CITY OF OAKLAND

AGENDA REPORT

TO: Sabrina B. Landreth
  CITY ADMINISTRATOR

FROM: Sara Bedford

SUBJECT: OFCY FY 2016-2019 Strategic Investment Plan

DATE: July 8, 2015

City Administrator Approval	Date
	7/14/15

COUNCIL DISTRICT: City-Wide

RECOMMENDATION

Staff recommends that the City Council accept an informational report on the Oakland Fund for Children and Youth (OFCY) Fiscal Year (FY) 2016-2019 Strategic Investment Plan.

OUTCOME

The City Council will receive an update on the development of the OFCY Strategic Investment Plan. The Planning and Oversight Committee will submit the final plan for City Council approval in October, 2015. The Request for Proposals (RFP) for services during the grant period FY 2016-2019 will be released by November 1, 2015 to solicit proposals based on the strategic initiatives identified in Strategic Investment Plan.

EXECUTIVE SUMMARY

The OFCY Planning and Oversight Committee (POC) is submitting a draft of the three-year Strategic Investment Plan which has been developed in accord with City Charter Article XIII. The Strategic Investment Plan addresses the four goals outlined in the City Charter Section 1303.1: 1) Support the healthy development of young children, 2) Help children and youth succeed in school and graduate high school, 3) Prevent and reduce violence, crime and gang involvement among children and youth, and 4) Help youth transition to productive adulthood.

The OFCY Strategic Investment Plan (FY 2016-2019) includes the expansion of place-based parent engagement and support in early childhood, a large investment in high-quality school-based afterschool in elementary and middle schools and additional programming to support positive school climates and student engagement in learning, and increased support for youth development and empowerment programming in summer and year-round. The plan also continues support for lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth and support

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for youth transitioning to adulthood through academic and youth workforce programming. The full draft OFCY Strategic Investment Plan for FY 2016-2019 is provided as *Attachment A*.

BACKGROUND/LEGISLATIVE HISTORY

The Kids First! Fund was originally established in 1996 when Oakland voters passed the Kids First! Initiative to amend the City Charter and provide funding for direct services to children and youth under 21 years of age. Oakland voters passed Measure D in July 2009, to revise the reauthorizing legislation and establish the set aside of 3% of the City's unrestricted General Purpose Fund for Kids First!'s second 12-year life cycle. The OFCY grants process is overseen by a 17-member POC appointed by City Council and the Mayor and composed of eight youth and nine adult members.

Article XIII of the Oakland City Charter requires POC and OFCY to develop a three-year Strategic Investment Plan with the involvement of young people, parents, and service providers throughout the city. The current OFCY FY 2013-2016 Strategic Investment Plan was adopted by the City Council in November 2012. The final OFCY FY 2016-2019 Strategic Investment Plan will provide the framework to guide the annual allocation of OFCY funds and will be used to guide the development of the next OFCY RFP to be released by November 1, 2015.

On June 24, 2015, the POC received the draft of the OFCY FY 2016-2019 Strategic Investment Plan. In the absence of a quorum, the POC was unable to formally approve the Strategic Investment Plan, but requested the Human Services Department to forward the Plan to the City Council as an informational report. The final plan will be submitted to the City Council for approval in October 2015 after POC approval in September.

ANALYSIS

In late 2014, the POC formed an ad-hoc Strategic Planning Subcommittee to lead the strategic planning process. The subcommittee led the strategy development process through multiple public meetings and a situational analysis for each goal area consisting of a review of research, youth needs, system investment and alignment, and the impact of current programming, and an involved community input and engagement process. The Strategic Investment Plan includes examination of how strategies and funding work in alignment with other systems to meet service gaps and to leverage other efforts for greater collective impact, expected outcomes to be achieved, and priorities for annual funding allocations in each strategy area.

OFCY Goals and Strategic Priorities

The strategic planning process was structured to answer the question of how the Fund can best address the four legislated OFCY goals as outlined in Measure D which are to:

1) Support the healthy development of young children;
2) Help children and youth succeed in school and graduate high school;
3) Prevent and reduce violence, crime and gang involvement among children and youth; and

4) Help youth transition to productive adulthood.

These four goal areas continue to serve as the main framework for the funding strategies in the Strategic Investment Plan. Table 1 below provides a summary of the strategies and the allocation ranges. Refer to *Attachment A* for the draft OFCY FY 2016-2019 Strategic Investment Plan and appendices.

Table 1: Summary of Strategies and Ranges of Allocation

	% of fund / estimated $
OFCY Goal and Strategy Area 1: Healthy Development of Young Children	**16%**
1) *Engage and Support Parents in the Healthy Development of their Children:* Invests in programs that are designed to meet the holistic needs of young children by building parenting knowledge and skills and providing supports in community locations, which are accessible, safe, and desired by families.	**$2M-$2.25M**
2) *Strengthen Pre-School Quality through Consultation with Early Childhood Educators:* Strengthens the capacity of early childhood educators and parents to meet young children's behavioral, social-emotional, and developmental needs through the delivery of mental health and developmental consultations by licensed mental health professionals in early education settings.	
OFCY Goal and Strategy Area 2: Student Success in School	**42%**
3) *Ensure Youth Access to High-Quality School-Based After-School Programs:* Supports access to after-school programming and free or low-cost academic and enrichment programs at elementary and middle school sites.	**$5.5M-$5.75M**
4) *Strengthen Student Engagement in Learning:* Directs funds to programming designed to support children and youth's attachment to school and achievements in learning in coordination with the school site and school district.	
OFCY Goal and Strategy Area 3: Youth Development and Empowerment	**28%**
5) *Create Access to Youth Development and Leadership Opportunities Year-Round:* Expands access to year-round activities that empower children and youth to develop leadership skills, build on their strengths, improve their connections to adults and peers, and contribute to their communities through arts, technology, sports, and other enrichment programming.	**$3.6M-$3.85M**
6) *Create Access to Enrichment and Academic Support in Summer Months:* Invests in programs that provide enrichment and academic opportunities for children and youth during the summer months to help youth stay engaged in learning, retain academic skills and knowledge, develop their voice and leadership skills, and make meaningful contributions to their communities.	
OFCY Goal and Strategy Area 4: Transition to Adulthood	**14%**
7) *Expand Access to Career Awareness and Academic Support for Older Youth:* Supports programming that provides older youth (ages 15–20) with career awareness, exploration, and preparation within high-priority industries, as well as academic support to facilitate their transition to college and a career.	**$1.75M-$2M**

Total estimated annual funding: **$13.5M**

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The Youth Population, Youth Needs and Support for Specific Populations

Data on the changing needs and demographics of children and youth informs the Strategic Investment Plan. Youth represented 24% of Oakland's population in 2013, an 11% decline in the population since 2005. And Latino youth represent the largest ethnic group in Oakland for youth under the age of 20. In 2013, 30% of children in Oakland lived in households with incomes below the federal poverty level, compared with 25% in 2005.

The OFCY core value of social and economic equity is incorporated throughout the FY 2016-2019 Strategic Investment Plan. OFCY will prioritize funding support for programming serving youth residing in low-income, high-stress neighborhoods, as defined by the Oakland Unite stressor map. Each strategy area describes target populations. Support for specific populations of children and youth that disproportionately face barriers to positive and healthy growth and development is prioritized. Specific populations identified include boys of color, youth exposed to violence, youth disconnected from school and employment, unaccompanied minors, students at school sites with high rates of Free and/or Reduced Lunch. Additionally, funding provided through the Youth Development and Empowerment strategy will ensure that LGBTQ youth continue to receive support as a specific priority population for services.

Investments in Children and Youth Align for Positive Outcomes

The OFCY funding strategies support coordination and partnership with the multiple system providers and investors to achieve a shared vision of positive long-term outcomes for Oakland children and youth. The outcomes include: children are safe and healthy; young children are ready for school; children reading at grade level; children and youth thrive in positive school cultures; youth have access to positive youth development activities; youth graduate from high school; youth are ready for college or a career; and youth are able to lead safe, healthy, and productive lives.

In early childhood, OFCY funds support mental health consultations at Head Start programs and OUSD Child Development Centers, and supports parent engagement in community based settings in Oakland. Both funding strategies have system-wide support from First Five Alameda County, City of Oakland's Head Start program, and the OUSD Early Childhood Division.

The OFCY School-Based Afterschool strategy is recognized nationally for its breadth and support for high quality afterschool programs in partnership with OUSD's Afterschool Programs Office, with local OFCY funds used to leverage State and Federal funding support for free or low-cost comprehensive afterschool at 60 elementary and middle schools. Strengthening Student Engagement in Learning aims to support school district initiatives that have strong site-based support, continuing to promote OUSD's goal of a full service community school district.

OFCY's increased investment in positive youth development and empowerment programming year round and in summer months is preventative, and aligns with the City's community safety planning and complements Oakland Unite's intervention-focused programming to prevent and

reduce crime, violence, and gang involvement in young people. Support for youth development and empowerment programming is strongly aligned with increased private philanthropic interest and support in Oakland for programming that develops and recognizes youth's assets.

OFCY's investment in youth workforce programming to grow career awareness and workplace experiences and connections will continue to be the largest single city investment in youth workforce funding, and complements the investments from the Oakland Workforce Investment Board, Oakland Unite, Alameda County Social Services Agency, OUSD Linked Learning Office, and Alameda County Workforce Investment Board, along with increased private, State, and Federal support for youth workforce development in Oakland. The Career Awareness and Academic Support strategy additionally aligns with the work of the Aspen Opportunity Youth Investment Fund to develop systems and pathways to re-engage young people in education while supporting their job and career development.

OFCY Request for Proposals for Children and Youth Services

Following the approval of the Strategic Investment Plan by Oakland City Council, OFCY will release an RFP and initiate the grant making and proposal review process. The RFP provides information on strategies, program goals, and program activities to be funded, and will be in alignment with the information contained in the Strategic Investment Plan. It also includes grant ranges for each program operation and criteria for eligibility and award recommendations.

PUBLIC OUTREACH/INTEREST

From January through June 2015, OFCY reached approximately 500 community members through numerous community engagement events hosted across Oakland. These included interviews and panel meetings with key stakeholders, community input meetings, and multiple public POC and POC Strategic Planning subcommittee meetings. The Oakland Youth Advisory Commission co-hosted a youth input session in which approximately 150 youth voiced their ideas about how to meet youth needs in Oakland.

COORDINATION

OFCY coordinated with multiple systems in development of the Strategic Investment Plan, including the following programs within the City of Oakland: Head Start, Oakland Unite, the Oakland Youth Advisory Commission, and the Oakland Workforce Investment Board. In addition, staff coordinated with First 5 of Alameda County and OUSD to further strategy development.

COST SUMMARY/IMPLICATIONS

An estimated $13.5 to $14 million will be allocated annually to grants based on the guidelines in the proposed FY 2016-2019 Strategic Investment Plan. There are no direct fiscal impacts to the General Purpose Fund for this report.

FISCAL/POLICY ALIGNMENT

Oakland Municipal Charter Article XIII establishes that 90% of Kids First! revenues are to be used for grants for direct services awarded through an open and fair application process based on the three-year strategic investment plan.

The POC has developed a Strategic Investment Plan for FY 2016-2019 that strongly aligns with City policy supporting positive outcomes for children and youth, most notably Oakland's Measure Z Safety and Services Act for violence prevention and reduction, the Oakland Workforce Investment Board for youth employment, and the OUSD's Pathway to Excellence 2015-2020 Strategic Plan regarding quality community schools.
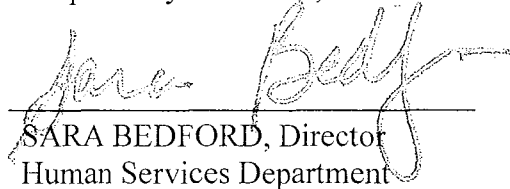
SUSTAINABLE OPPORTUNITIES

Economic: Current annual funding for FY 2015-2016 supports 58 agencies operating 127 programs. These agencies are predominately Oakland-based and employ local staff, providing a positive economic impact. In addition, OFCY funds are used to leverage and match additional local, state, federal and foundation funding sources, bringing significant additional financial support for children and youth into Oakland.

Environmental: There are no environmental opportunities identified directly through the adoption of the Strategic Investment Plan.

Social Equity: OFCY prioritizes funding for services that reach children and youth with the greatest need. Programs provide additional educational recreational and social activities for youth with fewer resources who reside in areas with fewer family and support specific populations with culturally responsive programming.

For questions regarding this report, please contact Sandra Taylor, Human Services Manager, Human Services Department, at 238-7163.

Respectfully submitted,

SARA BEDFORD, Director
Human Services Department

CHILDREN & YOUTH SERVICES DIVISION
Reviewed by: Sandra Taylor, Human Services Manager
Prepared by: Mike Wetzel, Program Planner
                        Oakland Fund for Children and Youth

ATTACHMENT:
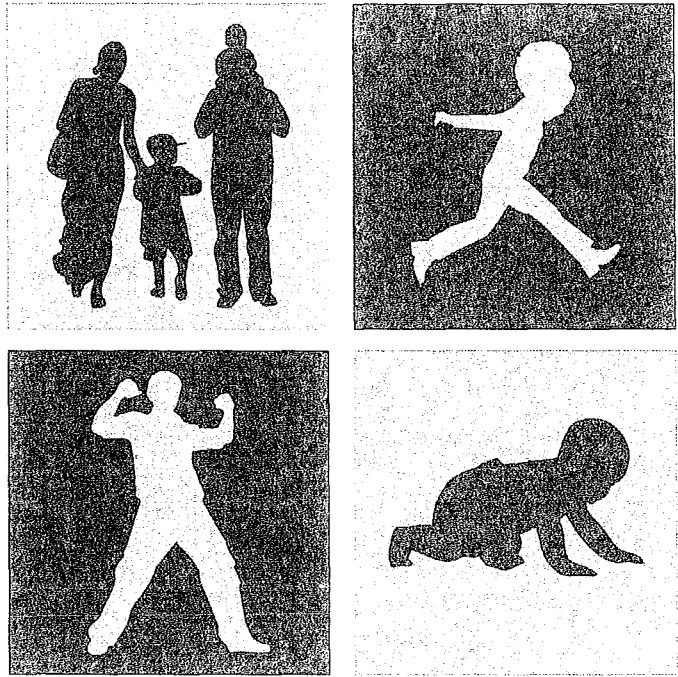Attachment A: OFCY 2016-2019 Strategic Investment Plan (Draft)

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ATTACHMENT

A

Oakland Fund for Children & Youth

Strategic Investment Plan

2016-2019

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Oakland Fund for Children and Youth
Strategic Investment Plan
2016–2019

DRAFT

About the Oakland Fund for Children and Youth

The Oakland Fund for Children and Youth (OFCY) was established in 1996 as a result of a community-led drive to create a City fund expressly for the benefit of children and youth. OFCY provides strategic funding to support Oakland's children and youth from birth to 20 years of age to help them become healthy, happy, educated, engaged, powerful, and loved community members. The Oakland Fund for Children and Youth is a program of the Human Services Department within the City of Oakland. The Planning and Oversight Committee (POC) provides direction to the Fund.

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OAKLAND FUND FOR CHILDREN & YOUTH

CITY OF
OAKLAND
HUMAN
SERVICES
DEPARTMENT
Helping our City grow strong!

About Bright Research Group

This report was prepared by Bright Research Group. An Oakland-based, women- and minority-owned firm, Bright Research Group (BRG) specializes in evaluation, community engagement, and strategic planning for the public sector, nonprofit organizations, collaboratives, and private entities working to achieve greater social impact and equity.

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EXECUTIVE SUMMARY

For nearly 20 years, the Oakland Fund for Children and Youth (OFCY) has directed over $173 million in grants to community-based organizations and public agencies to deliver services that directly benefit children and youth from birth to age 20 in Oakland. Approved by voters in 1996, the Oakland Kids First! Initiative allocates a portion of the City's unrestricted funds to support the development of children and youth in four goal areas: Early Childhood, Student Success in School, Youth Development and Empowerment, and Transitions to Productive Adulthood. Every three years, under the direction of the Planning and Oversight Committee (POC), OFCY develops a strategic investment plan to guide grant making and fund allocation.

This Strategic Investment Plan covers the fiscal years of 2016–2019 and situates OFCY's investments within the broader landscape of other systems and investors in Oakland. OFCY undertook a comprehensive strategic planning process that began with a situational analysis and demographic data analysis, followed by a community input process. The Plan was developed with an understanding of what is changing for children and youth in Oakland, as well as for the systems that support them. OFCY also aligns strategies in the landscape of other system investors and funders to ensure that funding strategies support necessary services and maximize impact.

In recent years, Oakland has seen an influx of philanthropic and public investments to improve the quality of preschool and public education. Oakland's revitalized and growing economy has led to increases in general fund revenues, which also means an increase in the funds available for OFCY investments. At the same time, more children and youth are living in poverty, and the cost of living is becoming prohibitive for many families, making OFCY's investments even more relevant.

OFCY will direct investments in seven strategies across four goal areas. OFCY anticipates awarding approximately $13.5 million in funds annually in 2016–2019. These strategies reflect OFCY's values of social and economic equity, child and youth development, and community and collaboration.

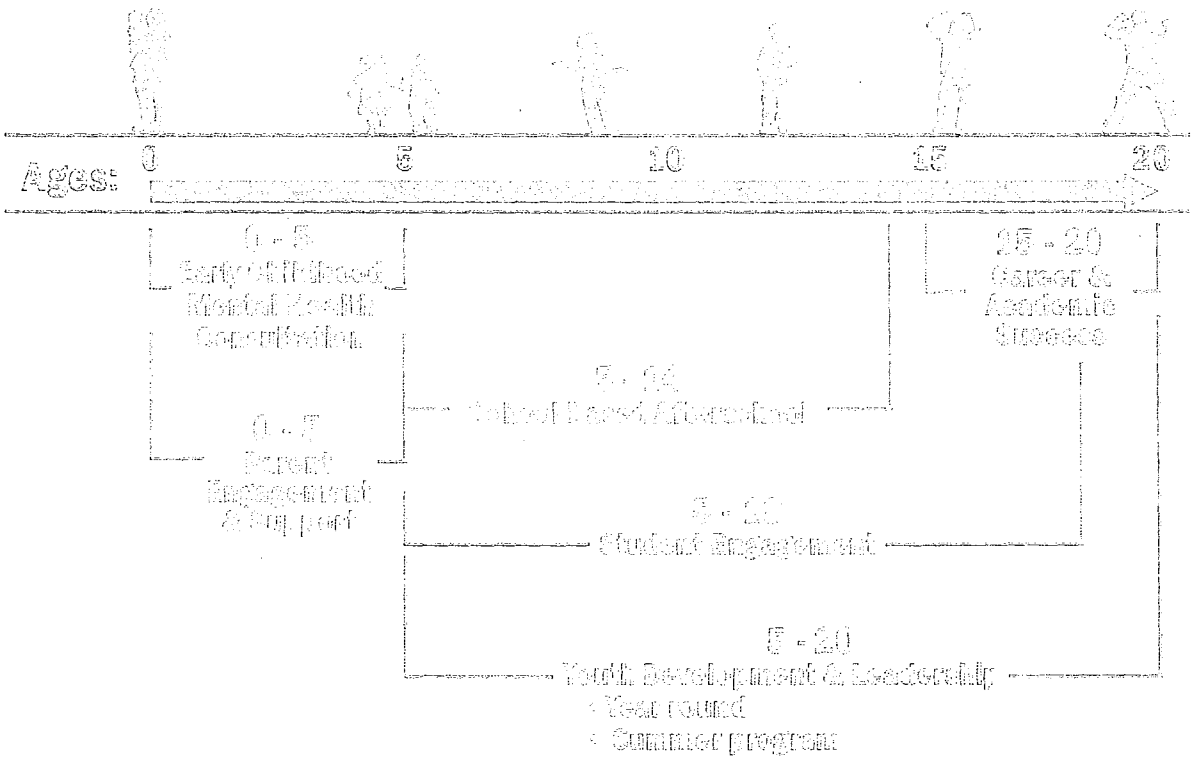|	2016–2017 Funding Allocation (approximate)
Early Childhood	
Strategy 1. Parent Engagement and Support Strategy 2. Early Childhood Mental Health Consultation	16%
Student Success in School	
Strategy 3. High-Quality School-Based After-School Programs Strategy 4. Student Engagement in Learning	42%
Youth Development and Empowerment	
Strategy 5. Youth Development and Empowerment Year-Round Strategy 6: Youth Development and Empowerment in Summer	28%
Transitions to Productive Adulthood	
Strategy 7: Career Awareness and Academic Support	14%

Total Estimated 2016–2017 Grant Funding:	$13.5M

Due to Oakland's improving economy, OFCY anticipates an increase in revenues to $14 million annually beginning in 2015–2016, and a subsequent increase in available funding for grants in the 2016–2019 grant years. Accordingly, annual funding to support programming in all goal areas will increase.

