38	4.76	4.59	4.00	4.17	4.33
Edna Brewer	Safe Passages	Performing	Performing	4.40	4.90	4.87	3.83	4.00	4.11
Elmhurst Community Prep	BACR	Performing	Performing	3.61	4.02	3.62	3.46	3.33	1.89
Frick	Safe Passages	Performing	Performing	4.01	4.92	4.56	4.04	2.50	5.00
Greenleaf	BACR	Thriving	Performing	4.20	4.52	4.51	3.96	3.83	4.17
Life Academy	Alternatives in Action	New in 13-14	Performing	4.43	4.63	4.61	4.83	3.67	3.56

Program Name	Lead Agency	2012-13 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate
Madison	BACR	Performing	Performing	4.10	4.92	4.70	2.79	4.00	4.00
Melrose Leadership	BACR	Performing	Performing	4.05	5.00	4.49	3.38	3.33	4.17
Montera	Eagle Village CC	New in 13-14	Performing	4.26	4.67	4.53	3.33	4.50	3.64
Roosevelt	EBAYC	Performing	Performing	3.46	4.41	3.91	2.71	2.83	3.56
Roots	EOYDC	Performing	Performing	3.78	5.00	4.24	2.71	3.17	3.61
United For Success	Safe Passages	Performing	Performing	3.93	4.80	4.52	3.58	2.83	4.11
Urban Promise Academy	BACR	Performing	Performing	4.08	4.90	4.47	3.96	3.00	3.94
West Oakland Middle	YMCA	Performing	Performing	4.00	5.00	4.26	2.92	3.83	4.22
Westlake	Eagle Village CC	Performing	Performing	4.00	4.24	3.90	4.38	3.50	4.78
Middle School Total				3.98	4.67	4.36	3.49	3.42	3.81
HIGH SCHOOLS									
Bunche	BACR	Thriving	Performing	3.49	4.72	4.21	3.38	1.67	3.11
Castlemont High School	Youth Uprising	Performing	Performing	4.11	4.57	4.53	3.33	4.00	4.83
Coliseum College Prep Academy	Safe Passages	Thriving	Performing	4.01	4.37	4.49	3.50	3.67	4.39
Dewey	EBAYC	Thriving	Performing	3.87	4.70	4.27	3.50	3.00	3.83
Fremont Federation	Alternatives in Action	Thriving	Performing	4.49	4.37	4.39	4.21	5.00	4.44
Life Academy (HS)	Alternatives in Action	Thriving	Thriving	4.50	4.54	4.57	4.71	4.17	4.56

Program Name	Lead Agency	2012-13 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate
McClymonds	Alternatives in Action	Thriving	Performing	4.38	4.80	4.61	3.79	4.33	4.61
Met West	EBAYC	Thriving	Performing	4.11	4.74	4.53	3.00	4.17	4.39
Oakland High	EBAYC	Thriving	Performing	4.19	5.00	4.39	3.54	3.83	3.50
Oakland International	EBAYC	New in 13-14	Performing	3.84	4.90	3.96	3.33	3.17	3.33
Oakland Technical	BACR	Thriving	Performing	3.87	4.73	3.91	3.50	3.33	2.56
Rusdale Continuation	BACR	Performing	Performing	3.40	4.92	3.83	2.67	2.17	2.39
Skyline	Youth Together	Thriving	Performing	4.10	4.77	4.13	3.83	3.67	3.94
Street Academy	BACR	Performing	Performing	3.60	4.28	4.29	2.83	3.00	3.78
High School Total				4.00	4.67	4.29	3.51	3.51	3.83

Source: n=81 site evaluation visits, representing 83 after school programs conducted by Program Evaluation staff, October 2013 through May 2014.

DATA COMPANION C. YOUTH SURVEY BASED COMPOSITES

Youth Survey Composites – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least 2 of the 3 related survey questions. The table below (Table 23) includes the survey questions that were used for each composite.

TABLE 23: DESCRIPTION OF YOUTH SURVEY COMPOSITES

Quality Domain / Outcome Composite	Elementary	Middle	High
Program Quality - Safe	I feel safe in this program.		
	If someone bullies my friends or me at this program, an adult steps in to help.		
	In this program, other kids hit or push me when they are not just playing around.	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
Program Quality - Supportive	In this program, there is an adult who wants me to do my best.	The adults in this program expect me to try hard to do my best.	
	The adults here tell me what I am doing well.		
	The adults in this program listen to what I have to say.		
	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
Program Quality - Interaction	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	
Program Quality - Engagement	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	In this program, I do things that are too easy for me.		
	I am interested in what we do in this program.		

Quality Domain / Outcome Composite	Elementary	Middle	High
Academic Behavior	In this program, I learn how to use my time to finish all my school work.	In this program, I learn how to organize my time to finish my school work.	
	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me do my homework.	Because of this program, I am better at getting my homework done.	
	Since coming to this program, I know how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	This program helps me feel ready to go to middle school.	This program helps me feel more prepared for high school.	This program helps me believe I can finish high school.
Community Engagement	<i>No Elementary Version</i>	This program helps me to feel like a part of my community.	
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	Since coming to this program, I am better at something that I used to think was hard.		
	Since coming to this program, I am more of a leader.		
School Engagement	This program helps me to feel like a part of my school.		
	Since coming to this program, I talk with my family about school more often.		
Social Emotional Learning	When I'm in this program, I feel good about myself.		
	This program helps me talk about my feelings.	Since coming to this program, I am better at telling others about my ideas and feelings.	
	This program helps me to listen to others.	Since coming to this program, I am better at listening to others.	
	This program helps me get along with adults.	Because of this program, I am better at getting along with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
Physical Well-Being	This program helps me to learn how to be healthy.		
	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying "no" to things I know are wrong.	
	Since coming to this program, I exercise more.		

