

OAKLAND OUT-OF-SCHOOL TIME PROGRAM EVALUATION FINDINGS REPORT 2010-11

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

September 2011

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what matters.]

Table of Contents

EXECUTIVE SUMMARY	4
PROGRAMS INCLUDED IN THE OUT-OF-SCHOOL TIME EVALUATION	5
YOUTH SERVED	6
PROGRAM PERFORMANCE & POINT OF SERVICE QUALITY	7
PARTICIPANT OUTCOMES	9
IN THIS REPORT	12
OUT-OF-SCHOOL TIME CAN PROMOTE YOUTH SUCCESS	12
WHAT'S INSIDE: DATA SOURCES AND REPORT THEMES	13
SCOPE OF SERVICE	14
YOUTH SERVED 2010-11	14
FUNDING	18
STAFFING	20
PROGRAM OPERATIONS AND OVERSIGHT	21
PROGRAM ACTIVITIES	22
PROGRAM PERFORMANCE	26
ENROLLMENT, ATTENDANCE & RETENTION BY SITE	29
POINT OF SERVICE QUALITY	37
POINT OF SERVICE QUALITY OVERVIEW	38
SAFE ENVIRONMENT	42
SUPPORTIVE ENVIRONMENT	45
INTERACTION	48
ENGAGEMENT	51
ACADEMIC CLIMATE	53
POINT OF SERVICE QUALITY RATINGS BY SITE	55
DIRECT OUTCOMES	61
SAFETY	62
NEW EXPERIENCES	63
IMPROVED SOCIAL SKILLS AND POSITIVE ADULT RELATIONSHIPS	65
CAREER EXPLORATION	68
SCHOOL ENGAGEMENT	70
ACADEMIC BEHAVIORS	76
CONTRIBUTORY YOUTH OUTCOMES	80
ACADEMIC PERFORMANCE	81
HIGH SCHOOL GRADUATION AND COLLEGE READINESS	83
PROGRESS TOWARDS OFCY STRATEGIC PLAN AND OUSD MASTER PLAN	86

KEY FINDINGS	91
PROGRAM PROFILES	93
ELEMENTARY SCHOOLS	93
HEALTHY TRANSITIONS	201
MIDDLE SCHOOLS	209
HIGH SCHOOLS	245

Highlights from the 2010-11 Oakland Out-of-School Time Programs Evaluation

Positive findings from the evaluation:

- OST programs served 20,329 participants in 2010-11. School-based programs served 60% of the youth at their sites. Approximately 9,000 students attend daily.
- Nearly all (97%) programs met research-based expectations for service quality, as observed in on-site visits. Programs that did not meet point-of-service quality expectations in 2009-10 were found to have improved in 2010-11.
- Nearly all youth agreed that they tried new things in after school, and 94% of surveyed teachers and principals agree that programs provide experiences unavailable during the school day.
- Youth report that after school helps them improve their study skills, do better in class, and feel more confident about high school and college.
- Nine in ten transitions program participants reported that they feel like someone at their school cares about them and that they are more aware of the services and activities available at their school. Youth in these programs demonstrated substantial improvements in their school-day attendance rates, and declines in the rate of chronic absenteeism.
- Participants attended school an additional 35,343 days in 2010-11, valued at between \$827,019 and \$989,596 in additional revenue for OUSD.
- For English Learners, spending twenty-five days in OST increases the likelihood of re-designation as English fluent by 25%; one hundred days increases the likelihood by 40%.
- Youth who attended after school for 100 or more days (just over half of all youth) are about 20% more likely to score at Proficient or Advanced on the California Standards Test in English Language Arts or Math than those who attended less often.

Areas for improvement:

- Youth describe after school as the safest environment in their lives. However, about one in three reports being physically or verbally bullied in their out-of-school time program. This is particularly the case for boys and for students in elementary school.
- Though OST programs provide high quality service overall, site visit ratings and teacher feedback suggest that programs can continue to improve their practice in the Interaction, Engagement and Academic Climate quality domains.

See the complete Executive Summary and Findings Report for more information.

EXECUTIVE SUMMARY

Programs Included in the Out-of-School Time Evaluation

The Oakland Out-of-School Time (OST) evaluation encompasses school-based support programs for children and youth in Oakland, California, including:

- **86 school-based after school programs**, serving youth in grades K-12. These programs provide a variety of activities, including homework help, enrichment, recreation, and academic support.
- **6 school-based transitions programs**, serving middle school aged youth, focusing especially on rising 6th and 9th graders. These programs provide social and academic support to youth as they transition into middle and high school.

All of the after school programs on OUSD campuses receive funding from the Oakland Unified School District (OUSD) through the After School Education and Safety (ASES), 21st Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD's purview. All of these programs receive public funds through the ASES, 21st CCLC, or ASSETS grants to support comprehensive after school programming.

OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland to help at-risk young people make a successful transition into and out of middle school. These programs provide a mix of leadership training, academic support, peer mentorship, case management, and parent engagement services for rising 6th and 9th graders. Collectively, school-based transitions programs seek to:

- 1) Help youth people develop a pro-social peer group that reinforce positive life choices in academics and overall well being;
- 2) Link incoming 6th and 9th graders with school-year programming that promotes academic and social development;
- 3) Help incoming students feel more like a part of their school.

Transitions programs often work in close collaboration with the school-based after school programs at middle and high schools, but are not co-funded by ASES, 21st CCLC, or ASSETS.

Table 1: Out-of-School Time Programs by Funding Source

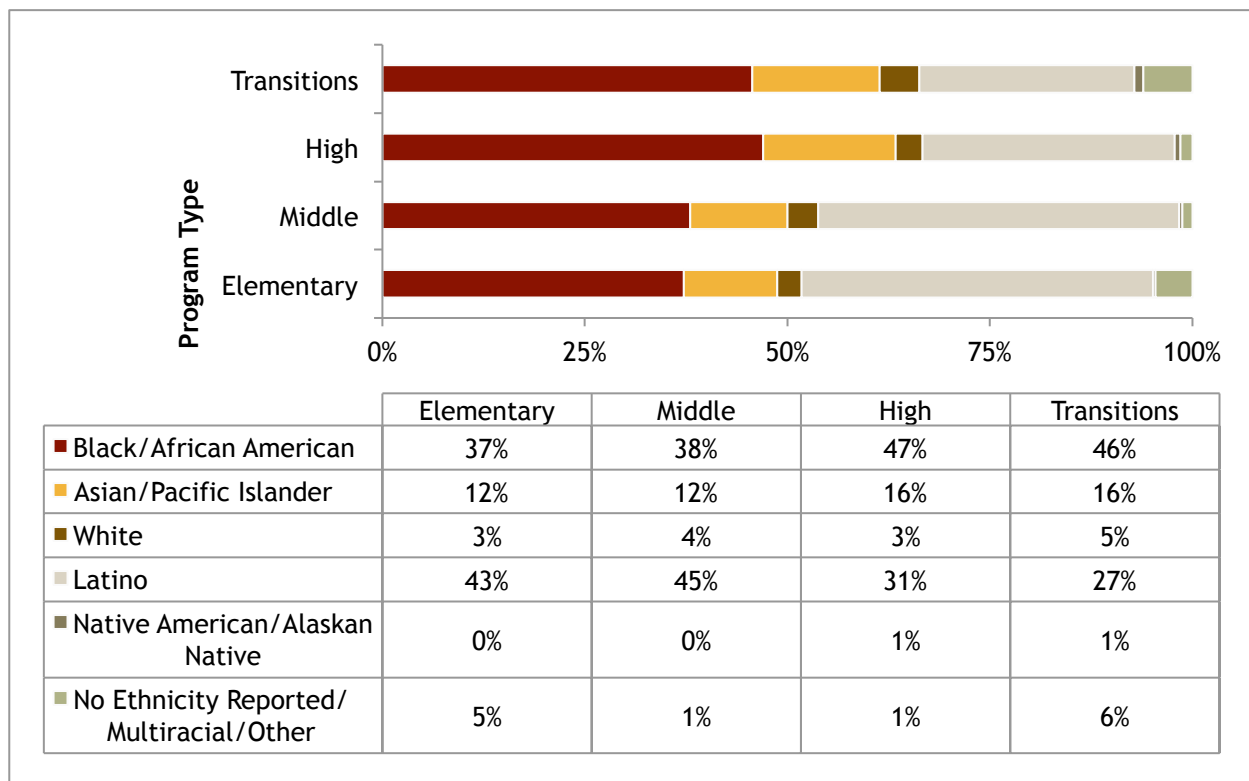
	Total Sites in the Evaluation	Funded by both OFCY & OUSD	Funded by OFCY only	Funded by OUSD only
After School	86 52 OUSD elementary 16 OUSD middle 16 OUSD high 2 charter	65 48 OUSD elementary 15 OUSD middle 2 high	2 2 charter	19 4 OUSD elementary 1 OUSD middle 14 OUSD high
Transitions	6	0	6	Not Applicable

Youth Served

School based out-of-school time programs in Oakland served 20,820 children and youth in the 2010-11 program year, approximately 60% of the student population at their host schools.¹ About 9,000 youth participate in school-based out-of-school time programs in Oakland each day.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 7,835 students, middle school-based programs 4,628, transitions programs 2,304, and high school programs 6,053. Of the children and youth in the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, and 3% are White.² The racial/ethnic heritage of youth served by program type is in Figure 1.³

Figure 1: Participants' Race / Ethnicity



Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

¹ Based on 2010-11 enrollment figures for schools that host a school-based after school program.