- To support Early Childhood, OFCY directs additional funding to support and expand parent engagement in early learning programming in high-priority neighborhoods and to support Family Resource Centers in partnership with other system partners and investors.
- For the School-Based After-School strategy, OFCY will increase the base allocation for each eligible school site and create a supplemental funding pool to direct additional funding to schools with the highest proportion of children on Free and/or Reduced Lunch (FRL).
- For the Youth Development and Empowerment goal area, OFCY will increase the overall allocation to this strategy to fund a wide range of positive child and youth development programming. Investments in specific populations, including LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence, are now held within this goal area.
- For the Transitions to Adulthood strategy, increased funding will allow for greater support for academic support and workforce exposure.

Selected investments will reach youth from birth to age 20. OFCY investments will reach children and youth in high-priority neighborhoods, which are low-income neighborhoods that have moderate to high levels of stress, as outlined in the Measure Z stressor map. The strategies ensure that specific populations are also prioritized for funding.

OFCY Strategies by Age

Ages: 0   5   10   15   20

0 – 5
Early Childhood
Mental Health
Consultation

0 – 7
Parent
Engagement
& Support

5 – 14
School Based / Afterschool

5 – 20
Student Engagement

5 – 20
Youth Development & Leadership
- Year round
- Summer program

15 – 20
Career &
Academic
Success

OFCY Funding Strategies for FY 2016–2019

OFCY Strategy Area 1: Early Childhood

1. *Engage and Support Parents in the Healthy Development of their Children:* Invests in programs that are designed to meet the holistic needs of young children by building parenting skills and knowledge and providing supports in community locations that are accessible, safe, and desired by families. Supports parent engagement, parent leadership, home visiting, and peer connection opportunities, as well as Family Resource Center development or programming in high-priority neighborhoods. The strategy also supports efforts to engage parents to increase the school readiness of children.

2. *Strengthen Preschool Quality through Consultation with Early Childhood Educators:* Strengthens the capacity of early childhood educators and parents to meet young children's behavioral, social-emotional, and developmental needs through the delivery of mental health and developmental consultations by licensed mental health professionals. Promotes the social-emotional well-being of parents and young children through the delivery of trauma-informed and culturally relevant services and supports.

OFCY Strategy Area 2: Student Success in School

3. *Ensure Youth Access to High-Quality School-Based After-School Programs:* Supports access to after-school programming and free or low-cost academic and enrichment programs at elementary and middle school sites. Provides local match funding to deliver programming at school sites that receive state After School Education & Safety Program (ASES) funding and where at least half the students are eligible for Free and/or Reduced Lunch (FRL). Directs supplemental funding to sites with high concentrations of low-income students.

4. *Strengthen Student Engagement in Learning:* Directs funds to programming designed to support child and youth attachment to school and achievements in learning in coordination with OUSD. Invests in culturally responsive and targeted models to meet the needs of specific populations, including youth who are at risk of not graduating or who are experiencing disparities in academic outcomes.

OFCY Strategy Area 3: Youth Development and Empowerment

5. *Create Access to Youth Development and Empowerment Opportunities Year-Round:* Creates access to year-round activities that empower children and youth to develop leadership skills, build on their strengths, improve their connections to adults and peers, and contribute to their communities through arts, technology, entrepreneurship, sports, and other enrichment programming. Supports access to comprehensive services for specific populations.

6. *Create Access to Enrichment and Academic Support during the Summer Months:* Invests in programs that provide enrichment and academic opportunities for children and youth during the summer months to help them stay engaged in learning, retain academic skills and knowledge, develop their voice and leadership skills, and make meaningful contributions to their communities.

7. *Expand Access to Career Awareness and Academic Support for Older Youth:* Supports programming that provides older youth (ages 15–20) with career awareness, exploration, and preparation within high-priority industries, as well as academic support to facilitate their transition to college and a career.

1. INTRODUCTION

1.1 Background

In 1996, Oakland voters approved the Oakland Kids First! Initiative, which set aside a portion of the City's annual unrestricted General Purpose Fund revenues to support services that directly benefit children and youth under the age of 21. Housed in the City of Oakland Human Services Department, the Oakland Fund for Children and Youth (OFCY) administers these funds under the direction of the OFCY Planning and Oversight Committee (POC). In 2009, Oakland voters reauthorized the Oakland Kids First! Initiative. The updated legislation allocates 3% of the City's general fund revenues to OFCY and requires the development of a three-year strategic investment plan to guide the allocation of these funds. The Oakland Kids First! Initiative is authorized until 2020.

1.2 About OFCY

Since 1996, OFCY has invested approximately $173 million in services and programs that support children and youth in Oakland. As a grant maker, OFCY administers funding to community-based organizations and public agencies to provide services that support children and youth in leading safe, healthy, and productive lives. Supported programs reach approximately 25,000 children and youth a year. Guided by a child and youth development framework, OFCY aims to support high-quality programming that builds on the strengths and resiliency of children, youth, and their families and communities. OFCY partners and aligns with other key system investors in Oakland to support core programming for children and youth in Oakland.

1.3 The Planning and Oversight Committee

The OFCY's Planning and Oversight Committee (POC) was established to provide oversight for the Oakland Kids First! Initiative and to guide strategic planning, funding recommendations, and evaluation of funded programs. The Strategic Planning Subcommittee guided the development of this Plan.

1.4 Overview of Strategic Investment Plan for FY 2016–2019

This Strategic Investment Plan establishes OFCY's funding strategies, activities, and outcomes for the next three-year funding cycle of fiscal years 2016–2019. As required by the legislation, the Plan identifies current service needs and gaps, describes specific three-year program initiatives, and details how these initiatives are aligned and coordinated with other public and private resources to achieve maximum service performance and outcomes for children and youth. A request for proposals (RFP) based on this Plan will be released in late 2015 to distribute three-year grants to qualifying organizations and public agencies.

OFCY has undertaken a comprehensive planning process to inform the development of the selected strategies. Under the direction of the POC, the process began with a situational analysis of current youth needs, outcomes of OFCY's existing investments, and a review of research, evaluation results, and promising practices within each of the legislated goal areas. An analysis of available data about Oakland's youth population was conducted to understand what was changing for children and youth in Oakland. The *Oakland Youth Demographic Profile* summarizes these findings and is provided in the Appendix to this Plan.

OFCY also conducted a community and stakeholder engagement process to hear from residents, youth, service providers, funders, and other system investors about the strengths and needs of Oakland's communities, gaps in services, and areas where OFCY could strategically target funding to maximize the benefit for children and youth. A summary of highlights and major themes from community input is included in the *Summary of Community Input* in the Appendix to this Plan.

1.5 OFCY's Goals, Vision, Mission, and Values

The Oakland Kids First! Initiative—in Article XIII of the City Charter of the City of Oakland—establishes four key goals for OFCY funding.

Oakland Kids First! Goals

1. *Support the Healthy Development of Young Children* through preschool education, school readiness programs, physical and behavioral health services, parent education, and case management.

2. *Help Children and Youth Succeed in School and Graduate from High School* by expanding access to after-school academic support and college readiness programs, arts, music, sports, internships, work experience, parent education, and leadership development, including civic engagement, service learning, and arts expression.
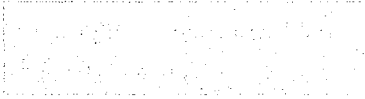
3. *Prevent and Reduce Violence, Crime, and Gang Involvement among Young People* through case management, physical and behavioral health services, internships, work experience, outdoor education, and leadership development, including civic engagement, service learning, and arts expression.

4. *Prepare Young People for a Healthy and Productive Adulthood* through case management, physical and behavioral health services, hard-skills training and job placement in high-demand industries, internships, work experience, and leadership development, including civic engagement, service learning, and arts expression.

Oakland Fund for Children and Youth
Vision, Mission, and Values

Vision

All children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy, and productive lives.

Mission

We provide strategic funding to support Oakland's children and youth from birth to 20 years of age to become healthy, happy, educated, engaged, powerful, and loved community members. Leveraging our efforts with partners with greater collective impact towards social and economic equity, we build the capacity of community agencies to work together to fully develop each child's potential, achieve positive outcomes, and promote the positive contributions of children and youth to Oakland's greatness.

Values

Social and Economic Equity

All children and youth have a fundamental right to a safe and healthy life and a quality education. We value the vigorous promotion of equality, justice, and accountability and the concerted application of our resources toward those youth in greatest need.

Child and Youth Development

We support efforts to promote the social, emotional, physical, cognitive, and spiritual development of children to instill individual and community pride and leadership. We believe that youth development requires the collective responsibility of the community and the active engagement of family and caregivers for children and youth to achieve their full expression of potential.

Community and Collaboration

We embrace the idea that by pooling our resources and working together, we can accomplish great things. We support strengthening families within our communities to make our children and our city strong. We see that the well-being of our youth is dependent on the strength of their families and the strength of the families is dependent on the strength of the community. Strong communities can provide stability in a time of change in the lives of children and youth and help them grow into loving and powerful adults.

1.6 Who OFCY Aims to Serve

OFCY seeks to support programming that benefits children from birth to 20 years of age. However, OFCY also recognizes that children and youth who live in Oakland's lowest-income neighborhoods have less access to enriching opportunities. In alignment with the Fund's guiding value of social and economic equity, OFCY directs funding to children and youth who are living in high-priority neighborhoods, while also investing in specific populations that benefit from targeted programming. High-priority neighborhoods have moderate to high levels of stress, as outlined in the Measure Z stressor map below.

High-Priority Neighborhoods

The Oakland Human Services Department's Measure Z has developed a neighborhood stressor index. The data is based on rates of arrest, crime incidence, food-stamp participation rates, youth incarceration and probation rates, rates of violent suspensions, and chronic absence among OUSD students. This stressor index is mapped to the City's's 57 police beats to inform community-policing efforts.
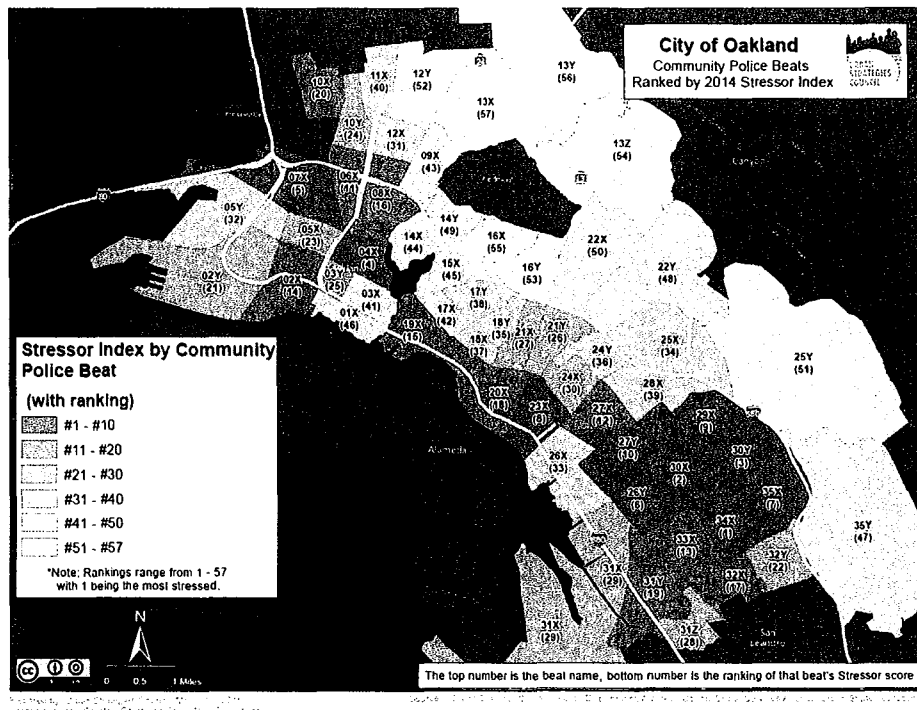
In support of the legislated goals, OFCY invests in strategies that support positive child and youth development and achieve the following outcomes for children and youth.

Population	Short-Term Outcomes	Long-Term Outcomes
Young Children	• Receive the services, supports, and treatments they need to participate fully in learning. • Interact with early childhood educators, who are better prepared to address developmental and social-emotional growth as well as behavior. • Are supported by parents with the skills and capacity to promote their child's social and emotional well-being.	Children are safe and healthy. Young children are ready for school.
School-Age Children and Youth	• Feel safe and connected to their schools. • Acquire social-emotional skills. • Form caring relationships with peers and adults. • Attend school regularly. • Are supported academically and retain academic skills and knowledge. • Have meaningful opportunities for involvement and leadership. • Participate in challenging and engaging activities and learning experiences. • Develop new skills. • Are healthy, active, and fit.	Children and youth are safe and healthy. Children are reading at grade level. Children and youth thrive in positive school cultures. Children and youth have access to strengths-based, positive youth development activities. The achievement gap closes. Children and youth succeed in school and graduate from high school.
	• Are aware of job and career options. • Access and complete internships and other work experiences, and achieve work-based skills and job	Youth graduate from high school, receive a GED, and/or enroll in postsecondary training or educational programs. Youth are ready for college or a

OAKLAND FUND FOR CHILDREN & YOUTH

Population	Short-Term Outcomes	Long-Term Outcomes
Older Youth	readiness. • Have access to information about educational and career opportunities that motivate and interest them.	career. Youth are able to lead safe, healthy, and productive lives.

Prepared by Bright Research Group, June 2015

2.1 Investment Guidelines

The development of this Strategic Investment Plan was informed by the Fund's investment guidelines:

Mission, Vision, and Values: At the foundation of all funding strategies is OFCY commitment to aligning funding strategies with the Fund's mission, vision, and values and the priorities of Oakland's voters, as captured in the Oakland Kids First! Initiative.

Building on What Works: For nearly 20 years, children, youth, and their families have come to value and rely upon programming supported by OFCY. OFCY is committed to continuous investment in programming that yields positive outcomes for children and youth. OFCY is informed by the existing literature and research base on activities that support children and youth, as well as lessons learned from external program evaluations of OFCY investments.

Supporting Small and Emerging Initiatives: Many great ideas for supporting children and youth were started in Oakland by Oakland-based organizations with seed funding from OFCY. OFCY is committed to supporting small and emerging initiatives that bring youth new opportunities and experiences.
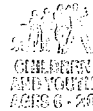
The Changing Youth Population: OFCY recognizes the shifting demographics of Oakland's children and youth and the new challenges that face them. OFCY aims to be responsive to these changes.

Youth and Community Priorities: OFCY is the creation and will of Oakland's voters and communities. OFCY is committed to providing meaningful opportunities for youth and community members to inform strategies and priorities. To ensure OFCY is funding activities that interest and support youth's self-identified needs and interests, OFCY elevates and values the voice of youth in planning and strategy considerations.

Context: OFCY funds programming that directly benefits children and youth, while also recognizing that children and youth thrive in the context of their families, communities, and the public systems with which they interact. Investments aim to build the capacity of families, communities, and systems to support children and youth.

Alignment with System Partners: OFCY partners with other systems to expand access to high-quality experiences for children and youth. OFCY seeks to identify and meet service needs, gaps, and opportunities in alignment with other investors but does not supplant existing public-system investments and roles. OFCY works closely with other City investors, including Oakland Unite (Measure Z), which focuses on supporting violence intervention and targeted prevention

services, while OFCY invests in violence prevention programming. OFCY investments create positive opportunities that support youth development and prevent youth exposure to violence.

Provider Capacity: Oakland is home to a rich network of community-based providers with deep local expertise. OFCY taps into the knowledge, resources, and capacity of providers to inform the development of strategies. OFCY also gives consideration to the landscape of partners who are available to implement high-quality services in each goal area.

2.2 Changes in Youth Population and Youth Needs

An analysis of data on the changing needs and demographics of children and youth in Oakland informed the development of this Strategic Investment Plan. A comprehensive *Oakland Youth Demographic Profile* summarizes the key findings of this analysis and is contained in the Appendix. OFCY uses the results of this analysis in two ways. The first is as a criterion in guiding the selection of strategies and priority target populations during the strategic planning process. The second is as a factor in the selection of grantees during the RFP process.

Understanding what is changing for youth can be achieved only within the context of what is changing in Oakland more broadly and how this change impacts families. Youth represent 24% of Oakland's population in 2013, or 94,489 youth—a nearly 11% decline in their proportion of the population since 2005.[1] Following broader demographic shifts in California over the last 10 years, Oakland has seen growth in the Latino youth population and a decline in White and African American youth populations.[2] Latino youth now represent the largest ethnic group in Oakland for youth under the age of 20.[3]

While Oakland is experiencing economic growth, there are more children living in poverty in Oakland now than in 2005. In 2013, 30% of children in Oakland lived in households with incomes below the federal poverty level, compared to 25% in 2005.[4] There is a broad body of research showing that children who grow up in poverty are less successful in school, less likely to graduate from high school, and have lower lifetime earnings than children who don't grow up in poverty.

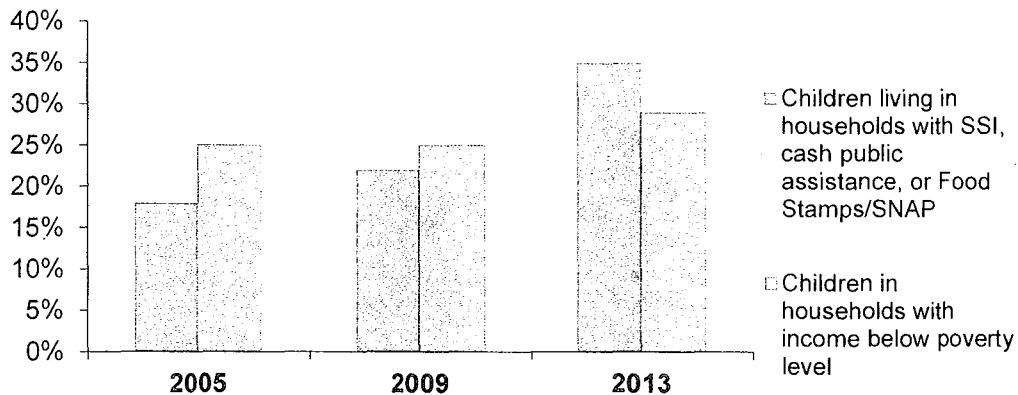| The Changing Demographics of Youth in Oakland 2005-2013			
	2005	*2013*	*% Change*
Youth as Proportion of Total Population in Oakland	27%	24%	-11%
Latino Youth Population	25%	39%	+56%
African American Youth Population	31%	27%	-13%
Youth Living Below Poverty Line	25%	30%	+16%

Data Source: American Community Survey, 2005 & 2013 (5 year estimates)

Since the last strategic planning process, Oakland has emerged from the recession as a place of innovation, entrepreneurship, and economic revitalization. Oakland is increasingly known for its burgeoning restaurant and food culture, its thriving maker movement, and its growing arts

scene. However, this economic growth has not benefited all communities and neighborhoods in Oakland.

Youth and community members have expressed concerns about the affordability of Oakland and the high level of violent crime that still affects many communities in the City. Rents are steadily increasing in traditionally working class and low-income neighborhoods, displacing families and leaving them with fewer affordable alternatives in Oakland. Between January 2014 and January 2015, average rents in Oakland increased by 12.1%, resulting in the second highest rates in the country, even ahead of San Francisco (at 11.6%).[5] Oakland's average rent for a one-bedroom apartment exceeds $1,800 per month.[6] In addition, violent crime continues to affect many of these neighborhoods, exposing many youth or their families and friends to violence or other trauma.

Youth Living in Poverty in Oakland

□ Children living in households with SSI, cash public assistance, or Food Stamps/SNAP

□ Children in households with income below poverty level

Source: American Community Survey Data for 2005, 2009, and 2013 (5-year estimates)

Indicators of Academic Success: Children who start school with basic skills in math and reading are more likely to succeed in school, attain higher levels of education, and secure employment.[7] However, a minority of Oakland youth are meeting key educational milestones, such as proficiency in kindergarten readiness and third-grade reading level, which are predictive of future academic success.

On most metrics, the achievement gap persists when comparing African American and Latino to White and Asian students. While Oakland's graduation rate has improved in recent years to 63%, it still lags behind the average graduation rate of 80% for Alameda County and California.[8]

Specific Populations

Child and Youth Status Report: Community Indicators	
Preschool Attendance	70%
Proficiency in Kindergarten Readiness	40%
Reading at Grade Level in Third Grade	38%
White Students	77%
African American Students	27%
Latino Students	21%
Chronic Absence (all grades)	11%
High School Graduation	63%
High School Dropout	22%

Data Source: Preschool Attendance and Proficiency in K-Readiness, Oakland Achieves 2014 Report. Third Grade Reading Level and Chronic Absence, Oakland Reads 2020 Baseline Report, released April 2014. High School Graduation and Dropout, California

To meet the value of social and economic equity, OFCY considers the needs of specific populations in developing strategies. Selected information on high-priority populations is provided here (see the *Oakland Youth Demographic Profile* in the Appendix).