SURVEY BASED COMPOSITES BY PROGRAM

TABLE 24: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS SITE VISIT SCORES AND YOUTH SURVEY RESULTS BY PROGRAM

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
ELEMENTARY SCHOOLS												
Achieve Academy	East Bay Agency for Children	36	89%	97%	94%	74%	100%	81%	97%	58%	91%	94%
Acorn Woodland	Girls Incorporated of Alameda County	55	89%	96%	87%	91%	62%	35%	89%	56%	83%	89%
Allendale	Higher Ground	56	93%	91%	91%	76%	93%	82%	93%	79%	87%	100%
ASCEND	Oakland Leaf	35	97%	94%	100%	71%	84%	80%	91%	69%	73%	88%
Bella Vista	East Bay Asian Youth Center	65	97%	91%	89%	82%	92%	65%	89%	59%	77%	98%
Bridges Academy	Bay Area Community Resources	52	82%	90%	96%	63%	88%	76%	90%	83%	92%	85%
Brookfield	Higher Ground	48	98%	96%	93%	84%	100%	98%	98%	79%	91%	96%
Burckhalter	Ujima Foundation	50	87%	90%	88%	66%	85%	76%	84%	49%	67%	90%
Carl Munck	SFBAC, Learning for Life	65	97%	91%	94%	69%	72%	67%	91%	67%	71%	82%
Cleveland	East Bay Asian Youth Center	47	91%	91%	93%	74%	89%	62%	85%	47%	77%	91%
Community United	Safe Passages	44	88%	95%	91%	49%	95%	51%	95%	55%	86%	93%
East Oakland Pride	East Bay Agency for Children	66	76%	84%	71%	61%	79%	64%	77%	48%	55%	76%
Emerson	Bay Area Community Resources	40	90%	87%	95%	74%	85%	45%	95%	65%	83%	95%

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
EnCompass Academy	Oakland Leaf	37	89%	95%	92%	61%	89%	68%	84%	61%	86%	89%
Esperanza Academy	Bay Area Community Resources	59	94%	97%	97%	66%	100%	90%	98%	86%	97%	100%
Franklin	East Bay Asian Youth Center	102	96%	90%	89%	78%	93%	86%	89%	69%	85%	92%
Fred T. Korematsu	Bay Area Community Resources	54	87%	81%	91%	35%	74%	60%	77%	56%	62%	72%
Fruitvale	SFBAC, Learning for Life	59	88%	88%	90%	67%	91%	60%	85%	58%	74%	86%
Futures Elementary	East Oakland Youth Development	64	66%	91%	90%	74%	84%	78%	92%	77%	79%	95%
Garfield	East Bay Asian Youth Center	102	94%	97%	97%	90%	100%	98%	98%	86%	96%	99%
Glenview	Bay Area Community Resources	56	92%	87%	87%	58%	81%	41%	82%	53%	69%	71%
Global Family School	Bay Area Community Resources	62	95%	89%	100%	74%	90%	74%	85%	79%	84%	92%
Grass Valley	Bay Area Community Resources	63	72%	87%	85%	63%	80%	35%	81%	30%	58%	88%
Greenleaf	Bay Area Community Resources	46	93%	93%	96%	91%	98%	91%	95%	86%	88%	96%
Hoover	Bay Area Community Resources	48	96%	91%	96%	75%	94%	70%	92%	83%	88%	94%
Horace Mann	Bay Area Community Resources	45	84%	93%	98%	69%	86%	70%	82%	65%	81%	59%
Howard	Ujimaa Foundation	52	88%	92%	92%	80%	98%	87%	94%	69%	92%	94%

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
International Community School	Oakland Leaf	40	78%	90%	85%	54%	82%	73%	75%	56%	70%	85%
La Escuelita	East Bay Asian Youth Center	58	95%	100%	95%	86%	96%	97%	89%	80%	95%	98%
Lafayette	Bay Area Community Resources	92	100%	99%	100%	96%	100%	95%	100%	86%	100%	100%
Laurel	SFBAC, Learning for Life	55	82%	91%	82%	73%	69%	67%	80%	42%	56%	76%
Lazear Charter Academy	Spanish Speaking Citizens' Foundation	49	49%	37%	47%	41%	43%	35%	54%	37%	33%	50%
Learning Without Limits	Oakland Leaf	45	59%	74%	67%	42%	74%	27%	60%	25%	57%	60%
Lighthouse Community Charter	Lighthouse Community Charter	56	87%	94%	95%	78%	90%	69%	94%	86%	84%	85%
Lincoln	East Bay Asian Youth Center	69	97%	99%	99%	96%	99%	96%	96%	77%	97%	100%
M.L. King, Jr.	Bay Area Community Resources	60	63%	66%	76%	49%	76%	66%	75%	50%	45%	68%
Manzanita Community	East Bay Asian Youth Center	67	83%	94%	91%	56%	93%	68%	88%	59%	67%	82%
Manzanita Seed	SFBAC, Learning for Life	54	82%	78%	87%	70%	77%	46%	79%	56%	62%	81%
Markham	Bay Area Community Resources	34	83%	97%	82%	55%	85%	56%	85%	65%	76%	94%
New Highland	Higher Ground	131	93%	92%	97%	82%	96%	89%	94%	79%	92%	97%
Parker	Ujima Foundation		This program did not submit youth surveys.									
Peralta	East Bay Agency for Children	73	94%	92%	96%	70%	67%	46%	90%	57%	72%	78%

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Piedmont Avenue	YMCA of the East Bay	44	93%	90%	93%	47%	79%	69%	88%	51%	81%	91%
Place @ Prescott	Bay Area Community Resources	61	92%	97%	90%	63%	95%	78%	97%	67%	81%	92%
Reach Academy	Bay Area Community Resources	59	68%	85%	84%	47%	88%	68%	86%	61%	82%	80%
Rise Community School	Higher Ground	131	93%	92%	97%	82%	96%	89%	94%	79%	92%	97%
Sankofa	Bay Area Community Resources	61	80%	91%	86%	71%	88%	69%	85%	58%	66%	79%
Sequoia	East Bay Agency for Children	50	69%	81%	65%	44%	49%	34%	71%	41%	47%	71%
Sobranite Park	Higher Ground	56	100%	100%	98%	98%	100%	100%	98%	93%	100%	98%
Think College Now	Oakland Leaf	61	85%	86%	76%	54%	77%	49%	74%	47%	64%	78%
World Academy	East Bay Agency for Children	36*	89%	97%	94%	74%	100%	81%	97%	58%	91%	94%
Elementary School Total		2,783	87%	90%	90%	70%	86%	70%	88%	65%	78%	87%
MIDDLE SCHOOLS												
Alliance	Bay Area Community Resources	66	76%	79%	72%	50%	63%	62%	67%	35%	52%	71%
ASCEND	Oakland Leaf	41	70%	93%	88%	78%	90%	85%	90%	80%	80%	90%
Aspire Lionel Wilson College Prep	Citizen Schools California	57	63%	65%	56%	33%	64%	59%	56%	32%	52%	52%

