



OAKLAND FUND FOR CHILDREN AND YOUTH



POC Evaluation Subcommittee

March 14, 2013

5:00 p.m. – 7:00 p.m.

150 Frank H. Ogawa Plaza, 4th Floor, Conference Room 1

AGENDA

1) Call to Order

- *Introductions & Announcements*
- *Agenda Review/Modifications*

2) Open Forum for Youth or Families with Small Children

3) Review of the Public Profit Evaluation Report for OFCY funded Programs in FY2012-2013: *(Action)*

- *Oakland Fund For Children And Youth: Interim Grantee Evaluation Report, March 2013*
- *Summer Programs, Evaluation Findings Report 2012-13, Oakland Fund for Children and Youth, February 2013*

4) Planning for FY2013-2014 Evaluation *(Discussion)*

5) Administrative Matters

6) Open Forum

7) Adjournment

To offer Public Comment or to participate in the Open Forum during the POC meeting, please sign a speaker card at the beginning of the meeting. There will be time for Public Comment before the Committee makes any formal decisions.

In compliance with Oakland's policy for people with chemical allergies, please refrain from wearing strongly scented products to meetings. In compliance with the American Disabilities Act, if you need assistance to participate in the meetings for the Oakland Fund for Children and Youth Planning & Oversight Committee, please contact the Oakland Fund for Children and Youth at 510-238-6379. Notification 48 hours prior to the meeting will enable the City of Oakland to make reasonable arrangements to ensure accessibility. If you have questions regarding this agenda or related materials, please contact our office at the number below.

MINUTES TO BE APPROVED
Oakland Fund for Children and Youth (OFCY)
Planning and Oversight Committee (POC) Evaluation Subcommittee Meeting
150 Frank H. Ogawa Plaza, 4th Floor, Conference Room #1
Thursday, November 1, 2012
5:00 p.m. – 7:00 p.m.

Committee Members present: Abraham Ruelas, Nina Horne, and Kathy Teng Dwyer

Committee Members absent: Cesar Sanchez (excused), David Klein

Staff Members present: Mike Wetzel, OFCY Program Planner

I. Call to Order

The meeting was called to order at 5:18 p.m.

II. Open Forum for Youth or Families with Small Children

There were no speakers.

III. Review and Approval of Public Profit Evaluation Reports for OFCY funded Programs in FY2011-2012

Corey Newhouse, Cimone Satele, and Peter Neely of Public Profit, Inc. presented on the findings included in their evaluation reports of OFCY funded programs in FY2011-2012. The independent evaluation of OFCY funded programs assesses programs on quality, participation and units of service, and direct and contributory outcomes of positive achievement for program participants. In addition to the reporting on findings for FY2011-2012, Public Profit staff provided updates for the plan of action in the current program year.

Public Profit provided an update on the revised evaluation protocol for OFCY funded Early Childhood Education programs, which will be shared with grantees at the OFCY quarterly grantee meeting on November 8 2012 and implemented soon thereafter. The youth evaluation component for the current program year has begun, and Public Profit is working with six youth evaluators, all who have prior experience. A new Professional Learning Community (PLC) established by Public Profit for OFCY grantees to learn more about Evaluation; five individuals from OFCY programs attended the first meeting of the PLC.

ACTION: A motion was made to formally recommend and to move the Evaluation reports from Public Profit forward to the full Planning and Oversight Committee for adoption. Motion Made by Abraham Ruelas. The motion was seconded by Kathy Teng Dwyer, and approved by the POC Evaluation subcommittee.

IV. Administrative Matters

The next POC meeting is on November 7 2012. OFCY is scheduled to present the evaluation reports to Oakland City Council's Life Enrichment Committee (LEC) on November 27 2012 and to full City Council on December 4 2012. The next POC Evaluation Subcommittee meeting will take place in February 2013. The agenda will include a review of the interim evaluation reports for OFCY programs in FY2012-2013. The agenda will also include an item devoted to critical thinking to develop a strategic plan for OFCY evaluation.

V. Open Forum

There were two speakers for open forum.

VI. Adjournment

The meeting was adjourned at 7:00 p.m.

OAKLAND FUND FOR CHILDREN AND YOUTH: *INTERIM GRANTEE EVALUATION REPORT*

March 2013

[public
profit]

[measure and manage
what matters]

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What's in the *Interim Report*:

- To find out how programs are doing overall, go to the **Executive Summary** on page 4.
- To track whether programs are meeting their service targets, see **Program Performance** on page 13.
- To review the degree to which programs are providing high quality service, read the **Point of Service Quality** section on page 29.

Programs Included in the OFCY Grantee Evaluation

The Oakland Fund for Children and Youth (OFCY) provides grants to 117 programs serving youth and their families, which operate under four funding strategy areas: Early Childhood, Out-of-School Time, Wellness & Healthy Transitions and Older Youth. Two of these strategy areas - Early Childhood and Older Youth - include two sub-strategies each. Wellness & Healthy Transitions includes three sub-strategies.

Funding Strategy	Grantees in 2012-13
Early Childhood - Community Playgroups	8
Early Childhood - Mental Health Consultation	5
Out-of-School Time - School-Based After School	49
Out-of-School Time - Community-Based After School	10
Out-of-School Time - Summer ¹	12
Older Youth - Academic and Career Success	11
Older Youth - Comprehensive	7
Wellness & Healthy Transitions - Conflict Resolution	1
Wellness & Healthy Transitions - Transitions	7
Wellness & Healthy Transitions - Youth Leadership	7
Total Programs	117

The *Interim Report* is organized primarily by funding strategy, as these programs implement relatively consistent program models and share a set of common performance measures defined by OFCY.

¹ Data pertaining to OST-Summer grantees is included in the Summer Programs Evaluation Findings Report 2012-13, submitted to OFCY in February 2013. This report includes information for all OST-Summer grantees, as well as two Wellness and Healthy Transitions and two Older Youth programs that operate primarily in summer.

About the Interim Report

The *Interim Report* summarizes program participation and point of service quality data collected between July and early March 2013. Additional data will be collected between March and June 2013, and will be reflected in the annual evaluation report, delivered to OFCY in October 2013.

The figure below summarizes the data sources used in the evaluation, noting which elements are in the interim and which are in the annual evaluation report.

Table 1: Data Presented in the Interim and Annual Evaluation Reports

Data Source	Used to Assess...	Interim Report	Annual Report
Participation records	Program Performance	●	●
Youth Program Quality Assessment	Point of Service Quality	●	●
Stakeholder surveys	Point of Service Quality Direct Outcomes	○	●
Academic records	Contributory Outcomes	○	●
Key			
●	Complete data		
●	Year-to-date		
○	Not yet collected		

Youth Served

Oakland Fund for Children and Youth funded programs served 19,348 children in the first half of the 2012-13 program year.

Table 2: Youth Served by Funding Strategy

Funding Strategy	Youth Served
Early Childhood	4,776
Out-of-School Time	9,391
Older Youth	2,252
Wellness & Healthy Transitions	2,929

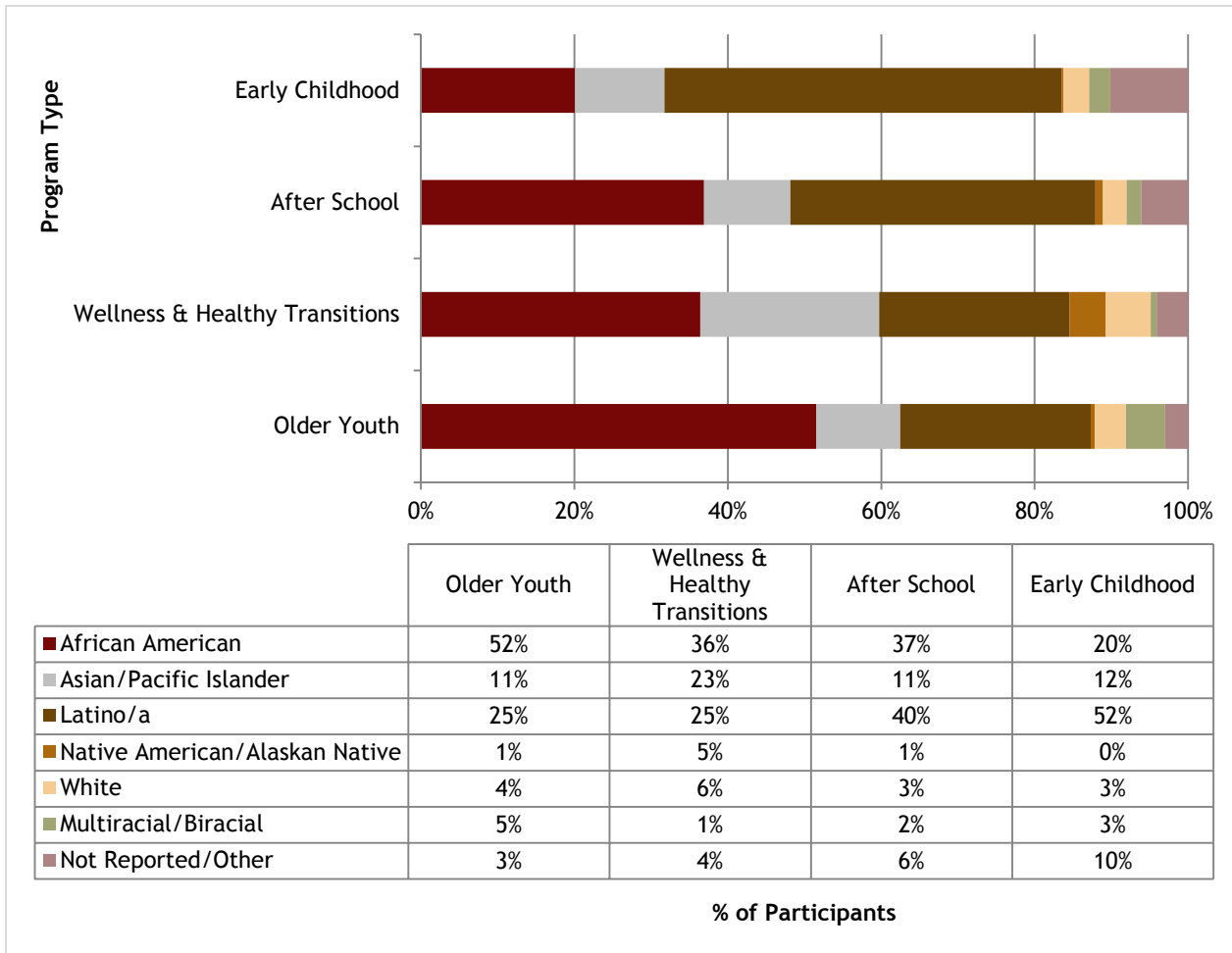
Source: CitySpan attendance records for youth who attended OFCY funded programs between July and December 2012.

Youth participants were roughly evenly divided among boys and girls. About 51% of participants are girls and 49% are boys, among youth for whom gender data are reported. Five participants are reported as transgender youth.

EXECUTIVE SUMMARY

Of the children and youth served in the first half of the 2012-13 program year, 36% are African American, 41% are Latino/a, 14% are Asian/Pacific Islander.² The reported race/ethnicity of youth served by program type is in Figure 1.

Figure 1: Ethnicity of OFCY Participants by Program Type



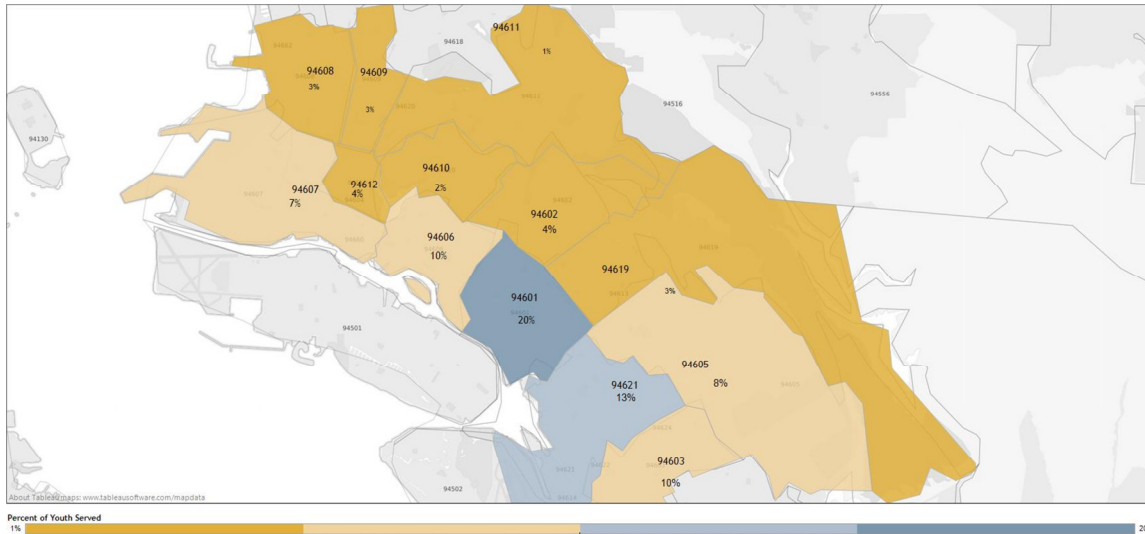
Source: CitySpan attendance records for youth who attended OFCY funded programs between July and December 2012.