Boys of Color: Three in four males under the age of 18 in Alameda County are boys of color.[9] There is ample data showing that boys and men of color are less likely to meet academic milestones, such as kindergarten readiness and third-grade reading levels; more likely to be suspended; more likely to be incarcerated; and more likely to be unemployed.[10] These disparities are particularly acute for African American boys and young men.

Unaccompanied Minors: From October 2013 to July 2014, more than 62,000 Central American children fled from their home countries to the United States.[11] Since June 2013, OUSD has enrolled over 200 unaccompanied minors in classes. Approximately 75% are in high school, 10% in middle school, and 15% in elementary school. Forty-nine percent are from Guatemala, 33% from El Salvador, and 18% from Honduras.[12]

LGBTQ Youth: National studies of adolescent youth indicate that between 3% and 6% of youth identified as LGBTQ, reported same-sex attraction, or engaged in same-sex sexual activity.[13] In Oakland, that estimates to approximately 1,400 to 2,700 LGBTQ youth ages 10–19. Family rejection, discrimination, low self-esteem, and homelessness are threats to the health and well-being of LGBTQ youth in Oakland.

Foster Care Youth: There are 247 foster youth in grades K–12 in OUSD.[14] There are significant gaps in academic outcomes for foster youth in Oakland. By ninth grade, 13% of foster youth at OUSD are reading at grade level, compared to 54% District-wide.[15]

Homeless Youth: The most recently available data on the homeless population (2009) indicates that there were 356 homeless households with minors under the age of 17 in Oakland.[16] This data does not reflect the number of young people who are homeless and disconnected from their families.

3. SUMMARY OF COMMUNITY INPUT

3.1 Community Input Activities

As part of the development of the Strategic Investment Plan, OFCY conducted a comprehensive community, stakeholder, and youth engagement process, as outlined below. The goal of gathering community input was to solicit perspectives on the needs and opportunities for strengthening the well-being of children and youth and to identify gaps and opportunities in programming for children and youth. OFCY also used community input forums to share preliminary strategic directions and proposed strategies to solicit stakeholder ideas and feedback on these directions.

Community and Stakeholder Input Activities

Oakland Youth Commission Public Hearing for youth input into strategy development (in partnership with Oakland Unite)

Community Forum for Early Childhood and Student Success

Community Forum for Youth Development and Transitions

Webinar for Youth Development Practitioners and Advocates

Webinar for Transitions to Adulthood Practitioners and Advocates

Dozens of stakeholder and provider meetings, such as the following:

- The David and Lucile Packard Foundation Starting Smart and Strong Initiative
- Meetings of early childhood, after-school, and youth service providers
- Survey of after-school providers
- Oakland Unite
- Private philanthropy supporting child and youth development in Oakland
- Individual and panel meetings with key stakeholders at City of Oakland, OUSD, Alameda County, First 5, Interagency Children's Policy Council, Oakland Workforce Investment Board, Peralta Community College District, and others

3.2 Key Themes

Community input from a wide range of stakeholders shaped and informed the selected strategies.

OFCY Heard Strong Support for Building Children, Youth, and Family Strengths and Assets: Over 120 young people attended the Oakland Youth Commission Public Hearing, which was jointly sponsored by Oakland Unite and OFCY. Young people shared their emphatic support and desire for enrichment, leadership, and youth development opportunities in their neighborhoods that build on their strengths and assets.

Young people noted that they are too often identified by their deficits rather than their assets. At community input forums, providers and community members spoke of the value of programs that strengthen families and focus on empowering youth and parents as co-creators in service design and as leaders in their communities. Other funders and system investors cited OFCY as the lead youth development funder in Oakland and an important source of seed funding for innovative and emergent programs.
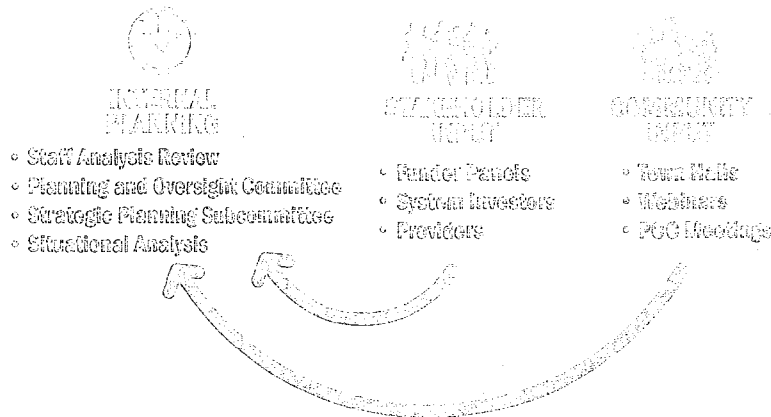
Stakeholders Cited the Need for Trauma-Informed Care and Equity in Addressing the Needs of Special Populations: Providers and community leaders recommended that OFCY prioritize the integration of a trauma-informed approach to better meet the needs of children and young people exposed to violence. While OFCY heard about the needs of many special populations, there was significant community input to support homeless youth, LGBTQ youth, boys of color, and unaccompanied minors.

OFCY Heard Support for Continued Collaboration and Alignment with Other Public-System Investors in Children and Youth: Public-system investors and other funders in youth services cited OFCY's investments as critical to supporting system-level changes and also providing critical—and otherwise unfunded—programming for children and youth. Stakeholders cited the need for continued OFCY investments to ensure access to school-based after-school programming, strengthen preschool and school quality, and engage parents and families in supporting young people's success.

See the *Community Input Appendix* and each of OFCY's four goal areas for additional details on the community input process and feedback.

3.3 Resource Requirements

OFCY grant revenues have increased from less than $5 million annually to over $11 million in 2014–2015. Since inception in 1996, OFCY has administered approximately $173 million dollars in grants to community-based organizations and public agencies. Of these funds, 90% are distributed through grant-making efforts, and the remaining 10% of funds are used for administration, planning, and evaluation.

Due to Oakland's improving economy, OFCY anticipates an increase in revenues to $14 million annually beginning in 2015–2016, and a subsequent increase in available funding for grants in the 2016–2019 grant years. As a result, annual funding allocations in all goal areas will increase, with the largest increases directed to Early Childhood, School-Based After-School, and Youth Development and Empowerment programming.

OFCY Annual Funds Awarded (in millions)
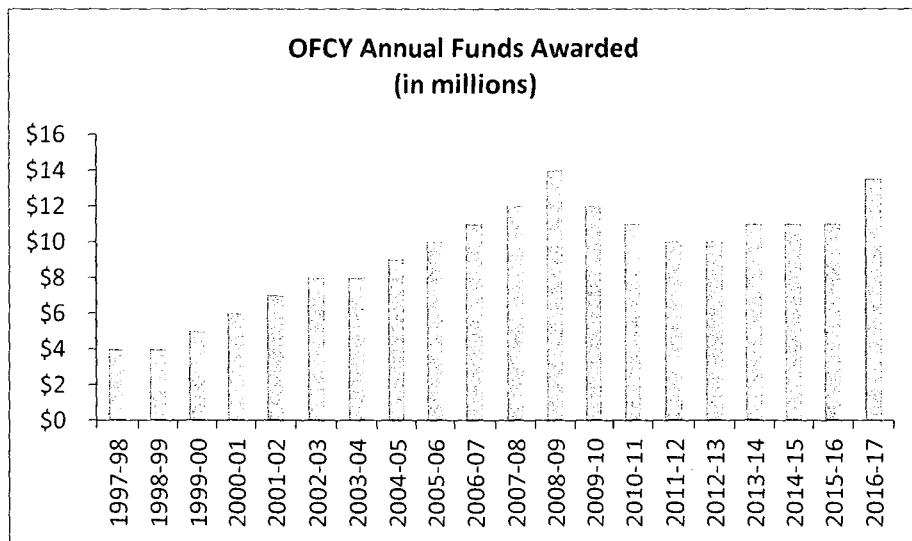
4. EARLY CHILDHOOD STRATEGIES

OFCY's investments in Early Childhood are guided by a wide body of research showing that strengthening families, empowering parents, and building parent capacity and connections are the most effective ways to support the social and emotional development of young children. Strong parental attachment in early childhood is critical in building protective factors, social-emotional skills, and resiliency. Building parental knowledge and skills and connecting parents with resources and supports in their communities helps young children reach developmental milestones.[17] Investments are also supported by research indicating that attending a high-quality preschool improves children's school readiness and enriches their family's engagement in schools.[18]

Strategic Investments: OFCY will direct investments toward engaging parents in enhancing the healthy development of their children in their neighborhoods and communities and toward supporting preschool quality through early childhood mental health consultation to early childhood educators.

Strategy	Target Population	Annual Allocation
1. Engage and Support Parents in the Healthy Development of their Children	Young children and their parents, families, and caregivers who reside in high-priority neighborhoods	
2. Strengthen Preschool Quality through Consultation with Early Childhood Educators	Young children participating in Head Start, Early Head Start, Childhood Development Centers, and other informal settings	$2M–$2.25M

Alignment with Other Systems: OFCY has directed funding to efforts that engage and support parents in their neighborhoods. These opportunities provide parents with access to services and supports in their communities and help link families to resources provided by other system funders and providers, such as First 5 of Alameda County. OFCY supports the movement for higher-quality early education by partnering with the Oakland Unified School District (OUSD) and City of Oakland Head Start programs and aligning with community-wide public and private initiatives to strengthen and improve the early care and education system in Oakland.

Community Input: Selected strategies were informed by the input of community members, providers, and stakeholders, who emphasized the need for services that support parents and caregivers in their neighborhoods and communities and increase parent involvement and leadership in designing programming to support families and strengthen communities. Stakeholders cited the need to build the capacity of early childhood educators to meet the behavioral and social-emotional needs of young children, as well as for trauma-informed services and vision and developmental screening to improve school readiness outcomes for young children.

Strategy 1: Engage and Support Parents in the Healthy Development of their Children

Strategy: This strategy invests in programs that are designed to meet the holistic needs of young children by building parenting skills and knowledge and providing supports in community locations that are accessible, safe, and desired by families. OFCY supports parent engagement, parent leadership, home visiting, and peer connection opportunities for parents to learn from and connect with other families in their communities, as well as Family Resource Center development or programming in high-priority neighborhoods. This strategy also supports efforts that engage parents to increase the school readiness of children, including summer prekindergarten, early literacy, and other collaborations.

Supported Activities: In light of the powerful role parents play in supporting their young child's healthy development, OFCY supports parent engagement and school readiness programming to improve outcomes for young children, including the following:

- Parent-and-child interactive activities or playgroups in community locations that provide parents with the opportunity to play with their infant or toddler
- Opportunities for parents to take on leadership roles and plan and/or facilitate activities and programs with program staff
- Peer connection and supports that allow parents to learn from and connect with other families in their communities and to give and receive peer support
- Home visiting services
- Coordinated services in more comprehensive Family Resource Center models
- Supports or linkage to county or community resources, such as screening and referral, mental health and trauma-informed resources and services, or supports for special-needs children and children with disabilities
- Information and education about parenting and child development
- Summer prekindergarten camp for children who have not attended preschool
- Other collaborations to increase early literacy and school readiness for young children

Services and supports are delivered in schools and community locations, or at Family Resource Centers, that are accessible, safe, and frequented by parents.[19] OFCY also invests in the development and expansion of comprehensive Family Resource Centers in high-priority neighborhoods. Funding supports planning efforts to develop new, or to expand existing, Family Resource Centers and costs associated with the delivery of specific services and supports. Programming reflects the needs, wants, and strengths of the community and spans a broad continuum, from prevention to early intervention to safety-net services.

OFCY will invest in services and supports that do the following:

- Deliver services in the community or neighborhood where parents of young children live
- Utilize a strengths-based or "Strengthening Families" approach
- Design and deliver services based on a partnership with parents and staff
- Capitalize on and leverage existing community resources and assets
- Support parents and children to develop kindergarten readiness among young children

Target Populations: Young children and their parents/families/caregivers who reside in high-priority neighborhoods.

Outcomes:

- Young children learn social skills and develop emotional literacy.
- Young children are ready for kindergarten.
- Young children receive the services, supports, and treatments they need to participate fully in learning.
- Parents are connected to and able to navigate their child's school.
- Parents have access to information about and understand early childhood development.
- Parents access available community resources.
- Parent-and-child relationships, attachments, and interactions are strengthened.
- Parents ask for help in a time of need and give support to others during a time of need.
- Parents are connected with their peers.
- Parents experience less parental stress.
- Parents have the skills and capacity to support their child's social and emotional well-being.
- Parents take on leadership roles.

Rationale: Early Childhood investments are based on the wide body of research showing that the first five years of life are the building blocks for future development. Parent/child interaction and attachment are critical factors in the healthy brain development of infants and toddlers. Research shows that providing parents with information about child development and with opportunities to connect with other parents in their community through group-learning opportunities provides parents with the skills to support the healthy development of their young child. Community-based programming engages more parents and strengthens informal community ties. Partnering with parents in the design and delivery of services results in services that are more responsive to their needs and preferences.

Attending a high-quality preschool improves children's school readiness skills and has been shown to engage families in the early learning of their children. A wide body of research shows that access to formal learning environments helps young children learn about the structure and routine of school, develop pre-literacy skills, and interact with their peers.

Strategy 2: Strengthen Preschool Quality through Consultation with Early Childhood Educators

Strategy: This strategy strengthens the capacity of early childhood educators and parents to meet young children's behavioral, social-emotional, and developmental needs through the delivery of mental health and developmental consultations by licensed mental health professionals. OFCY investments promote the social-emotional well-being of parents and young children through the delivery of trauma-informed and culturally relevant services and supports. This strategy continues services at Head Start, Early Head Start, and OUSD Childhood Development Centers, and expands eligible sites to include informal settings.

Supported Activities: Supported activities consist of the provision of mental health and developmental consultations to early childhood educators; workshops for parents on early childhood development, parenting, and mental health topics; linkages to community resources, such as Help Me Grow; and individual consultation and treatment for young children.

Target Populations: Young children participating in Head Start, Early Head Start, Childhood Development Centers, or other informal settings.

Outcomes:
- Early childhood educators have access to information and understand early childhood development, trauma-informed approaches, and early childhood mental health.
- Early childhood educators have the skills and capacity to address developmental, social-emotional, and behavioral challenges in the classroom.
- Parents have access to information about and understand early childhood development.
- Parents have the skills and capacity to support their child's social and emotional well-being.
- Young children receive the services, supports, and treatments they need to participate fully in learning.
- Young children learn social skills and develop emotional literacy.
- Young children develop caring relationships with their peers, teachers, and parents.
- Young children are ready for kindergarten.

Rationale: Early childhood educators play an important role in preparing young children for successful entry into kindergarten by creating learning environments that support their academic, social-emotional, and developmental progress. They also face enormous pressure in responding to the diverse needs and challenges that young children and their families may be facing, including exposure to trauma, poverty, community and family violence, behavioral challenges, and undiagnosed developmental delays and/or mental health challenges. Providing early childhood educators with mental health and developmental consultation helps them acquire skills and practices that allow them to respond effectively to behavioral challenges and to support social-emotional competencies in young children. Children then receive the supports they need to participate fully in classroom learning and, if warranted, the appropriate treatment and services.

STUDENT SUCCESS IN SCHOOL STRATEGIES

OFCY's investments in this goal area aim to ensure that children and youth ages 5 to 20 are connected to and engaged at school, attend high-quality schools, and have access to safe spaces and enriching experiences during out-of-school time. At a community level, OFCY investments contribute toward students' academic and social development across their educational journey to ensure that they meet key academic milestones along the way, such as reading at grade level, coming to school regularly, and graduating from high school ready for college or a career.

Strategic Investments: To further the broader goal of student success in school, OFCY will direct investments toward ensuring access to high-quality after-school programming as well as efforts to engage middle school and high school students in school settings.

Strategy	Population	Annual Allocation
3. Ensure Youth Access to High-Quality School-Based After-School Programs	Elementary and middle school students (K–8) who attend public schools with Free and/or Reduced rates of 50% or higher	
4. Strengthen Student Engagement in Learning	Children and youth enrolled in grades K–12 in Oakland. Targeted populations: boys of color, youth transitioning to high school, and other special youth populations; parents and educators	$5.5M–$5.75M

Alignment with Other Systems and Investors: OFCY's partnership with Oakland Unified School District (OUSD) supports free/low-cost and high-quality after-school programming to 10,000 students annually. Access to high-quality after-school program contributes to OUSD's broader goal to develop high-quality schools in every neighborhood. The strategies supported through OFCY's investments in this goal area leverage school resources and align with OUSD's strategic direction toward becoming a Full-Service Community Schools district, as well as with the Oakland Reads 2020 initiative to strengthen literacy. OFCY's model of providing matching funds to schools eligible for state after-school funding expands each site's capacity to engage diverse community-based organizations that provide enriching after-school programming to students.

Summary of Community Input: The selected investments reflect input from community members, providers, system investors, and philanthropists. In regard to School-Based After-School programming, stakeholders concurred that OFCY investments bring community-based organizations into school sites, supporting the vision of schools as a hub for student and family needs and resources. For many, OFCY's investments reflect a recognition of the benefits of positive youth development programming in supporting student success in school. However, stakeholders noted that programs are at capacity and that the lowest-income schools have higher security costs that impact funding available for programming. Stakeholders also

emphasized the needs of specific populations, particularly boys of color, who experience the greatest disparities in outcomes leading to student success, including kindergarten readiness, third-grade literacy and numeracy proficiency, and high school graduation and college readiness.

Strategy 3: Ensure Youth Access to High-Quality School-Based After-School Programming

Strategy: This strategy supports access to school-based after-school programming and free or low-cost academic and enrichment programs at elementary and middle school sites. OFCY provides local match funding to deliver programming at school sites that receive state After School Education & Safety Program (ASES) funding and where at least half the students are eligible for FRL.

- *Base Funding:* OFCY will increase base funding from $67,000 to $72,000 per elementary school site and increase funding from $82,000 to $85,000 per middle school site.
- *Supplemental Funding:* Recognizing the higher costs and demand for services in schools with the highest FRL rates, these schools will be eligible for a supplemental funding grant of up to $20,000.

Supported Activities: This strategy provides base funding to elementary schools to deliver enrichment, academic support, arts, sports, technology, literacy, and other youth development and leadership programming. Middle school funding invests in innovative after-school programming to middle school students, including science, technology, arts, sports, linked learning, and other school-based enrichment programming, which build on youth interests and assets and build a positive attachment between young people and their schools. At sites with high levels of students qualifying for FRL, supplemental funding will support enrichment programming, such as arts, STEM (science, technology, engineering, and math), literacy, and gardening; expand program capacity; and/or meet other site needs.

Target Populations: Elementary and middle school students (K–8) who attend schools with FRL rates of 50% or more.

Outcomes:
- Children and youth feel safe and connected to their school.
- Children and youth form caring relationships with peers and adults.
- Children and youth acquire social-emotional skills.
- Children and youth attend school regularly.
- Children and youth are supported academically.
- Low-income children and youth gain access to high-quality school-based after-school programming.
- Children and youth have expanded access to literacy, arts, technology, and other enrichment.

Rationale: Children and youth (ages 5–15) thrive in school when they feel safe, supported, and connected to their school communities. Providing young people with access to enrichment, academic support, and recreation programming that responds to their needs, interests, and strengths helps to create a positive attachment with the school. Over time, creating a nurturing and supportive school environment fosters the development of children during their early school years and provides them with the support they need to succeed in school and later in life. Local and national studies have demonstrated that participation in high-quality after-school programs provides students with safe places to be, relationships with caring adults, and access to academic support and enrichment experiences, all of which contribute to their academic, social, and personal growth.

Strategy 4: Strengthen Student Engagement in Learning

Strategy: Directs funds to programming designed to support children and youth's attachment to school and achievements in learning in coordination with OUSD. The strategy includes investments in culturally responsive and targeted models to meet the needs of specific populations, including youth who are at risk of not graduating or who are experiencing disparities in academic outcomes.

Supported Activities: OFCY invests in programming and activities designed to meet the needs of targeted groups that experience barriers to engaging in school. Supported activities include restorative justice or other programming that creates inclusive learning environments for all students (especially middle and high school youth), activities that promote successful transition to ninth grade, and other experiences that engage young people in learning and/or address early warning indicators, such as chronic absences, suspensions, and academic performance issues. OFCY also funds partnerships between community-based organizations and OUSD or school sites to engage families in supporting literacy during the elementary school years and provide literacy activities with school-age youth. Services and supports will align with school-site and District priorities and aim to strengthen children, youth and families.