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Bret Harte	Oakland Leaf	107	68%	79%	80%	66%	66%	71%	69%	53%	60%	67%
Claremont	Bay Area Community Resources	66	47%	56%	52%	30%	33%	41%	45%	20%	30%	47%
Coliseum College Prep Academy	Safe Passages	59	80%	76%	69%	55%	79%	68%	78%	49%	51%	64%
Edna Brewer	Safe Passages	194	80%	77%	76%	61%	62%	56%	73%	56%	54%	56%
Elmhurst Community Prep	Bay Area Community Resources	62	71%	75%	78%	67%	73%	73%	84%	56%	63%	73%
Frick	Safe Passages	58	77%	81%	90%	67%	78%	75%	88%	64%	80%	84%
Greenleaf	Bay Area Community Resources	36	91%	91%	88%	71%	63%	91%	83%	56%	76%	89%
Lazear Charter Academy	Spanish Speaking Citizens' Foundation	18	44%	38%	33%	38%	17%	22%	28%	11%	31%	35%
Life Academy	Alternatives in Action	69	66%	88%	81%	61%	73%	71%	73%	60%	67%	77%
Lighthouse Community Charter	Lighthouse Community Charter	48	73%	74%	83%	53%	63%	60%	72%	57%	64%	70%
Madison	Bay Area Community Resources	62	90%	90%	97%	85%	89%	88%	95%	69%	84%	90%
Melrose Leadership	Bay Area Community Resources	122	71%	74%	72%	53%	64%	60%	71%	39%	52%	59%

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Montera	Eagle Village Community Center Youth and Family Services, Inc.	48	57%	57%	62%	36%	49%	41%	49%	30%	37%	37%
Roosevelt	East Bay Asian Youth Center	163	97%	98%	92%	91%	96%	98%	96%	76%	86%	95%
Roots	East Oakland Youth Development Center	72	64%	79%	73%	51%	72%	75%	69%	46%	61%	72%
Sankofa	Bay Area Community Resources	29	67%	84%	75%	67%	75%	75%	86%	62%	66%	76%
United For Success	Safe Passages	106	85%	92%	80%	74%	76%	70%	82%	55%	73%	81%
Urban Promise Academy	Bay Area Community Resources	This program did not submit youth surveys.										
West Oakland Middle	YMCA of the East Bay	This program did not submit youth surveys.										
Westlake	Eagle Village Community Center Youth and Family Services, Inc.	80	78%	68%	73%	51%	71%	51%	68%	52%	57%	67%
Middle School Total		1,563	75%	79%	77%	62%	70%	68%	75%	53%	62%	70%
HIGH SCHOOLS												
Bunche	Bay Area Community Resources	60	100%	98%	98%	97%	98%	100%	98%	98%	97%	97%

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Castlemont High School	Youth Uprising		This program did not submit youth surveys.									
Coliseum College Prep Academy	Safe Passages	8	100%	88%	75%	63%	88%	88%	63%	50%	63%	88%
Dewey	East Bay Asian Youth Center	40	92%	98%	84%	82%	62%	95%	93%	61%	77%	73%
Fremont Federation	Alternatives in Action	61	93%	97%	96%	86%	81%	95%	95%	68%	89%	74%
Life Academy (HS)	Alternatives in Action	98	100%	100%	100%	99%	98%	99%	100%	96%	100%	99%
McClymonds	Alternatives in Action	70	95%	94%	93%	79%	89%	97%	96%	75%	88%	91%
Met West	East Bay Asian Youth Center	104	86%	94%	86%	78%	83%	94%	86%	72%	78%	66%
Oakland High	East Bay Asian Youth Center	202	97%	95%	89%	84%	83%	91%	91%	62%	81%	75%
Oakland International	East Bay Asian Youth Center	212	96%	94%	97%	89%	91%	92%	89%	76%	92%	87%
Oakland Technical	Bay Area Community Resources	41	86%	84%	72%	80%	76%	75%	76%	58%	66%	67%
Rusdale Continuation	Bay Area Community Resources	64	93%	92%	80%	71%	83%	85%	81%	61%	76%	80%
Skyline	Youth Together	65	98%	97%	95%	84%	79%	80%	90%	77%	80%	76%

Program Name	Lead Agency	N=	Program Quality				Youth Outcomes					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Street Academy	Bay Area Community Resources	28	100%	100%	93%	93%	93%	96%	100%	86%	96%	93%
High School Total		1,053	95%	95%	92%	85%	86%	92%	91%	74%	86%	82%

Source: Youth participant surveys administered in Spring 2014.

*Grey shading indicates that the program submitted both elementary and middle school surveys.

DATA COMPANION D. AFTER SCHOOL PARTICIPANTS' DEMOGRAPHICS INFORMATION

TABLE 25: PARTICIPANTS' GENDER & RACE BY PROGRAM TYPE*

	% Female	% Male	% Overall
Elementary Schools Overall	49%	51%	
American Indian/Alaskan Native	1%	1%	1%
API	11%	15%	13%
Black/African American	37%	34%	35%
Latino/a	43%	43%	43%
Unknown	3%	3%	3%
White/Caucasian	5%	4%	5%
Middle Schools Overall	48%	52%	
American Indian/Alaskan Native	0%	0%	0%
API	11%	12%	12%
Black/African American	31%	30%	30%
Latino/a	49%	49%	49%
Unknown	4%	5%	4%
White/Caucasian	5%	4%	5%
High Schools Overall	46%	54%	
American Indian/Alaskan Native	1%	0%	1%
API	15%	15%	15%
Black/African American	40%	40%	40%
Latino/a	38%	39%	38%
Unknown	1%	2%	1%
White/Caucasian	5%	4%	4%

* Race/ethnicity information for participants attending programs operating out of OUSD host schools is obtained through OUSD. At this time, there is no category reported as "bi-racial," though we recognize that this is a category which youth may identify with. Community-Based Charter programs have slightly different racial/ethnic categories, and in the 2013-14 program year, 9 students were entered into the CitySpan system at "Bi-Racial."

DATA COMPANION E. YOUTH SURVEY DATA

Youth surveys are used to assess the extent to which participating young people experience positive benefits. For discussion regarding these results, refer to the 2013-14 Oakland School-Based After School Programs Evaluation Findings Report.

We present the results of youth surveys in two ways in this section:

By Gender and Grade Level – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item. Survey questions are presented by outcome sections aligned with the Findings Report.

By Gender and Race/Ethnicity – We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item. Survey questions are presented by outcome sections aligned with the Findings Report.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses when available³⁰, from youths' CitySpan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to 5 are excluded from detailed tables, but included in aggregate analysis in the Findings report.

YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

TABLE 26: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

Race/Ethnicity Category	ELEMENTARY		MIDDLE		HIGH	
	N	%	N	%	N	%
Latino/a	1,090	39%	641	41%	352	33%
African American	909	33%	444	28%	310	29%
Asian/Pacific Islander	386	14%	214	14%	119	11%
White	89	3%	50	3%	24	2%
American Indian/Alaskan Native	22	>1%	1	0%	4	0%
Other/Multiple or Bi-Racial	37	>1%	2	0%	0	0%
Unknown/Not Reported	250	9%	211	13%	244	23%
Total	2,783	100%	1,563	100%	1,053	100%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

³⁰ Demographic information for community-based charter programs is based on youths' self-reports. Of the total 5,399 surveys, 356 are from youth participants at community-based charter programs.

TABLE 27: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

	Male		Female		Missing/Decline		Overall	
	N	%	N	%	N	%	N	%
ELEMENTARY SCHOOLS								
Latino/a	543	41%	547	41%	0	0%	1,090	39%
African American	425	32%	484	36%	0	0%	909	33%
Asian/Pacific Islander	211	16%	175	13%	0	0%	386	14%
White	43	3%	46	3%	0	0%	89	3%
American Indian/Alaskan Native	12	1%	10	1%	0	0%	22	1%
Other/Multiple or Bi-Racial	18	1%	19	1%	0	0%	37	1%
Unknown/Not Reported	72	5%	46	3%	132	100%	250	9%
Total	1,324	100%	1,327	100%	132	100%	2,783	100%
MIDDLE SCHOOLS								
Latino/a	319	44%	313	44%	9	7%	641	41%
African American	204	28%	240	34%	0	0%	444	28%
Asian/Pacific Islander	123	17%	91	13%	0	0%	214	14%
White	23	3%	27	4%	0	0%	50	3%
American Indian/Alaskan Native	0	0%	1	0%	0	0%	1	0%
Other/Multiple or Bi-Racial	2	0%	0	0%	0	0%	2	0%
Unknown/Not Reported	53	7%	42	6%	116	93%	211	13%
Total	724	100%	714	100%	125	100%	1,563	100%
HIGH SCHOOLS								
Latino/a	177	39%	175	48%	0	0%	352	33%
African American	185	41%	125	34%	0	0%	310	29%
Asian/Pacific Islander	67	15%	52	14%	0	0%	119	11%
White	15	3%	9	2%	0	0%	24	2%
American Indian/Alaskan Native	1	0%	3	1%	0	0%	4	0%
Other/Multiple or Bi-Racial	0	0%	0	0%	0	0%	0	0%
Unknown/Not Reported	6	1%	2	1%	236	100%	244	23%
Total	451	100%	366	100%	236	100%	1,053	100%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

DIFFERENCES IN YOUTH SURVEY RESPONSES BY PARTICIPANTS' GENDER, DAYS ATTENDED (100 DAYS), AND RACE/ETHNICITY

The following section contains differences in responses by three youth characteristics³¹. A chi-square test for association was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Days attended (100 days) and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items.

Survey items are presented by outcome theme, and annotated to indicate items for which statistically significant differences ($p < .05$) were found. To see results for individual sub-groups, continue on to the next sections where detailed results are presented by gender and race/ethnicity.

TABLE 28: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

Survey Question	Elementary	Middle	High
How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	90%	78% ⓪	95%
How many times in this program have you had mean rumors or lies spread about you?	83%	79% ❖	95% ❖
If someone bullies my friends or me at this program, an adult steps in to help.	86%	76%	92% ★
I feel safe in this program.	89%	82%	96% ★
★ Gender difference is statistically significant ($p < .05$) ❖ 100 days difference is statistically significant ($p < .05$) ⓪ Ethnicity difference is statistically significant ($p < .05$)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 29: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

Survey Question	Elementary	Middle	High
The adults in this program expect me to try hard to do my best.	94% ⓪	90%	97%
The adults here tell me what I am doing well.	88% ❖	80%	93% ⓪
There is an adult at this program who really cares about me.	92% ★ ⓪	82% ⓪	92%
The adults in this program listen to what I have to say.	85% ⓪	75%	95% ❖
★ Gender difference is statistically significant ($p < .05$) ❖ 100 days difference is statistically significant ($p < .05$) ⓪ Ethnicity difference is statistically significant ($p < .05$)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

³¹ Survey results are presented for youth responses where matched demographic data was available. Survey respondents from Community Charter schools self-reported demographic information used in the results presented in this section

TABLE 30: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

Survey Question	Elementary	Middle	High
I feel like I belong at this program.	85%	74% ★ ◎	92%
In this program, I get to help other people.	88%	74%	90% ◎
This program helps me to make friends.	85% ◎	72%	85%
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 31: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT

Survey Question	Elementary	Middle	High
I am interested in what we do in this program.	85%	73% ◎	90% ★
In this program, I get to choose what I do and how I do it.	60%	58%	86% ◎
In this program, I try new things.	92%	79%	89% ★ ◎
In this program, I do things that are too easy for me. (Results reversed to positive)	46% ◎	52%	54% ❖ ◎
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 32: POSITIVE YOUTH SURVEY RESPONSES REGARDING SCHOOL CONNECTEDNESS

Survey Question	Elementary	Middle	High
Since coming to this program, I talk with my family about school more often.	71% ★ ◎ ❖	62%	77% ◎
This program helps me to feel like a part of my school.	84% ◎	74%	92%
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 33: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

Survey Question	Elementary	Middle	High
This program helps me do my homework.	92%	75% ★ ❖	83%
This program helps me learn ways to study (like reading directions).	83%	68% ★ ❖	87% ◎
Since coming to this program, I know how to set goals for myself.	84%	71%	89%
In this program, I learn how to use my time to finish all my school work.	90%	81% ◎ ❖	89%
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 34: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED SENSE OF MASTERY

Survey Question	Elementary	Middle	High
Since coming to this program, I am more of a leader.	78%	67% ◎	83%
This program helps me feel good about what I can do.	88%	74%	92%
Since coming to this program, I am better at something that I used to think was hard.	84%	73% ★	88%
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 35: POSITIVE YOUTH SURVEY RESPONSES REGARDING PHYSICAL WELL-BEING

Survey Question	Elementary	Middle	High
Since coming to this program, I exercise more.	83%	68% ★	71% ★
This program helps me to learn how to be healthy.	80%	63% ★	78% ◎
Since coming to this program, I am better at saying "no" to things I know are wrong.	86%	72%	88%
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 36: POSITIVE YOUTH SURVEY RESPONSES REGARDING COLLEGE & CAREER EXPLORATION