² Race/ethnicity is available for 17,798 participants, representing approximately 92% of youth served. Race/ethnicity data is unknown for 422 youth served by OFCY-funded programs.

EXECUTIVE SUMMARY

Youth served by OFCY-funded programs are clustered in 5 zip codes: 94601, 94621, 94603, 94606, and 94605. The map below shows the percentage of all youth served by their home zip code.³ OFCY programs serve youth from the flatlands neighborhoods of the city, with particular concentrations in East Oakland.

Figure 2: Participants' Home Zip Codes



Source: CitySpan attendance records for youth who attended OFCY-funded programs between July and December 2012.

Table 3: Youth Served by Zip Code

Zip Code	Number of Youth	%
94601	3,936	20%
94621	2,585	13%
94603	1,989	10%
94606	1,915	10%
94605	1,518	8%
94607	1,430	7%
94602	707	4%
94612	691	4%
94608	630	3%
94619	626	3%
94609	520	3%
94610	298	2%
94611	206	1%
Total	17,051	

Source: CitySpan records for youth who attended OFCY-funded programs between July and December 2012.

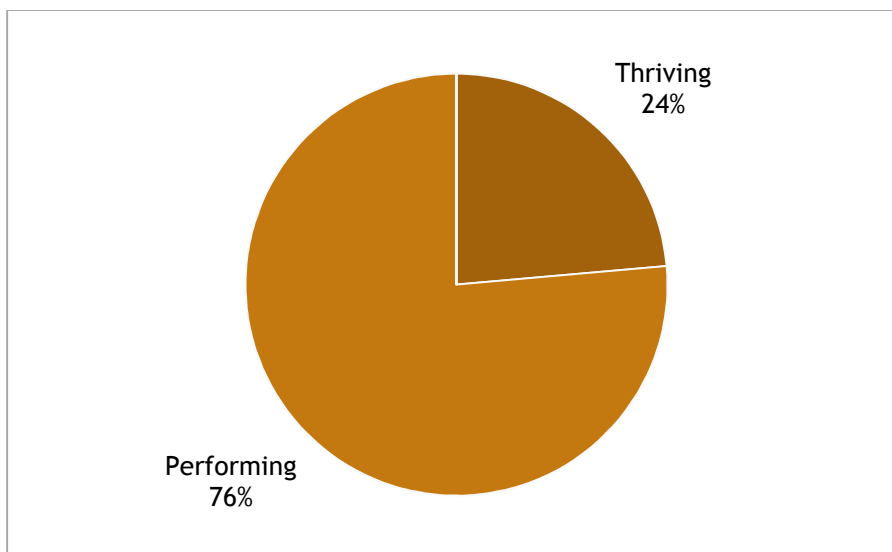
³ In some cases, youth served by OFCY programs are homeless and therefore do not have a stable zip code to report. The evaluation team worked closely with all grantees to assure that all available zip code data was reported.

Program Performance & Point of Service Quality

OFCY-funded programs are on track to meet contracted units of service and attendance goals. Just ten programs (6 School-Based After School, 1 Community-Based After School, 2 Older Youth and 1 Wellness and Healthy Transitions) are currently at less than 80% of their annual units of service targets to date.

Site visits⁴ indicate that OFCY-funded programs serving school aged youth are providing high quality service. There are no sites in the *Emerging* program quality category in 2012-13, indicating that all programs are meeting point of service quality expectations. Seventy-six percent (76%) of sites are in the *Performing* category, indicating that they are providing quality service overall and can continue to improve in specific areas. Twenty-four percent (24%) of OFCY-funded sites serving school aged youth are *Thriving*, indicating strong overall performance.

Figure 3: Interim Quality Status for Programs Serving School-Aged Youth



Source: Youth Program Quality Assessment scores for 92 OFCY-funded programs that serve school-aged youth.⁵

Site visits⁶ indicate that OFCY-funded Early Childhood Community Playgroup programs are providing high quality service. All sites are currently in the *Thriving* program quality category, indicating that all programs are currently demonstrating strong overall performance. Among Early Childhood Mental Health Consultation providers, one site (20%) is in the *Emerging* program quality category, indicating that this program is not yet meeting point of service quality expectations. Two sites (40%) are in the *Performing* category and two sites (40%) are in the *Thriving* category.

⁴ Through March 6, 2013

⁵ Summer programs are not included in this Interim Report.

⁶ Through March 6, 2013

Table 4: Summary of Program Performance and Point of Service Quality

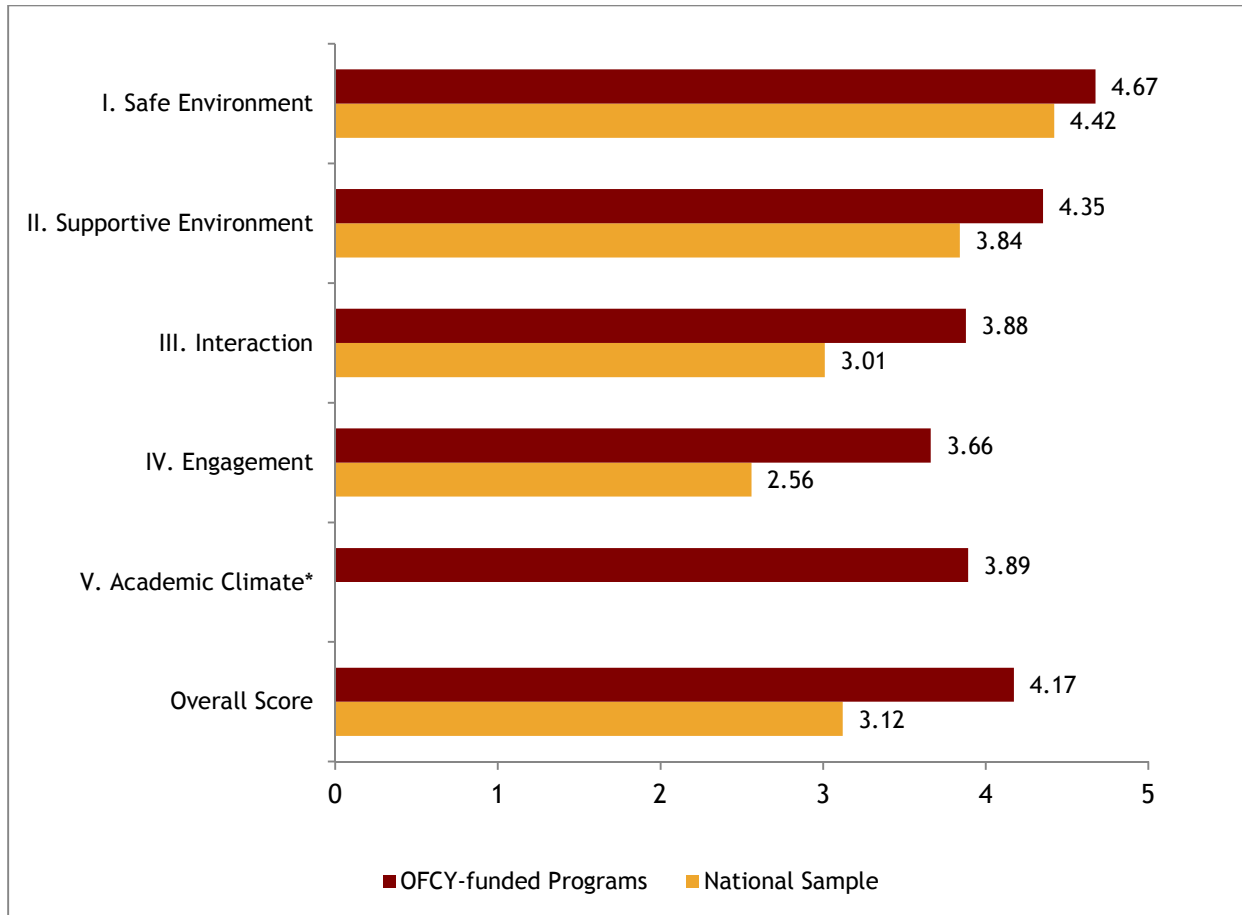
Program Type	On Track to Reach Annual Units of Service Goal <i>(OFCY Goal is 80% or higher)</i>	Meeting or Exceeding Point of Service Quality Measures <i>(Performing or Thriving)</i>
Early Childhood - Community Playgroups (n=8)	128%	100%
Early Childhood - Mental Health Consultation (n=5)	140%	80%
OST - School-Based Out-of-School Time (n=49)	116%	100%
OST - Community-Based Out-of-School Time (n=10)	134%	100%
Older Youth - Academic and Career Success (n=11)	85%	100%
Older Youth - Comprehensive (n=7)	140%	100%
Wellness & Healthy Transitions - Conflict Resolution (n=1)	98%	100%
Wellness & Healthy Transitions - Transitions (n=7)	110%	100%
Wellness & Healthy Transitions - Youth Leadership (n=7)	131%	100%
Total (n=105)	120%	98%

Source: CitySpan records for youth who attended OFCY-funded programs between July and December 2012; Site Visit Assessment scores for 92 OFCY-funded early childhood providers and programs serving school-age youth.

EXECUTIVE SUMMARY

Moreover, OFCY-funded programs serving school-aged youth are out-performing similar programs nationally, as described in the following figure. Differences are particularly striking in the Interaction and Engagement domains.⁷

Figure 4: OFCY School-Aged Grantees vs. National Sample, Comparison by Domain



Source: Site Visit Assessment scores for 92 OFCY-funded programs serving school-age youth.

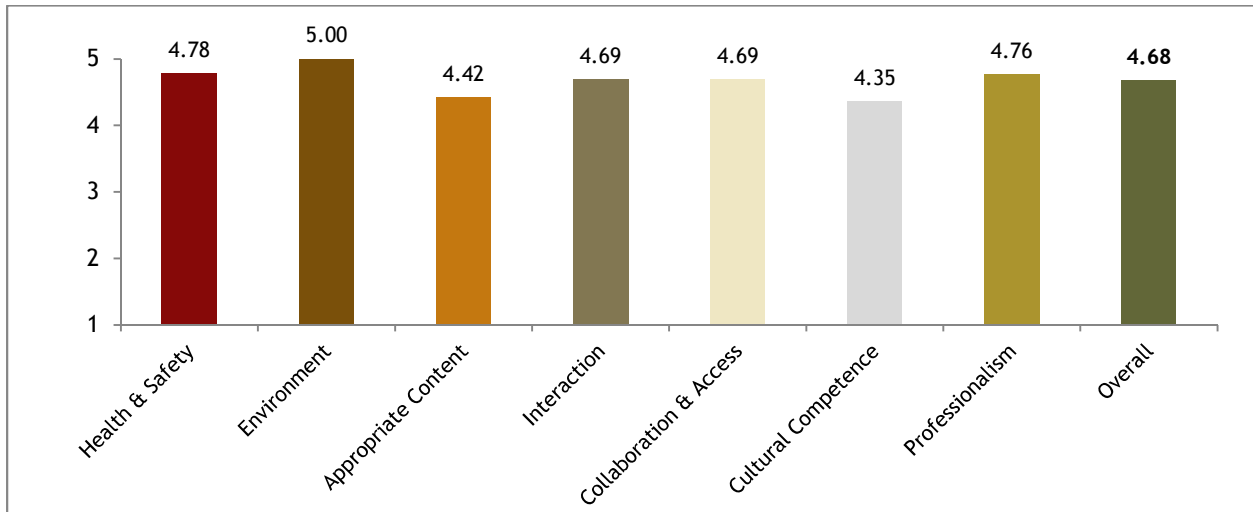
*Academic Climate data only available for School-based out-of-school time programs; National sample data not available for Academic Climate.

⁷ Site Visit Assessment scores through March 6, 2013

EXECUTIVE SUMMARY

Early Childhood Community Playgroup grantees are evaluated using the Program Quality Assessment site visit instrument originally developed by See Change and OFCY. This tool aligns with OFCY-outcome goals and maps to the structure and focus of playgroups on 7 domains, included in the figure below.

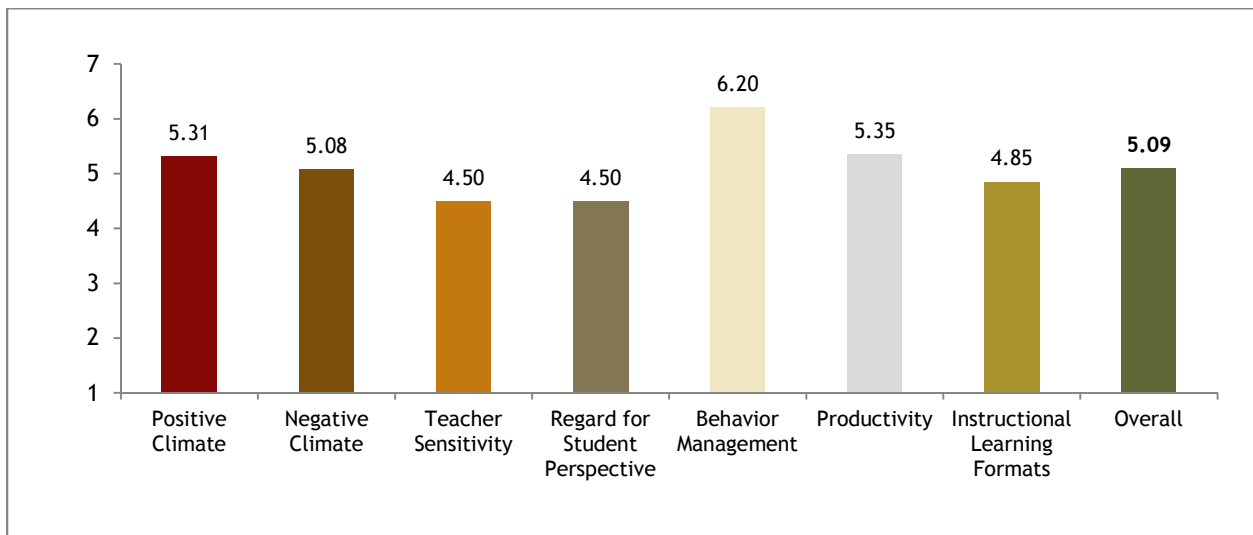
Figure 5: Early Childhood Playgroup Point of Service Quality Scores



Source: Site Visit Assessment scores for 8 OFCY-funded Early Childhood Community Playgroup providers.