Target Populations:
- Children and youth enrolled in grades K–12 in Oakland
- Targeted populations: boys of color, youth transitioning to high school, and other specific populations

Outcomes:
- Children and youth feel safe and connected to their school.
- Children and youth form caring relationships with peers and adults.
- Children and youth attend school regularly.
- Students and school staff solve conflicts using restorative-justice techniques.
- Children and youth exhibit fewer early warning indicators (chronic absence, suspension, and academic performance issues) over time.

Rationale: Research shows that young people who eventually drop out from high school display early warning indicators in the third grade, middle school, and the ninth grade.[20] Students who

exhibit these early warning indicators—chronic absence, at least one suspension, and/or failing a core course—are more likely to drop out of high school in the ninth grade. Partnerships between families, schools and community-based organizations can strengthen early academic achievement and mitigate early warning indicators that appear in middle school or worsen during the transition to high school. For students of color in particular, a punitive school climate can have a negative impact on their engagement, motivation, self-concept, and achievement in school. Participation in culturally relevant services leads to caring relationships between youth and adults and helps youth develop protective factors that support success in school. Developing alternatives to suspension and focusing on student assets can support an inclusive and positive school climate.

6. YOUTH DEVELOPMENT AND EMPOWERMENT STRATEGIES

OFCY's investments in this goal area aim to promote the social- emotional, physical, cognitive, and spiritual development of children and youth. Youth thrive when they feel safe, develop supportive relationships with adults and peers, have meaningful opportunities for youth involvement and leadership, and access challenging and engaging activities and learning experiences. However, only 40% of Oakland's youth report that they have opportunities for meaningful participation in their communities.[21] OFCY's investments are based on a wide body of research showing that access to positive youth development programming promotes the healthy development and academic success of young people and is an effective strategy for reducing violence.

Strategic Investments: To contribute toward the long-term goal of supporting youth development in all domains, OFCY will direct investments toward year-round and summer programming that build on youth interests and assets delivered in community-based or school settings.

Strategy	Target Population	Annual Allocation
5. Create Access to Youth Development and Empowerment Opportunities Year-Round 6. Create Access to Enrichment and Academic Support during the Summer Months	Children and youth ages 5–20 and specific populations: LGBTQ youth, boys of color, unaccompanied minors, and youth impacted by violence	$3.6M–$3.85M

Alignment with Other Systems: With no dedicated state or federal funding streams to support youth development activities and a shift in private funding toward literacy and academic support over the past 10 years, OFCY is the primary funder of youth development and leadership activities in Oakland. OFCY focuses on preventative youth development activities that increase protective factors for youth, and reduce risky behavior and situations where they may be victims
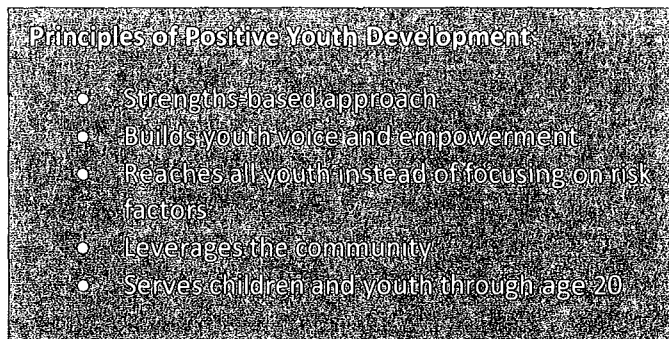
of violence. OFCY youth development investments complement direct violence intervention activities that are supported by Measure Z and Oakland Unite. Selected strategies align with shared citywide efforts to strengthen achievement for youth and reduce summer learning loss in low-income areas and for youth impacted by trauma, boys of color, and youth with specific needs. Programs will leverage City assets such as parks and libraries to deliver community-based programming.

Community Input: The strategic investments in this goal area reflect input from young people regarding the need for enriching programs that build on their assets and strengths, not just their risk factors or deficits. The community and stakeholders echoed support for expanding access to enrichment programming for low-income children and youth. Stakeholders encouraged OFCY to align with community efforts designed to support literacy and mitigate summer learning loss.

Strategy 5: Create Access to Youth Development and Empowerment Opportunities Year-Round

Strategy: This strategy creates access to year-round activities that empower children and youth to develop leadership skills, build on their strengths, improve their connections to adults and peers, and contribute to their communities through arts, technology, entrepreneurship, sports, and other enrichment programming. This investment supports access to comprehensive services and trauma-informed supports that meet the needs of specific populations, such as LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.

Supported Activities: Programming within this strategy includes activities and experiences that build on youth interests, strengths, and assets, including academic and literacy support, arts and enrichment, youth and peer leadership, and innovation and technology. Services are delivered in the community or in school-based settings and may range from small and emerging programs to larger community collaborations. Services may leverage existing community and City assets.

Principles of Positive Youth Development
- Strengths-based approach
- Builds youth voice and empowerment
- Reaches all youth instead of focusing on risk factors
- Leverages the community
- Serves children and youth through age 20

Supported youth development and empowerment programming includes the following:

- *Academic and Literacy Support:* Programming that promotes positive attachment to school, provides youth with academic support, and develops literacy in alignment with the broader goals of Oakland Reads 2020.
- *Arts and Enrichment:* Programming that provides youth with opportunities to develop their voice through arts, literature, sports, or other forms of expression to promote the social-emotional, cultural, physical, cognitive, and spiritual development of young people.
- *Youth and Peer Leadership:* Peer mentoring, community advocacy, or other youth leadership activities in which youth receive targeted training and development and hold

roles of responsibility. OFCY will invest in programs that empower youth to participate in the design and delivery of programming to grow their leadership skills and experience, which can boost youth's career awareness and prospects.

- *Innovation and Technology:* Programming that provides experiences and exposure to STEM (science, technology, engineering, and math), coding, and computer science, or that provides project-based or hands-on learning opportunities such as maker projects or do-it-yourself (DIY) projects. OFCY will invest in programming that promotes youth skills and interests in technology, innovation, and entrepreneurship.

This strategy also invests in the delivery of comprehensive services and supports to children and young people who are impacted by trauma in their families or communities or have population-specific needs, such as LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence. Investments are directed to supports and services that are culturally relevant, asset based, and trauma informed, including mental health services and supports, positive youth development and empowerment opportunities, family support, and advocacy.

Target Populations: Oakland children and youth who are ages 5–20 from high-priority neighborhoods. Specific populations include LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.

Outcomes:
- Children and youth form caring relationships with peers and adults.
- Children and youth have meaningful opportunities for involvement and membership.
- Children and youth participate in challenging and engaging activities and learning experiences.
- Children and youth develop new skills.
- Children and youth are healthy, active, and fit.

Rationale: There is a wide body of research showing that children and youth who have access to safe community spaces and meaningful opportunities for enrichment and academic support develop new skills, improve their connections to adults and peers, and make positive contributions to their communities. Young people who have experienced individual, family, or community trauma benefit from targeted, culturally relevant services and supports, which, over time, improve their social-emotional well-being and build protective factors and resiliency.

Strategy 6: Create Access to Academic Support and Enrichment during the Summer Months

Strategy: Invests in programs that provide enrichment and academic opportunities for children and youth during the summer months to help them stay engaged in learning, retain academic skills and knowledge, develop their voice and leadership skills, and make meaningful contributions to their communities. Supported programming prevents children and youth from losing academic knowledge and skills over the summer and leaves them more prepared for a successful start to the new school year.

Supported Activities: Programming within this strategy includes activities and experiences that build on youth interests, strengths, and assets, including academic and literacy support, arts and enrichment, youth and peer leadership, and innovation and technology. Services are delivered in the community and may range from small and emerging programs to larger community collaborations. Services leverage available community and City assets, providing youth with access to high-quality summer activities and new experiences. Supported programming includes the following:

- *Academic and Literacy Support:* School-based services and programming that provide academic support and enrichment to promote positive attachment to school, support reading and literacy, and prevent summer learning loss.
- *Arts and Enrichment:* Programming that provides youth with opportunities to develop their voice through arts, literature, sports, or other forms of expression to promote the social-emotional, cultural, physical, cognitive, and spiritual development of young people.
- *Youth and Peer Leadership:* Peer mentoring, community advocacy, or other youth leadership activities in which youth receive targeted training and development and hold roles of responsibility. OFCY will invest in programs that empower youth to participate in the design and delivery of programming to grow their leadership skills and experience, which can boost youth's career awareness and prospects.
- *Innovation and Technology:* Programming that provides experiences and exposure to STEM (science, technology, engineering, and math), coding, and computer science, or that provides project-based or hands-on learning opportunities such as maker projects or do-it-yourself (DIY) projects. OFCY will invest in programming that promotes youth skills and interests in technology, innovation, and entrepreneurship.

Target Populations: Oakland children and youth who are ages 5–20 from high-priority neighborhoods. Specific populations include LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.

Outcomes:
- Children and youth retain academic skills and knowledge.
- Children and youth form caring relationships with peers and adults.
- Children and youth have meaningful opportunities for involvement and membership.
- Children and youth participate in challenging and engaging activities and learning experiences.
- Children and youth develop new skills.
- Children and youth are healthy, active, and fit.

Rationale: This strategy reflects the literature in the field of youth development showing that children and youth who have access to safe community spaces and meaningful opportunities for enrichment and academic support develop new skills, improve their connection to adults and peers, and make positive contributions to their communities. Summer programs that incorporate academic support and enrichment programming successfully motivate children and youth to attend school regularly by building on their interests, while supporting the retention of skills and

content learned during the school year. Access to academic programming can help to offset summer learning loss and strengthen literacy.

7. TRANSITIONS TO ADULTHOOD STRATEGIES

OFCY aims to support older youth in their transition to adulthood and contribute to the broader community goal that older youth graduate from high school ready for college and a career. Exposing youth to the workplace, entry-level work readiness training, and work experience enhances their employability skills and raises their awareness of careers or vocational opportunities. Work-based learning opportunities have been found to increase school attendance, decrease dropout rates, reduce school suspensions, increase school engagement, and support young people's overall growth and capacity as they develop into young adults.[22] Programming that offers academic support in tandem with career exposure has been effective at re-engaging opportunity youth.[23]

Strategic Investments: To contribute toward the broader goal of college and career readiness, OFCY will invest in programming that exposes young people to careers and delivers academic support to older youth.

Strategy	Target Population	Annual Allocation
7. Expand Access to Career Awareness and Academic Support for Older Youth	Youth ages 15-20 in high-priority neighborhoods in need of academic and career support, including opportunity youth (i.e., those who are disconnected from school and employment)	$1.75M–$2M

Alignment with Other Systems: OFCY's support of youth workforce programming connects nearly 1,000 Oakland youth per year with career support, workplace exposure, paid internships, and other subsidized youth employment opportunities. While other youth workforce funding streams in Oakland are restricted to serving specific populations (e.g. probation or foster youth for Title IV:E funding or hard-to-serve populations through WIB funding), OFCY funding supports a broader population of youth throughout Oakland.

OFCY's investments are influenced by recent changes in workforce funding streams and OUSD's *Pathway to Excellence 2015–2020* Strategic Plan. OFCY's focus on career exposure and academic support aligns with OUSD's plans to become a linked-learning district and the broader vision of ensuring that all youth graduate from high school ready for college and a career. Over the past year, Oakland has seen an increase in federal, state, local, and private funding intended to build career pathways, including the passage of Measure N, a parcel tax that generates nearly $13 million annually in funding. OFCY will continue to partner with other public-system investors to ensure alignment of workforce resources.

Community Input: This investment reflects youth input, emphasizing the need for programming for young people who live in low-income neighborhoods and may be the first

Key System Partners and Investors
- Oakland Workforce Investment Board (WIB)
- Oakland Unite
- Oakland Unified School District
- Alameda County Social Services Agency IV-E
- Peralta Community College District

to attend college but have not been in trouble at school or in the community. Stakeholders and community members also noted the need to support young people within the contexts of their families and communities and to expose middle-school-age youth to career-based, project-based, and hands-on learning activities as Oakland moves toward a linked-learning school district. System stakeholders also cited the need to ensure that young people have access to supportive services that address non-academic needs such as housing and financial, legal, or family needs that may get in the way of their academic or career success.

Strategy 7: Expand Access to Career Awareness and Academic Support for Older Youth

Strategy: This strategy supports programming that provides older youth (ages 15–20) with career awareness, exploration, and preparation within high-priority industries, as well as academic support to facilitate their transition to college and a career.

Supported Activities: The core activities supported by this strategy include the provision of academic support and career-development programming that builds on older youth's strengths and interests.

Career Development Activities: Supported programming includes opportunities for employment and career exploration through job shadowing, short-term paid work experience, soft-skill development, youth entrepreneurship, internships, and other career-development activities that provide exposure to the world of work and broaden their awareness of career options and possibilities. The focus of programming is on providing young people with career-exposure and career-exploration experiences that foster their interest in postsecondary training or educational opportunities. OFCY will support programs that incorporate job readiness, financial-literacy education, and employer support as program components. This strategy prioritizes programming that engages young people in key industries and career pathways supported by the City of Oakland.

Academic Support Activities: OFCY will invest in learning opportunities designed to help youth persist in and graduate from high school; attain a GED or diploma; continue on to further postsecondary education by helping youth complete high school prerequisites; navigate postsecondary enrollment; and assist with the financial aid and application process for postsecondary education. This strategy also funds academic programming offered in tandem with career exposure/employability opportunities and dropout-recovery programs, including reengagement centers that reach youth who are not currently enrolled in school or working.

Target Populations: Youth ages 15–20 in high priority neighborhoods in need of academic and career support, including opportunity youth (i.e., those who are disconnected from school and employment)

Outcomes:
- Youth are aware of job and career options.

- Youth access and complete internships and other work-experience opportunities, and achieve work-based skills and job readiness.
- Youth graduate from high school, receive a GED, and/or enroll in postsecondary training or educational programs.

Rationale: Older youth benefit from learning about the world of work and accessing experiences that help get them ready for a job or a career. For low-risk and at-risk youth alike, exposure to the workplace, entry-level work-readiness training, and work experience enhance their employability skills and raise their awareness of careers or potential employment opportunities. It is well demonstrated that young people who do not graduate from high school, pass the exit exam, or receive a GED have few options when it comes to getting a job or pursuing postsecondary education or vocational training. For many youth who do receive the necessary credentials, because they are often the first to attend college in their families, they need help applying for and enrolling in college or vocational programs.

In addition, students who participate in work-based learning are more likely to attend college or go to work than other peers.[24] Academic-support programming can help young people who are disconnected from school obtain the necessary courses, credentials, or diplomas to access future educational and employment opportunities. Learning about college-entry requirements and receiving assistance with navigating the application process can increase college-enrollment rates for low-income youth of color. For older youth who are disconnected form the workforce and educational systems (i.e., "opportunity youth"), academic support provided in tandem with career exposure can re-engage them on a career or educational path.

8. ENDNOTES

[1] American Community Survey, 2005 and 2013.

[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] Trulia Trends, http://www.trulia.com/trends/2015/02/trulia-price-rent-monitor-jan-2015/, January 2015

[6] Forbes, "San Francisco Tops Forbes 2015 List of Worst Places for Renters," April 16, 2015.

[7] Child Trends, Early School Readiness, 2012.

[8] California Department of Education, 2012–2013.

[9] Urban Strategies Council for the Oakland-Alameda County Alliance for Boys and Men of Color, Selected Data on Outcomes for Boys and Men of Color in Oakland and Alameda County, fall 2014.

[10] Arnold Chandler, A Life Course Framework for Improving the Lives of Boys and Men of Color, Forward Change Consulting, 2014.

[11] Oakland City Council Report, Funds for Unaccompanied Children from Central America, October 14, 2014.

[12] Data on Unaccompanied Children in the OUSD—Lauren Markham, Community School Program Manager at Oakland International High School, and Nate Dunstan, Refugee and Asylee Specialist.

[13] Cianciotto, Jason, and Sean Cahill. Education Policy: Issues Affecting Lesbian, Gay, Bisexual, and Transgender Youth. (New York: The National Gay and Lesbian Task Force Policy Institute), 2003.

[14] Oakland Unified School District, Student Data Handout: Foster Youth, 2013–2014.

[15] Ibid.

[16] EveryOne Home, Alameda County 2013 Homeless Count.

[17] Garner, Andrew S. Home Visiting and the Biology of Toxic Stress: Opportunities to Address Early Childhood Adversity. American Academy of Pediatrics, 2013.

[18] Centers for Disease and Control and Prevention, Low Birth Weight and the Environment.

[19] The San Francisco Department of Children, Youth, and Their Families defines Family Resource Centers in the following way: "Family Resource Centers are welcoming community hubs that provide universal access to services and opportunities for families to strengthen family functioning and enhance community connections. FRCs provide a broad range of prevention and intervention services that respond to identified community needs and address emerging developmental needs of families as their children grow from birth to 3, preschool age, school age, and throughout the teen years. FRC services are family-centered, culturally competent, and strength-based." San Francisco DCYF, Children's Services Allocation Plan, 2013–2016.

[20] Civic Enterprises and the Everyone Graduates Center at Johns Hopkins, The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation, 2011.

[21] California Healthy Kids Survey, Meaningful Participation in the Community at OUSD, 2008-2010

[22] Medrich, E., S. Calderon, and G. Hoachlander. Contextual Teaching and Learning Strategies in High Schools: Developing a Vision for Support and Evaluation. (Berkeley: MPR Associates), 2002.

[23] CLASP, Building a Comprehensive Youth Employment Delivery System: Examples of Effective Practice, February 2010.

[24] Jobs for the Future, *School-to-Career Initiative Demonstrates Significant Impact on Young People*, 1998.

APPENDIX: SUMMARY OF COMMUNITY INPUT

1. PLANNING PROCESS

A key component of OFCY's strategic investment planning process was a community- and stakeholder-engagement effort to hear from Oakland's residents, youth, service providers, funders, and other system investors about the strengths and needs of Oakland's communities, gaps in services, and areas where OFCY could strategically target its funding to maximize the benefit for Oakland's children and youth. The goal of gathering community input was to solicit perspectives on the needs and opportunities for strengthening the health and well-being of young people and to identify gaps and opportunities in programming for children and youth. OFCY also used community input forums to share preliminary strategic directions and proposed strategies on how to solicit stakeholder ideas and feedback on these directions. To see a list of community input activities, please refer to section 3 of the Strategic Investment Plan.

2. SUMMARY OF FINDINGS

2.1 Early Childhood

Strategy 1: Engage and Support Parents in the Healthy Development of their Children
- Parent engagement in early learning programs that are currently funded under OFCY have been very well received by Latino families. Agencies have used creative measures to increase participation from African American families, including linking engagement activities to broader community events to recruit families into playgroups and parent cafes.
- There is significant interest in Family Resource Centers among providers and system stakeholders, though several system partners/investors suggested that further study and mapping of the Family Resource Centers is needed.
- Stakeholders agreed on the value of investing in place-based strategies in underserved neighborhoods. Stakeholders felt that Full-Service Community Schools at Oakland Unified School District should include parent-engagement work and early childhood support at their sites.
- System partners and providers reported that Help Me Grow was a useful referral resource.
- Parents want places where they can socialize and enjoy their families in their communities, which decreases their overall level of stress.
- Stakeholders and providers agreed that families must be empowered and engaged in designing and delivering services.
- Stakeholders emphasized the need to focus on engaging fathers.

- Stakeholders pointed to specific examples of Family Resource Centers that have flourished in Oakland, including the Hawthorne Family Resource Center and, more recently, Room to Bloom. Stakeholders in the Packard Foundation Starting Smart and Strong Collaborative, a convening of early care and learning investors and providers, identified a need to conduct a full assessment of the landscape of Family Resource Centers in Oakland.
- There is a need to continue to support experiences for preschool-age children who do not participate in preschool.

Strategy 2: Strengthen Preschool Quality through Consultation with Early Childhood Educators

- Provider agencies wanted more flexibility to choose specific sites where they could provide services. They shared the fact that sites had varying degrees of readiness or preparation for fully integrating and using mental health consultations effectively. Some providers felt that less formal settings, such as playgroups, could benefit from developmental consultations, and that individual mental health consultations with children are needed.
- Many providers and system partners agreed that there is a need for more trauma-informed approaches in working with underserved or under-resourced neighborhoods.
- Stakeholders suggested that the early childhood mental health strategy provides an important service to the early childhood system (Head Start and OUSD) that would not otherwise be funded, but that services could be provided with a more intentional focus (i.e., based on an assessment of site needs and willingness to participate) to enhance their effectiveness.
- Stakeholders also felt that this approach improves teachers' ability to manage the classroom and helps teachers implement Center for Social and Emotional Foundations for Early Learning (CSEFEL) and Classroom Assessment Scoring System (CLASS) standards.