Survey Question	Elementary	Middle	High
In this program, I learn of jobs I can have when I grow up.	71%	58% ★	80% ❖
In this program, I learn more about college.	54%	68% ★	89%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	80% ◎	70% ★	95%
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 37: POSITIVE YOUTH SURVEY RESPONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS

Survey Question	Elementary	Middle	High
When I'm in this program, I feel good about myself.	87%	76% ★	93%
This program helps me to listen to others.	87% ◎	75%	89%
This program helps me talk about my feelings.	74% ★ ◎	62%	85% ◎
This program helps me get along with other people my age.	86%	78% ◎	89% ❖
Because of this program, I am better at getting along with adults.	82%	70% ★ ❖	88%
★ Gender difference is statistically significant (p<.05) ❖ 100 days difference is statistically significant (p<.05) ◎ Ethnicity difference is statistically significant (p<.05)			

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

YOUTH SURVEY RESPONSES BY GENDER - POINT OF SERVICE QUALITY

TABLE 38: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
How many times in this program have you <i>not</i> been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	89%	91%	76%	80%	94%	96%
How many times in this program have you <i>not</i> had mean rumors or lies spread about you?	84%	83%	81%	77%	94%	94%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	87%	78%	74%	91%	95%
I feel safe in this program.	90%	88%	82%	82%	95%	98%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 39: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
The adults in this program expect me to try hard to do my best.	94%	95%	91%	89%	98%	98%
The adults here tell me what I am doing well.	87%	88%	80%	81%	93%	95%
There is an adult at this program who really cares about me.	91%	94%	82%	82%	93%	95%
The adults in this program listen to what I have to say.	84%	86%	77%	73%	95%	97%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 40: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
I feel like I belong at this program.	85%	85%	77%	72%	92%	94%
In this program, I get to help other people.	87%	89%	74%	72%	90%	93%
This program helps me to make friends.	86%	85%	74%	71%	85%	86%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 41: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
I am interested in what we do in this program.	84%	86%	74%	71%	89%	94%
In this program, I get to choose what I do and how I do it.	59%	61%	60%	58%	85%	87%
In this program, I try new things.	91%	93%	80%	78%	87%	93%
In this program, I do things that are too easy for me. (Results reversed to positive)	45%	48%	50%	55%	54%	56%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

YOUTH SURVEY RESPONSES BY GENDER - OUTCOME DOMAINS

TABLE 42: POSITIVE YOUTH SURVEY RESPONSES REGARDING SCHOOL CONNECTEDNESS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Since coming to this program, I talk with my family about school more often.	68%	74%	64%	63%	76%	79%
This program helps me to feel like a part of my school.	85%	84%	76%	72%	92%	93%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 43: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
This program helps me do my homework.	91%	93%	80%	71%	84%	82%
This program helps me learn ways to study (like reading directions).	84%	82%	71%	66%	89%	87%
Since coming to this program, I know how to set goals for myself.	83%	85%	73%	70%	91%	89%
In this program, I learn how to use my time to finish all my school work.	90%	89%	83%	80%	91%	90%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 44: POSITIVE YOUTH SURVEY RESPONSES REGARDING IMPROVED SENSE OF MASTERY

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Since coming to this program, I am more of a leader.	77%	79%	67%	67%	86%	84%
This program helps me feel good about what I can do.	88%	87%	76%	74%	92%	94%
Since coming to this program, I am better at something that I used to think was hard.	84%	85%	76%	71%	88%	89%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 45: POSITIVE YOUTH SURVEY RESPONSES REGARDING PHYSICAL WELL-BEING

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Since coming to this program, I exercise more.	83%	83%	73%	64%	77%	63%
This program helps me to learn how to be healthy.	78%	81%	66%	59%	80%	78%
Since coming to this program, I am better at saying “no” to things I know are wrong.	85%	87%	74%	72%	88%	89%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 46: POSITIVE YOUTH SURVEY RESPONSES REGARDING COLLEGE & CAREER EXPLORATION

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
In this program, I learn of jobs I can have when I grow up.	71%	70%	63%	54%	81%	84%
In this program, I learn more about college.	54%	52%	74%	63%	91%	91%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	79%	79%	74%	68%	96%	95%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 47: POSITIVE YOUTH SURVEY RESPONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS

<i>Survey Question</i>	Elementary		Middle		High	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
When I'm in this program, I feel good about myself.	87%	87%	80%	73%	93%	96%
This program helps me to listen to others.	87%	88%	78%	75%	92%	88%
This program helps me talk about my feelings.	71%	75%	63%	61%	86%	86%
This program helps me get along with other people my age.	87%	85%	79%	77%	89%	89%
Because of this program, I am better at getting along with adults.	82%	82%	74%	67%	88%	88%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

YOUTH SURVEY RESPONSES BY RACE/ETHNICITY - POINT OF SERVICE QUALITY

Survey results presented in this section include racial categories that exceed a sample size of 5 for each grade level and for youth respondents who have complete racial/ethnic data in known categories. Results omitted due to sample size is listed as "--."

TABLE 48: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
How many times in this program have you <i>not</i> been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	89%	90%	94%	95%	91%	71%	81%	83%	--	84%	94%	95%	96%	--	100%
How many times in this program have you <i>not</i> had mean rumors or lies spread about you?	80%	85%	87%	80%	87%	75%	80%	85%	--	86%	92%	96%	97%	--	88%
If someone bullies my friends or me at this program, an adult steps in to help.	87%	86%	90%	73%	79%	74%	75%	84%	--	74%	92%	93%	93%	--	83%
I feel safe in this program.	89%	88%	94%	82%	89%	80%	82%	85%	--	84%	96%	97%	94%	--	100%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 49: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
The adults in this program expect me to try hard to do my best.	95%	93%	97%	91%	94%	89%	89%	94%	--	88%	97%	97%	98%	--	96%
The adults here tell me what I am doing well.	89%	87%	90%	73%	83%	78%	81%	86%	--	72%	93%	96%	92%	--	96%
There is an adult at this program who really cares about me.	94%	91%	96%	82%	95%	84%	78%	85%	--	79%	94%	94%	94%	--	92%
The adults in this program listen to what I have to say.	83%	86%	92%	73%	82%	66%	76%	87%	--	74%	94%	97%	95%	--	96%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 50: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