Early Childhood Mental Health Consultation Grantees are evaluated using the Classroom Assessment Scoring System (CLASS) site visit instrument. The CLASS provides point-of-service quality data about programs served by Mental Health Consultation grantees according to the seven Dimensions included in the graph below.

Figure 6: Early Childhood Mental Health Consultation Point of Service Quality Scores⁸



Source: Site Visit Assessment scores for 5 OFCY-funded Early Childhood Mental Health Consultation providers.

⁸ Scores in the Negative Climate domain are reverse-coded.

Promising Practice

Youth-Centered Approaches to Managing Feelings *Out-of-School Time School-Based After School Programming* Bridges Academy After School Program

About the program: *The Bridges Academy After School program integrates enrichment activities with academic support and youth development for high-risk elementary school students in East Oakland. The program supplements state after school grants and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities.*

High quality youth programs create a positive environment for youth, even as conflict occurs. Research shows that youth-centered approaches foster an emotionally safe environment for youth and allow youth to feel supported, empowered, and give youth a sense of leadership.⁹

Bridges Academy out-of-school time program provides a youth-centered approach during times of conflict, with moments taken for youth to acknowledge the conflict and develop a solution. For example, when a student was crying during the program and the out-of-school-time program staff member noticed, the staff instructed the entire class to sit down and discuss what was happening. The staff member went on to describe what he was witnessing and then asked the group for ideas on what to do to resolve the situation.

Then the staff member asked the group, “Can someone raise your hand if you’ve ever cried before.” He then asked, “What can we do to help her come back into the community?” The students again offered suggestions.

At that point, the staff member gestured for everyone to get up and form their circle, “Let’s try your solution, [student] please find your spot in the circle.” The student then re-joined the group, and the staff said “Welcome back!” They all went back to doing the activity.

⁹ Gersh, Anna, Gina McGovern, and Tom Akiva. *Reframing Conflict*. David P. Weikart Center for Youth Program Quality, The Forum for Youth Investment, 2011.

PROGRAM PERFORMANCE

Table 4 summarizes three inter-related performance indicators: enrollment, units of service and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- **Enrollment** is the number of unduplicated children and youth served by an OFCY grantee; it describes the “reach” of programs.
- **Units of Service** is the number of service hours, a key measure of program capacity.
- **Participation** is the average number of days participants attend the program. It measures the frequency with which youth attend. Research indicates that youth who attend more often are most likely to demonstrate improvement.

Table 5: Enrollment & Attendance by Site

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Early Childhood - Community Playgroups								
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup	30	27	90%	1,800	1,778	99%	33
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	115	102	89%	6,622	6,441	97%	12
Jumpstart for Young Children, Inc.	Jumpstart Oakland	225	229	102%	13,024	14,190	109%	17
Lotus Bloom Child & Family Center	Multicultural Playgroups	40	121	303%	3,860	4,608	119%	7
East Bay Agency for Children	Parent Child Education Support Program	115	125	109%	2,682	10,009	373%	14
Lawrence Hall of Science	Preschool Scientists of Oakland	35	41	117%	369	214	58%	3
Safe Passages	Baby Learning Communities	60	222	370%	1,708	1,773	104%	3
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	35	30	86%	1,940	1,996	103%	12
Average/Total		655	897	137%	32,005	41,008	128%	13

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Early Childhood - Mental Health Consultation								
Lincoln Child Center	Early Childhood Mental Health Consultation	280	269	96%	1,358	2,972	219%	19
The Link to Children	Early Childhood Mental Health Consultation	323	323	100%	8,813	10,134	115%	19
East Bay Agency for Children	Early Childhood 0-5 Years Mental Health & Developmental Consultation	196	106	54%	9,212	8,138	88%	14
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	434	1,188	274%	91,012	122,377	134%	23
Family Paths	The Early Childhood Mental Health Collaborative	848	1,223	144%	78,935	120,596	153%	19
Average/Total		2,081	3,109	149%	189,330	264,217	140%	19

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Out-of-School Time - School-based After School								
Aspiranet	ACORN Woodland*	220	257	117%	48,813	49,850	102%	58
Higher Ground Neighborhood Development Corp.	Allendale	120	90	75%	21,295	21,413	101%	63
Bay Area Community Resources (BACR)	Alliance Academy*	180	455	253%	40,460	68,493	169%	14
Oakland Leaf	ASCEND	115	149	130%	22,016	21,076	96%	56
East Bay Asian Youth Center	Bella Vista	75	91	121%	15,015	22,791	152%	73
BACR	Bret Harte	120	184	153%	42,523	21,853	51%	45
BACR	Bridges Academy	90	86	96%	30,825	19,674	64%	71
Higher Ground Neighborhood Development Corp.	Brookfield	120	105	88%	23,490	22,046	94%	59
Ujimaa Foundation	Burckhalter	120	114	95%	15,402	15,518	101%	63
Aspiranet	Carl B. Munck	120	128	107%	25,531	29,007	114%	69

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
BACR	Claremont	110	166	151%	23,673	12,560	53%	48
East Bay Asian Youth Center	Cleveland	80	93	116%	18,480	21,707	117%	70
Safe Passages	Coliseum College Prep Academy	150	197	131%	18,286	17,155	94%	64
Aspiranet	Community United*	200	271	136%	42,332	50,880	120%	56
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	120	239	199%	11,928	30,755	258%	40
Aspiranet	East Oakland Pride	120	157	131%	20,964	26,139	125%	51
Safe Passages	Edna Brewer	120	162	135%	8,740	13,179	151%	37
BACR	Elmhurst Community Prep*	180	455	253%	40,460	68,493	169%	56
BACR	Emerson	90	111	123%	18,428	18,870	102%	58
Aspiranet	Encompass Academy*	220	257	117%	48,813	49,850	102%	64
BACR	Esperanza Academy*	180	202	112%	29,580	29,367	99%	55

PROGRAM PERFORMANCE

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East Bay Asian Youth Center	Franklin	115	138	120%	21,945	29,387	134%	62
BACR	Fred T. Korematsu*	180	202	112%	29,580	29,367	99%	55
Safe Passages	Frick	120	168	140%	6,455	6,666	103%	23
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	115	101	88%	20,957	16,441	78%	67
Aspiranet	Futures*	200	271	136%	42,332	50,880	120%	51
East Bay Asian Youth Center	Garfield	145	202	139%	30,360	40,877	135%	48
BACR	Global Family*	180	200	111%	22,768	40,045	176%	62
BACR	Greenleaf	90	98	109%	17,555	18,856	107%	58
BACR	Hoover	90	89	99%	12,064	10,468	87%	74
San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	120	150	125%	19,818	27,645	139%	56
Aspiranet	Howard	97	112	115%	22,640	23,849	105%	64

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Oakland Leaf	International Community School*	234	251	107%	42,948	45,991	107%	54
East Bay Asian Youth Center	La Escuelita	75	95	127%	15,195	23,114	152%	70
BACR	Lafayette	100	130	130%	20,730	32,674	158%	75
San Francisco Bay Area Council of Boy Scouts of America	Laurel	85	93	109%	13,382	15,000	112%	60
BACR	Learning Without Limits*	180	200	111%	22,768	40,045	176%	62
Lighthouse Community Charter School	Lighthouse Community Charter	190	303	159%	30,089	33,118	110%	61
East Bay Asian Youth Center	Lincoln	115	140	122%	28,898	36,122	125%	71
BACR	Madison	120	299	249%	25,940	20,245	78%	43
East Bay Asian Youth Center	Manzanita Community School*	75	260	347%	30,390	58,534	193%	61
East Bay Asian Youth Center	Manzanita SEED*	75	260	347%	30,390	58,534	193%	61
BACR	Markham	90	96	107%	19,977	18,056	90%	56

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
BACR	Martin Luther King, Jr.	90	141	157%	19,504	28,802	148%	60
Aspiranet	Melrose Leadership Academy	125	137	110%	19,007	17,622	93%	56
Aspiranet	New Highland*	200	200	100%	51,899	44,371	85%	58
Girls, Inc.	Parker	60	51	85%	4,865	5,684	117%	60
Aspiranet	Piedmont	100	121	121%	22,509	23,214	103%	63
BACR	PLACE at Prescott	90	113	126%	30,384	24,523	81%	68
Aspiranet	Rise Community School*	200	200	100%	51,899	44,371	85%	58
East Bay Asian Youth Center	Roosevelt	165	218	132%	33,825	63,174	187%	62
BACR	Sankofa Academy	110	133	121%	19,712	16,387	83%	56
East Bay Agency for Children	Sequoia	95	92	97%	21,258	22,047	104%	68
Higher Ground Neighborhood Development Corp.	Sobrante Park	120	98	82%	19,573	18,855	96%	59

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Oakland Leaf	Think College Now*	234	251	107%	42,948	45,991	107%	54
Safe Passages	United For Success	120	101	84%	4,058	5,769	142%	29
Oakland Leaf	Urban Promise Academy	111	182	164%	20,633	17,640	85%	34
Urban Services YMCA	West Oakland Middle School	55	163	296%	11,498	14,339	125%	56
East Bay Agency for Children	World Academy/Achieve Academy	72	175	243%	15,183	21,130	139%	44
	Average/Total	7,588	10,203	134%	1,482,985	1,720,505	116%	57

PROGRAM PERFORMANCE

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Out-of-School Time - Community-Based After School								
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	72	83	115%	23,652	19,413	82%	86
Museum of Children's Art	Library Education and Art Program (LEAP)	900	495	55%	3,620	2,228	62%	2
Unity Council	Neighborhood Sports Initiative	300	183	61%	7,830	15,993	204%	22
The American Indian Child Resource Center	Nurturing Native Pride	20	51	255%	2,904	2,874	99%	21
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	400	573	143%	13,480	15,637	116%	8
LifeLong Medical	OBUGS Out of School Time	160	200	125%	3,398	2,748	81%	9
Dimensions Dance Theater, Inc.	Rites of Passage	120	158	132%	11,083	11,802	106%	25
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	490	383	78%	21,327	47,325	222%	40
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	45	25	56%	2,249	1,966	87%	9
	Average/Total	2,507	2,151	86%	89,543	119,985	134%	25

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Older Youth - Academic and Career Success								
Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	55	53	96%	8,536	8,929	105%	67
College Track	College Track Oakland	200	199	100%	19,194	12,365	64%	29
East Side Arts Alliance	ESAA Youth Arts Program	150	166	111%	10,961	10,766	98%	15
Alameda County Medical Center	Model Neighborhood Program	125	63	50%	5,986	5,486	92%	24
Youth Radio	Pathways to Higher Education and Careers	85	112	132%	1,425	1,649	116%	8
First Place for Youth	Steps to Success	175	127	73%	4,618	3,602	78%	21
Next Step Learning Center	Success at Seventeen	115	105	91%	12,236	10,312	84%	22
Centro Legal de la Raza	Youth Law Academy	61	55	90%	1,434	1,447	101%	12
	Average/Total	966	880	91%	64,390	54,554	85%	25

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Older Youth - Comprehensive Programming								
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	60	17	28%	370	207	56%	8
City of Oakland, Office of Parks and Recreation	TOOLS: Transforming Ordinary Obstacles into Life Skills	140	91	65%	3,484	3,798	109%	23
Alameda Family Services	DreamCatcher	300	173	58%	17,682	18,779	106%	9
First Place for Youth	First Steps Community Resource Center	600	496	83%	4,152	4,013	97%	5
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	15	18	120%	7,712	7,796	101%	97
Alternatives in Action	Life Academy*	515	601	117%	29,937	49,233	164%	36
Alternatives in Action	McClymonds*	515	601	117%	29,937	49,233	164%	36
Refugee Transitions	Refugee and Immigrant Wellness Project	289	266	92%	7,773	8,174	105%	17
	Average/Total	2,434	2,263	93%	101,046	141,232	140%	29

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Wellness & Healthy Transitions - Conflict Resolution								
Oakland Unified School District - Instructional Services	OUSD Conflict Resolution	132	461	349%	866	848	98%	2
	Average/Total	132	461	349%	866	848	98%	2
Wellness & Healthy Transitions - Transitions								
BACR	Bret Harte Bridges Program	100	162	162%	9,860	4,871	49%	21
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	90	96	107%	4,616	5,639	122%	26
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	200	44	22%	1,680	3,331	198%	13
Oakland Kids First	PASS-2 Peer Mentoring Program	1,272	1,243	98%	6,716	8,995	134%	5
Safe Passages	Safe Passages Transitions Program	915	290	32%	2,690	5,407	201%	15
	Average/Total	2,577	1,835	71%	25,562	28,242	110%	16

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Wellness & Healthy Transitions - Youth Leadership								
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	300	313	104%	12,003	21,003	175%	61
Loto Taha Pasifika	Healthy Heart Healthy Mind (HHHM)	40	62	155%	2,553	3,173	124%	23
Native American Health Center	Indigenous Youth Voices	160	176	110%	15,518	14,589	94%	8
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	60	56	93%	1,120	983	88%	13
Asian Health Services	Taking Charge: API Youth Leaders	40	23	58%	872	2,176	250%	34
Youth ALIVE!	Teens On Target Violence Prevention Program	45	48	107%	1,344	1,827	136%	25
	Average/Total	645	678	105%	33,409	43,751	131%	27

*Dual-funded site. Participation figures are shared across two programs. See Appendix for list.