2.2 Student Success in School

Strategy 3: Ensure Youth Access to High-Quality School-Based After-School Programming

- OFCY funding and support for after-school programming is seen as necessary for the sustainability of school-based after-school programming by community stakeholders.
- Schools in Oakland's neighborhoods with the highest levels of poverty have higher costs of programming due to the need to cover security officer costs, greater demand for services, and other site needs.
- Stakeholders and funders highlighted the opportunity for collaborations between organizations to support the offering of enrichment, technology, arts, sports, and other programming that youth enjoy. Providers described the importance of using subcontractors to provide specialized curriculum and instruction in arts, literacy, sports, and other culturally relevant programming. However, they shared that funding levels currently do not support robust subcontracting. Providers wanted additional flexibility in

engaging with partner agencies rather than having to train their own staff to become content experts in each of the areas of the curriculum requested by OUSD and OFCY. Additional financial support would strengthen agency collaborations.

- High-quality programming at schools requires greater flexibility in programming and additional funding to support after-school instructors and additional enrichment staff.
- Providers concurred that OUSD is placing additional requirements on lead agencies, without providing additional funding. These pressures make it hard to retain qualified staff, a key factor in delivering a high-quality program.
- Small community-based programs that have culturally competent and real relationships with the community face significant challenges when trying to meet contracting standards with public agencies. Allowing for collaboration and partnership with these CBOs improves the quality and relevancy of programs provided by after-school providers.
- Most elementary after-school programs are at capacity year-round, and many have waiting lists of students at the beginning of the year.

Strategy 4: Strengthen Student Engagement in Learning
- Stakeholders noted the need for additional programming for middle-school-age youth.
- Stakeholders and community members emphasized the need to engage parents as partners in student success and learning and for strategies that build system capacity to decrease the disproportionality of suspensions among students.
- Stakeholders expressed the importance of building literacy and numeracy skills in children at a young age as a positive predictor of future success.

2.3 Youth Development and Empowerment

Strategy 5: Create Access to Youth Development and Empowerment Opportunities Year-Round
- Stakeholders identified the need to articulate the role of violence prevention as a strategy within this goal area. Providing a safe space for youth to enjoy and thrive was seen as an important aspect of this strategy.
- Youth want programming that builds on their assets and capabilities, not their deficits.
- Youth want access to programming and suggested the need for additional outreach, especially to a broader range of youth.
- Stakeholders noted the need for supporting small and emerging programs, as well as science, technology, and other innovative programming.
- Stakeholders noted the need to reach specific populations, such as unaccompanied minors, youth exposed to violence and trauma, homeless youth, and LGBTQ youth, but there was some consensus that creating a targeted funding pool was not viable.
- Stakeholders noted the need for trauma-informed approaches.
- Stakeholders expressed the importance of supporting reading and writing programming to support youth voice and expression.

- Stakeholders see OFCY as a resource to support project-based, hands-on learning programming that builds youth skills and their interest in science, technology, engineering, and math (STEM).

Strategy 6: Create Access to Academic Support and Enrichment during the Summer Months
- Young people want access to enriching programs that build on their assets and strengths, not just their risk factors and deficits.
- There is strong community and stakeholder support for expanding access to free or low-cost summer enrichment and academic programming for low-income children and youth. Summer is a difficult time for childcare for parents; there is a need for activities to keep children and youth busy and engaged in a productive way during the summer. OFCY is the main local supporter of free and low-cost summer programming and plays an integral role in supporting positive summer experiences for children and youth.
- There are several community efforts focused on supporting literacy and mitigating summer learning loss. Summer months provide an opportunity for children and youth to build mastery in a specific area or topic and retain their academic achievements during the school year.

2.4 Transitions to Adulthood

Strategy 7: Expand Access to Career Awareness and Academic Support for Older Youth
- Youth emphasized the need for academic and workforce programming to support a broad section of Oakland's youth, and not just youth who are on probation or parole, in foster care, or disconnected from school and work. While those groups do need services, there is a network of public support for these populations that do not provide any support for the broader populations of youth.
- System stakeholders agreed that other workforce funding streams prioritize enrollment of those with the highest risk.
- There is a need for educational opportunities to develop financial literacy among young people.
- There is a need for programs that support young people within the contexts of their families and communities.
- New workforce funding streams in Oakland allow OFCY greater flexibility. There is a need for coordination among workforce funders.
- Providing middle school youth with project-based, hands-on learning activities will help build their interest and awareness in STEM and help to increase enrollment in STEM career academies.
- Stakeholders noted the opportunity for OFCY to support reengagement centers, where opportunity youth (i.e. disconnected from school and work) could receive academic and workforce support that reengages them to complete high school, attain a GED or higher education, while gaining workforce experience and exposure.
- Stakeholders felt that OFCY should support programming that aligns with City of Oakland priority industries and OUSD career academies.

- Youth need support in both academics and in workforce to successfully transition to adulthood; successful programs are able to address both service needs (i.e. academic and workforce support) to transition-age youth.

Oakland Fund for Children & Youth

OAKLAND FUND FOR
CHILDREN & YOUTH
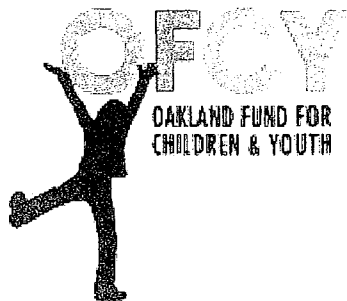
DRAFT

Oakland Youth Demographic Profile

Strategic Investment Plan 2016 – 2019
Appendix

May 2015

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Table of Contents

## Oakland's Children and Youth Population

Total Population

Oakland's total population is 397,011, with 94,489 children and youth ages 0–19, which accounts for just under one-quarter (24%) of the total population.[1] According to the US Census Bureau, in 2012, 18,580 residents moved to a new home in Oakland from outside Alameda County.[2] Although Oakland's total population has remained relatively constant since 2000, the number of youth in Oakland has decreased from 109,592 in 2000 to 94,489 in 2013—a 14% decline in the total youth population. Youth represented 27% of Oakland's population in 2000 and 24% in 2013, as shown in figure 1. The decrease in the youth population in Oakland has primarily been among school-age children under the age of 10, as shown in figure 2.

Figure 1. Proportion of Youth to Total Population
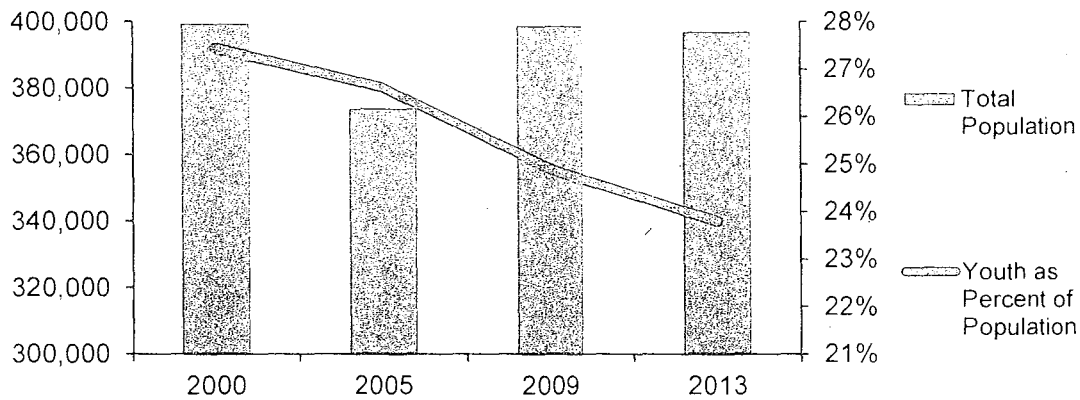
Source: US Census Data for 2000, American Community Survey Data for 2005, 2009, and 2013 (5-year estimates)

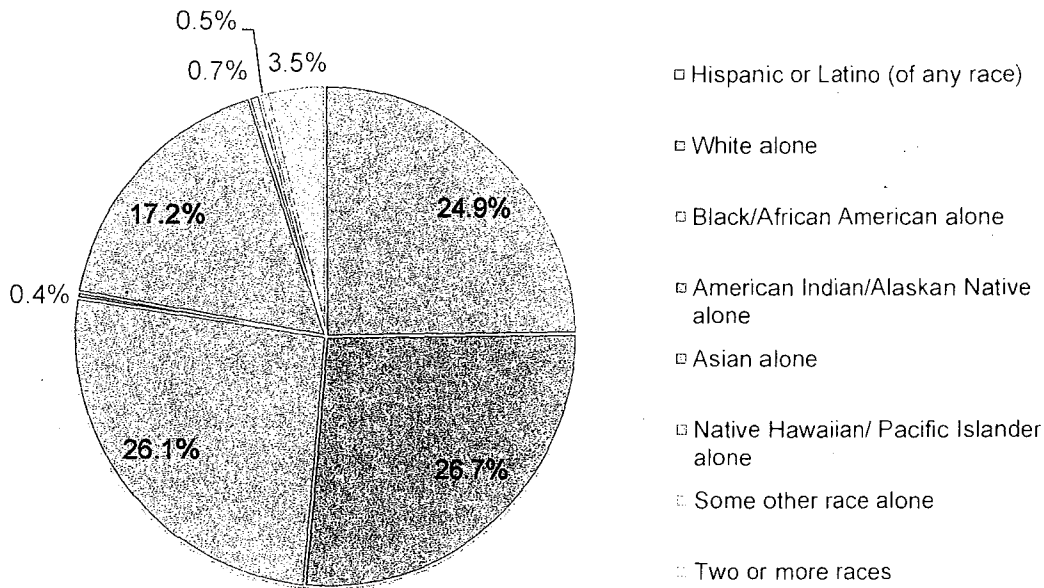### Figure 2. Youth Population by Age as Proportion of Total Population
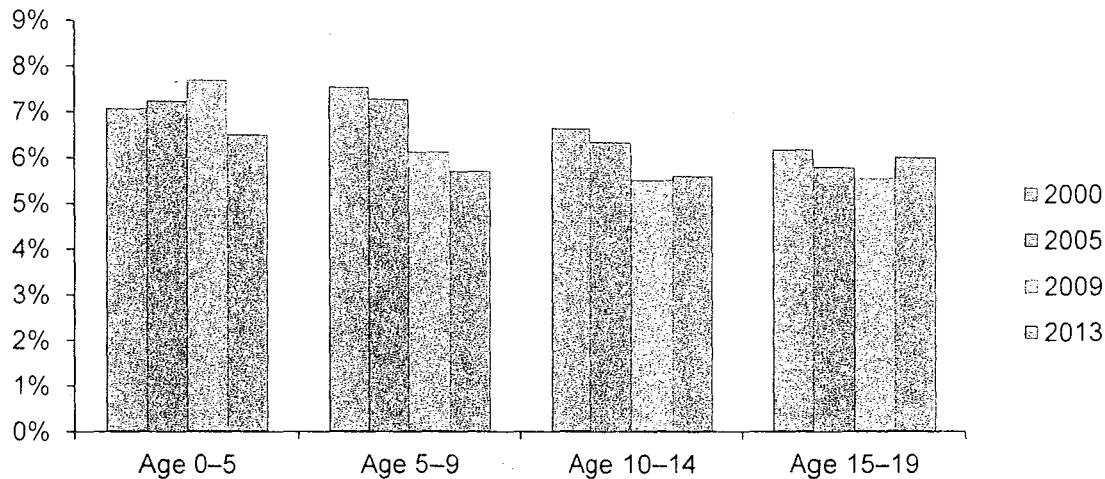
Source: US Census Data for 2000, American Community Survey Data for 2005, 2009, and 2013 (5-year estimates)

Race and Ethnicity

Oakland is recognized as one of the most ethnically diverse cities in the nation. Within racial and ethnic categories, there is great diversity in nationalities and heritages. Oakland's Hispanic/Latino population includes Mexicans (19.1%), Puerto Ricans (0.6%), Cubans (0.3%), and other nationalities (4.9%)—representing almost a quarter (24.9%) of Oakland's population. Oakland's Asian population is also diverse and includes Chinese (9.2%), Filipino (2.1%), Vietnamese (1.9%), Korean (0.7%), Japanese (0.5%), Asian Indian (0.6%), and other Asian nationalities (2.2%), which together comprise 17.2% of Oakland's population.

Figure 3. Race and Ethnicity of Oakland's Population

Legend:
- Hispanic or Latino (of any race)
- White alone
- Black/African American alone
- American Indian/Alaskan Native alone
- Asian alone
- Native Hawaiian/ Pacific Islander alone
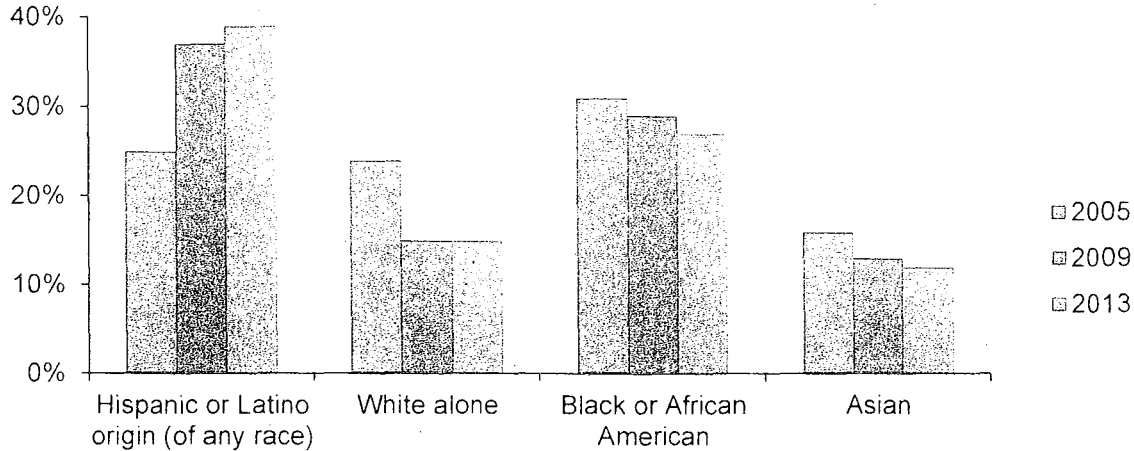- Some other race alone
- Two or more races

Source: American Community Survey, 2013

Recent demographic trends have shown growth in the Latino population in Oakland and a decline in the White and African American populations.[3] Latino youth now represent the largest ethnic group in Oakland for youth under the age of 20.

Figure 4. Youth Population by Race

Source: American Community Survey Data for 2005, 2009, and 2013 (5-year estimates)

Income and Poverty

According to 2013 federal poverty guidelines, a single person earning less than $11,490 or a family of four earning less than $23,550 are living in poverty.[4] In 2013, 30% of children in Oakland lived in households with incomes below the federal poverty level. Nearly 35% of children lived in households that receive some sort of public assistance, such as food stamps, SSI, or cash assistance. The number of children living in poverty in Oakland has increased since 2005, as shown in figure 5 below.

Figure 5. Youth Living in Poverty in Oakland

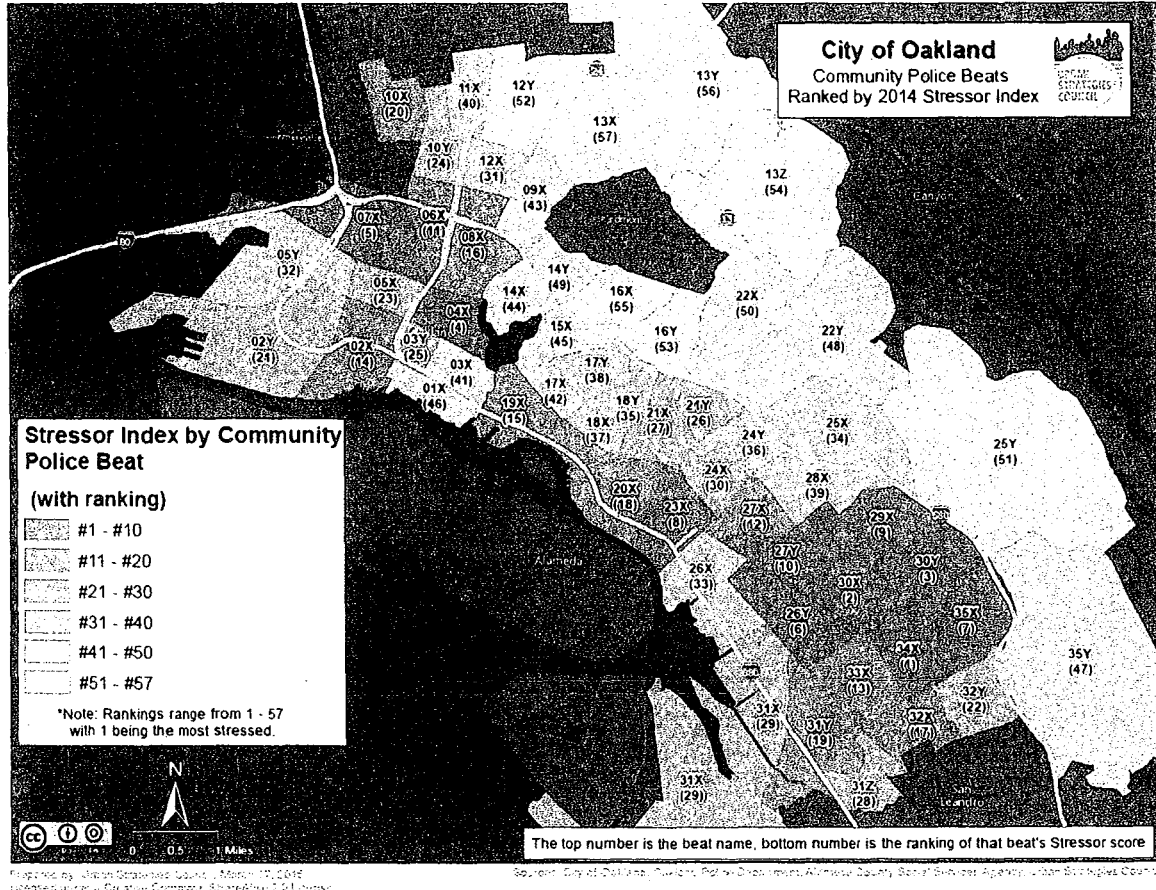Bar chart showing years 2005, 2009, 2013 with legend: "Children living in households with SSI, cash public assistance, or Food Stamps/SNAP" and "Children in households with income below poverty level"
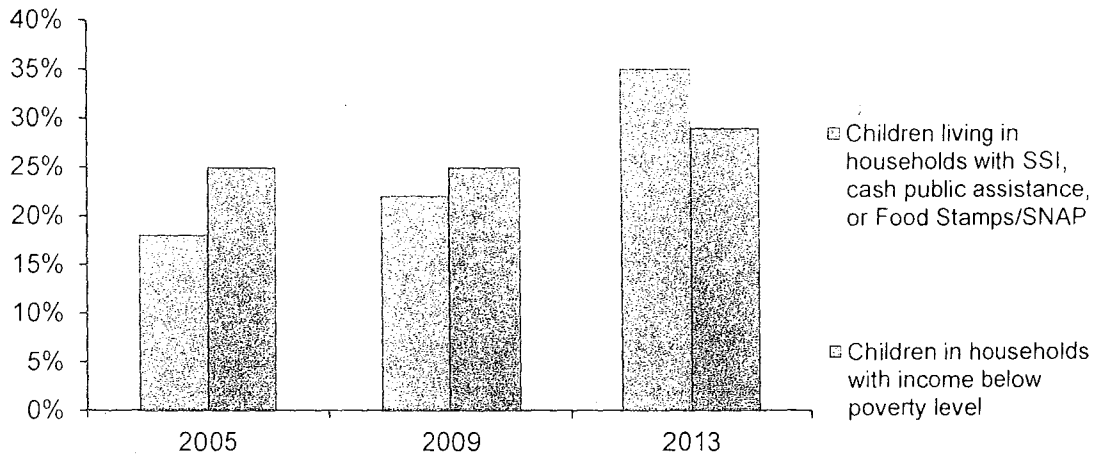
Source: American Community Survey Data for 2005, 2009, and 2013 (5-year estimates)

High-Stress Neighborhoods

Youth living in high-stress neighborhoods face profound challenges with respect to their academic success, health, and safety as well as their future transition into adulthood. The Oakland Department of Human Services' Measure Z has developed a neighborhood stressor index using data on arrests, crime reports, food-stamp recipients, youth incarceration and probation, violent suspensions, and chronic absence for OUSD students. This stressor index is mapped to the city's 57 police beats to inform community-policing efforts. OFCY has used this information to prioritize strategies and programs that reach youth living in these high-stress areas.