Survey Question	Elementary					Middle					High				
	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT
I feel like I belong at this program.	85%	85%	88%	73%	83%	75%	71%	84%	--	70%	93%	94%	92%	--	91%
In this program, I get to help other people.	88%	88%	92%	82%	91%	71%	72%	76%	--	66%	89%	94%	91%	--	92%
Since coming to this program, I am better at making friends.	82%	87%	88%	86%	87%	71%	72%	81%	--	52%	84%	88%	86%	--	74%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 51: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT

Survey Question	Elementary					Middle					High				
	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT
I am interested in what we do in this program.	86%	85%	89%	86%	83%	74%	70%	78%	--	70%	90%	90%	94%	--	100%
In this program, I get to choose what I do and how I do it.	58%	61%	65%	59%	51%	54%	57%	74%	--	59%	83%	88%	86%	--	82%
In this program, I try new things.	92%	92%	96%	91%	93%	77%	79%	87%	--	72%	86%	93%	91%	--	100%
In this program, I do things that are too easy for me. (Results reversed to positive)	47%	41%	57%	41%	57%	51%	53%	53%	--	69%	47%	63%	49%	--	61%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

YOUTH SURVEY RESPONSES BY RACE/ETHNICITY³² - OUTCOME DOMAINS

Survey results presented in this section include racial categories that exceed a sample size of 5 for each grade level and for youth respondents who have complete racial/ethnic data in known categories. Results omitted due to sample size is listed as "--."

TABLE 52: POSITIVE YOUTH RESPONSES REGARDING SCHOOL CONNECTEDNESS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT
Since coming to this program, I talk with my family about school more often.	70%	73%	69%	59%	70%	63%	60%	69%	--	56%	77%	81%	69%	--	71%
This program helps me to feel like a part of my school.	82%	86%	89%	86%	82%	71%	74%	85%	--	54%	92%	94%	94%	--	83%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 53: POSITIVE YOUTH RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT
In this program, I learn how to organize my time to finish my school work.	88%	91%	93%	86%	80%	75%	83%	91%	--	54%	91%	92%	86%	--	92%
Because of this program, I am better at getting my homework done.	93%	92%	93%	95%	79%	72%	75%	89%	--	56%	83%	85%	82%	--	73%
This program helps me to learn good study skills (like reading directions, taking tests).	83%	82%	89%	73%	70%	66%	67%	77%	--	40%	87%	92%	82%	--	91%
Since coming to this program, I am better at setting goals for myself.	85%	84%	86%	73%	74%	68%	73%	77%	--	40%	92%	89%	91%	--	96%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

³² Race ethnicity categories with fewer than 5 respondents not included.

TABLE 54: POSITIVE YOUTH RESPONSES REGARDING IMPROVED SENSE OF MASTERY

Survey Question	Elementary					Middle					High				
	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT
Since coming to this program, I am more of a leader.	83%	77%	78%	64%	67%	74%	63%	64%	--	56%	86%	85%	81%	--	87%
This program helps me to feel more confident about what I can do.	87%	88%	92%	77%	85%	73%	74%	83%	--	60%	93%	94%	92%	--	96%
Since coming to this program, I am better at something that I used to think was hard.	85%	84%	89%	64%	77%	72%	74%	74%	--	62%	88%	89%	90%	--	88%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 55: POSITIVE YOUTH RESPONSES REGARDING PHYSICAL WELL-BEING

Survey Question	Elementary					Middle					High				
	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT	AF AM	HIS/ LAT	API	NAT AM	WHT
Since coming to this program, I exercise more.	81%	84%	90%	91%	73%	71%	67%	74%	--	34%	73%	71%	69%	--	67%
This program helps me to learn how to be healthy.	81%	79%	86%	76%	61%	60%	63%	73%	--	32%	80%	82%	71%	--	67%
Since coming to this program, I am better at saying "no" to things I know are wrong.	86%	86%	89%	77%	83%	72%	73%	77%	--	38%	89%	89%	89%	--	75%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 56: POSITIVE YOUTH RESPONSES REGARDING COLLEGE AND CAREER EXPLORATION

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
In this program, I learn of jobs I can have when I grow up.	74%	69%	75%	68%	49%	57%	58%	64%	--	36%	83%	85%	71%	--	86%
In this program, I learn more about college.	54%	53%	59%	55%	35%	65%	69%	78%	--	42%	92%	90%	91%	--	83%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	78%	82%	82%	82%	60%	68%	69%	84%	--	48%	96%	95%	96%	--	92%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

TABLE 57: POSITIVE YOUTH RESPONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
When I'm in this program, I feel good about myself.	87%	88%	90%	82%	84%	75%	74%	83%	--	69%	94%	96%	92%	--	91%
This program helps me to listen to others.	85%	89%	91%	86%	77%	74%	76%	83%	--	56%	90%	92%	92%	--	83%
This program helps me talk about my feelings.	70%	76%	78%	59%	62%	61%	62%	70%	--	34%	83%	90%	84%	--	83%
This program helps me get along with other people my age.	84%	87%	91%	68%	84%	75%	80%	83%	--	56%	88%	91%	89%	--	75%
Because of this program, I am better at getting along with adults.	82%	83%	85%	68%	75%	65%	72%	75%	--	54%	86%	90%	90%	--	79%

Sources: CitySpan Attendance System for attendance records from September 1, 2013 through June 30, 2014. Youth participant surveys administered in Spring 2014.

DATA COMPANION F. PARENT SURVEY DATA

TABLE 58: POSITIVE PARENT RESPONSES REGARDING OUTCOME DOMAINS

	Survey Question	Elementary (n=2,193)	Middle (n=358)	High (n=457)
Program Quality - Safe Environment	My child can get help from an adult if he/she is bullied in this program.	100%	100%	99%
	Safe Environment - This after school program is a safe place for my child.	100%	99%	98%
Program Quality - Supportive Environment	Supportive Environment - The adults in this program care about my child.	98%	97%	96%
Academic Behaviors	In this program my child learns skills that help with his/her school work.	98%	95%	97%
Sense of Mastery	Because my child is in this after school program, I see my child's growth in new areas.	98%	97%	99%
	In this program, my child has opportunities to develop leadership skills.	96%	94%	95%
	The after school program provides opportunities for my child that they wouldn't otherwise have access to.	100%	100%	99%
College & Career Exploration	In this program, my child learns about college options.	87%	89%	96%
	In this program, my child learns about career options.	90%	93%	94%
	In this program, my child gets support to pass the CA High School Exit Exam (CAHSEE).	High School Parents Only		92%
	In this program, my child can make up missing credits.	High School Parents Only		95%
Family Engagement	Because my child is in this after school program, I get chances to see what my child is learning (through events like performances and presentations).	99%	99%	96%
	The after school staff listen to me when I have a question or comment.	97%	93%	95%
	There is opportunity for parent participation in this program.	91%	91%	94%
	This program has made me aware of services in the school or community that are available to my child.	99%	99%	96%