² Race/ethnicity is available for 19,353 participants, approximately 93% of youth served.

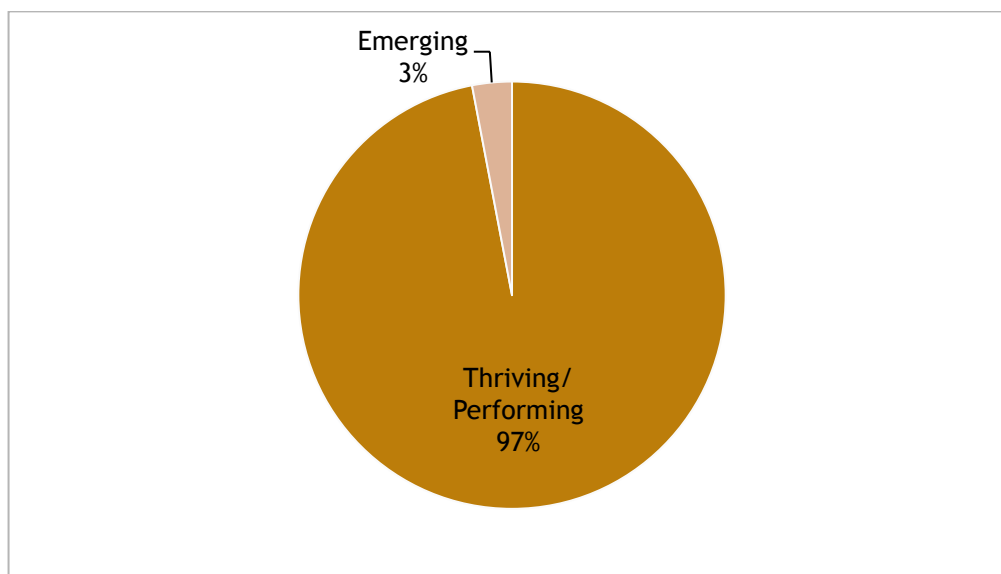
³ Students' socioeconomic status is not available for 2010-11.

Program Performance & Point of Service Quality

Nearly all out-of-school time programs met contracted units of service and attendance goals. Seven programs (2 in elementary, 3 in middle, and 2 transitions) did not meet their annual units of service targets (as defined by OFCY). Similarly, twelve sites did not meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 3 middle, and 7 high school programs).

Site visits indicate that out-of-school time programs are providing high quality service to youth. Three sites (3%) are currently in the Emerging program quality category, indicating they are not yet meeting point of service quality expectations. The remainder of programs were in the Thriving/Performing point of service category.

Figure 2: Point of Service Quality Status



Source: Youth Program Quality Assessment scores for 90 out-of-school time programs based on visits conducted by Public Profit and the Oakland After School Programs Office.

Year-to-year quality assessments indicate that nearly all programs consistently meet or exceed research-based quality indicators. Programs in the Not Yet Meeting Expectations category in the 2009-10 program year have all improved to the Performing or Thriving categories in 2010-11.

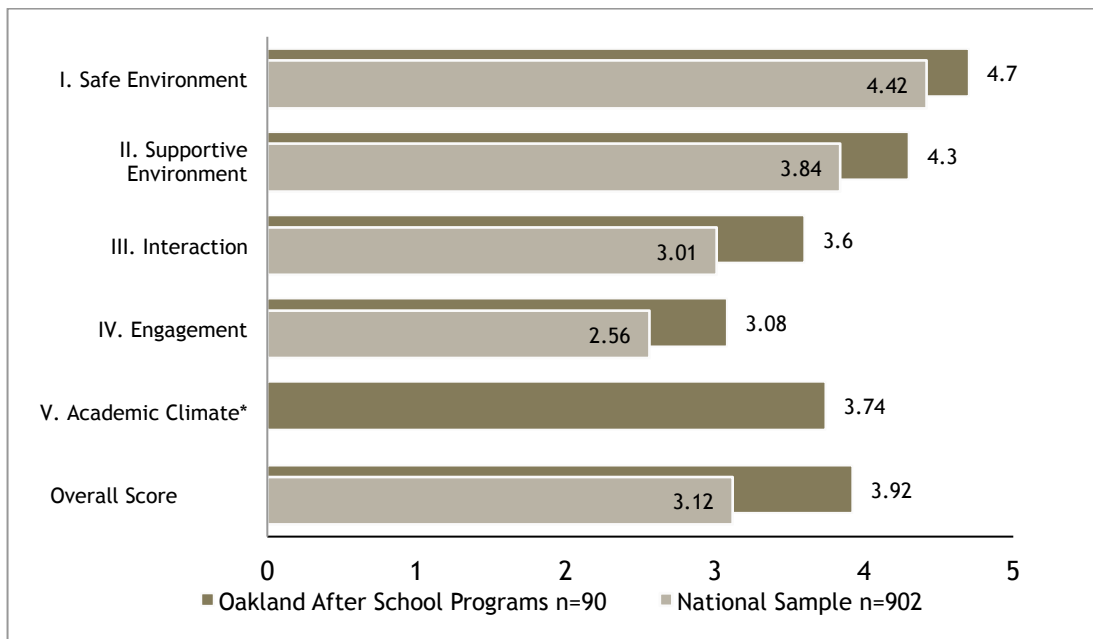
EXECUTIVE SUMMARY

Table 2: Summary of Program Performance and Point of Service Quality

Program Type	Programs that Met Annual Units of Service Goal (OFCY Goal is 80% or higher)	Programs that Met Annual Attendance Goal (OUSD goal is 85% or higher)	Programs Meeting or Exceeding Point of Service Quality Measures
Elementary (n=54)	96%	96%	96%
Middle (n=16)	81%	81%	94%
Transitions (n=6)	67%	Not Applicable	100%
High (n=16)	100% <i>Excel & Life Only</i>	56%	100%
Overall (n=92)	92%	87%	97% N=90

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally, as described in the following figure.⁴ The difference in point-of-service quality is particularly large in the Interaction and Engagement domains, culminating in an Overall score that is 25% higher than the national sample.

Figure 3: Oakland Afterschool Sites vs. National Sample



Source: Average point-of-service quality scores for Oakland OST programs; national data from the Weikart Center for Youth Program Quality.

*National comparison data not available.

⁴ In 2010-11, the evaluation team and Oakland After School Programs used the Youth Program Quality Assessment, a standard, nationally available site visit protocol. All visitors are certified YPQA assessors, indicating that their site scores can be compared to the national sample.

Participant Outcomes

Out-of-school time programs have *direct* influences on youth, which in turn *contribute to* other outcomes. Examples of these direct outcomes include students' safety, exposure to new experiences, improved social skills and peer relations, and stronger connections with school and the work world. In this evaluation, students' self-reports are the basis for addressing these direct outcomes. In 2010-11, the majority of youth surveyed reported positive outcomes on each of these measures.

Safety: Nearly nine in ten (87%) elementary participants agreed that they felt safe while in the after school program. Participants in middle and high school programs reported feeling more safe in after school than at any other point during the day.

New Experiences: Elementary school participants (87%) reported that the after school program allows them to try new things. 70% of middle school participants and 75% of high school participants stated that they do things in the after school program that they usually do not get to do. 88% of youth in transitions programs reported that their out of school time program allows them to do things they usually do not get to do.

Over 94% of principal and teacher respondents reported that the after school program "provides opportunities for students that they wouldn't otherwise have access to."

Social skills: Eight in ten elementary aged youth (84%) and two-thirds of middle and high school aged youth reported that after school "helps me to get along with other people." Nine in ten transitions program participants reported that the program offered them an opportunity to help other people.

College and career: Nearly half of middle school program participants reported that they learned about possible careers in their out-of-school time program. About seven in ten high school program participants said they felt more confident about graduating from high school.

More than two-thirds of principals (70%) and more than half of teachers (54%) agree that the after school program at their school supports career exploration and readiness.

Connections to school: About six in ten after school participants in middle and high school reported that the program helped them to feel more like part of their school. After school program participants were more likely to meet OUSD's 95% school day attendance goal than their peers, and were less likely to be chronically absent⁵. After school program participants came to school 35,343 additional days in 2010-11. These additional school days attended are valued at between \$827,019 and \$989,596⁶.