Figure 6. Oakland's Neighborhood Stressor Index

City of Oakland
Community Police Beats
Ranked by 2014 Stressor Index

Stressor Index by Community Police Beat

(with ranking)

- #1 - #10
- #11 - #20
- #21 - #30
- #31 - #40
- #41 - #50
- #51 - #57

*Note: Rankings range from 1 - 57
with 1 being the most stressed.

The top number is the beat name, bottom number is the ranking of that beat's Stressor score

Oakland's Student Population
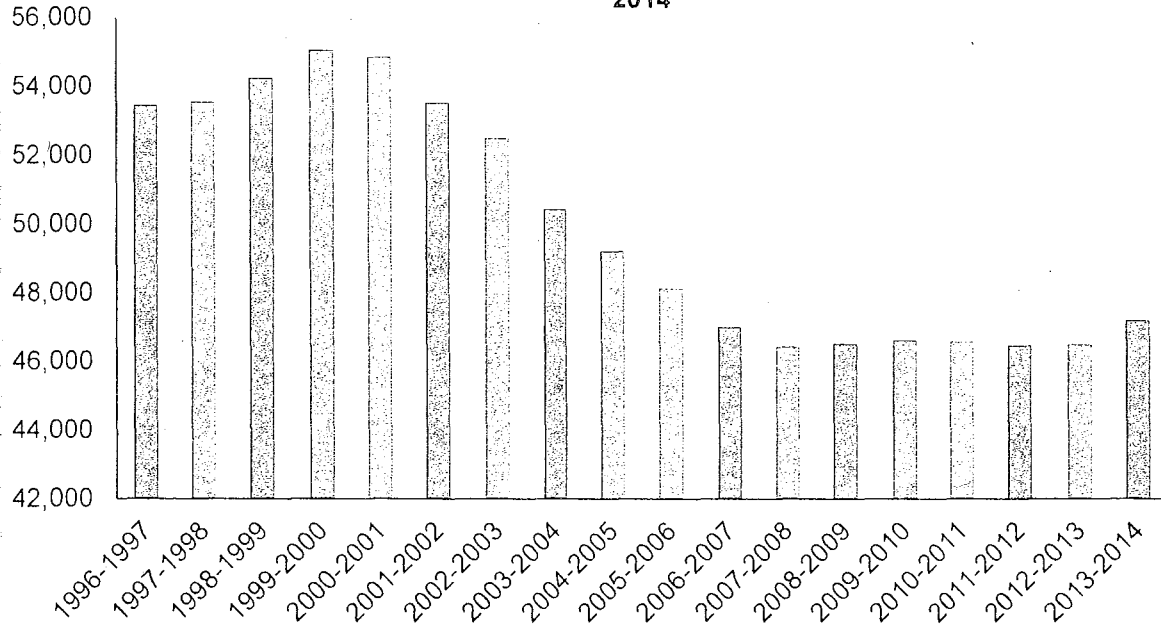
OUSD School Enrollment

In the 2013–2014 school year, 47,194 K–12 students were enrolled in OUSD public and charter schools. There are 68,683 school-age youth (ages 5–19) in Oakland, which means that 69% of Oakland's youth are enrolled in OUSD public or charter schools.

Figure 7. K–12 Enrollment at OUSD Public and Charter Schools, 1996–2014

Source: California Department of Education

Charter Schools

The increase in the number of charter schools in Oakland over the past decade has corresponded with an increase in the number of children enrolled in charter schools. While a large majority of students attend traditional OUSD public schools, approximately one in five (22%) students is now attending OUSD charter schools.[5] Nearly one in three middle school students attends charter schools in Oakland.

Figure 8. Student Body Enrolled in Public vs. Charter Schools in Oakland, 2013–2014
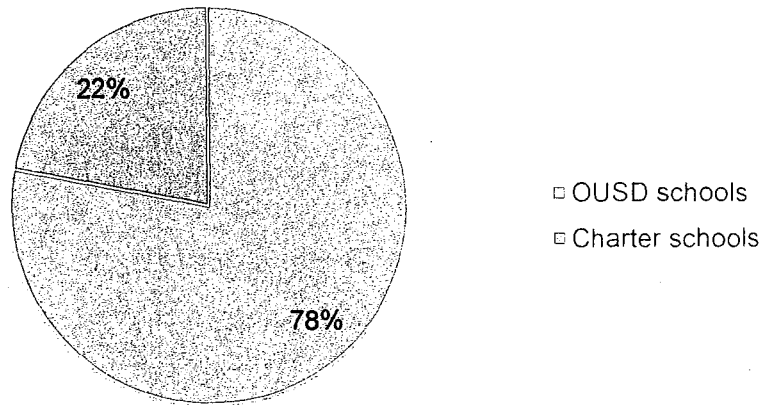
Source: California Department of Education, 2013–2014

Figure 9. Proportion of Student Body Enrolled in Public and Charter Schools by Grade, 2013–2014
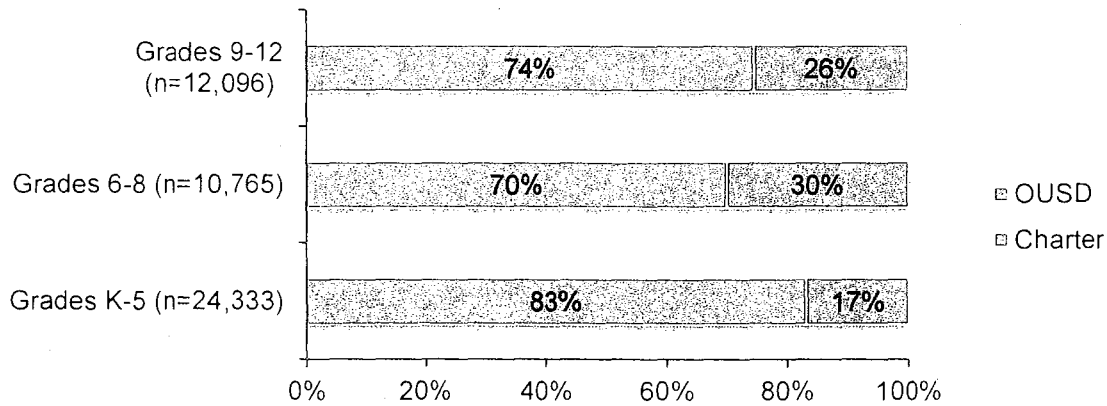
Source: California Department of Education, 2013–2014

Race and Ethnicity of Students

Hispanic/Latino student enrollment in Oakland's public and charter schools has increased since 2005, while African American student enrollment has declined.

Figure 10. OUSD Public and Charter School Enrollment by Race and Ethnicity, 2005–2014

Source: California Department of Education, 2005–2006, 2008–2009, and 2013–2014
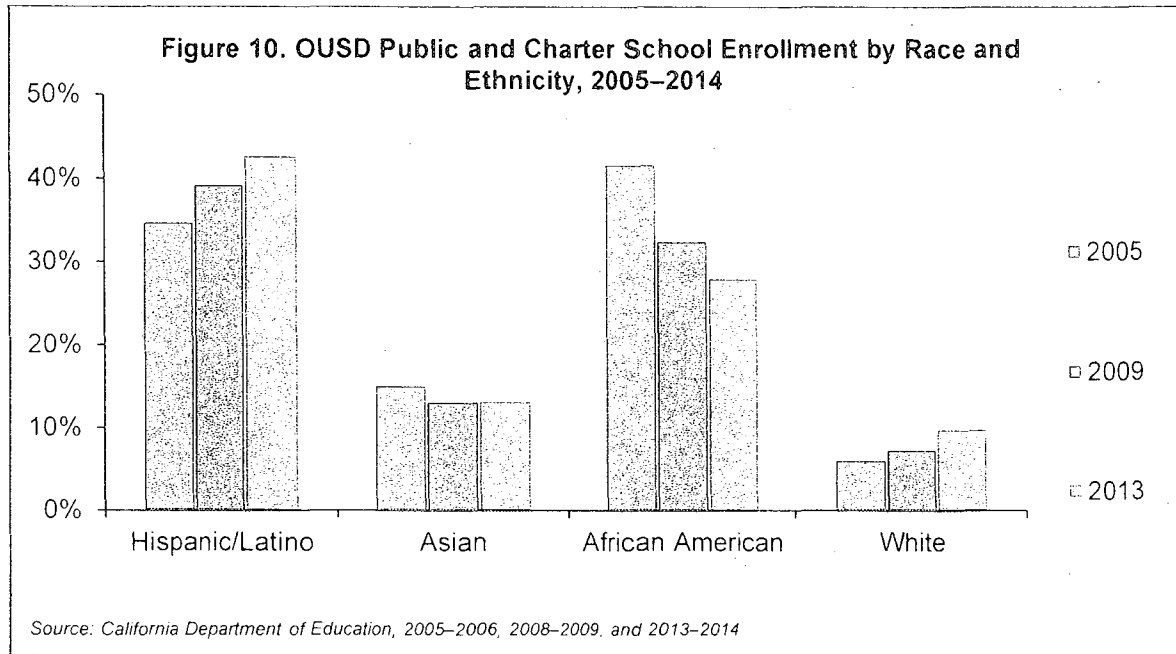
Most children enrolled in traditional public and charter schools are of Hispanic/Latino descent. Charter schools serve a higher proportion of Latino students than traditional public schools do. Approximately 30% of all Latino students in Oakland attend charter schools.[6]

Figure 11. Race and Ethnicity of Student Population in Public Schools vs. Charter Schools in Oakland, 2013–2014

Source: California Department of Education, 2013–2014
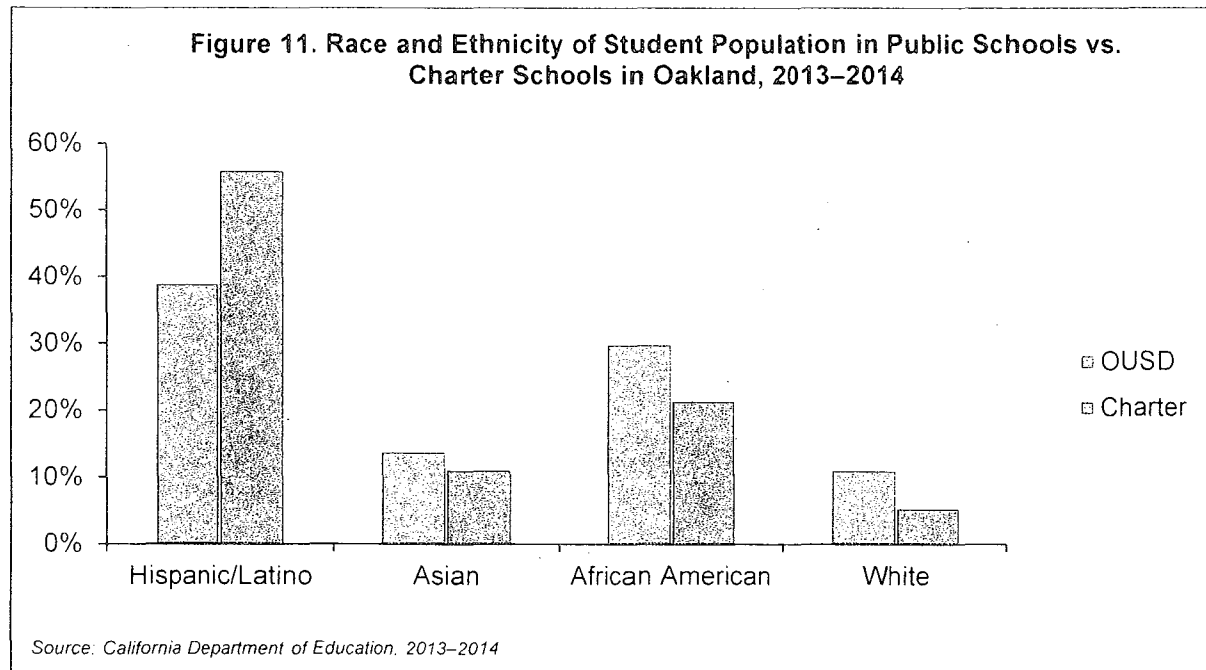
Free and Reduced Lunch

The number of students in Oakland's schools who come from low-income households has increased significantly since 2005. Three-quarters of all students are eligible for a free or reduced-price lunch (FRL).

Figure 12. Proportion of Students Eligible for a Free or Reduced-Price Lunch

80%

75%

71%

66%

60%

40%

2005   2009   2013

Source: California Department of Education, 2005–2006, 2008–2009, and 2013–2014
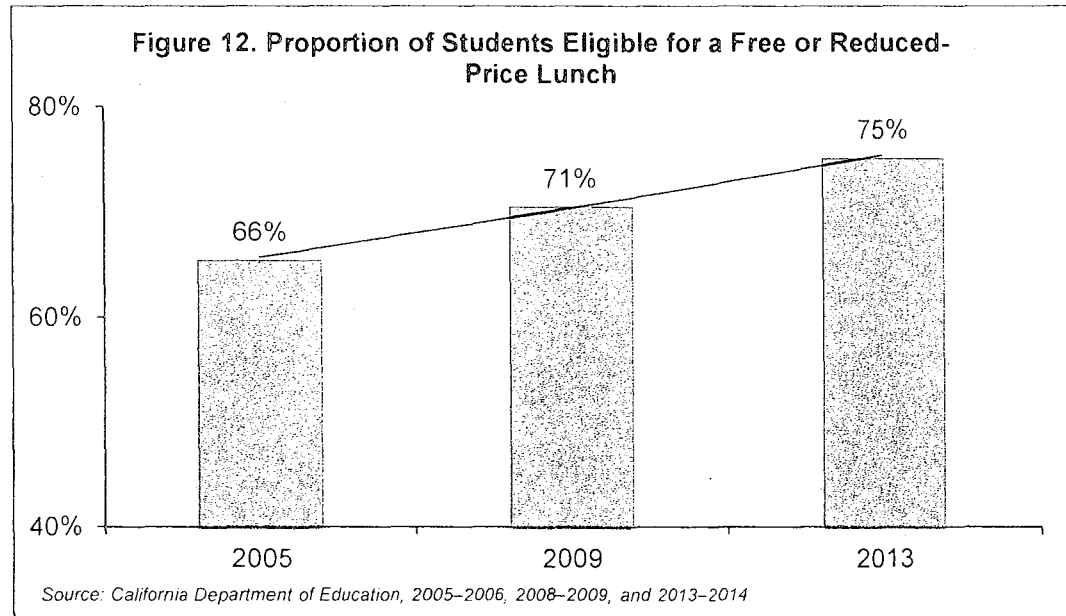
In the 2013–2014 school year, a third (34%) of all Oakland public schools had a student population in which 90%–100% of students were eligible for a free or reduced-price lunch.

Figure 13. Percentage of Oakland Schools with Free/Reduced Priced Meals (n=122)

15%

34%

9%

41%

- 0% – 50% FRL
- 51% –70% FRL
- 71% – 90% FRL
- 91% – 100% FRL

Source: California Department of Education, 2013–2014
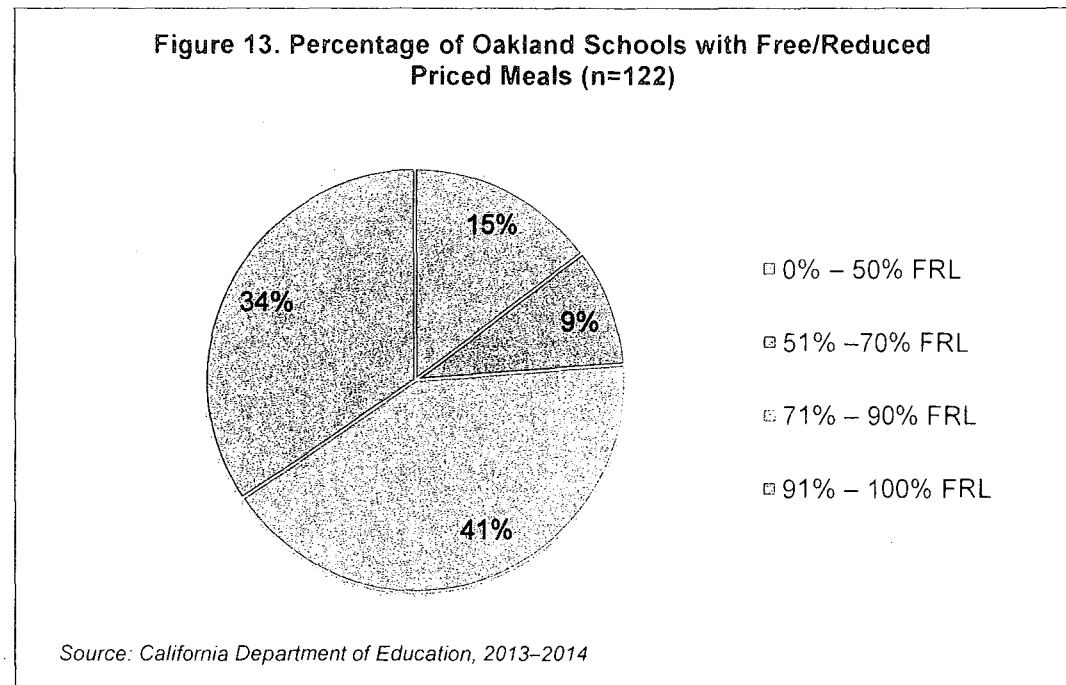
Across OUSD's public and charter schools, 90%–100% of the student body in 30 elementary schools is enrolled in the Free and Reduced Lunch (FRL) program. Over 70% of the student body in 11 of the 12 charter elementary schools is enrolled in the program.

Figure 14. Distribution of Elementary Schools by Percentage of Student Body Enrolled in the FRL Program

Source: California Department of Education 2013–2014
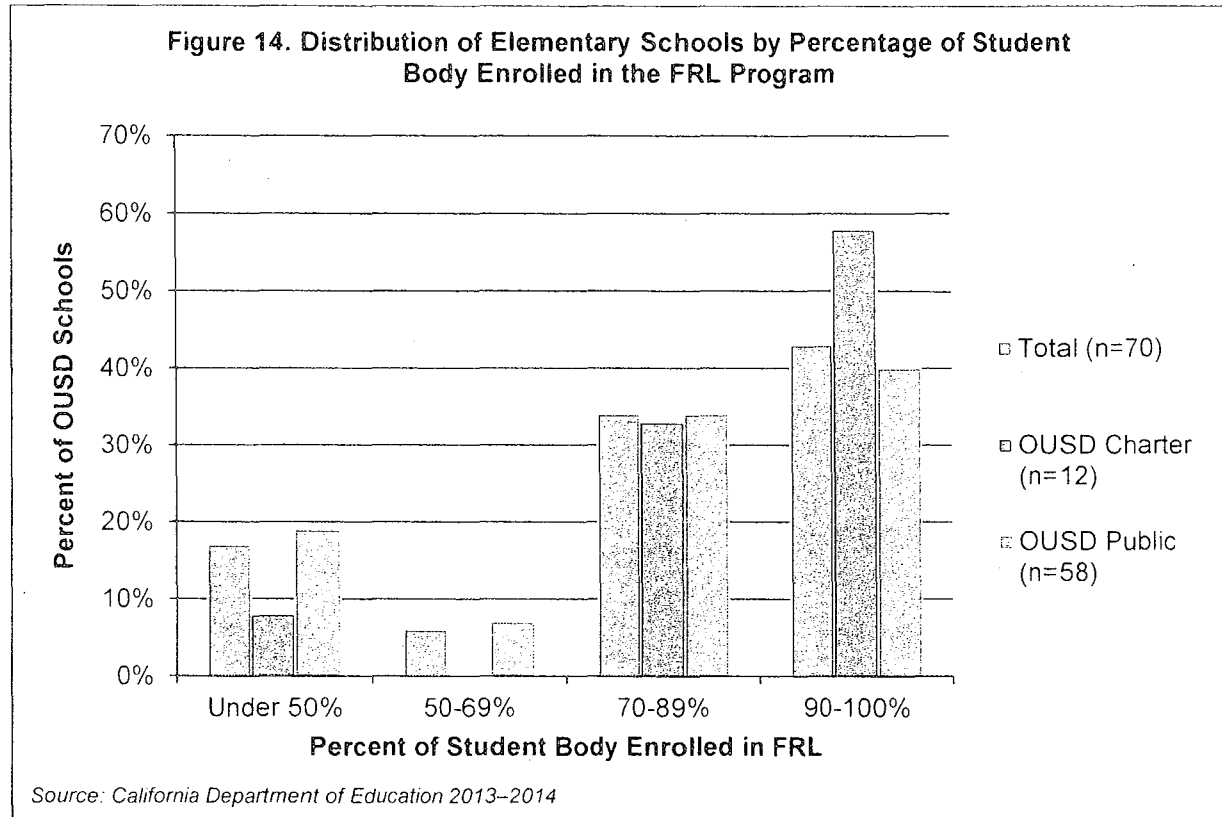
In addition, 90%–100% of the student body in 54% of OUSD public middle schools is enrolled in the FRL program. In the two charter middle schools in OUSD, 70%–89% of the student body is enrolled in the FRL program. In all but one public high school and one charter high school, 70%–100% of the student body is enrolled in the FRL program.