POINT OF SERVICE QUALITY

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

The evaluation team conducted site visits to OFCY funded programs between October 2012 and early March 2013, and will visit all programs in the evaluation study by the conclusion of the program year.

Visits to Out-of-School Time, Older Youth, and Wellness and Healthy Transitions grantees were conducted using the School-Aged Program Quality Assessment (SAPQA) for programs serving elementary-aged youth and the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-aged youth. The Program Quality Assessments are research-based point of service quality observation tools used by out of school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality. See the Appendix for additional information about the Program Quality Assessments used for programs serving school-aged youth.

Visits to Early Childhood Community Playgroup grantees were conducted using a slightly modified version of the Parent/Child Program Quality Assessment site visit instrument developed by See Change. This tool aligns with OFCY-outcome goals, maps to the structure and focus of playgroups, and is aligned with OFCY-defined outcome goals for this grant group.

Visits to Early Childhood Mental Health Consultation grantees were conducted using the Classroom Assessment Scoring System (CLASS) site visit instrument. The CLASS provides point-of-service quality data about programs served by Mental Health Consultation grantees.

Promising Practice

Opportunities for Team Building and Youth Reflection

Out-of-School Time Community Based After School

Sports & Recreation for Youth with Physical Disabilities: Bay Area Outreach and Recreation Program

About the program: Bay Area Outreach & Recreation Program (BORP) provides out-of-school time and weekend sports and recreation programming for Oakland youth with disabilities ages 5-20 and family members. Key activities include wheelchair basketball and power soccer, adaptive cycling, tournaments, and outdoor adventures.

Youth development programs can provide young people the opportunity to express themselves through regular reflection. Having youth reflect can make activities engaging, relevant and meaningful. Research also shows that reflection can deepen learning by helping youth to connect their experiences to new ideas and potentially plan for ways to improve the activity in the future.¹⁰

At BORP, at the end of wheelchair basketball practice youth are gathered into a circle and share with the group one thing they did well that day and one thing a teammate did well.

This activity exemplifies both an opportunity for individual reflection, and a chance for youth to hear positive feedback from their peers and generate a sense of belonging.

¹⁰ Ramaswamy, Ravi, Gina McGovern, Tom Akiva and Maureen Okasinski. *Planning & Reflection*. David P. Weikart Center for Youth Program Quality, The Forum for Youth Investment, 2011.

Promising Practice

Youth Voice

Older Youth Comprehensive

Alternatives in Action: Life Academy After School Program

***About the program:** Supported by public funding from the California Department of Education, this out-of-school time program is open to all students at the school. The Life Academy After School Program includes homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics.*

Effective high school programs recognize the critical developmental needs of the youth they are serving. During the course of the four years that a young person is in high school, youth development programs can support the changing needs of each youth, paying particular attention to how to respond to these changes in a way that will benefit youth.¹¹

The Life Academy program embraces this idea and is structured to support young people in developing these skills. Youth at the program act as leaders through formalized Youth Coach roles that put them alongside Adult coaches to guide daily activities, and by structured committees such as the “E-team” which plan, promote and execute community justice-oriented activities both on and off campus. A number of activities such as planning for daily lessons and reviewing completed lessons through team check-ins are woven into the normal routine for young people.

¹¹ *Bedrock to Rooftop: Building Successful High School Afterschool Programs*, Temescal and Associates.

POINT OF SERVICE QUALITY: TABLES

Table 6: Point of Service Quality Ratings by Site

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings							
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Health, Safety and Nutrition	Environment	Appropriate Content	Interaction	Collaboration & Access	Cultural Competence	Professionalism
Early Childhood - Community Playgroups											
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup		Thriving	4.53	4.75	5.00	4.78	4.71	4.33	4.50	3.67
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program		Thriving	4.52	4.80	5.00	4.00	4.43	5.00	4.00	4.43
Jumpstart for Young Children, Inc.	Jumpstart Oakland		Thriving	4.60	5.00	5.00	4.33	5.00	4.33	3.50	5.00
Lotus Bloom Child & Family Center	Multicultural Playgroups		Thriving	4.74	4.80	5.00	4.14	4.60	4.67	5.00	5.00
East Bay Agency for Children	Parent Child Education Support Program		Thriving	4.84	4.60	5.00	4.56	4.71	5.00	5.00	5.00
Lawrence Hall of Science	Preschool Scientists of Oakland		Thriving	4.86	5.00	5.00	4.33	4.67	5.00	5.00	5.00
Safe Passages	Safe Passages Baby Learning Communities		Thriving	4.69	5.00	5.00	#N/A	5.00	4.67	3.50	5.00
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment		Thriving	4.62	4.27	5.00	4.78	4.43	4.50	4.33	5.00
Average/Total				4.68	4.78	5.00	4.42	4.69	4.69	4.35	4.76

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings							
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspective	Behavior Management	Productivity	Instructional Learning Formats
Early Childhood - Mental Health Consultation											
Lincoln Child Center	Early Childhood Mental Health Consultation	#N/A	Thriving	6.04	6.50	7.00	5.25	4.25	7.00	7.00	5.25
The Link to Children	Early Childhood Mental Health Consultation	#N/A	Thriving	6.04	6.50	5.50	5.50	5.00	7.00	6.00	6.25
East Bay Agency for Children	Early Childhood 0-5 Years Mental Health & Developmental Consultation	#N/A	Performing	5.96	6.50	5.50	5.50	5.00	7.00	6.00	6.25
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	#N/A	Emerging	3.43	3.56	3.75	2.75	3.50	3.75	3.75	3.25
Family Paths	The Early Childhood Mental Health Collaborative	#N/A	Performing	4.00	3.49	2.75	3.50	4.75	6.25	4.00	3.25
Average/Total				5.09	5.31	5.08	4.50	4.50	6.20	5.35	4.85

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
Out-of-School Time - School-based After School									
Aspiranet	ACORN Woodland	Performing	Performing	4.37	4.92	4.17	4.56	3.83	5.00
Higher Ground Neighborhood Development	Allendale	Performing	Performing	4.34	4.84	4.28	4.22	4.00	3.56
BACR	Alliance Academy	Performing	Performing	3.76	4.24	4.38	3.25	3.17	4.17
Oakland Leaf	ASCEND	Thriving	Performing	4.38	5.00	4.87	3.39	4.25	2.56
East Bay Asian Youth Center	Bella Vista	Performing	Thriving	4.73	4.66	5.00	4.61	4.67	5.00
BACR	Bret Harte	Performing	Performing	4.02	4.74	4.44	3.75	3.17	2.67
BACR	Bridges Academy	Thriving	Thriving	4.71	4.92	4.87	4.54	4.50	4.56
Higher Ground Neighborhood Development	Brookfield	Performing	Thriving	4.85	5.00	5.00	4.39	5.00	4.78
Ujimaa Foundation	Burckhalter	Performing	Performing	4.16	4.76	4.31	4.33	3.25	4.78
Aspiranet	Carl B. Munck	Performing	Performing	4.04	5.00	4.17	3.72	3.25	3.67

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
BACR	Claremont	Performing	Performing	3.33	4.47	3.48	2.38	3.00	2.94
East Bay Asian Youth Center	Cleveland	Thriving	Thriving	4.96	4.84	5.00	5.00	5.00	5.00
Safe Passages	Coliseum College Prep Academy	Performing	Thriving	4.72	5.00	5.00	4.38	4.50	4.56
Aspiranet	Community United	Performing	Performing	4.17	4.52	4.36	4.56	3.25	5.00
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	Performing	Performing	4.26	4.90	4.63	4.17	3.33	4.39
Aspiranet	East Oakland Pride	Performing	Performing	3.68	4.74	3.75	3.33	2.92	3.61
Safe Passages	Edna Brewer	Performing	Performing	3.67	4.52	4.60	2.88	2.67	4.56
BACR	Elmhurst Community Prep	Performing	Performing	4.10	4.72	4.38	3.79	3.50	4.56
BACR	Emerson	Performing	Thriving	4.67	4.92	4.67	4.78	4.33	3.50
Aspiranet	Encompass Academy	Performing	Performing	4.35	4.84	4.31	4.33	3.92	4.56
BACR	Esperanza Academy	Performing	Performing	3.27	4.24	2.84	3.33	2.67	2.61

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
East Bay Asian Youth Center	Franklin	Thriving	Thriving	4.83	4.90	4.80	4.78	4.83	4.56
BACR	Fred. T. Korematsu	Performing	Performing	3.92	4.74	3.93	4.00	3.00	3.50
Safe Passages	Frick	Thriving	Performing	3.78	4.80	4.20	2.96	3.17	4.00
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	Performing	Performing	4.26	4.80	3.95	4.39	3.92	3.78
Aspiranet	Futures ¹²	Thriving	Performing	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
East Bay Asian Youth Center	Garfield	Thriving	Thriving	4.82	5.00	5.00	4.61	4.67	5.00
BACR	Global Family	Performing	Performing	3.95	4.84	4.30	3.83	2.83	4.56
BACR	Greenleaf	Performing	Thriving	4.68	5.00	5.00	4.22	4.50	4.78
BACR	Hoover	Thriving	Performing	3.48	4.32	3.67	3.17	2.75	2.17
San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	Performing	Performing	4.08	4.92	4.11	4.06	3.25	3.94

¹² Due to staffing changes, program is scheduled for a site visit in March 2013.

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
Aspiranet	Howard	Performing	Performing	4.21	4.80	4.31	4.33	3.42	5.00
Oakland Leaf	International Community School	Performing	Performing	4.30	5.00	4.55	3.83	3.83	3.72
East Bay Asian Youth Center	La Escuelita	Performing	Performing	4.16	4.70	4.49	3.63	3.83	3.72
BACR	Lafayette	Performing	Thriving	4.68	5.00	4.76	4.78	4.17	3.11
San Francisco Bay Area Council of Boy Scouts of America	Laurel	Thriving	Performing	4.27	5.00	4.01	4.06	4.00	3.61
BACR	Learning Without Limits	Performing	Performing	3.86	5.00	3.39	4.13	2.92	3.06
Lighthouse Community Charter School	Lighthouse Community Charter	Performing	Thriving	4.62	4.83	4.60	4.71	4.33	-
East Bay Asian Youth Center	Lincoln	Thriving	Thriving	4.80	4.92	4.76	4.67	4.83	4.11
BACR	Madison	Performing	Performing	4.38	4.92	4.60	3.83	4.17	4.56
East Bay Asian Youth Center	Manzanita Community School	Thriving	Performing	4.16	4.79	4.13	3.88	3.83	3.89
East Bay Asian Youth Center	Manzanita SEED	Thriving	Performing	4.44	4.84	4.60	4.56	3.75	4.61

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
BACR	Markham	Performing	Performing	4.05	4.92	4.00	4.11	3.17	3.44
BACR	Martin Luther King, Jr.	Performing	Performing	4.19	4.90	4.25	4.11	3.50	4.17
Aspiranet	Melrose Leadership Academy	Performing	Performing	4.13	4.80	4.41	3.46	3.83	3.89
Aspiranet	New Highland ¹³	Thriving	Performing	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Girls, Inc.	Parker	Performing	Performing	3.98	4.90	4.12	3.67	3.25	4.39
Aspiranet	Piedmont	Performing	Performing	3.61	4.62	3.09	2.63	4.08	3.94
BACR	PLACE at Prescott	Performing	Performing	4.23	4.60	4.79	4.13	3.42	4.56
Aspiranet	Rise Community School	Performing	Performing	4.38	5.00	4.79	3.89	3.83	3.00
East Bay Asian Youth Center	Roosevelt	Performing	Performing	3.92	4.92	4.44	3.33	3.00	3.50
BACR	Sankofa Academy	Performing	Performing	3.87	4.64	3.77	4.39	2.67	3.50
East Bay Agency for Children	Sequoia	Thriving	Performing	4.89	4.90	4.84	5.00	4.83	5.00

¹³ Due to staffing changes, program is scheduled for a site visit in March 2013.