	Survey Question	Elementary (n=2,193)	Middle (n=358)	High (n=457)
Social and Emotional Skills	This program helps my child get along better with other children.	99%	98%	97%
Parent Satisfaction	I am satisfied with this after school program.	99%	97%	97%
	My child enjoys attending this after school program.	99%	98%	97%
School Engagement	Because my child is in this after school program, I feel more comfortable at my child's school.	92%	89%	89%
	Because my child is in this after school program, I know more about what goes on in the school day.	96%	96%	94%
	Because my child is in this after school program, I feel better prepared to support my child in school.	96%	95%	94%
	My child's attitude toward school has improved since coming to this after school program.	94%	93%	93%
	This program helps me be more involved at my child's school.	92%	92%	88%

Source: Parent/Caregiver surveys administered in Spring 2014, n=3,007, representing 68 programs.

DATA COMPANION G. PROGRAM STAFF SURVEY

TABLE 59: PROGRAM STAFF SURVEY RESPONDENTS' RACE/ETHNICITY AND GENDER

	Male	Female	All Staff
Elementary Schools Overall	37%	63%	
African American	41%	42%	42%
Latino/a	21%	20%	20%
White	5%	18%	14%
Asian/Pacific Islander	13%	11%	12%
Multi-racial	13%	5%	7%
Other	5%	4%	4%
Native American	41%	42%	1%
Middle Schools Overall	44%	56%	
African American	44%	34%	39%
Latino/a	20%	22%	21%
White	6%	17%	12%
Asian/Pacific Islander	14%	13%	13%
Multi-racial	12%	13%	12%
Other	4%	0%	2%
Native American	0%	2%	1%
High Schools Overall	42%	58%	
African American	17%	36%	28%
Latino/a	20%	18%	18%
White	27%	16%	21%
Asian/Pacific Islander	15%	20%	18%
Multi-racial	7%	11%	9%
Other	15%	2%	7%
Native American	0%	0%	0%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 60: PROGRAM STAFF SURVEY RESPONDENTS' EXPERIENCE AND EDUCATION

	Elementary (n=215)	Middle (n=118)	High (n=99)
Highest Level of Education			
Less than high school	0%	0%	3%
High school diploma or G.E.D.	5%	4%	2%
Some college / Currently in school	37%	23%	18%
Completed 2 year degree	11%	6%	4%
Completed 4 year degree	29%	40%	33%
Some graduate work or completed graduate work	6%	12%	10%
Graduate degree	12%	15%	29%
Other Experience			
Holds Teaching Credential	9%	18%	35%
Americorps Volunteer	7%	13%	5%
Role in Program			
Academic Liaison	8%	19%	9%
Site Coordinator	10%	11%	19%
Activity Leader	56%	38%	22%
Teacher on Extended Day Contract	7%	19%	24%
Other ³³	18%	12%	26%
Number of Years at After School Program			
Less than 1 year	45%	66%	31%
1 - 2 years	20%	10%	23%
3 - 5 years	25%	15%	26%
6 -10 years	8%	9%	16%
More than 10 years	2%	0%	4%
Prior Years Experience in After School			
None	5%	8%	5%
1 - 2 years	35%	26%	21%
3 - 5 years	29%	29%	20%
6 -10 years	17%	20%	28%
More than 10 years	14%	17%	26%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

³³ Staff were provided with an "Other" option when choosing their role in their after school program along with a field to write-in a role that was not listed as an option. Content analysis was conducted on these write-in responses, and in some instances, was recoded to one of the existing categories. Examples of roles that were written in that the "Other" category may include are: fitness teacher, community schools manager, peer tutor, parent liaison.

TABLE 61: PROGRAM STAFF SURVEY RESPONSES REGARDING FREQUENCY IN PRACTICES THAT SUPPORT PROGRAM QUALITY

Survey Question	Elementary					Middle					High				
	Never	Rarely	Some-times	Often	Always	Never	Rarely	Some-times	Often	Always	Never	Rarely	Some-times	Often	Always
How often do you give youth opportunities to lead a group or an activity?	0%	3%	24%	49%	23%	0%	2%	28%	47%	24%	2%	5%	18%	42%	33%
How often do you give youth opportunities to help other students in this program?	0%	0%	7%	36%	57%	0%	2%	13%	37%	48%	1%	0%	9%	34%	56%
How often do you give youth opportunities to make decisions about what they will do and how they will do it?	0%	1%	23%	52%	24%	1%	3%	23%	42%	31%	1%	0%	12%	44%	43%
How often do you use youths' input to make the program activities more interesting to youth?	0%	3%	14%	50%	32%	0%	7%	23%	38%	32%	1%	2%	15%	44%	37%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 62: PROGRAM STAFF SURVEY RESPONSES REGARDING KNOWLEDGE OF PRACTICES THAT SUPPORT PROGRAM QUALITY

Survey Question	Elementary				Middle				High			
	Strongly Disagree	Dis-agree	Agree	Strongly Agree	Strongly Disagree	Dis-agree	Agree	Strongly Agree	Strongly Disagree	Dis-agree	Agree	Strongly Agree
I know how to help youth connect what they learn in this program to the school day.	0%	3%	54%	43%	3%	7%	51%	40%	0%	1%	58%	41%
I looked at program data (surveys, site visits, self-assessments) to help plan program improvements.	2%	14%	51%	32%	8%	20%	49%	22%	1%	19%	53%	28%
I am familiar with the Pyramid of Program Quality.	2%	23%	45%	30%	9%	26%	46%	18%	5%	25%	42%	28%
I understand the steps of the plan-do-reflect cycle for self-assessment.	1%	12%	50%	37%	5%	16%	52%	27%	2%	14%	49%	35%
I know how to help a child who is being bullied.	0%	0%	44%	55%	0%	6%	44%	50%	0%	2%	46%	52%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 63: PROGRAM STAFF SURVEY RESPONSES REGARDING FREQUENCY OF SCHOOL DAY ALIGNMENT PRACTICES

Survey Question	Elementary				Middle				High			
	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester
Talk to teachers about topics being covered during the school day?	9%	23%	10%	58%	9%	17%	13%	62%	9%	16%	10%	65%
Talk to teachers about homework assignments?	10%	18%	10%	61%	19%	14%	9%	58%	18%	21%	11%	49%
Talk to teachers about student's progress?	6%	20%	15%	60%	11%	14%	17%	58%	7%	17%	6%	70%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 64: PROGRAM STAFF SURVEY RESPONSES REGARDING FREQUENCY OF FAMILY ENGAGEMENT PRACTICES