Among transitions program participants, nine in ten reported that they feel like someone at their school cares about them and that they are more aware of the services and activities available at their school. Youth in these programs demonstrated

⁵ Defined as attending school less than 90% of the time. Compared to students who attended the schools where an OST program took place.

⁶ To calculate the total change in days attended, evaluators summed the days attended in 2009-10 and 2010-11, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

EXECUTIVE SUMMARY

substantial improvements in their school-day attendance rates, and declines in the rate of chronic absenteeism.

Academic behaviors: Seventy-seven percent (77%) of elementary school participants, 49% of middle school, and 63% of high school participants stated that they learned good study habits through the school-based after school program (like taking tests, reading directions, organizing notes).

94% of parents noted that their child has the opportunity to work on their homework at the program. Among teachers and principals, homework assistance was most frequently chosen as one of the program's three greatest strengths, chosen by 60% of teachers and 64% of principals.

Available evidence suggests that Oakland out-of-school time program participants benefit in some - but not all - dimensions of academic performance:

- English Learners who participated in out-of-school time programs were slightly more likely to be **re-designated as fluent in English** (14%) than English Learners at the same schools (13%). More frequent participation in out-of-school time programs is associated with a greater likelihood of re-designation.
- There is a statistically significant relationship between OST participation and **scoring Proficient or Advanced on the California Standards Test** in English Language Arts or Math. Holding demographic and prior academic performance constant, youth who attend OST for 100 days are about 20% more likely to score at Proficient or Advanced than students who attended OST for just a few days.
- Students in out-of-school time programs - particularly 10th graders - were **less likely to pass the CAHSEE than their peers**. This likely reflects the programs' intentional efforts to recruit struggling students into academic support activities.
- Youth who attended out-of-school time **programs earned more course credits** than students in the same schools.
- Reported **high school graduation rates are similar** between participants who attended 50+ hours of academic support activities and those who did not.

EXECUTIVE SUMMARY

The table on page 86 summarizes programs' progress toward OFCY Strategic Plan goals and OUSD After School Master Plan goals. These documents set out specific sets of performance goals for school-based after school programs, such as providing engaging and challenging activities for youth, engaging parents, and supporting participants' academic development. The results are summarized below.

School Engagement

- About two-thirds of youth in OST programs had a school-day attendance rate of 95% or higher, the OUSD goal.
- Half of after school participants (54%) and nearly nine in ten transitions participants (86%) reported that their program helped them to feel more connected to school.

Academic Improvement

- About seven in ten (68%) of participants report that their program helped them to learn study skills.
- Eight-five percent of parents report that their child's attitude toward school has improved since participating in OST.
- About half of participants who attended OST for 100+ days improved or sustained their CST performance (55% in ELA and 47% in math).

College and Career

- About half of participants in elementary middle school reported that they learned about college and careers in OST.
- Nine in ten surveyed high school teachers (87%) agreed that OST supported improved graduation rates.

New Skills

- Eighty-four percent of surveyed youth agreed that, "I've gotten better at something I care about" in OST.
- Nearly all (94%) of surveyed teachers and principals agree that OST "provides opportunities that students would otherwise not have access to."

Safety

- Nearly nine in ten (88%) of participants report feeling safe in OST. About one in three reports physical or verbal bullying in OST.
- Teachers rank safety as the second greatest strength of OST programs.

Social and Emotional Skills

- Seven in ten youth (70%) agree that their OST helps them to get along better with other kids and adults.
- Nearly half (43%) of middle school youth state that the program "helped me understand and express my feelings."

Parent Engagement

- Seventy-seven percent of parents agree that in this after school program, "there is an opportunity for parent participation."
- Six in ten (61%) of surveyed parents respond that because of this after school program, they can work or go to school.

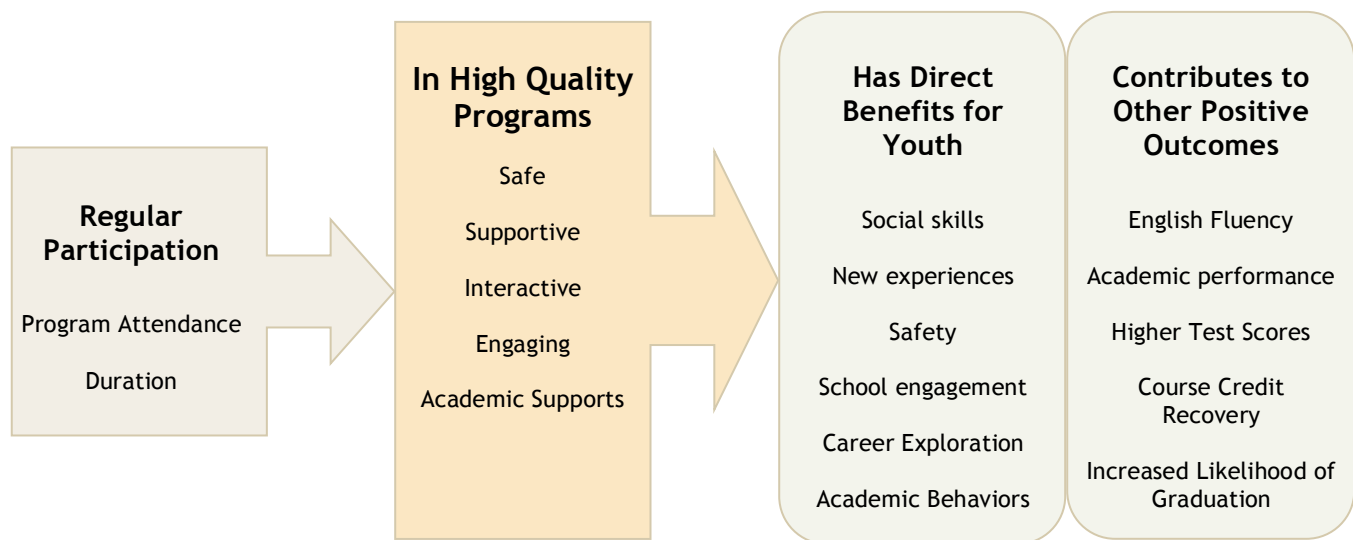
Out-of-School Time Programs Can Promote Youth Success

Out-of-school time programs can serve as a “launching pad” for student success, providing additional time for young people to learn and practice important skills and to gain new experiences. Existing research in the field suggests that young people who come to high quality out-of-school time programs often are most likely to demonstrate positive outcomes in a variety of dimensions, including socio-emotional skills, engagement with school, and improved academic skills and performance.⁷

For young people to benefit from out-of-school time programs, they need to *regularly attend* a *high quality* program. Youth who do this are more likely to demonstrate improved social skills, become more aware of the world around them, be safer, and be more engaged in school. These positive changes then support other positive outcomes for youth, such as increased pro-social behavior (i.e., fewer school suspensions, reduced conflicts with others) and enhanced school performance.⁸

Figure 4 provides a visual model of the ways in which out-of-school time programs contribute to positive outcomes for young people.

Figure 4: Theory of Action for Oakland Out-of-School Time Programs



⁷ Deborah Lowe Vandell, et al., *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs*, (Irvine, CA: University of California, Irvine, 2007); Harvard Family Research Project, “After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It,” *Issues and Opportunities in Out-of-School Time Evaluation*, Number 10, February 2008.

⁸ Robert Granger, “After-School Programs and Academics: Implications for Policy, Practice, and Research,” *Social Policy Report: Giving Child and Youth Knowledge Away*, Vol. XXII, Number 2, 2008.

What's Inside: Data Sources and Report Themes

The Oakland Out-of-School Time evaluation combines multiple data sources to explore the extent to which sites are meeting program performance goals, providing high quality services for children and youth, and demonstrating benefits for participants and their families.

The table below summarizes the key data sources by report section.

Table 3: Data Sources by Report Section

Report Section	Data Sources
Program Performance	<p>Program enrollment and attendance data from CitySpan</p> <p><i>Program targets based on OFCY and OUSD-defined service goals</i></p>
Point of Service Quality	<p>Site visits using Youth Program Quality Assessment. Quality domains include Safe, Supportive, Engagement, Interaction and Academic Support.</p> <p>Selected youth, parent, principal and teacher survey results regarding program quality.</p>
Direct Youth Outcomes	<p>Youth self reports collected via survey. Supplemented with selected parent/caregiver survey responses.</p> <p>Participants' school day attendance is used as a measure of their engagement with school, along with survey results.</p>
Contributory Youth Outcomes	<p>Participants' academic outcomes, including re-designation rates for English Learner redesignation rates, core course grades (Ms, HS), CST and CAHSEE test performance.</p>

Youth Served in 2010-11

After school programs supported by the Oakland Unified School District (OUSD) After School Programs Office and the Oakland Fund for Children and Youth operated in 92 schools throughout Oakland, including 54 elementary schools, 16 middle schools, 16 high schools, and 6 transition support programs based in middle and high schools. (See Table 1 for a complete list.)