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
Higher Ground Neighborhood Development Corp.	Sobrante Park	Performing	Performing	4.68	5.00	4.87	4.83	4.00	4.56
Oakland Leaf	Think College Now	Performing	Performing	4.71	5.00	5.00	5.00	3.83	4.78
Safe Passages	United For Success	Performing	Performing	0.00	0.00	0.00	0.00	0.00	0.00
Oakland Leaf	Urban Promise Academy	Performing	Performing	4.34	5.00	4.73	3.63	4.00	3.94
Urban Services YMCA	West Oakland Middle School	Performing	Performing	3.68	4.24	3.46	3.33	3.67	3.56
East Bay Agency for Children	World Academy/Achieve Academy	Performing	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	Average/Total			4.23	4.81	4.37	4.03	3.73	4.03

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Out-of-School Time - Community-Based After School								
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	Performing	Performing	4.37	5.00	4.57	3.58	4.33
Museum of Children's Art	Library Education and Art Program (LEAP)	Emerging	Performing	3.72	4.84	4.55	2.83	2.67
Unity Council	Neighborhood Sports Initiative	Performing	Performing	4.19	4.64	4.09	3.88	4.17
The American Indian Child Resource Center	Nurturing Native Pride	Thriving	Performing	4.14	4.87	4.71	4.00	3.00
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	Performing	Thriving	4.59	4.73	4.83	4.56	4.25
LifeLong Medical	OBUGS Out of School Time	Performing	Performing	3.93	4.24	4.55	4.17	2.75
Dimensions Dance Theater, Inc.	Rites of Passage	Performing	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	Performing	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	Performing	Performing	4.46	4.87	4.87	4.63	3.50
	Average/Total			4.20	4.29	4.23	4.09	4.20

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Older Youth - Academic and Career Success								
Biotech Partners	Biotech Academy and Bioscience Career Institute	Performing	Performing	4.20	4.52	4.16	4.29	3.83
College Track	College Track Oakland	Performing	3.74	4.80	4.30	3.04	2.83	3.74
East Side Arts Alliance	ESAA Youth Arts Program	Performing	Performing	4.01	4.65	4.82	3.58	3.00
Alameda County Medical Center	Model Neighborhood Program ¹⁴	Thriving	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Youth Radio	Pathways to Higher Education and Careers	Thriving	Thriving	4.73	4.92	4.87	4.29	4.83
First Place for Youth	Steps to Success	Thriving	Performing	4.11	4.90	4.87	2.50	4.17
Next Step Learning Center	Success at Seventeen	Performing	Performing	3.89	4.90	4.60	3.38	2.67
Centro Legal de la Raza	Youth Law Academy	Performing	Performing	4.48	5.00	4.84	3.92	4.17
	Average/Total			4.23	4.81	4.64	3.81	3.64

¹⁴ Due to staffing changes, program is scheduled for a site visit in March 2013.

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Older Youth - Comprehensive Programming								
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	Performing	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
City of Oakland, Office of Parks and Recreation	Transforming Ordinary Obstacles into Life Skills	Thriving	Performing	4.29	4.60	4.73	3.33	4.50
Alameda Family Services	DreamCatcher	Performing	Performing	4.37	5.00	4.57	3.58	4.33
First Place for Youth	First Steps Community Resource Center	Performing	Thriving	4.69	4.67	5.00	4.44	4.67
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	Thriving	Performing	4.07	4.47	4.63	3.00	4.17
Alternatives in Action	Life Academy	Thriving	Thriving	4.92	5.00	5.00	5.00	4.67
Alternatives in Action	McClymonds	Performing	Thriving	4.73	5.00	4.71	4.54	4.67
Refugee Transitions	Refugee and Immigrant Wellness Project	Performing	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	Average/Total			4.36	4.68	4.73	3.59	4.42

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Wellness & Healthy Transitions - Conflict Resolution								
Oakland Unified School District - Instructional Services	OUSD Conflict Resolution	Performing	Performing	4.27	4.39	3.67	2.50	3.71
	Average/Total			4.27	4.39	3.67	2.50	3.71
Wellness & Healthy Transitions - Transitions								
BACR	Bret Harte Bridges Program	Thriving	Thriving	4.71	4.92	4.87	4.54	4.50
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment	Performing	Thriving	4.74	4.30	5.00	4.67	5.00
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	Performing	Performing	4.07	4.73	4.92	3.96	2.67
Oakland Kids First	PASS-2 Peer Mentoring Program	Thriving	Performing	4.11	4.80	4.61	4.04	3.00
Safe Passages	Safe Passages Transitions Program	Performing	Performing	4.39	5.00	4.63	4.08	3.83
	Average/Total			4.33	4.71	4.79	4.19	3.63

POINT OF SERVICE QUALITY: TABLES

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Wellness & Healthy Transitions - Youth Leadership								
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Thriving	Thriving	4.71	4.90	4.79	4.83	4.33
Loto Taha Pasifika	Healthy Heart Healthy Mind (HHHM)	Thriving	Performing	3.70	4.33	4.49	4.29	1.67
Native American Health Center	Indigenous Youth Voices	Performing	Performing	3.84	4.80	4.13	3.42	3.00
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	Thriving	Performing	4.37	4.82	4.74	4.42	3.50
Asian Health Services	Taking Charge: API Youth Leaders	Performing	Thriving	4.57	5.00	4.90	4.71	3.67
Youth ALIVE!	Teens On Target Violence Prevention Program	Thriving	Performing	4.33	4.49	4.29	1.67	3.70
	Average/Total			4.25	4.72	4.56	3.89	3.31

The following table includes all out-of-school time programs that share OFCY grants.

Table 7: Out-of-School Time Programs Sharing OFCY Grants

Funding Strategy	Grantees in 2012-13
Aspiranet	ACORN Woodland
BACR	Alliance Academy
Aspiranet	Community United
BACR	Elmhurst Community Prep
Aspiranet	Encompass Academy
BACR	Esperanza Academy
BACR	Fred. T. Korematsu
Aspiranet	Futures
BACR	Global Family
Oakland Leaf	International Community School
BACR	Learning Without Limits
East Bay Asian Youth Center	Manzanita Community School
East Bay Asian Youth Center	Manzanita SEED
Aspiranet	New Highland
Aspiranet	Rise Community School
Oakland Leaf	Think College Now

Early Childhood Community Playgroup Site Visits

For Early Childhood Community Playgroup Grantees, site visits provided observationally based data about key components of program quality. Visits were conducted using the Early Childhood Program Quality Assessment (ECPQA), a research-based point of service quality observation tool. This tool was developed for Oakland Fund for Children and Youth by See Change, Inc. in 2009-10 with the collaboration of Early Childhood programs.

The ECPQA includes seven sections:

1. Health, Safety and Nutrition
2. Environment
3. Developmentally Appropriate Content and Curriculum
4. Interaction: Supports for Relationships
5. Family, School and Community Collaboration and Access
6. Cultural Competence
7. Professionalism □

Programs had one site visit per program between November and February. The program visits were randomized by month. Each observation consisted of a 2-3 hour site visit, including a brief interview with program staff.

Early childhood programs were assessed using the same rubric as the Youth Program Quality Assessment, however the scoring was modified. Each program was given a rating of “does not meet expectations”, “meets expectations” or “exceeds expectations” for each item on the assessment.

Limited Evidence: Based on observations and conversations during the visit, the program does not meet expectations.

Sufficient Evidence: Based on observations and conversations during the visit, the program meets expectations.

Ample Evidence: Based on observations and conversations during the visit, the program exceeds expectations. A program should receive a rating of ample evidence only when an exceptionally positive instance of this item is observed.

Early Childhood Community Mental Health Consultation Site Visits

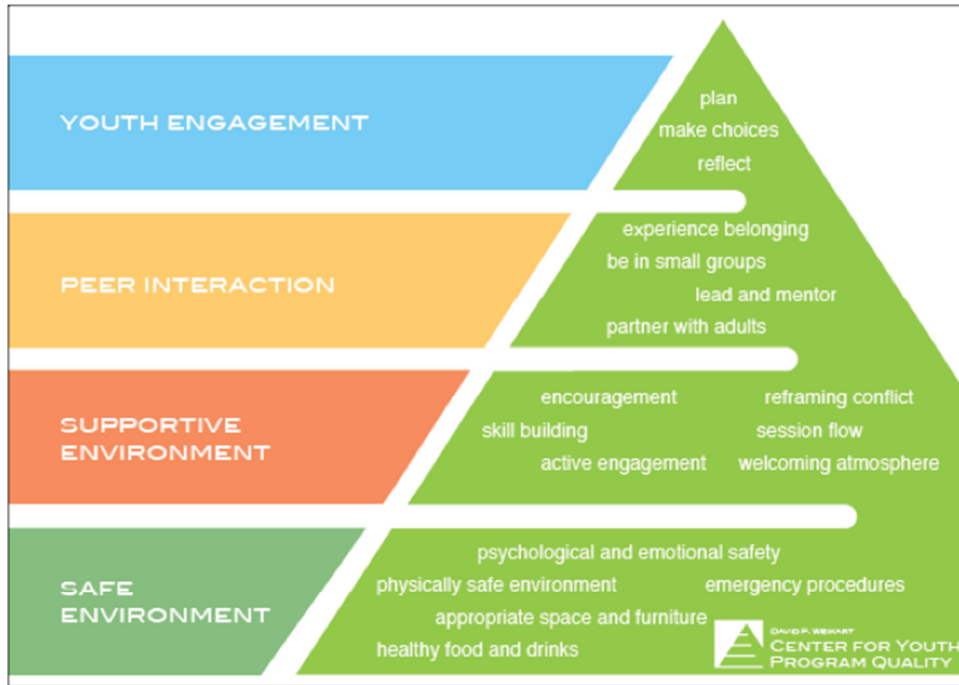
For Early Childhood Mental Health Consultation Grantees, site visits provided observationally based data about key components of program quality. Visits were conducted using the Classroom Assessment Scoring System (CLASS) site visit instrument. The CLASS provided point-of-service quality data about programs served by Mental Health Consultation grantees.

The CLASS includes seven sections:

1. Positive Climate
2. Negative Climate
3. Teacher Sensitivity
4. Regard for Student Perspective
5. Behavior Management
6. Productivity
7. Instructional Learning Formats

School Age Program Site Visits

Youth Program Quality Assessment Domains



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

Program quality elements are rated according to visitors’ observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is observed. Though the specific language varies by practice and version of the tool, the ratings indicate the following levels of performance:

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

Sites are categorized by three point of service quality categories:

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

The PQAs include four domains:

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

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

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

SUMMER PROGRAMS EVALUATION FINDINGS REPORT 2012-13

Oakland Fund for Children and Youth

February 2013

[public
profit]

[measure and manage
what matters.]

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What's in the *Findings Report*:

- To find out how summer programs are doing overall, go to the **Overview** on page 4.
- For up-to-date information about a specific OFCY summer grantee, please refer to the Program Performance Point of Service Quality tables, on pages 8 and 14, respectively.

Overview of the 2012 OFCY Summer Programs Evaluation

This report summarizes evaluation findings for the 16 OFCY grantees that operate primarily in summer, including 12 in the Out of School Time - Summer grant strategy, along with two Wellness & Healthy Transitions programs and two Older Youth programs.

Program Performance

12 of 16 programs have reached at least 80% of the targeted number of youth served.

Youth attended OFCY programs, on average, between 6 days and 33 days, reflecting the variety of designs in this group of programs.

Point of Service Quality

Site visits conducted by the evaluation team indicate that all OFCY summer programs meet research-based standards for point of service quality, a key driver of positive outcomes for youth.

Youth Outcomes

Out of School - Summer

- 85% elementary-aged and 88% middle school-aged participants report that their OST-Summer program helps them to understand what is being taught in school.
- 92% elementary-aged and 90% middle school-aged participants report that there is at least one adult in the program that cares about them.
- 91% elementary-aged and 96% middle school-aged participants report that they work hard toward their goals.

Older Youth - Career

- 93% of participants report that their summer program increased their understanding of the kinds of jobs they would like to have in the future.
- 96% of participants report that the summer program helped them to understand how to get the kind of job they want.
- 91% of participants felt that their program helped them increase their network of potential employers.

Wellness & Healthy Transitions - Transitions

- 77% of participants agree that the program helps them to care about their school.
- 84% of participants report feeling more confident about graduating from high school, with girls more likely to report increased confidence than boys (94% compared to 73%).

INTRODUCTION

The Oakland Fund for Children and Youth funds 119 youth service programs serving children and youth from birth to age 20 in a variety of community and school based settings. Programs operate under one of four funding strategy areas: Early Childhood, Out of School, Wellness & Healthy Transitions and Older Youth.

There are 12 summer programs operating in the Out of School summer grant group, along with two Wellness & Healthy Transitions programs and two Older Youth programs operating primarily during the summer months. These 16 programs are included in this evaluation report.

Evaluation findings for OFCY grantees that operate during the school year will be included in the Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2012-13.

Table 1: Number of Grantees by Funding Strategy

Funding Strategy: Summer Programs	Grantees in 2011-12
Out of School - Summer	12
Older Youth - Career	2
Wellness & Healthy Transitions - Transitions	2
Total Summer Programs	16

Out of School - Summer Programs are “community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities supported within a youth development framework.” These programs seek to enhance participants’ confidence and self-esteem, support their academic success, and promote community engagement.

Older Youth Programs include programs supporting services for academic and career success, and those providing comprehensive supports and enrichment for youth transitioning to adulthood. The two programs included in this evaluation provide career services, including “career preparedness...academic success, graduation, college, work readiness and may include internships, paid employment, and mentoring.”