Indicators of Academic Success

The future success and well-being of youth is often tied to their academic success. Youth success in school is tracked throughout their lives—from preschool through elementary, middle, and high school. In addition to examining the overall success of youth in schools in Oakland, there are significant gaps in achievement for students of color in Oakland.

Preschool

Attending preschool prepares children for kindergarten and future academic success in school. The Oakland Achieves Partnership's 2014 *Oakland Achieves: A Public Education Progress Report* reveals that approximately 30% of young children in Oakland do not participate in formal preschool, as shown in figure 15 (from the report).[7] Subsidized preschool options in Oakland include the California State Preschool Program, Head Start, and vouchers that are provided to families enrolled in CalWORKs or other public-assistance programs to apply to any formal or informal child-care provider.

Figure 15. Oakland Achieves 2014 Report Chart on Preschool
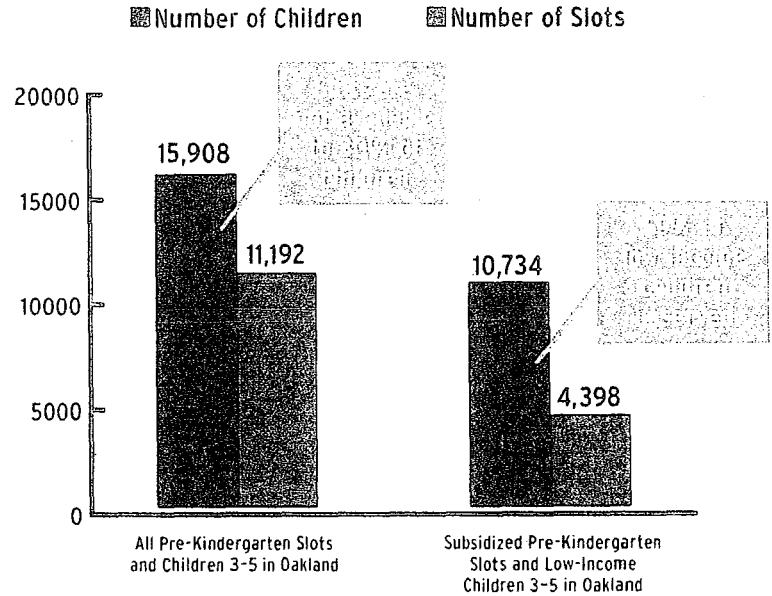
A recent analysis from the Alameda County Early Care & Education Planning Council reveals that nearly 2,500 children in Oakland—or 36% of the child population eligible for subsidized preschool—are not served by the current number of slots.[8] In 13 Oakland zip codes, the number of available slots for subsidized preschool is less than the number of eligible children.[9]

Table 1. Children Served in the California State Preschool Program, by Oakland Zip Code

Zip Code	# of Children who Qualify for CSPP	Total Spaces	% of Children not Served
94601	1272	841	34%
94603	930	605	35%
94621	977	667	32%
94602	374	134	64%
94610	263	58	78%
94611	229	26	89%
94608	360	159	56%

Zip Code	# of Children who Qualify for CSPP	Total Spaces	% of Children not Served
94619	383	213	44%
94605	707	542	23%
94609	211	102	52%
94618	98	5	95%
94612	185	97	48%
94613	4	1	75%
94614	0	0	n/a
94615	0	0	n/a
94620	0	0	n/a
94604	0	2	n/a
94701	0	2	n/a
94606	471	483	-3%
94607	321	389	-21%
TOTAL	**6,785**	**4,326**	**36%**

Transitional Kindergarten (TK)

With the passage of the Kindergarten Readiness Act (SB 1381), Oakland Unified School District started offering transitional kindergarten (TK) in the 2012–2013 school year. TK is an early kindergarten experience for young five-year-olds, or those students whose fifth birthday falls between September 2 and December 2. TK builds on skills that children may learn in preschool, i.e. Preschool Learning Foundations, and creates a bridge to traditional kindergarten curriculum programming by adapting Common Core State Standards for young five-year-olds.

TK provides free early-education slots for young children who are not yet eligible to enroll in kindergarten. As Oakland ramps up its TK program, additional data will be available on whether enrollment in TK is supporting the goals of kindergarten readiness. Preliminary data from an independent survey reveals that 6% of Oakland's kindergarten population—or 271 students— enrolled in TK in 2012–2013, which is slightly less than the state's estimated target of 8%.[10]

Kindergarten Readiness and Third-Grade Reading Level

Less than half (40%) of kindergarteners are considered proficient in the five core areas used to measure kindergarten readiness—academics, self-care and motor skills, self-regulation, social expression, and overall readiness.[11] Fewer than half of all students of color have early literacy skills, compared to 75% of White students.[12] Only 38% of third graders in OUSD are reading at grade level. Significant gaps in reading proficiency exist among children of color. Twenty-one percent of Latino students and 27% of African American students are proficient in third-grade reading, compared to 77% of White students.[13] OUSD's "Pathway to Excellence: 2015–2020 Strategic Plan" and the Oakland Reads 2020 initiative are committed to increasing third-grade reading proficiency in Oakland to 85% by 2020.

Figure 16: Third-Grade Reading Proficiency in OUSD, 2014
Chart Source: Oakland Reads 2020 Baseline Report
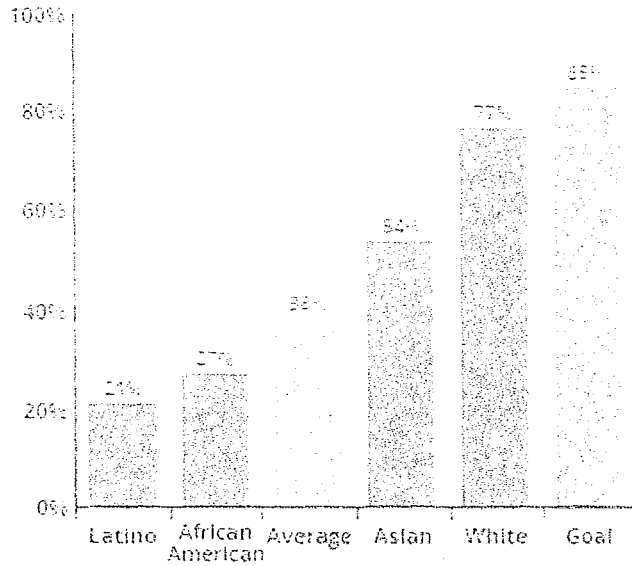
School Quality
The 2013 average API for all public schools in OUSD is 721, which is a slight decrease from the average score of 728 in 2012.[14] The average API for all charter schools in Oakland is 781, which is higher than the average score at OUSD public schools.[15]

Across the district, 27 schools—or 33% of all schools—met their 2013 Growth API target. An additional 10 schools had increases in their average APIs but did not meet their Growth API Targets. However, 44 schools—or 54%—saw no changes or declines in their APIs from the previous year.

Figure 17. API Growth Scores in OUSD, 2013

33%

54%

12%

- API Growth Targets Met
- API Grew, Targets Not Met
- API Remained Same or Decreased

Source: California Department of Education, 2012–2013
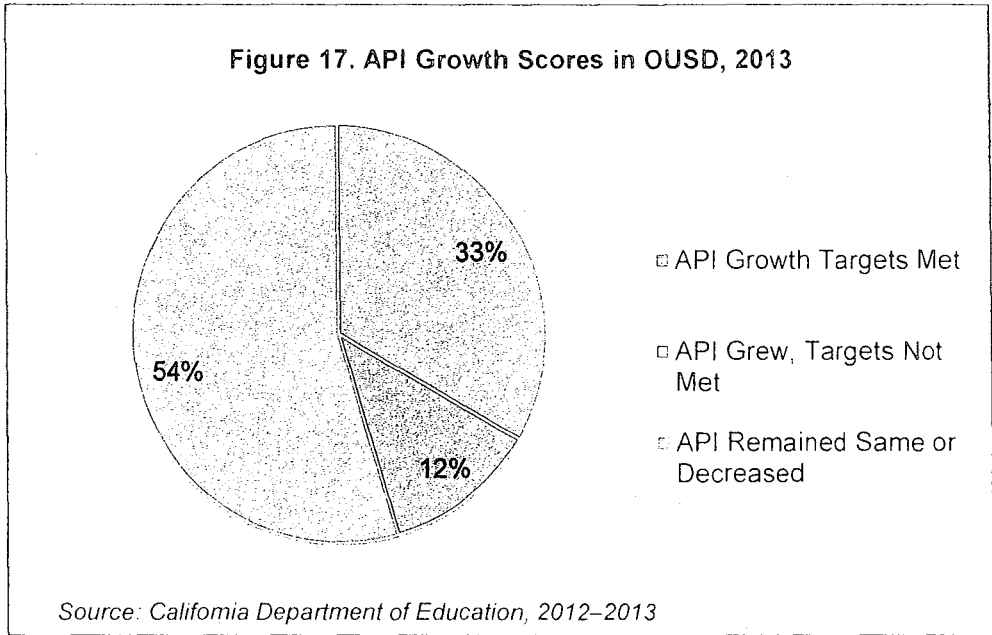
The average API score for public and charter elementary schools is about the same, at 770. There are four charter middle schools in Oakland with an average API score of 933. The average charter high school API is 751, compared to the average of 588 for the 12 district high schools.[16]
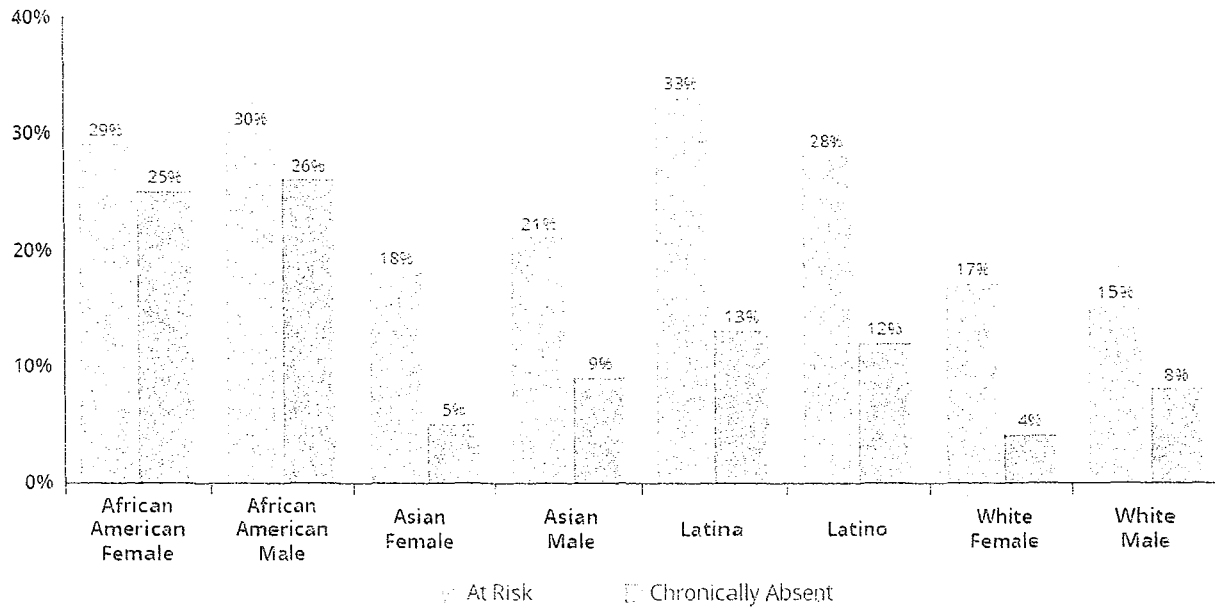
Chronic Absence

Chronic absence is an early-warning indicator for low literacy levels, other academic risks, and school-dropout rates. The average daily attendance at OUSD is 95.2%.[17] Chronic absence at OUSD has declined from 16% in 2005–2006 to 11% in 2013–2014.[18] An additional 23% of K–3 students in Oakland are considered to have "at risk" attendance for missing 5%–9% of their school days.[19] Overall, this means that 4,658 K–3 students in Oakland are missing between 5% and 10% of the school year and are at risk for low literacy levels and low achievement levels in their academic lives.

Differences in chronic or at-risk absence appear among different race-and-ethnicity and gender profiles of the K–3 student population in Oakland. African American boys and girls in kindergarten have the highest rates of chronic absence. One in four African American kindergarteners is considered chronically absent, and an additional 30% is considered "at risk."[20] The rate of chronic absence in kindergarten among African American children is twice the rate of the next highest group—Latino children (at 13%). Latina kindergarteners have the highest rates of "at risk" attendance, at 33%.

Figure 18: Chronic Absence for Students in all OUSD Schools by Race and Gender
Source: Oakland Reads 2020 Baseline Report

Bar chart showing At Risk and Chronically Absent rates by demographic group:

Group	At Risk	Chronically Absent
African American Female	29%	25%
African American Male	30%	26%
Asian Female	18%	5%
Asian Male	21%	9%
Latina	33%	13%
Latino	28%	12%
White Female	17%	4%
White Male	15%	8%

Legend: At Risk   Chronically Absent

Middle School / High School Attendance

The chronic-absence rate in Oakland is lowest among sixth graders, at a rate of 7%. Chronic absence increases again in high school. An average of 16% of 10th and 11th graders are chronically absent in Oakland. Students in foster care and students with disabilities have high rates of chronic absence, at 19% and 18%, respectively.[21]
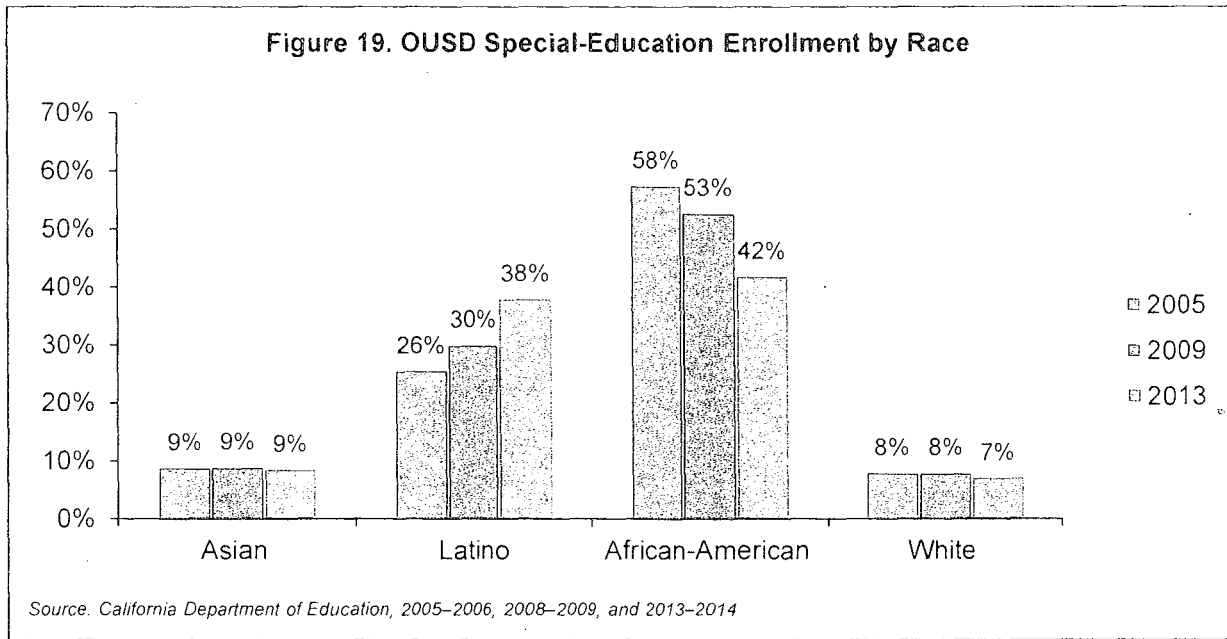
Suspensions

In OUSD, African American youth are twice as likely to be suspended for defiance than any other groups, and 16 times more likely to be suspended for defiance than White students.[22] Although female students have lower suspension rates than males, African American females had higher rates of suspension than all other categories, except for African American males and Pacific Islander males.[23] OUSD has led a voluntary effort to reduce suspension rates and address disproportionality in suspensions in its student population. Since 2010, suspensions of African American students have decreased from 14% of all suspensions to 11%.[24]

Special Education

OUSD served 5,074 students with special needs in the 2013–2014 school year.[25] The majority of students enrolled in special education in Oakland have specific learning disabilities (37%), followed by speech or language impairment (25%), autism (12%), intellectual/mental retardation (12%), and emotional disorders (7%). Eighty percent of students enrolled in special education at OUSD are African American or Latino.[26] Since 2005, the proportion of Latino students in special education has increased, while the number of African American students in special education has decreased. The proportion of White and Asian students in special education has remained constant.

Figure 19. OUSD Special-Education Enrollment by Race

Source. California Department of Education, 2005–2006, 2008–2009, and 2013–2014
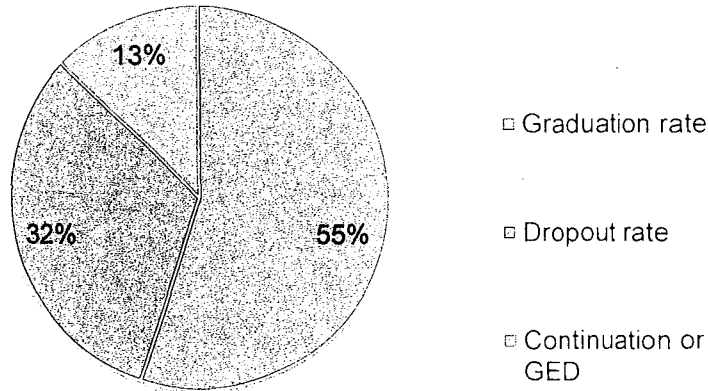
Graduation and Dropout Rates

Since 2009, the high school graduation rate in Oakland has improved from 55% to 63%. Oakland's graduation rate remains below the average graduation rate of 80% for the state and county.
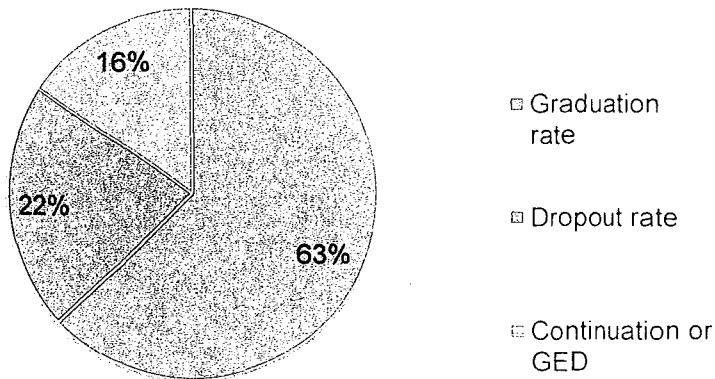
Figure 20. High School Outcomes in Oakland, 2008–2009

13%

32%   55%

□ Graduation rate

□ Dropout rate

□ Continuation or GED

Source: California Department of Education, 2008–2009

Figure 21. High School Outcomes in Oakland, 2012–2013

16%

22%   63%

□ Graduation rate

□ Dropout rate

□ Continuation or GED

Source: California Department of Education, 2012–2013

In Oakland, the proportion of Latino, African American, and White students who dropped out of school without graduating has decreased significantly since 2009. This same trend occurred in Alameda County and across California more broadly. Oakland's dropout rates are twice those of county and state averages.