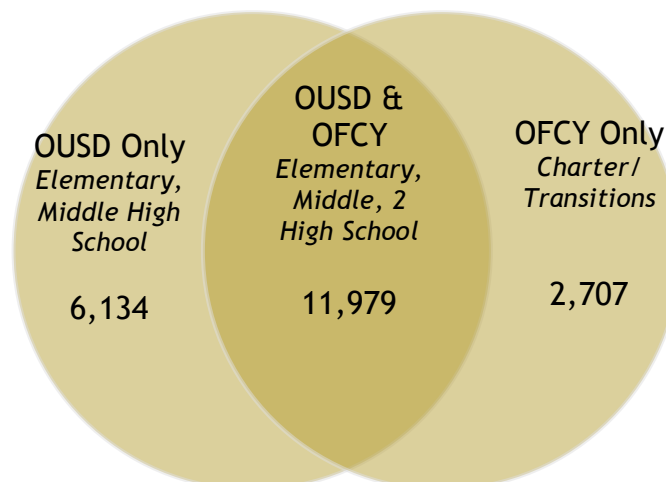
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The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD's purview. OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland.

School based out-of-school time programs in Oakland served 20,820 children and youth in the 2010-11 program year, roughly equivalent to the number of youth served in 2009-10 (20,329 youth). In 2010-11, out-of-school time programs included in this study served approximately 60% of the student population at their host schools.⁹ About 9,000 youth participate in a school-based out-of-school time program in Oakland each day.

Figure 5 demonstrates the relationship between OFCY-funded and OUSD-funded programs, documenting the number of youth served by each organization. The table that follows lists the same data by strategy.

Figure 5: Youth Served in 2010-11 by Program Funder



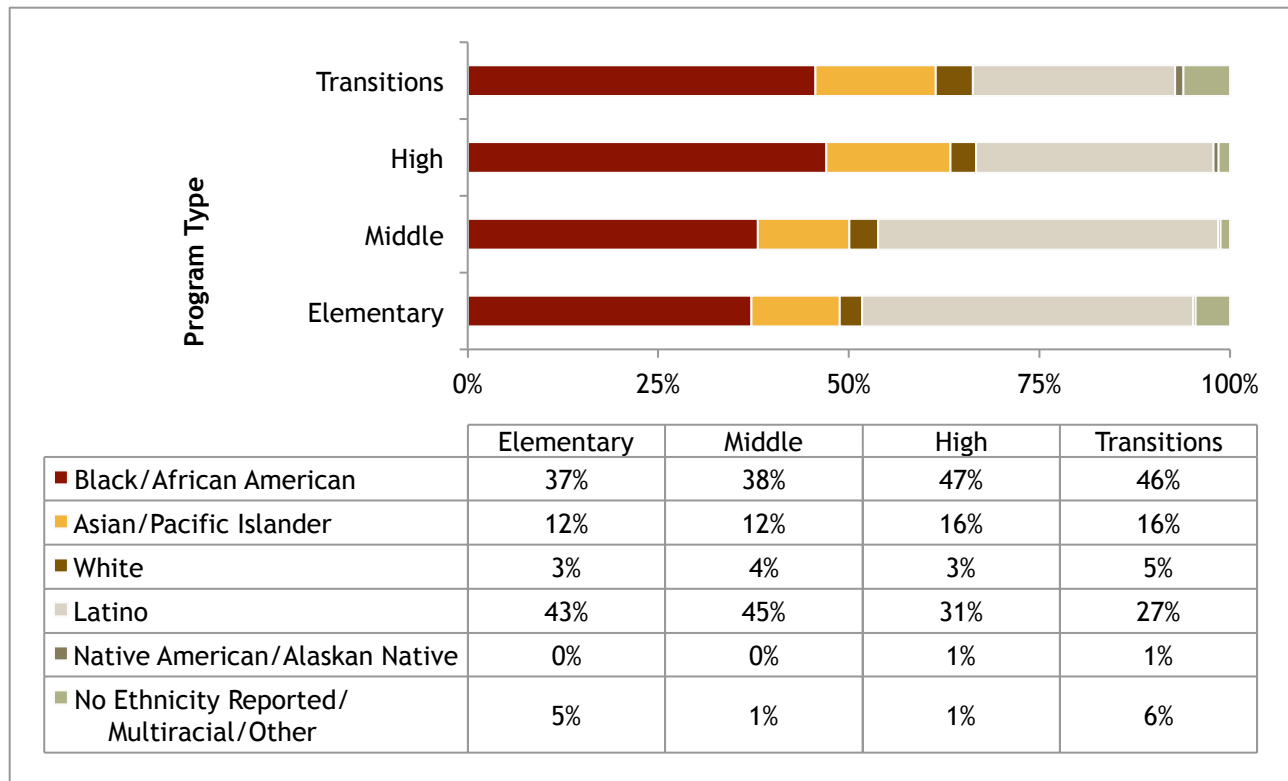
⁹ Based on 2010-11 enrollment figures for schools that host a school-based after school program.

Table 4: Youth Served by Strategy and Funder

Program Type	Overall	OFCY Only	OUSD Only
Elementary	7,834	403 (Charter-based programs)	721
Middle	4,628	NA	29
Transitions	2,304	2,304	NA
High	6,053	NA	5,384
Total	20,819	2,707	6,134

Attendance records provided by grantees indicate that school-based OST programs in elementary schools served 7,835 students, middle school-based programs 4,628, transitions programs 2,304, and high school programs 6,053. Of the children and youth served in the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, 3% are White and 1% are Native American.¹⁰ The racial/ethnic heritage of youth served by program type is in Figure 6. Gender breakouts by race are included in Table 5.

Figure 6: Participants' Race / Ethnicity



Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

¹⁰ Race/ethnicity is available for 19,985 participants, approximately 96% of youth served.

SCOPE OF SERVICE

Among out-of-school time programs¹¹, boys and girls are evenly represented: 51% of attendees are girls and 49% are boys. Within program type, the gender ratio is evenly represented across different programs, noting slightly more boys in middle school programs than girls (54% boys vs. 46% girls). The gender ratio is generally consistent within ethnic groups (Table 6).

Table 5: Participants' Gender Distribution Within Program Type

Program Type	Male	Female
Overall	51%	49%
<i>Elementary</i>	51%	49%
<i>Middle</i>	54%	46%
<i>High</i>	49%	51%
<i>Transitions</i>	50%	50%

Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

Table 6: Participants' Gender Distribution Within Race/Ethnicity

Youth Ethnicity	Male	Female	Overall ¹²
Overall	51%	49%	100%
<i>African American</i>	21%	21%	41%
<i>Latino/a</i>	20%	19%	38%
<i>Asian/Pacific Islander</i>	7%	7%	13%
<i>White</i>	2%	2%	4%
<i>Native American</i>	0%	0%	1%
<i>Multi-Racial/Other/Not Reported</i>	1%	1%	3%

Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

Twenty-nine percent (29%) of program participants are English Learners and 8% have an identified learning disability of some kind (identified special education student). Student-level data for socio-economic status is not available in 2010-11.

¹¹ For the 19,646 school-based after school participants for whom race/ethnicity and gender data is available.

¹² Because of rounding, overall percentages may not equal sum of male and female.

SCOPE OF SERVICE

Among all school-based after school programs,¹³ African American youth are overrepresented compared to their non-participant counterparts at the same schools; by the same token, Asian/Pacific Islander and White students are underrepresented. These differences persist across program types.

Similarly, English learners are underrepresented in after school programs; this difference in participation appears to be driven primarily by participation patterns in elementary-based programs. Students in special education are somewhat underrepresented among program participants and this pattern is consistent across program types. Girls are overrepresented among after school participants, particularly in high school. See Table 7 for more detail.

Table 7: Demographic Characteristics by After School Participant Status

Demographic Characteristic	Overall		Elementary		Middle		High	
	Participants	Non-Participants	Participants	Non-Participants	Participants	Non-Participants	Participants	Non-Participants
<i>African American</i>	41%	28%	39%	27%	39%	19%	46%	30%
<i>Latino/a</i>	37%	36%	39%	39%	43%	35%	30%	27%
<i>Asian/Pacific Islander</i>	14%	22%	12%	20%	13%	23%	18%	31%
<i>White</i>	4%	10%	5%	9%	4%	6%	4%	10%
<i>Native American</i>	1%	1%	1%	1%	0.4%	1%	1%	1%
<i>Multi-Racial/Other/Not Reported</i>	2%	3%	4%	3%	1%	2%	1%	1%
English Learners	32%	36%	38%	44%	27%	28%	17%	19%
Students in Special Education	7%	10%	6%	10%	9%	11%	9%	6%
Female	49%	46%	49%	46%	46%	50%	51%	39%

Source: OUSD Demographic Data/CitySpan OST Program Participant Data

¹³ Transitions programs are excluded from this analysis because programs in this strategy target at-risk youth only, rather than serving school communities more generally.