Wellness & Health Transitions Programs include programs providing services in school settings, health and wellness education, and conflict resolution. The two Wellness & Healthy Transitions programs considered in this report provide services to youth in school settings, focusing on “youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).”¹

¹ The descriptions included here are derived from the City of Oakland Request for Proposals for independent

YOUTH SERVED

OFCY-funded Summer Programs offer participating youth a range of physical, social, emotional, artistic, and academic activities during the summer months.

Summer grantees served 2,290 children in 2012-13. Among summer programs, boys and girls are almost evenly represented: 47% of attendees are boys and 53% are girls.

Table 2: Summer Program Participants' Gender Distribution Within Race/Ethnicity

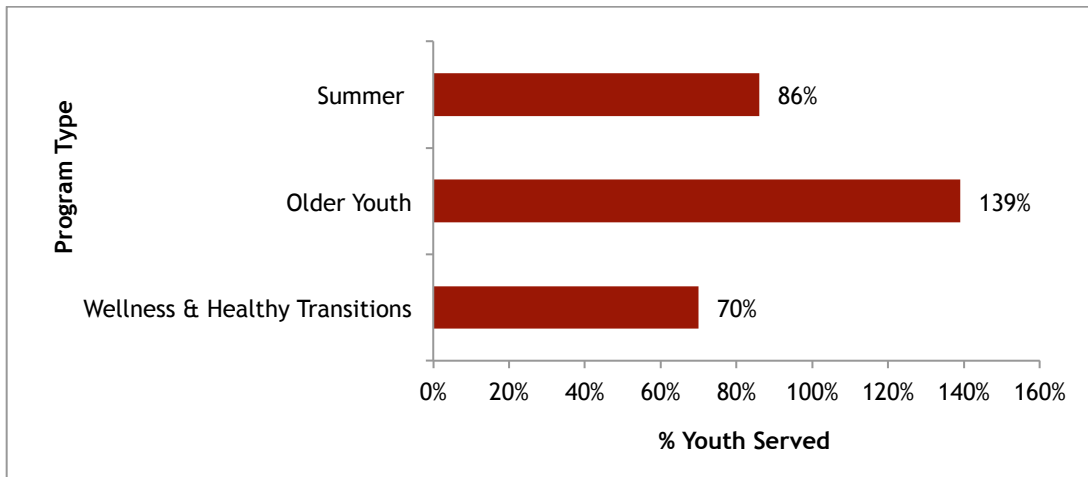
Grant Strategy			
Out of School Time - Summer			
Youth Ethnicity	Male	Female	Overall
African American	43%	57%	46%
Asian/Pacific Islander	53%	47%	17%
Caucasian	49%	51%	2%
Latino	46%	54%	25%
Multiracial or Biracial	39%	61%	6%
Native American/Alaskan Native	67%	33%	-
Other	48%	52%	2%
Unknown	41%	59%	2%
Older Youth			
Youth Ethnicity	Male	Female	Overall
African American	48%	52%	81%
Asian/Pacific Islander	56%	44%	4%
Caucasian	75%	25%	3%
Latino	50%	50%	4%
Multiracial or Biracial	30%	70%	4%
Native American/Alaskan Native	-	100%	1%
Other	100%	-	2%
Unknown	-	-	-
Wellness & Healthy Transitions			
Youth Ethnicity	Male	Female	Overall
African American	48%	52%	28%
Asian/Pacific Islander	63%	37%	17%
Caucasian	67%	33%	1%
Latino	58%	42%	54%
Multiracial or Biracial	-	-	-
Native American/Alaskan Native	-	-	-
Other	-	-	-
Unknown	-	-	-

Source: CitySpan attendance records for 2,290 youth who attended an OFCY-funded program between June and August 2012; race/ethnicity and gender data is available for 1,581 participants.

PROGRAM PERFORMANCE

Programs supported by OFCY set goals for the number of children they plan to serve each summer as one measure of the programs' reach in the community. Summer programs in Oakland are exceeding their goals in reaching the targeted number of youth as a whole, and 12 of 16 programs have reached at least 80% of the targeted number of youth served.

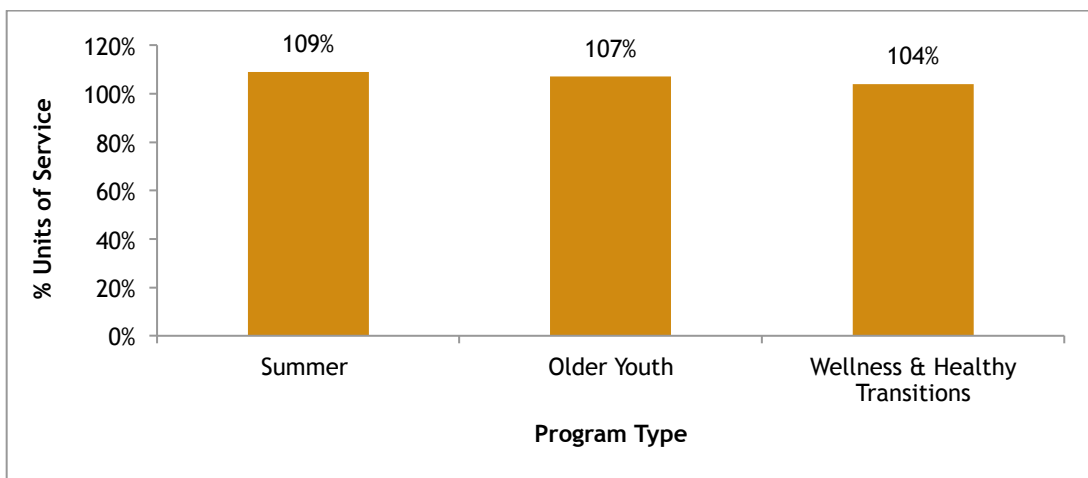
Figure 1: Progress Towards Targeted Number of Children Served



Source: CitySpan attendance records for 16 Oakland Fund for Children and Youth programs that operate primarily during the summer months.

Programs supported by OFCY set targets for how many units of service, or youth service hours, will be completed in a grant year. As a whole, 14 out of 16 programs were within 80% of their contracted units of service in summer 2012. On average, summer grantees have exceeded their targets in meeting contracted units of service in summer 2012, as illustrated in Figure 2, below.

Figure 2: Progress Toward Contracted Units of Service



Source: CitySpan attendance records for 2,290 youth enrolled in Oakland Fund for Children and Youth programs operating primarily during the summer months.

PROGRAM PERFORMANCE: SUMMER PROGRAMS BY GRANT GROUP

Table 3: Summer Program Performance

Agency	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Average Days Attended
Out of School Time - Summer								
Aim High for High School	Aim High - Oakland	230	197	86%	33,120	33,835	102%	24
Destiny Arts Center ²	Camp Destiny	99	98	99%	4,750	6,086	128%	8
College Track	College Track Summer Program	63	91	144%	3,647	5,279	145%	12
Girls Incorporated of Alameda County	Concordia Park Summer Program	50	76	152%	9,796	10,702	109%	18
Girls Incorporated of Alameda County	Eureka! Summer Program	80	82	103%	4,900	5,781	118%	17
Family Support Services of the Bay Area	Kinship Summer Youth Program	47	47	100%	7,280	7,833	108%	21
Leadership Excellence	Oakland Freedom School	128	150	117%	39,280	36,139	92%	21
Oakland Asian Students Educational Services (OASES)	OASES Summer Science Series	46	47	102%	4,491	4,910	109%	17
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	30	31	103%	3,482	3,928	113%	22
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	210	260	124%	17,955	25,016	139%	21
City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	300	453	151%	85,380	95,410	112%	33
East Oakland Youth Development Center	Summer Cultural Enrichment Program	300	302	101%	145,335	96,288	66%	22
Average/Total		1,583	1,834	115%	359,415	331,220	112%	20

² This program is run in 5 one-week sessions, resulting in a lower ADA than others within the grant group.

PROGRAM PERFORMANCE: SUMMER PROGRAMS BY GRANT GROUP

Agency	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Average Days Attended
Older Youth³								
Youth Employment Partnership	Career Try-Out	50	55	110%	6,850	7,425	108%	26
Pivotal Point Youth Services ⁴	Project EEVE	256	165	64%	5,540	4,191	76%	6
	Average/Total	306	220	87%	12,390	11,616	92%	16
Wellness & Healthy Transitions								
East Bay Asian Youth Center	Bridge to Success	65	63	97%	5,820	5,896	101%	19
Aspiranet	Learners Engaged in Awesome Programming (LEAP)	60	116	193%	6,743	6,222	92%	11
	Average/Total	125	179	145%	12,563	12,118	97%	14

Source: CitySpan enrollment, units of service, and youth participation records for the 16 Oakland Fund for Children and Youth programs operating primarily during the summer months.

³ For Older Youth and Wellness & Healthy Transitions Programs, actual attendance data is included from 7/1/12 - 8/31/12; projections data for Older Youth and Wellness & Healthy Transitions Programs is the sum of projections data from Quarter 4 of the 2011-12 grant year (4/30/12 - 6/30/12) and Quarter 1 of the 2012-13 grant year (7/01/2012 - 9/30/2012).

⁴ This program offers a 15-hour employment readiness program for youth; the average days attended reflects this program model, resulting in a lower ADA than others within the grant group.

Promising Practice

Facilitating Youth Voice and Opportunities for Goal Setting at Camp Destiny

Camp Destiny, a summer program offered by Destiny Arts Center, provides youth ages 3 to 18 training in the performing and martial arts, with the overall mission to “move young people to peace.”⁵ The entire summer program, with the help of team leaders (adults, high school or college-age youth who are Destiny Arts interns), begins with an Opening Circle, which is important in summer programs for building community and a special culture for youth to unify around a positive program spirit.⁶

During Opening Circle, the 30-40 young people, led by a team leader, begin with a cheer and are then led into a getting-to-know-you game. After the getting-to-know-you game, youth to discussed setting goals and planning. They were first asked to envision what their goal was in their head, given examples (“I want to get better at dancing”), and then asked to discuss the steps they would take to make that goal happen (“To get better at dancing, I will stretch, have my friends teach me dance moves, etc.”). Young people were asked to share with the team leader in their group, which builds motivation, strategic thinking, communication skills, and encourages a sense of ownership of a program.

Camp Destiny requires all young people to participate in a “Fingers” class that they go to at different times, a class rooted in the self-defense curriculum of the camp. In this class, young people study a different “finger” everyday (each finger represents the five senses) and then participate in group discussions and games to deconstruct the theme for the day. For instance, when the “finger” of the day was “hearing,” young people discussed how to listen for danger. After an activity where young people spoke and listened to one another and then asked to talk about what they listened for, they were then paired to present to the entire class a skit exemplifying listening.

⁵ www.destinyarts.org/pages/mission-vision/

⁶ Mandle, Jessie. “Background Brief: Current Efforts and Future Investments in Summer Programs in San Francisco.” SF Department of Children, Youth, and Their Families, 2012.

POINT OF SERVICE QUALITY

Point of service quality ratings for OFCY grantees are based on observational data collected by Public Profit through on-site visits. Point of service quality measurement is important for researchers and practitioners alike because it allows for direct observation of program activities relative to an objective standard of quality.⁷

Point of service quality observations focus on the experiences of young people in OFCY-funded programs, exploring the extent to which grantees provide high quality experiences for young people. Drawing from an extensive literature about program features and practices that are most likely to positively affect young people's development, visits focus on the observable behaviors of staff and youth.⁸

In the 2012-13 evaluation of OFCY-funded summer programming, visitors use the Youth Program Quality Assessment or School Age Program Quality Assessment to rate point of service quality (see Appendix A). Summer grantees each received one site visit in summer 2012.

Available evidence suggests that OFCY-funded summer programs provide a safe, supportive environment for youth. Specifically, 6 out of 16 programs were rated as "Thriving," indicating that they implemented research-based youth development practices consistently and well, 10 out of 16 programs were rated "Performing" indicating that they are providing quality service overall and can continue to improve in specific areas.

Summer programs were rated most highly in the areas of safety and support during site visits, with average ratings near the top of the 5-point scale. Participants' reports echoed observers' ratings: 89% of participants in OFCY summer programs reported a strong sense of physical and emotional safety in their OFCY-funded program, suggesting that a cornerstone of youth development - physical and emotional safety - is in place among OFCY summer grantees. However, 25% of elementary-aged and 23% of middle school-aged participants reported being made fun of more than once⁹, and 21% of elementary-aged and 16% of middle school-aged participants reported some kind of physical altercation in their OFCY program.¹⁰ These rates are on par than those in the local school district, where 18-27% of secondary school reported being made fun of, and 10-25% of youth reported engaging in some kind of physical altercation more than once.¹¹

Youth in nearly all programs report high levels of belonging and have strong connections with caring adults. A somewhat smaller proportion report high levels of engagement and interaction opportunities, a common pattern among youth development programs.

⁷ Yohalem, N. and Wilson-Ahlstrom, A. with Fischer, S. and Shinn, M. (2009, January). *Measuring Youth Program Quality: A Guide to Assessment Tools, Second Edition*. Washington, D.C.: The Forum for Youth Investment.

⁸ Smith, Charles., Devaney, Thomas J., Akiva, Tom, Sugar, Samantha. "Quality and Accountability in the Out-of-School-Time Sector." *New Directions for Youth Development* 121 (2009).