Figure 22. Change in School Dropout by Race and Ethnicity

Source: California Department of Education, 2008–2009 and 2013–2014
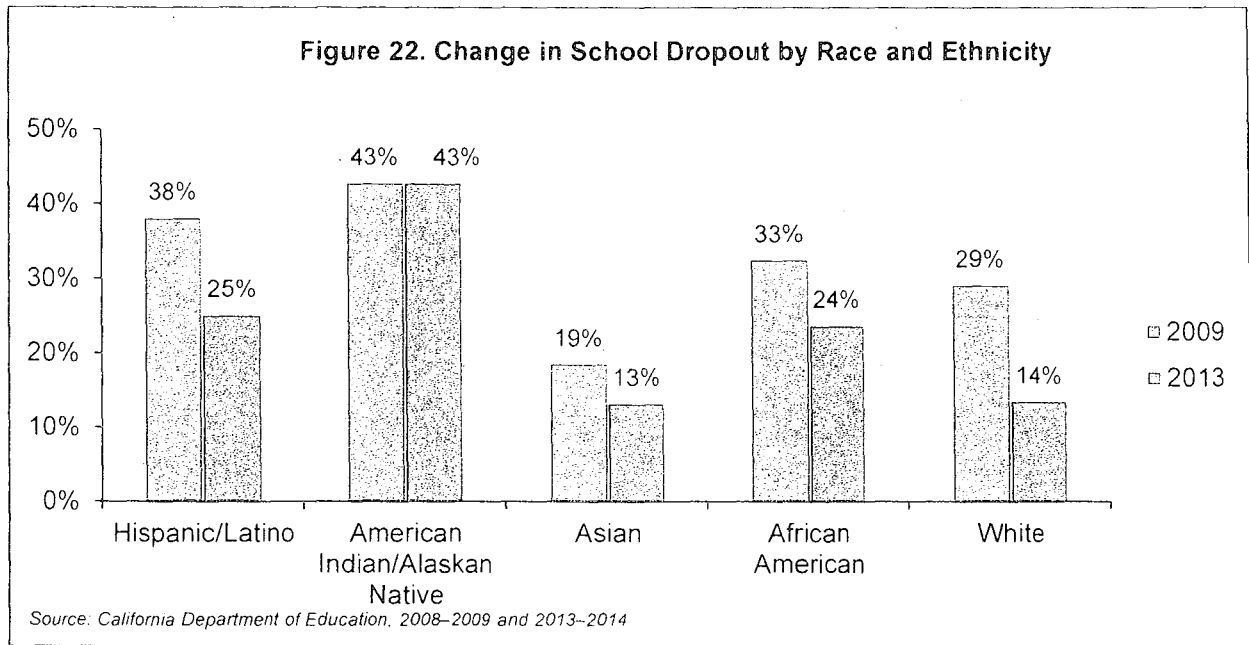
Specific Populations

Oakland's Diversity

The following section highlights specific populations and demographics within Oakland that experience disparities in achieving OFCY's vision that all children and youth in Oakland be able to thrive and have the support of the entire community to lead safe, healthy, and productive lives. This is not intended to be all-inclusive of the many diverse populations within the city that also face disproportionate challenges with respect to OFCY's vision.

Boys and Men of Color

The Oakland-Alameda County Alliance for Boys and Men of Color has developed a fact sheet that provides summative information about the current status of boys and men of color in Oakland and Alameda County. These data points include the following:[27]

- Seventy-seven percent of males under the age of 18 in Alameda County are boys and young men of color. Thirty-two percent of young males under the age of 18 are Latino.
- "In OUSD, Pacific Islander, African American, and Latino students were most likely to test *below* proficient in English Language Arts (79%, 71%, and 70%, respectively) and Math (72%, 73%, and 66%, respectively) on the California Standards Test in 2012–2013."
- "OUSD's African American males in grades 6–8 had by far the highest rate of suspensions (26%) in 2012–2013, followed by African American males in high school (21%) and Pacific Islander males in middle school (20%)."
- "African American (6%), Latino (8%), Native (9%), and Pacific Islander (9%) males were less likely to be in the Gifted and Talented Education program than were White (19%), Asian, (18%), and Filipino male students (17%) in OUSD in 2010–2011."
- "Native American and Pacific Islander males had the lowest graduation rates (38% and 39%, respectively), followed by Latino (54%) and African American males (52%), among males of all racial/ethnic groups in OUSD in 2011–2012." By comparison, 74% of White males and 75% of Asian males graduated from high school in Oakland.
- In Oakland, "African American and Asian males were almost twice as likely not to be participating in the labor force (i.e., not employed and not looking for work) than their Latino and White counterparts." Fifty-three percent of African American males and 45% of Asian males in Oakland were either unemployed or not in the labor force (i.e., looking for work).
- White males earn twice the average per capita income of all males in Alameda County. The average per capita income for White males is $56,267, compared to $25,356 for African American males, $28,205 for Asian males, and $15,179 for Latino males.

Boys and men of color are disproportionately represented among victims and perpetrators of shootings and homicides. In 2010, 30% of people killed in Oakland were young adults between the ages of 18 and 25.[28] One in ten victims was under the age of 18.[29] Although African Americans account for only 28% of Oakland's population, they accounted for 60% to 78% of

homicide victims between 2006 and 2010.[30] Nearly 40% of the victims killed were already on probation or parole.[31]

Birthplace, Citizenship Status, and Primary Language

Oakland is one of the first sanctuary cities in the Unites States and is home to many new immigrants. Over a quarter of Oakland residents are foreign born, and a majority (58%) of those residents are not US citizens. A significant number of Oakland residents do not speak English as their primary language. Forty percent of Oakland residents five years and older speak a language other than English as their primary language at home.[32]

English Learners in OUSD

OUSD serves a large number of students who are English Learners. In 2013–2014, 31% of students (approximately 15,000) enrolled in grades K–12 in OUSD were English Learners (EL), while an additional 10,000 students were considered Fluent-English-Proficient (FEP), i.e., students whose primary language is other than English. Over half of English Learner students are in kindergarten through third grade, which is comparable to county and state statistics. English Learners at OUSD speak 41 different languages. By far, the most common language spoken by these students is Spanish, followed by Cantonese and Arabic.[33]

Table 2. English Learners in OUSD, 2013–2014

Language	Total	Percent of Total EL	Language	Total	Percent of Total EL
Spanish	11,033	76.16%	Somali	8	0.06%
Cantonese	1,078	7.44%	Tamil	7	0.05%
Arabic	605	4.18%	Turkish	6	0.04%
Other non-English	510	3.52%	Portuguese	6	0.04%
Vietnamese	450	3.11%	Punjabi	5	0.03%
Khmer (Cambodian)	164	1.13%	Armenian	5	0.03%
Tongan	105	0.72%	Russian	4	0.03%
Mien (Yao)	99	0.68%	Samoan	4	0.03%
Filipino (Pilipino/Tagalog)	85	0.59%	Thai	4	0.03%
Mandarin (Putonghua)	72	0.50%	Italian	3	0.02%
Tigrinya	61	0.42%	Bengali	2	0.01%
Burmese	37	0.26%	Serbo-Croatian	2	0.01%
French	33	0.23%	Mixteco	1	0.01%
Lao	19	0.13%	Polish	1	0.01%
Korean	13	0.09%	Urdu	1	0.01%
Japanese	13	0.09%	Chaozhou	1	0.01%
Toishanese	11	0.08%	Greek	1	0.01%
Hindi	10	0.07%	Hebrew	1	0.01%
Farsi (Persian)	8	0.06%	Hungarian	1	0.01%
German	8	0.06%	Ilocano	1	0.01%

| Pashto | 8 | 0.06% | | |

Refugee Population

In the year between October 2013 and September 2014, 642 refugees arrived and were resettled in Alameda County. The majority of the refugees came from Afghanistan (376 individuals, or 58%), followed by Burma (73, or 11%) and Iraq (59 individuals, or 9%).[34]

Unaccompanied Minors

From October 2013 to July 2014, more than 62,000 Central American children fled from their home countries to the United States.[35] Since June 2013, OUSD has enrolled over 200 unaccompanied minors in classes. Approximately 75% are in high school, 10% in middle school, and 15% in elementary school. Forty-nine percent are from Guatemala, 33% from El Salvador, and 18% from Honduras.[36]

Lesbian, Gay, Bisexual, and Transgender Population Estimates

Oakland is also home to many gay and lesbian households, with 1,547 lesbian and 1,187 gay couples according to 2008–2012 American Community Survey data from the US Census.[37] National studies of adolescent youth indicate that 3%–6% of youth identified as lesbian, gay, or bisexual (LGB), reported same-sex attraction, or engaged in same-sex sexual activity.[38] Recent studies found that the average age at which teenagers first self-identify as gay or lesbian is between 13 and 16, compared to the 1980s, when the age was between 19 and 23. Self-identification at an earlier age can lead to harassment and discrimination exposing youth to rejection at home and at school.[39, 40]

Foster Children and Youth

Since 2004, the number of foster youth in California has steadily declined by 32%, to 56,577 youth.[41] In Alameda County, 1,614 children are living in foster care.[42] There are 247 foster youth in grades K–12 in OUSD.[43] There are significant gaps in academic outcomes for foster youth in Oakland. Only 40% of foster youth in first grade are reading at grade level, compared to 67% across the district; by ninth grade, only 13% of foster youth are reading at grade level, compared to 54% district-wide.[44] When foster youth age-out of the system, 65% emancipate without a place to live, less than 3% go to college, 51% are unemployed, and emancipated females are four times more likely to receive public assistance than the general population. Foster children comprise less than 0.3% of the state's population, yet 40% of persons living in homeless shelters are former foster children.[45]

Homeless Children and Youth

The most recently available data on the homeless population (2009) indicates that there were 356 homeless households with minor children under the age of 17 in Oakland.[46] Homeless families with children make up 32% of the overall homeless population in Alameda County, down from 56% in 2003.[47] A new homeless count was conducted on January 29, 2015, in
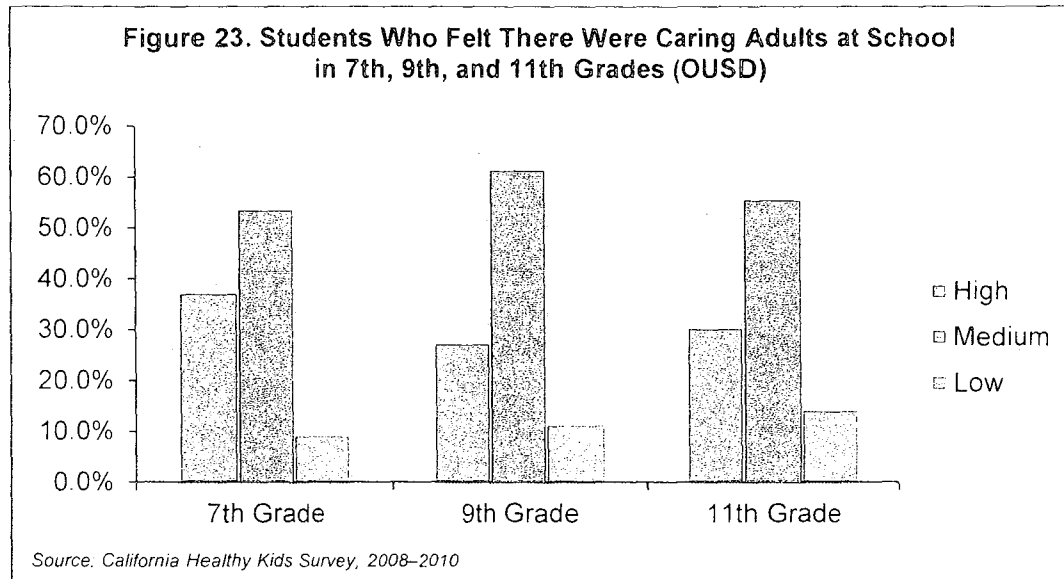
Alameda County; updated data on the homeless population will be released in May or June 2015.
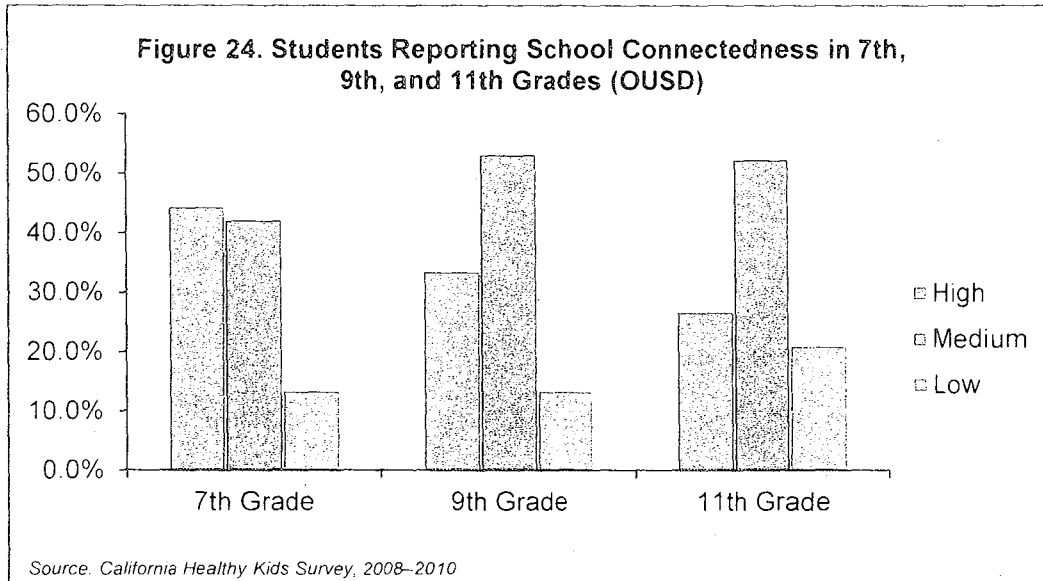
Other Indicators

School Climate

According to the most recently available California Healthy Kids Survey and California School Climate Survey data, most students in OUSD public schools agree that they feel as if teachers or other adults at their school care about them. Students in seventh grade were more likely to report a "high" level of agreement with the statement that there are adults at their school who care about them. This level of connectedness with adults at school supports students' comfort and ability to succeed in the school environment.


Figure 23. Students Who Felt There Were Caring Adults at School in 7th, 9th, and 11th Grades (OUSD)

Source. California Healthy Kids Survey, 2008–2010

School Connectedness

CHKS also measures a "school connectedness" indicator, which is a summary measure based on student reports of being treated fairly, feeling close to people, feeling happy, feeling part of the school, and feeling safe at school. In Oakland, the likelihood that students report a high degree of school connectedness decreases as they age from middle school into high school. In addition, nearly 20% of students in 11th grade reported a "low" level of school connectedness.

Figure 24. Students Reporting School Connectedness in 7th, 9th, and 11th Grades (OUSD)

Source. California Healthy Kids Survey, 2008–2010

School Safety

Youth thrive in environments in which they feel safe and connected to their peers, adults, and community. Students' feelings of safety in school are important indicators for positive youth development. Students in Oakland are more likely to report that they feel unsafe or very unsafe compared to students in Alameda County, where 8% of students report feeling unsafe.[48]

Figure 25. Perceptions of School Safety by Grade Level

Source: CHKS, kidsdata.org, 2008–2010
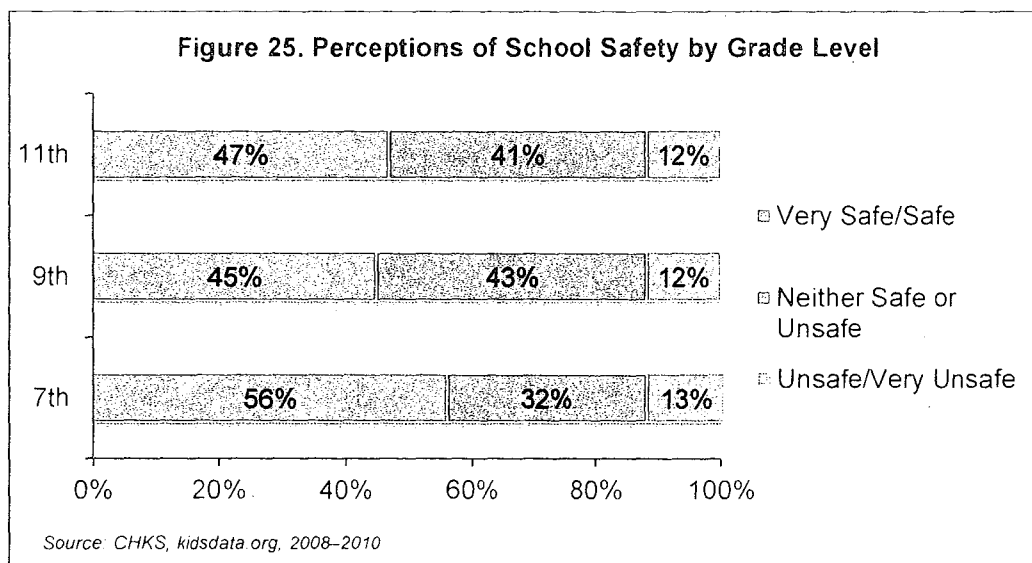
Meaningful Participation at School and in the Community

Between 20% and 30% of students at OUSD report that they do not feel like they have opportunities for meaningful participation at their schools. This data is similar for students in Alameda County and California, more broadly. Female students in Oakland are more likely than male students to report that they do not have opportunities for meaningful participation. African American, American Indian/Alaskan Native, Asian, and Latino students in Oakland are also more likely to report that they do not have meaningful opportunities to participate at their school; approximately 30% of these student groups report low participation compared to 25% of White students and 23% of Native Hawaiian/Pacific Islander students.[49]

Figure 26. Meaningful Participation at School by Grade Level at OUSD

Source: CHKS, kidsdata org, 2008–2010
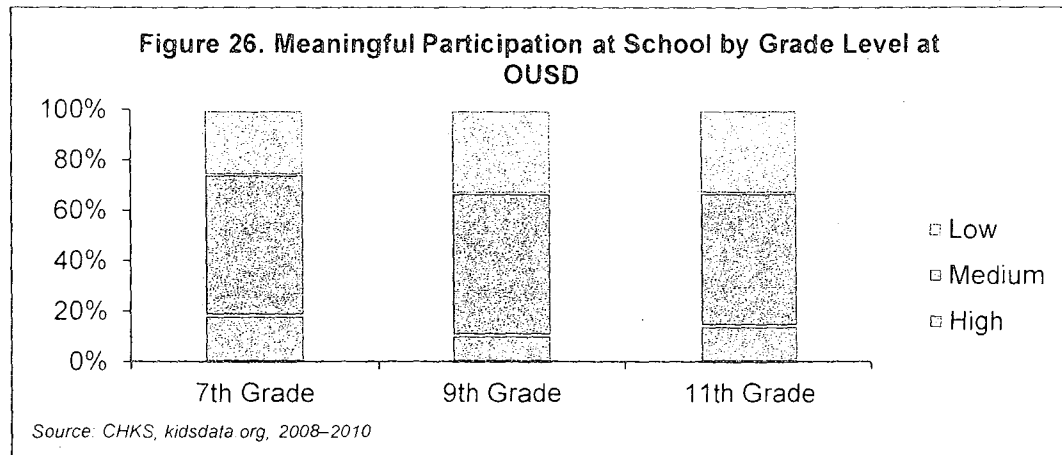
Oakland students are more likely to report meaningful participation in their communities than in their schools. Nearly 40% report that they have opportunities to meaningfully participate in their communities. However, these rates are low compared to those for students in Alameda County and California, more broadly, where approximately 50% report high levels of meaningful participation. In Oakland, females are again more likely than males to report low levels of meaningful participation in their communities. Asian, Hispanic/Latino, and African American students are more likely to report low levels of meaningful participation in their communities (30%, 26%, and 20%, respectively), compared to White students (6%).

Figure 27. Meaningful Participation in the Community by Grade Level at OUSD

Source: CHKS, kidsdata org, 2008–2010
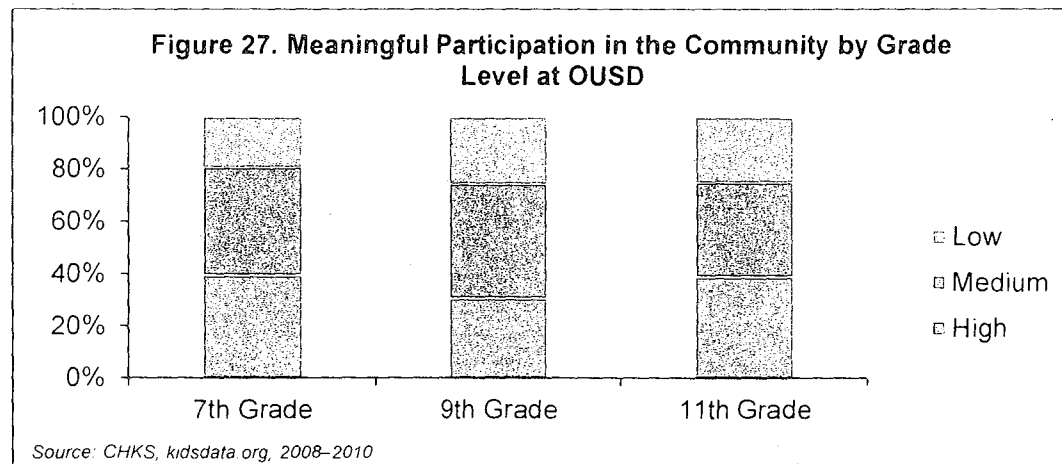
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