SCOPE OF SERVICE

Funding

Oakland's after school programs are supported through approximately \$17.4 million annually in public funds, including \$12.1 million in state and federal after school funds administered by the Oakland Unified School District, \$4.78 million in OFCY grants that directly co-fund comprehensive out-of-school time school programming at OUSD programs. An additional \$456,204 in OFCY supports comprehensive transition programs and charter schools programs. These grant funds are further leveraged by \$1.88 million in grants and in-kind contributions obtained through the community based organizations (CBOs) that manage nearly all after school programs in this study.

OFCY's grant making strategy is to *intentionally match* OUSD's after school funding at the elementary and middle school level. This partnership allows these programs to meet their mandated match requirements and to provide a broader array of services to youth. In addition, two high school programs leverage OFCY funding from other strategies to directly support school-based after school, as noted in the figure.

The figure and table below show per student funding from all sources reported to Public Profit. To account for the mix of funding strategies included in this report, calculations are shown for the following:

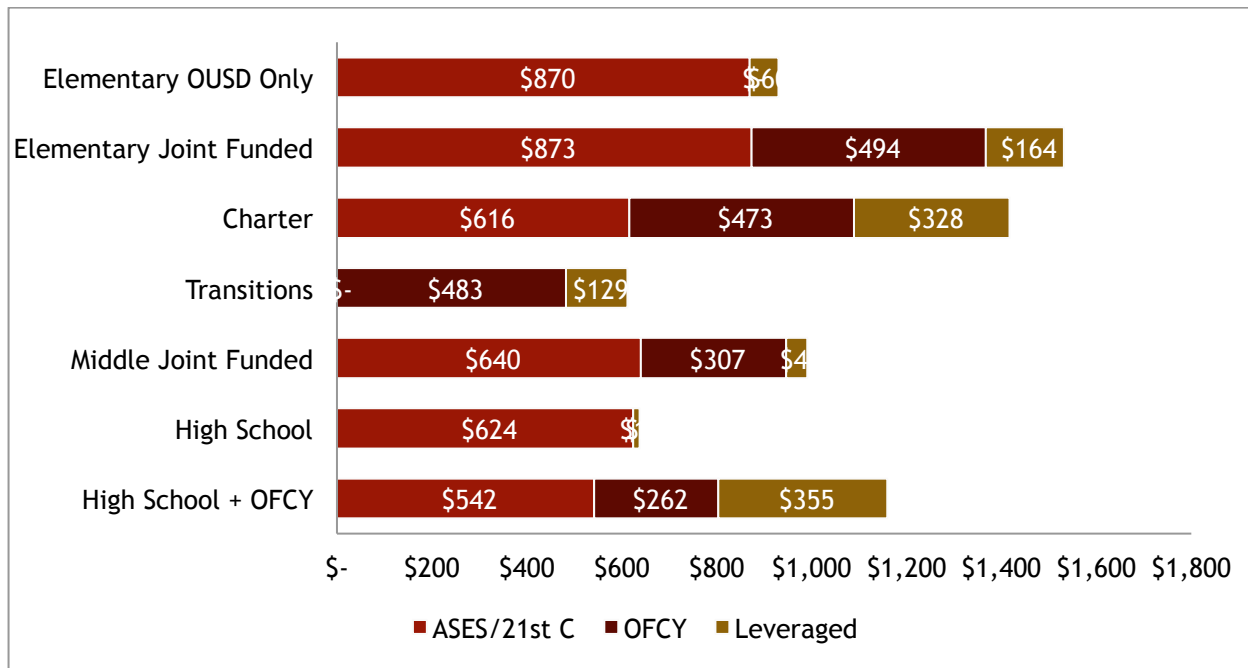
1. Elementary based after school programs that receive only ASES/21st C via OUSD.
2. Elementary based after school programs that receive funding from OUSD and OFCY.
3. Charter based after school programs that receiving funding from OFCY, and manage their own ASES grants.
4. Transitions programs, which receive funding only from OFCY.
5. Middle school based after school programs that receive funding from OUSD and OFCY. (The one middle school that does not receive OFCY funding is excluded from the analysis.)
6. High school based after school programs that receive funding only through OUSD.
7. High school based after school programs that receive funding from OUSD and OFCY.

Based on available information, jointly funded school-based elementary programs have the highest per student investment, followed by charter-based programs (which also receive OFCY and ASES funds). Transitions and high school programs have the lowest per student funding rate.

The gap in per-student funding between elementary and middle school programs could be related to middle school programs serving far more youth than expected. Middle schools served 232% of their target number of youth, while elementary schools served 148% of their target number (See Figure 11). The majority of high school programs received only OUSD funding, explaining their lower per youth investment. Similarly, transitions programs are funded solely by OFCY - and involve youth for fewer days on average - explaining these programs' lower per student investment.

SCOPE OF SERVICE

Figure 8: Annual OST Program Investment, Per Youth



Source: ASES 21st Century Community Learning Centers grants for school-based programs reported by OUSD; OFCY grant amounts reported by OFCY; matching funds reported by individual grantees to OFCY.

Table 8: 2010-11 OST Program Investments by Program Type

Program Type	ASES + 21st /ASSETS	OFCY Funds	Leveraged ¹⁴	Total	Avg / Student
Elementary OUSD Only	\$562,050	.	\$71,280	\$744,330	\$1,052
Elementary Joint Funded	\$5,622,238	\$3,154,948	\$1,020,803	\$9,797,990	\$1,531
Charter	\$228,300	\$177,050	\$122,550	\$527,900	\$1,417
Transitions	.	\$456,204	\$159,259	\$615,463	\$611
Middle Joint Funded	\$2,683,623	\$1,270,000	\$142,809	\$4,096,432	\$991
High School	\$2,647,300	.	\$97,842	\$2,908,141	\$659
High School + OFCY	\$362,350	\$175,000	\$237,500	\$774,850	\$1,158
Total*	\$12,166,611	\$5,233,202	\$1,882,043	\$19,555,855	\$1,230

*Includes funds for OUSD-only funded middle school.

¹⁴ Based on sites' self-reported leveraged funding. Estimate only.

SCOPE OF SERVICE

Staffing

School-based after school programs

School-based after school programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. Shared features include a Site Coordinator and Academic Liaison position, along with youth development workers and certificated teachers. Many after school programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance, as well.

The Site Coordinator is responsible for the day-to-day operations of the program, for supervising staff, for recruiting and retaining youth, and for establishing and maintaining relationships with school administrators and faculty. Academic Liaisons are a member of the host school's faculty who promote integration with the school day through aligning after school activities with state curricular standards, providing professional development for staff, and facilitating ongoing communication with school day staff.

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

At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for after school participants through extended contracts. Of teachers who responded to the teacher survey, about 25% of them also serve as program staff at OUSD-based after school programs.¹⁵

Transitions programs

Transitions programs are more varied in their design, and therefore in their staffing patterns. All programs are staffed by a project coordinator, responsible for overseeing the project at different school sites, assisting with curriculum design and implementation, and monitoring the effectiveness of the project. Transitions programs are staffed by an on-site staff person who works closely with school-day staff and the after school program to identify youth participants, lead on site activities, and support other project staff. A few transitions programs have mental health counselors on staff, while others make referrals to counselors as needed.

Peer mentorship plays a substantial role for many of the transitions programs. For example, the Bret Harte Bridges program is primarily based on a peer mentorship model, matching 7th and 8th grade students with incoming 6th graders, and freshmen and sophomores with 8th graders. Students from UC Berkeley serve as tutors with LIBRE, and as case managers with Safe Passages.

¹⁵ Based on a survey of 803 school-day teachers at OUSD schools with an active OST program.

Program Operations and Oversight

The majority of Oakland after school programs are managed by local community based organizations known as lead agencies, which provide services ranging from content-specific activities for youth, such as tutoring or sports activities, to overseeing large groups of after school programs at multiple sites.

This management model offers several benefits, including lower staffing and overhead costs and demonstrated experience in developing and implementing after school programs. Moreover, lead agencies bring substantial managerial, professional development, and administrative resources to the table. Working in close partnership with school leadership, lead agencies bear primary responsibility for every aspect of the after school program, including staffing, budgeting, program design, managing extensive compliance and reporting requirements, and managing daily operations of the program.

In addition, some lead agencies subsequently sub-contract with content-area specialists to provide targeted services for youth, including visual and performing arts, sports and recreation, and tutoring, although this practice is in decline.

Programs co-funded by the Oakland Unified School District are supported by the OUSD After School Programs Office (ASP Office), which is a part of the Complementary Learning division of OUSD. The primary activities of the OUSD ASP Office are to assure that the fiscal and contracting requirements of funders and the District are met, to provide professional development opportunities for staff, and to work with individual sites to promote quality.

The OFCY grants coordination unit provides program oversight, monitoring and support to ensure compliance with all OFCY and City of Oakland requirements.