⁹ 24.9% of elementary-aged participants and 22.5% of middle school-aged youth report that they have been made fun of for the way they look or talk 2 or more times in summer programs. Among middle school respondents, Latino youth report lower frequency of negative verbal interactions (14%, overall).

¹⁰ 20.5% of elementary-aged participants reported being shoved, slapped, hit or kicked by someone that wasn't just kidding around; boys are more likely to agree than girls (24% and 18% agreeing).

¹¹ *Oakland Unified School District, California Healthy Kids Survey, 2011-12: Main Report, Secondary Schools* (San Francisco, CA; WestEd, 2012).

Table 4: Point of Service Quality Ratings

Program Quality Domain	Out of School Time - Summer	Older Youth	Wellness & Healthy Transitions
	n=12	n=2	n=2
	Average Rating <i>On a 1-5 scale</i>		
Safety	4.86	4.26	4.15
Support	4.53	4.76	4.54
Interaction	4.54	4.11	3.67
Engagement	4.27	3.41	3.50

Source: Point of Service Quality Ratings, Summer 2012.

Beyond the high levels of program quality outlined in table 4 above, the following page includes highlights of program practices observed during site visits.

Promising Practice

Youth Leadership and Developing Academic and Creative Thinking Skills at Kinship Summer Youth Program

The Kinship Summer Youth Program, comprised of foster youth ranging from 6 years old to 18 years old, makes it a program priority to create a sense of belonging for all youth in the program. Every day, youth come together for an Opening Circle, and youth are broken up into their age/interest groups, where they celebrate in cheers, songs, and also acknowledge youth by having each group honor a “student of the week”—allowing youth who are more introverted and shy to be recognized and acknowledged by classmates.

Older youth in the program (called “Upper Classmen”) created their own class. In this class, upper classmen created their own public service announcements around the topic of bullying and self-image. These young people were facilitated by a 19-20 year old former foster youth, who supported them in writing the script, keeping them on track, planning the steps to take before filming, and organizing getting cameras. To prepare for the activity, each young person got to pick whom they represented based on experiences they had (e.g., “People think I’m a criminal, but I’m really a full-time gamer.”) Through this activity, they not only got to tell their stories to one another, but got to create these commercials.

For younger participants, activities were designed to reinforce academic skills in an interactive way, including reading from a script they wrote in previous sessions that linked to a chapter book they read together in class. The young people used their comprehension and analysis of the book to explain their scenes and read their parts while acting out their roles.

POINT OF SERVICE QUALITY

Table 5: Summer Programs Point of Service Quality Ratings by Site¹²

Agency	Program	Point of Service Quality Status ¹³	Safe		Supportive		Interaction		Engagement	
		Summer 2012	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Out of School Time - Summer										
Aim High for High School	Aim High - Oakland	Thriving 4.51	5.00	83%	4.61	89%	4.25	78%	4.17	72%
Destiny Arts Center	Camp Destiny	Thriving 4.79	5.00	79%	4.85	98%	4.66	90%	4.66	84%
College Track	College Track Summer Program	Thriving 4.84	5.00	80%	4.78	97%	4.67	87%	5.00	80%
Girls Incorporated of Alameda County	Concordia Park Summer Program	Performing 4.21	4.51	80%	4.48	91%	4.42	83%	3.42	65%
Girls Incorporated of Alameda County	Eureka! Summer Program	Thriving 4.61	5.00	90%	4.61	100%	4.50	95%	4.33	68%
Family Support Services of the Bay Area	Kinship Summer Youth Program	Thriving 4.72	5.00	72%	4.48	86%	4.67	71%	4.83	59%
Leadership Excellence	Oakland Freedom School	Performing 4.15	4.80	83%	4.08	93%	4.37	90%	3.33	73%
Oakland Asian Students Educational Services	OASES Summer Science Series	Performing 4.42	4.60	83%	4.07	97%	4.66	72%	4.33	72%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	Performing 4.48	4.84	77%	4.73	95%	5.00	94%	4.54	89%
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	Thriving 4.74	5.00	85%	4.71	92%	4.66	84%	4.58	80%
City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	Performing 3.73	4.90	75%	4.40	92%	4.38	82%	3.92	85%
East Oakland Youth Development Center	Summer Cultural Enrichment Program	Performing 4.46	5.00	67%	4.61	84%	4.25	73%	4.17	58%
	Average/Total	4.47	4.86	69%	4.53	93%	4.54	85%	4.27	63%

¹² Youth survey questions were compiled based on the four PQA domains to construct composite scores for each domain based on youth responses. Composites are calculated using weighted averages for programs that serve both elementary- and middle-school-aged youth.

¹³ Visits were conducted using either the School-Aged Program Quality Assessment (SAPQA) for programs serving elementary-aged youth or the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-aged youth. The Program Quality Assessments are research-based point of service quality observation tools used by Out of School time programs nationally.

POINT OF SERVICE QUALITY

Agency	Program	Point of Service Quality Status ¹³	Safe		Supportive		Interaction		Engagement	
		Summer 2012	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Older Youth										
Youth Employment Partnership	Career Try-Out	Performing 4.18	5.00	93%	4.51	98%	4.04	76%	3.16	64%
Pivotal Point Youth Services	Project EEVE	Performing 4.33	4.50	99%	5.00	97%	4.17	73%	3.66	46%
	Average/Total	4.26	4.75	96%	4.76	97%	4.11	74%	3.41	55%
Wellness & Healthy Transitions										
East Bay Asian Youth Center	Bridge to Success	Performing 4.34	5.00	79%	4.36	91%	3.83	86%	4.17	74%
Aspiranet	LEAP	Performing 3.97	5.00	78%	4.72	78%	3.50	57%	2.83	51%
	Average/Total	4.15	5.00	79%	4.54	84%	3.67	71%	3.50	63%

Source: Point of Service Quality scores for the 16 Oakland Fund for Children and Youth programs operating primarily during the summer months.

Promising Practice

Youth-Driven and Thematic Physical Environment and Comprehensive Program Design at San Antonio Summer Learning Initiative

For school-based summer programs, making their space “feel like summer” can be a big challenge. At the San Antonio Summer Learning Initiative, a project of the East Bay Asian Youth Center, the “campfire” theme is present throughout, and program activities had a physical space to be in, while also young people’s works decorate the walls. Artwork was placed on walls based on student want, and rotates as new art projects are completed. Being within this space made the atmosphere feel very camp-like, and made it apparent that the summer program was valued and a focal point of this school site.

The program’s use of a comprehensive curriculum helps to support youth skill building. As research on summer programs shows, youth are more likely to make positive academic gains when programs tie together diverse activities into a coherent whole. A coherent curriculum benefits students academically by focusing on a skill or concept, and providing multiple pathways for students to explore that concept and/or develop a particular skill.¹⁴

For instance, during one week in summer 2012, the weekly theme at this program was *food choices*. During the week, younger youth explored cultures in food, older youth discussed food in the media, and the culminating event for the week was a field trip to the community Farmer’s Market. From this theme, older youth were able to explore junk food commercials and discuss what made these commercials powerful. Using what they learned analyzing the commercials, these older youth were challenged to make commercials in the Farmer’s Market about *healthy* foods, including filming at the Farmer’s Markets and screening their commercials to their peers.

¹⁴ Penuel, W.R. & Brink, K. *Linked Summer Programs for Youth: Opportunities, Challenges and Innovations*. John W. Gardner Center for Youth and Their Communities. 2010.

OFCY defines a series of outcomes measures for each of its grant groups, which provides a common set of priorities for grantees. These measures are based both on the larger goals of the Kids First! legislation (see below) and on the unique opportunities afforded by each grant strategy to positively affect children and youth.

In this section, outcome measures for each grant group - Out of School Time - Summer, Wellness & Healthy Transitions and Older Youth - are detailed below, organized according to OFCY's leading outcomes for school-aged youth¹⁵:

1. Help children and youth succeed in school and graduate high school.
2. Prevent and reduce violence, crime and gang involvement among young people.
3. Prepare young people for a healthy and productive adulthood.

¹⁵ The Kids First! Goal to "Support the healthy development of young children" does not apply to programs serving school-aged youth and is not included in this report.

OUT OF SCHOOL TIME - SUMMER

Help children and youth succeed in school and graduate high school.

High-quality summer enrichment programs can help schools address summer learning loss. Well-designed summer learning programs are those that increase achievement, enhance motivation for and engagement in learning, and develop and nurture new skills and talents.¹⁶

Youth in OFCY-funded OST-Summer programs report that they improved their academic skills and are more confident about their success in school.ⁱ For instance, 85% of elementary-aged and 88% of middle school-aged participants report that their OST-Summer program helps them to understand what is being taught in school. Among middle school-aged respondents, boys are more likely to agree than girls (92% compared to 84%, respectively).¹⁷

85% of elementary-aged and 88% of middle school-aged participants report that their summer program helps them to understand what's taught in school.

Boys are particularly likely to benefit.

Middle school-aged participants report learning new things at the OST-Summer program (95%) and feeling more confident about graduating from high school (91%).

Elementary-aged participants report that they learn more about college in their OST-Summer program (52%). Ninety-percent (90%) of middle-school-aged participants report feeling more confident about going to college after attending their OST-Summer program.

Seventy-nine percent (79%) of OST-Summer participants report that their OST-Summer program helped them to feel more like part of their school. African American middle school-aged participants were less likely to report this across all programs in the strategy: seventy-two percent (72%) of African American survey respondents agreed.¹⁸

¹⁶ Afterschool Alliance (2010). "Summer: A season when learning is essential." Issue Brief 43, June 2010.

¹⁷ This is a statistically significant finding at $p < .05$.

¹⁸ This is a statistically significant finding at $p < .05$, $n=184$ African American respondents.

PROGRESS TOWARDS OUTCOME MEASURES

Prevent and reduce violence, crime and gang involvement among young people.

To counter the possibility of youth engaging in or being exposed to violent or delinquent behavior, youth development programs provide meaningful alternatives to anti-social activities, with a particular emphasis on experiences that:

- Build young people's sense of accomplishment by exposing them to experiences intended to build new skills;
- Promote positive relationships with peers and adults.

A key component of point-of-service quality is the availability of activities that allow youth to gain a sense of mastery.

According to youth surveys, youth in OST-Summer programs have ample access to activities that promote mastery and accomplishment.ⁱⁱ For instance, program participants report that they work hard toward their goals (91% elementary-aged, 96% middle school-aged), are confident in their skills and abilities (92% elementary-aged, 93% middle school-aged), and expect good things from themselves (93%, overall).

92% of elementary-aged and 93% of middle school-aged program participants report feeling more confident in their skills and abilities.

Youth development programs can help participants build stronger social skills,ⁱⁱⁱ including stronger relationships with peers and improved communication, as well as improved self-efficacy, self-esteem, and self-control. These improvements help students to better navigate multiple environments, including school, the workplace, and personal relationships.

87% of middle school-aged participants believe their OST-Summer program helps them to work well with others in a team

Youth in OST-Summer programs report improvement in communication and social skills, with students reporting that they are better at making friends since attending their OST-Summer program. Among middle school-aged participants, eighty-seven percent (87%) believe their OST-Summer program helps them to work well with others in a team. Sixty-three percent (63%) of elementary-aged participants report the same. Similarly, 83% of middle school-aged participants

reported that their OST-Summer program helped them “to become more of a leader,” though Asian/Pacific Islander youth were less likely to report this outcome than their peers across all programs in the strategy (63%).¹⁹

Youth benefit from access to caring adults to whom they can go for mentorship, advice, and guidance. According to youth surveys, youth in OST-Summer programs report increased access to caring adults who can support their academic and social success.^{iv} For instance, 92% of elementary-aged and 90% of middle school-aged participants report that there is at least one adult in the program that cares about them. Among the elementary-aged respondents, girls are more likely to agree than boys (96% compared to 90%, respectively).²⁰

¹⁹ This is a statistically significant finding at $p < .05$, $n=59$ middle school aged Asian/Pacific Islander respondents.

²⁰ This is a statistically significant finding at $p < .05$.

PROGRESS TOWARDS OUTCOME MEASURES

Further, 96% of elementary-aged participants feel that there is an adult in the program that wants them to do their best. Eighty-seven percent (87%) of middle school-aged students report that there is an adult in the program that they can go to for advice.

Finally, eighty-eight percent (88%) of middle school-aged respondents and 87% of elementary-aged respondents reported that, “I feel like I belong here,” demonstrating a high level of affinity with both adults and youth. Middle-school aged Asian/Pacific Islander participants were less likely than their peers to report a strong sense of belonging across all programs in the strategy, however (80%, overall).²¹

Prepare young people for healthy and productive adulthood.

Youth programs that use a youth development approach have the overall goal of forwarding youths’ healthy development.

Youth in OST-Summer programs report an increased interest in physical activities and improved health outcomes as a result of summer program participation.^v For instance, eighty-six percent (86%) of elementary-aged program participants report that they spend more time exercising since participating in their OST-Summer program. Seventy-six percent (76%) of middle school-aged respondents report the same.

86% of elementary-aged participants report exercising more often since coming to their OFCY summer program.

Elementary-aged program participants report they make good health choices (90%) and eat more healthy foods (88%). Middle school-aged youth were slightly less likely to report positive health outcomes, with 81% reporting they make better health choices and 67% reporting they eat healthier.