Survey Question	Elementary				Middle				High			
	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester
Talk to parents about their child's experience in the program (what they learned, how they behaved etc.)?	4%	11%	11%	75%	9%	16%	27%	49%	15%	26%	23%	36%
Talk to parents about resources in the school or community that they may not know about?	13%	22%	29%	36%	18%	15%	33%	33%	17%	21%	20%	41%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 65: PROGRAM STAFF SURVEY RESPONSES REGARDING FREQUENCY OF ACTIVITY PLANNING

Survey Question	Elementary				Middle				High			
	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester	Never	1-2 times per semester	Once a semester	At least 2-3 times a semester
How often do you use your preparation time to plan activities for youth?	1%	4%	4%	91%	3%	6%	8%	83%	3%	12%	6%	79%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 66: PROGRAM STAFF RESPONSE TO THE QUESTION “WHAT RESOURCES DO YOU USE TO PLAN ACTIVITIES?” (SELECT ALL THAT APPLY)

Resource	Elementary	Middle	High
Curriculum texts	75%	65%	71%
Teachers at my school	75%	69%	83%
Community organizations	67%	72%	83%
Public library	51%	28%	34%
Internet websites	95%	95%	97%
Site Coordinator or Academic Liaison	90%	81%	77%
Other program staff (not the site coordinator or academic liaison)	90%	76%	85%
Resources from an OUSD Professional Learning	76%	59%	62%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 67: PROGRAM STAFF RESPONSES TO THE QUESTION “SELECT THE TYPES OF TRAINING THAT YOU HAVE ATTENDED THIS YEAR.” (SELECT ALL THAT APPLY)

	Elementary	Middle	High
Self-Directed (e.g. reading, internet research)	47%	42%	60%
Coaching by Site Coordinator or Academic Liaison	54%	38%	41%
Site level trainings	46%	42%	49%
Workshops (e.g. Youth Work Methods trainings, Bridging the Bay)	40%	37%	39%
Monthly Site Coordinator Meetings	32%	32%	46%
Professional Learning Community	32%	31%	47%
Peer Mentoring	32%	32%	25%
Quarterly OUSD or OFCY meetings	22%	25%	35%
August Institute	13%	8%	21%
Online training (e.g. Webinars)	13%	12%	19%
Other	6%	7%	8%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 68: PROGRAM STAFF RESPONSES TO THE QUESTION “SELECT THE CONTENT AREAS BELOW IN WHICH YOU WOULD LIKE TO RECEIVE MORE TRAINING.” (SELECT ALL THAT APPLY)

	Elementary	Middle	High
Math	41%	48%	41%
Science	44%	47%	31%
English	35%	28%	28%
Visual Arts	41%	28%	22%
Performing Arts	38%	25%	26%
Nutrition	43%	42%	31%
Physical Fitness	40%	27%	34%
Outdoor Education	44%	35%	33%
Other	3%	3%	5%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

TABLE 69: PROGRAM STAFF RESPONSES TO THE QUESTION “PLEASE SELECT TRAININGS THAT YOU WOULD BE INTERESTED IN ATTENDING.” (SELECT ALL THAT APPLY)

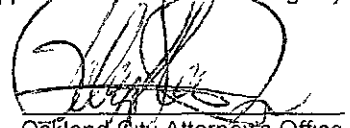
	Elementary	Middle	High
Child and Youth Development	67%	64%	56%
Classroom Management	58%	60%	48%
Providing Homework Assistance	33%	38%	33%
Communicating with Families	48%	58%	55%
Planning Program Activities	50%	43%	47%
Lesson Planning	48%	39%	37%
Making Connections to the School Day	47%	51%	40%
Common Core State Standards	47%	46%	47%
Supporting English Language Learners	46%	47%	52%
Restorative Justice	47%	59%	59%
Social Emotional Learning	62%	69%	63%
College and Career Readiness	47%	53%	58%
Other	3%	3%	5%

Source: Program Staff surveys administered in Spring 2014, n=432, representing 60 programs.

FILED
OFFICE OF THE CITY CLERK
OAKLAND

2015 APR 30 PM 3:16

Approved as to Form and Legality


Oakland City Attorney's Office

OAKLAND CITY COUNCIL

Resolution No. _____ C M S

Introduced by Councilmember _____

RESOLUTION ADOPTING THE OAKLAND FUND FOR CHILDREN AND YOUTH FINAL EVALUATION REPORTS FOR FISCAL YEAR 2013-2014

WHEREAS, the Kids First! Oakland Fund for Children and Youth was established by voter approved ballot Measure K in 1996 to set money aside for programs and services benefiting children and youth; and

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

WHEREAS, the Kids First! Legislation (Article XIII. Oakland City Charter Section 1305.4) requires the Planning and Oversight Committee [POC] of the Oakland Fund for Children and Youth annually to present the independent evaluation reports to the Oakland City Council for adoption; and

WHEREAS, the City contracted with the firm Public Profit, Inc. to conduct the independent evaluation for fiscal year 2013-2014 and report their findings; and

WHEREAS, for fiscal year 2013-2014 OFCY awarded \$10,995,406 in grant funds and monitored 127 grant agreements with qualified organizations for direct services to children and youth; and

WHEREAS, the firm Public Profit, Inc. conducted the evaluation of the OFCY grant projects for fiscal year 2013-2014 to assess the quality of the programs and outcomes achieved; and

WHEREAS, the firm Public Profit, Inc. has presented its findings in the evaluation reports, OFCY Grantee Evaluation Report 2013-2014 and the Oakland School-Based After School Programs Evaluation 2013-14 Findings Report, and these reports have been submitted to City Council; now therefore, be it

RESOLVED: That the City Council hereby accepts and adopts the Oakland Fund for Children and Youth final evaluation reports as completed by the independent evaluation firm Public Profit, Inc. and submitted by the Oakland Fund for Children and Youth Planning and Oversight Committee, pursuant to Charter Section 1305.4.

IN COUNCIL, OAKLAND, CALIFORNIA, _____

PASSED BY THE FOLLOWING VOTE:

AYES- BROOKS, CAMPBELL WASHINGTON, GALLO, GUILLEN, KALB, KAPLAN, REID, AND
PRESIDENT GIBSON MCELHANEY

NOES-

ABSENT-

ABSTENTION-

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