Promising Practice - Extended Day

Some schools follow an extended day model, in which “school” is extended to 4pm or 5pm with the after school program in charge during the extra hours. Extended day models give staff significant freedom in designing programs and responsibility in overseeing everything that happens after school.

Madison Middle School’s extended day effectively balances afterschool tutoring, district sports, student counsel, and regular enrichment activities. One of the highlights observed was the amount of programming supporting youth with their everyday needs. In one course youth are engaged in learning the ins and outs of barbering and hair dressing, and they can come in and get their hair done for free. This small but important service for youth is widely felt. Similarly, youth can purchase affordable clothing for their winter ball in the student shop. Madison also has a volunteer program for faculty to lead academic initiatives. Despite the tremendous requirements of after school staff, Madison shows that the extended day model can run efficiently. Even though attendance is mandatory in the extended day model, youth are engaged, active and excited to start their projects.

Testifying to the value of extended day, the principal of Life Academy wrote, “Life Academy has integrated the regular day with the extended day program so that it is virtually seamless. This partnership has allowed us to create tremendous opportunities for our students and think creatively about budgeting, program, student experiences, etc.”

Program Activities

Publicly-funded after school programs in Oakland are school-based programs that provide a mix of academic, recreational/physical, and enrichment activities¹⁶ that are open to all students at the host school at low or no cost. In some cases, schools may determine specific criteria for priority student enrollment, such as low academic performance or social needs. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population. This model is associated with positive outcomes for youth in both socio-emotional and academic dimensions, as described in the Theory of Action. Table 9 provides examples of out-of-school time activities.

In general, elementary school programs have a set schedule that includes homework assistance, recreational activities, and enrichment activities. Middle school programs include a greater element of choice for youth; participants may self-select into a number of activities offered but are expected to remain with the program until closing (usually 6pm).

High school after school programs offer youth the most choice, in which participants blend activities in after school with other commitments, such as work, internships, sports teams, and family responsibilities. Further, high school after school programs have a more targeted academic focus, offering test preparation and courses-for-credit (i.e., credit recovery) to participants.

School-based transitions programs provide academic, social, and mental health supports for young people as they enter middle school and transition to high school. Activities vary by program site, but include tutoring or academic remediation, leadership and social skills development opportunities, and peer mentorship. The mix of services is intended to help youth build strong academic and social supports in the critical middle school years.

Table 9: Example of Out-of-School Activities

CATEGORY	EXAMPLES OF ACTIVITIES
Academic Support	Homework help Tutoring Intervention for students below grade level Project-based learning CAHSEE test prep Credit recovery
Enrichment	Arts and cultural activities Youth leadership and service learning Health and nutrition education Career Exploration
Recreation/Physical Activity	Cooperative games Dance Martial arts Intramural sports Sports leagues
Leadership Development	Peer mentoring Peer tutoring Youth-led community service
Family Involvement and Support	Parent education workshops Family literacy events Parent volunteer & leadership opportunities Links to basic needs supports and counseling

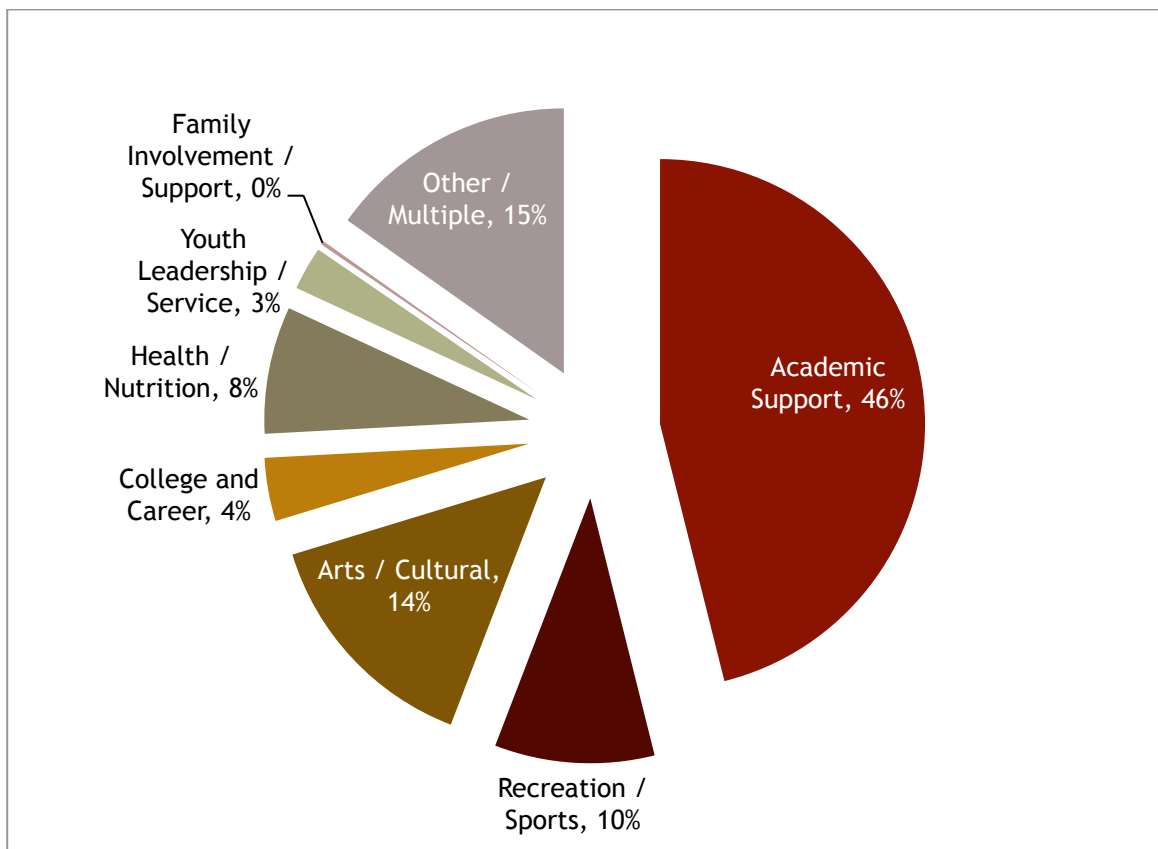
¹⁶ “Enrichment” is used to describe activities that stop short of more academically-focused pursuits (homework help, tutoring) but are more intentional about skill building than strictly recreational activities. Clubs are a common kind of enrichment in after school.

SCOPE OF SERVICE

Out-of-school time programs encompass a broad array of activities that fall into eight general categories: Academic Support (tutoring, homework help, exploratory field trips), Recreation/Sports (physical recreation, sports, fitness), Arts/Cultural (cultural appreciation, music, dance), College and Career (job training, entrepreneurial education, technology and media programs), Health/Nutrition (drug/violence prevention, gardening, counseling), Youth Leadership/Service (community service, leadership development, peer mentorship), Family Involvement/Support (family literacy, parent consultation, family workshops), and Other/Multiple (gender specific programs, mentoring, outreach to 5th and 8th graders).

Available attendance information shows that program participants shared their time primarily between academic support activities (46% of hours attended), Recreational/Sports activities (10%) and arts activities (14%) as shown in Figure 9.¹⁷ The percent of participant hours dedicated to academic support has doubled since last year.

Figure 9: Proportion of Hours Spent in Out-of-School by Activity Type



Source: CitySpan units of service by activity type n=20,311 activity participation records for 19,005 participants.