A cornerstone of good mental health is positive social relationships with peers and adults. As such, an appreciation of gender and cultural diversity allow youth to relate, learn, and interact positively with one another. Youth in OST-Summer programs indicate an enhanced appreciation for diverse cultural identities and genders,^{vi} with participants reporting they have learned about people who are not like them in their summer program: 87% elementary-aged, 90% middle school-aged. Further, among middle school-aged participants, 78% report understanding different cultures better as a result of program participation.

²¹ This is a statistically significant finding at $p < .05$, $n=60$ middle-school aged Asian/Pacific Islander respondents.

A key to youths' economic self-sufficiency is greater awareness of possible careers that they can have in the future.^{vii} According to youth surveys, both elementary- and middle school-aged participants report that they have a greater understanding of career opportunities since participating in summer programs.

Available evidence suggests that participants learn more about jobs in their OST-Summer program, with seventy percent (70%) of elementary-aged respondents and 80% of middle school-aged respondents reporting they learn more about jobs in the summer. Among middle school-age respondents, boys agree at a higher rate than girls (84% and 75%, respectively).²²

Boys were more likely to report learning about jobs in their summer program.

²² This is a statistically significant finding at $p < .05$.

Promising Practice

Academic Enriching Experiences and Opportunities for College Goal-Setting at College Track Summer Program

The College Track Summer Program provides high school students with opportunities to learn and “empower students to achieve their dream of a college education.”²³ Youth have the option to enroll in a Math, English, Guitar, or a College Affairs course during the summer, based on their personal and professional interests.

At College Track, youth work in small groups, facilitating motivation, retention of facts, intergroup relations, and a sense of accountability among participants. In the English Language Arts course, small groups were formed as youth were assigned different rock and roll songs to relate to a piece of literature they were reading, and groups presented to one another, including on the topic of homosexuality. In the Math course, young people worked in small groups on math problems, and the teacher asked for volunteers to come up to the board to work through the problem with the entire class, where other classmates would assist when a Math problem was not answered correctly.

In the College Affairs class, adult staff break down the college admissions process into pieces in order to make the process clear and unthreatening to youth by allowing youth to plan, articulate ideas, make decisions, and set goals. Within this class, youth are exposed to various colleges- particularly those outside of the area-via virtual touring. Youth discussed advantages and disadvantages of particular college campus and were able to reflect and begin planning for their own needs when looking at colleges.

²³ www.collegetrack.org/main/content/view/13/129/

OLDER YOUTH - CAREER

Older Youth programs included in the Summer 2012 report both focus on young people's work readiness through practical work experience, skills training and on-the-job mentorship and support. Youth outcomes are grouped under the applicable Kids First! goal, to *prepare young people for healthy and productive adulthood*.²⁴

Young people who participate in some kind of work experience during high school are more likely to be employed later in life, and to earn more at their work than their peers. For this reason, Older Youth-Career programs provide youth with supports in identifying, obtaining, and keeping jobs through skills workshops and paid jobs and internships.

Prepare young people for healthy and productive adulthood.

OY-Career survey respondents programs reported that they improved their ability to set career or job goals while in an OFCY-funded program.^{viii}

Specifically, ninety-six percent (96%) report that the summer program helped them to understand how to get the kind of job they want. Eighty-seven percent (87%) reported that after coming to the program they make better decisions. Ninety-four percent (94%) of participants reported they are better at setting goals for themselves. Similarly, youth in OY-Career programs report becoming more of a leader (85%), and improving their ability to take care of problems without violence or fighting (89%).

96% of participants learned more about the kind of jobs they could have in the future.

Participants' improved goal-setting abilities are supplemented by enhanced confidence and practical knowledge and abilities:

- Ninety-three percent of youth (93%) report that summer program participation increases their understanding about the different the kinds of jobs they would like to have in the future.^{ix}
- Ninety-one percent (91%) of participants felt that their program helped them increase their network of potential employers.^x
- Ninety-seven percent (97%) of all OY-Career participants reported that their OFCY-funded programs helped them to build skills that will help them get a job.^{xi}

²⁴ Data in this section is reported for the 103 Older Youth Career program participants who completed a summer program survey in 2012-13; of these participants 57 are girls and 45 are boys; one participant did not report gender.

WELLNESS AND HEALTHY TRANSITIONS - TRANSITIONS

Multiple studies have identified “warning signs” for high school drop out, including chronic absence, limited attachment to school, and below average school performance.²⁵ In Oakland, these trends are all too evident, as absence rates increase rapidly in middle and high schools, accompanied by steadily declining test scores and increasing drop out rates.^{xii}

A series of California-based research studies found a strong link between school-level academic achievement and students’ perceptions of adult support, safety in school, and connection to others. That is, schools that were perceived by youth as safer, more supportive and more engaging had higher overall academic performance.²⁶

Moreover, interventions that increase children’s access to healthy foods and physical activity, help them to manage conflicts without violence or bullying, and enhance their connections with caring adults can address the physical and emotional factors that affect children’s academic performance.²⁷

Help children and youth succeed in school and graduate high school.

Participants report that their WHT-Transitions programs provided a positive, pro-social environment that encouraged them to connect with others.^{xiii} For example:

- Ninety percent of participants (90%) agree the program “helped me to understand what is being taught in school.”
- Seventy-seven percent (77%) of participants agree that the program helps them to care about their school.
- Seventy-eight percent (78%) reported that they get to help other people in the program. Girls are more likely to report an experience helping another (88% compared to 67%, respectively).²⁸

77% of participants report their program helps them to care about school.

²⁵ See for example: Balfanz, Robert, Lisa Herzog and Douglas J. Maclver, *Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions*, *Educational Psychologist*, 42(4), 223-235.

²⁶ Thomas Hanson, Gregory Austin and Hong Zheng, *The Relationship of Academic Achievement and School Well-Being*, California Healthy Students Research Project (Los Angeles, CA: WestEd, May 2011).

²⁷ *Healthy Steps Toward Student Achievement: Research-based recommendations for policy and practice*, California Healthy Students Research project (Los Angeles, CA: WestEd, May 2011).

²⁸ This is a statistically significant finding at $p < .05$.

PROGRESS TOWARDS OUTCOME MEASURES

In addition, WHT-Transitions participants report that programs help to involve their families with their education. Sixty-eight percent (68%) respond positively to the statement, “Since coming to this program, I talk with my family about school more often.” Eighty-two percent of participants (82%) respond positively when asked if programs had events for families.^{xiv}

Moreover, WHT-Transitions participants reported feeling more connected to their school,^{xv} more confident about starting the new school year and had higher expectations for their own high school graduation.^{xvi} Girls were especially likely to report these positive outcomes:

- Seventy-nine percent (79%) of youth report the program helped them to learn good study skills. Girls are more likely to agree with this statement than boys (90% compared to 66%).²⁹
- Eighty-four percent (84%) of participants report feeling more confident about graduating from high school. Girls are more likely to report increased confidence than boys (94% compared to 73%).³⁰
- Seventy-eight percent (78%) of program participants report that the summer program “helped me to feel like part of my school.” Girls are more likely to agree with this statement than boys (88% compared to 67%).³¹

Changes in participants’ school year attendance will be reported in the 2012-13 Findings Report, once this data is available from the Oakland Unified School District.^{xvii}

²⁹ This is a statistically significant finding at $p < .05$.

³⁰ This is a statistically significant finding at $p < .05$.

³¹ This is a statistically significant finding at $p < .05$.

PROGRESS TOWARDS OUTCOME MEASURES

Prepare young people for healthy and productive adulthood.

Youth report increased access to caring adults since they attended a WHT-Transitions program.^{xviii} Seventy-seven percent (77%) of youth feel like they could go to a staff member for advice if they have a serious problem. Eighty-four percent (84%) of participants report that there is at least one adult that cares about them in the program. Among these respondents, girls are more likely to agree than boys (94% compared to 73%).³²

Program participants report improved peer relationships^{xix} and stronger communication skills^{xx} as a result of their WHT-Transitions program. Seventy-eight percent (78%) report working better with others as a team and seventy-six percent (76%) agree that, “Since coming to this program, I get along better with other people my age.” Among these respondents, girls are more likely to agree than boys (84% compared to 66%).³³

76% of participants reported that their Transitions program helped them get along better with people their age.

Moreover, 76% of respondents report that since coming to the program they get along better with other people their age and 73% say they are better at listening to other people. Among these respondents, girls are more likely to agree than boys (82% compared to 61%, respectively).³⁴

84% of participants report that at least one adult in their Transitions program cares about them.

Girls are more likely to report links to a caring adult.

³² This is a statistically significant finding at $p < .01$.

³³ This is a statistically significant finding at $p < .05$.

³⁴ This is a statistically significant finding at $p < .05$.

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

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

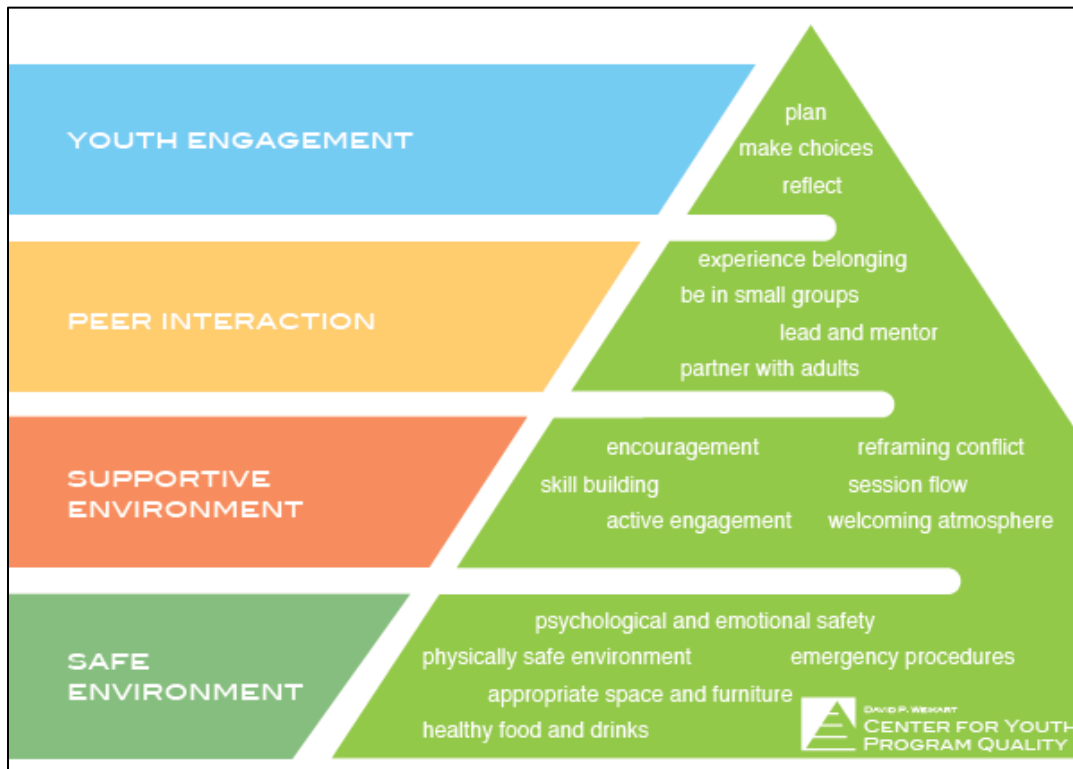
The PQAs include four domains:

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

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

Figure 3 on the following page characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction or Engagement.

Figure 3: Program Quality Assessment Domains



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

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

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

Sites are categorized by three point of service quality categories:

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

ⁱ A 2010-13 OFCY RFP Program Goal for Summer Programming: “Children and youth will have sustained learning through summer months.”

ⁱⁱ A 2010-13 OFCY RFP Program Goal for Summer Programming: “Children and youth increase their sense of mastery and accomplishment.”

ⁱⁱⁱ A 2010-13 OFCY RFP Program Goal for Summer Programming: “Youth will improve their communication and social skills.

^{iv} A 2010-13 RFP Program Goal for Summer Programming: “Children and youth have more access to caring adults in their community.”

^v A 2010-13 OFCY RFP Program Goal for Summer Programming: “Children develop an interest in physical activity.”

^{vi} A 2010-13 OFCY RFP Program Goal for Summer Programming: “Youth develop an appreciation for their cultural identity and/or gender awareness.”

^{vii} A 2010-13 OFCY RFP Program Goal for Summer Programming: “Youth are exposed to activities and opportunities that relate to possible career interests.”

^{viii} A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth report an increased ability to set career or job goals.”

^{ix} A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth express increased confidence about accessing job or career-related activities.”

^x A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth have an increased network of potential employers.”

^{xi} A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth demonstrate increased skill level a in career area.”

^{xii} *Oakland OFCY Strategic Plan 2010-13*, pp. 12-14.

^{xiii} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth are exposed to and enrolled programming that promotes academic and social development.”

^{xiv} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Increased family involvement in a young person’s educational life.”

^{xv} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth feel more like part of their school.”

^{xvi} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth feel more confident about the coming school year.”

^{xvii} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth in school-based programming have higher school attendance.”

^{xviii} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth have more caring adults in their community.”

^{xix} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth develop a pro-social peer group that reinforces positive life choices in academics and overall well-being.”

^{xx} A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth will improve their communication and social skills.