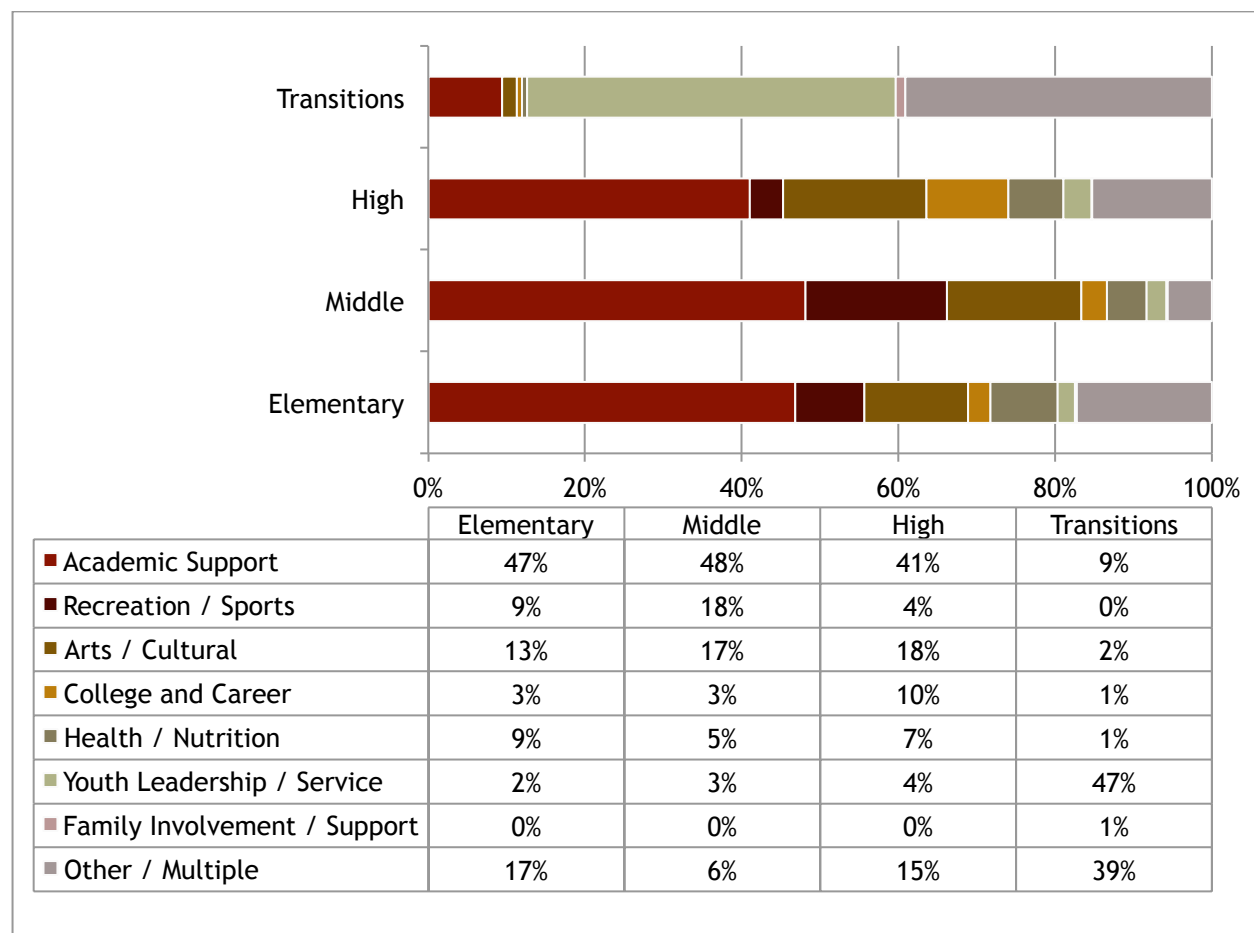
¹⁷ Percentages are based on total attendances in each activity category in the 2010-11 school year. Family Involvement/Support represented a small fraction of activities- less than 1%.

SCOPE OF SERVICE

Activities varied somewhat by site type. Academics, recreational and artistic activities were the most popular activities across all program types except Transitions, in which youth spent 47% of their time on average in Youth Leadership/Service and 39% on Other/Multiple activities, such as peer outreach activities. Youth in high school based programs spent 10% of their time on average on college and career readiness, substantially more than other site types.

Among elementary, middle and high schools based participants, 41-48% of their hours on average were classified as academic support, while only 9% of Transitions program participant hours were dedicated to academic support. Middle school participants spent more time on recreational/sports activities (18%) than other site types. Figure 10 details the distribution of hours spent on various activities by program type.

Figure 10: Proportion of Hours Spent in Out-of-School by Activity Type and Program Type



Source: CitySpan units of service by activity type n=20,311 activity participation records for 19,005 participants.

Empowering Parents in Literacy and Parenting Skills Skyline High School

Research shows that engaging families with student learning can foster positive social skills for students and parents, improve student academic behaviors and improve both parents and students' connection to the school community. At Skyline High School, the after school program is part of a larger school effort to promote family engagement at the school, offering a variety of resources to facilitate parent participation.

This year, in partnership with Project Reconnect and Youth Change Alternatives (YOCAL), the after school program provided a 9 week course for parents, focused on subjects like conflict mediation, domestic violence in the home, parent advocacy in school, gang violence issues, and drug and alcohol prevention. Classes were held from 6 to 9 pm at a local community church in East Oakland and conducted in Spanish to cater to the parent audience. This year, Skyline was able to hold three different 9-week courses, serving a total of 100 parents and 20 students.

Within the 9-week course, parents also improved their literacy skills by reading aloud in class, reviewing curriculum with their students at home, and participating in an end-of-course group project to present on the nine different chapters covered in the class. As Tony Douangviseth, Collaborative Director at Skyline High's One Land One People program noted, 'Not all of our parents know how to read and write even in their native language, so we focused on that this year. Next year we'll move into more adult education and building English language skills.'

In addition to the 9-week course for parents, Skyline High School currently has a parent liaison, who works with parents, particularly Spanish speaking parents, and also facilitates the connection between parents, community, after school, and the school day. The liaison attends the Parent Teacher Student Association meetings and COST team meetings, and is president of ELAC. She also actively recruited parents into the 9-week course by informing parents about the classes during school registration and calling to follow up with interested parents.

Finally, Skyline operates as a full service community school, with a Family Resource Center available for students and their parents. Next year, Skyline plans to have greater collaboration and staff that speak Spanish, English, Chinese, Vietnamese, and Mandarin to welcome parents who are having difficulties connecting with the school day.

PROGRAM PERFORMANCE

Program performance is described through four inter-related performance indicators: enrollment, units of service, attendance, and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

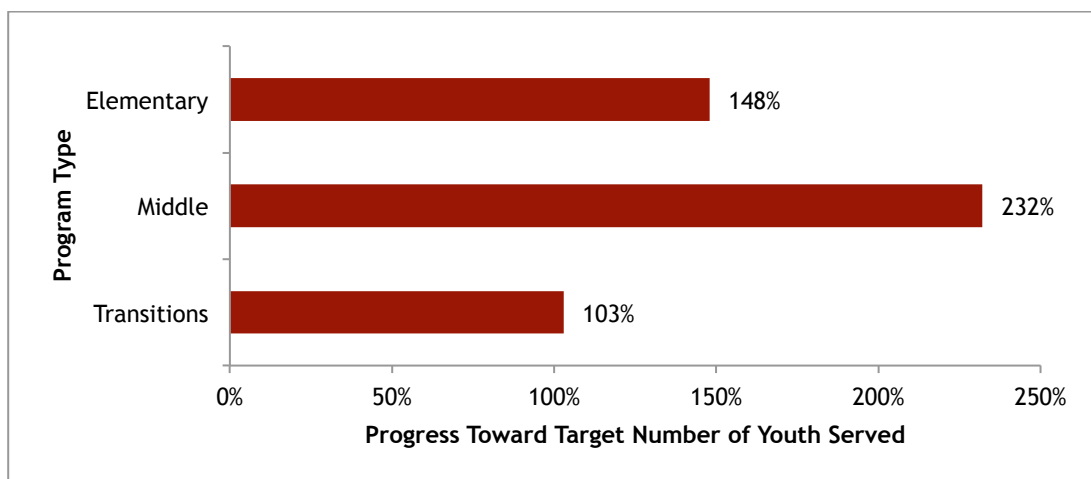
- **Enrollment** is the number of unduplicated children and youth served by an out-of-school time program; it describes the “reach” of the program.
- **Units of Service** is the number of service hours, a key measure of program capacity.
- **Attendance** is the number of unique visits, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.
- **Retention** is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation.

Out-of-school time programs supported by OFCY set goals for the number of young people they plan to serve each year, as one measure of the programs' reach in the community. OST programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole, and 99% of programs have met or exceeded their target number of youth served.

Available evidence suggests that programs are exceeding their annual youth-served attendance targets for a variety of reasons. In most cases, programs are simply serving a larger number of youth than anticipated, demonstrating a strong desire for out-of-school time programming for youth in Oakland. The implications of serving more youth than the programs are funded for are unknown at this time, however.

High school programs are excluded from this analysis since so few have targets for youth served set by OFCY. Site-by-site results are available in Table 10 on page 29.

Figure 11: Program Integrity - Progress Toward Targeted Number of Youth Served



Source: CitySpan attendance records for 72 after school programs that receive OFCY funds.

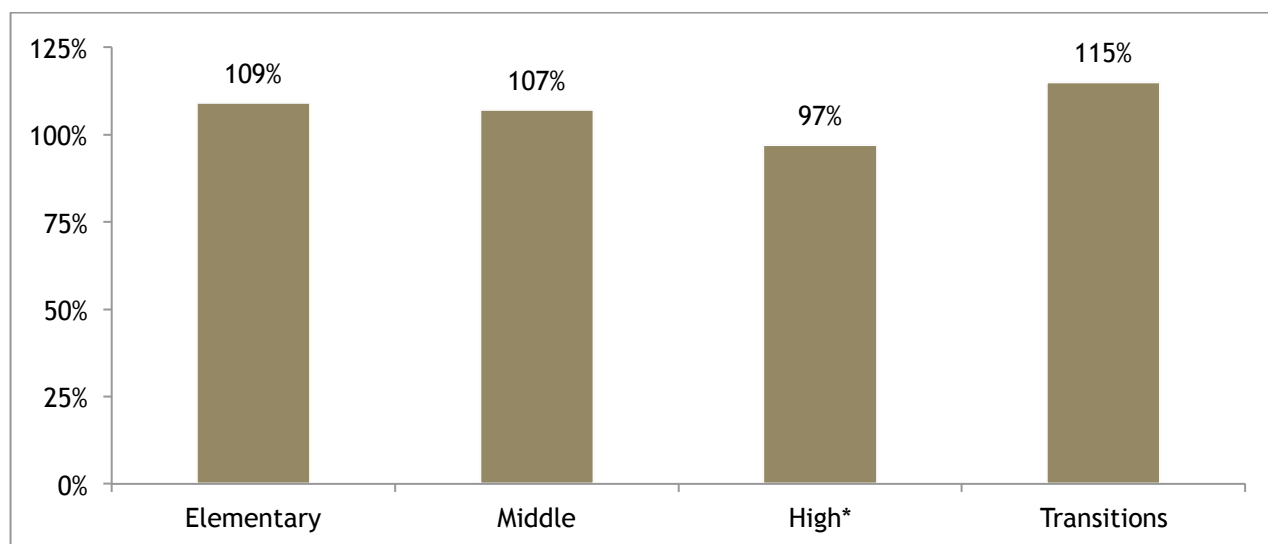
PROGRAM PERFORMANCE

Out-of-school time programs in Oakland are expected to meet specific attendance targets based on their grant funding amounts. OUSD school-based after school programs must meet an 85% attendance target established by the California Department of Education. Charter and transitions program targets are based on their OFCY Scope of Work.

In the 2010-11 program year, 78 of 92 (85%) school based out-of-school programs met their annual attendance target. With the exception of high schools, programs exceeded their attendance goals, including 109% for elementary school-based programs, 107% for programs in middle schools, 97% for high school-based programs and 115% for transitions programs.

Nearly all out-of-school time programs met contracted units of service and attendance goals. Seven programs (2 in elementary, 3 in middle, and 2 transitions) did not meet their annual units of service targets (as defined by OFCY). Similarly, twelve sites did not meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 3 middle, and 7 high school programs).

Figure 12: Progress Toward Targeted Attendances/Units of Service



*21st Century Community Learning Centers-funded programs only.

Source: CitySpan attendance records for the 2010-11 program year and programs' grant information, which determines annual attendance goals.

Promising Practice - Career Internship Program

The after school program at Coliseum College Preparatory Academy (CCPA) provides students with internships that give them hands-on training in their area of interest. The internships enable students to apply their knowledge in real world environments and develop skills to help them perform well at future jobs. The students gain experiences that make them stronger, improving their work ethic and self-confidence. Twice a week, an instructor teaches the CCPA class utilizing a consultation-style model in which peers collaborate to problem solve and enhance their skills. During the sessions, the students also learn about time management, discipline, and effective communication. Students spend the remaining days getting hands-on experience in various internship opportunities paid through stipends.

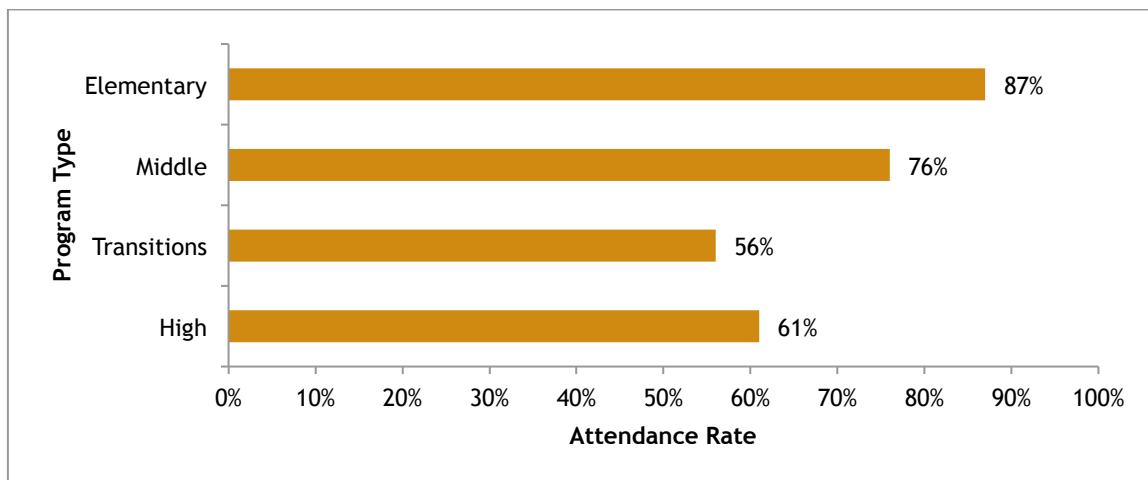
PROGRAM PERFORMANCE

Figure 13 describes the average retention rate by program type, calculated as the number of days attended divided by the number of days enrolled in the out-of-school time program. Younger children tend to attend more often, as youth have more alternative choices and responsibilities in middle and high school.

School-based after school programs have moderate to high overall attendance rates, ranging from 61% in high school to 87% in elementary school. Transitions programs had the lowest overall program attendance rate in 2010-11.

Compared to the prior year, out-of-school time programs in Oakland demonstrated similar retention rates in elementary (87% in both 2009-10 and 2010-11) and middle (76% in '10-11 and 80% in 09-10). High school based programs demonstrated a decline in average program participation rates, falling from 72% in 2009-10 to 61% in 2010-11.

Figure 13: Participant Retention Rate



Source: CitySpan attendance records for 20,820 youth.

Out-of-school time research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year. While this is not a hard and fast rule, exploring the extent to which participants attend for *roughly* 100 days can help to demonstrate whether programs tend to retain youth long enough to have a positive influence.

Drawing on enrollment and attendance data recorded by programs, we find that youth in 94% of elementary-based programs attended for an average of 90+ days. The same is true for 38% of middle school based programs and 19% of high school based programs. None of the transitions programs met this criterion; however, this reflects their less time-intensive program design.

PROGRAM PERFORMANCE

Table 10: Enrollment, Attendance & Retention by Site

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Elementary School Programs											
Acorn Woodland*	AspiraNet	220	333	151%	91,181	119,021	131%	24,306	101%	123	93%
Allendale	Higher Ground	120	116	97%	55,995	57,082	102%	16,070	107%	139	95%
Ascend	Oakland Leaf	175	260	149%	64,454	89,359	139%	35,533	98%	137	98%
Bella Vista	East Bay Asian Youth Center (EBAYC)	80	101	126%	33,600	45,426	135%	15,142	101%	143	90%
Bridges Academy	Bay Area Community Resources (BACR)	90	103	114%	29,649	46,012	155%	14,225	95%	137	84%
Brookfield	Higher Ground	120	228	190%	51,544	52,293	101%	14,844	99%	65	67%
Burckhalter	Ujima Foundation	110	128	116%	23,348	60,254	258%	17,046	114%	132	83%
Carl Munck	AspiraNet	130	179	138%	76,436	78,949	103%	23,478	157%	131	96%
Cleveland	Oakland Asian Students Educational Services (OASES)	110	114	104%	40,055	58,747	147%	18,059	120%	161	99%
Community United*	AspiraNet	216	313	145%	102,158	117,719	115%	17,440	116%	108	82%

PROGRAM PERFORMANCE

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
East Oakland Pride	AspiraNet	122	152	125%	41,842	52,387	125%	18,492	123%	120	81%
Emerson	BACR	90	104	116%	59,327	30,651	52%	14,719	98%	142	83%
Encompass Academy*	AspiraNet	220	333	151%	91,181	119,021	131%	16,315	109%	124	92%
Esperanza Academy*	BACR	180	240	133%	97,747	90,797	93%	12,878	81%	130	84%
Franklin	EBAYC	120	156	130%	50,400	58,968	117%	19,624	93%	126	93%
Fred T. Korematsu*	BACR	180	240	133%	97,747	90,797	93%	12,396	83%	86	73%
Fruitvale	Learning for Life	115	129	112%	36,472	59,423	163%	16,894	113%	128	81%
Futures*	AspiraNet	216	313	145%	102,158	117,719	115%	15,874	106%	105	86%
Garfield	EBAYC	160	231	144%	71,625	89,421	125%	28,976	97%	128	92%
Glenview**	BACR	NA	86	NA	NA	34,400	NA	14,607	97%	170	93%
Global Family School*	BACR	180	235	131%	82,165	93,992	114%	13,607	91%	127	89%
Grass Valley**	AspiraNet	NA	136	NA	NA	33,998	NA	17,105	114%	137	77%
Greenleaf	BACR	90	146	162%	46,850	48,608	104%	15,430	98%	101	81%
Hoover	BACR	100	180	180%	46,848	51,598	110%	22,268	149%	124	88%
Horace Mann	Learning for Life	120	178	148%	52,886	68,622	130%	21,089	141%	118	88%

PROGRAM PERFORMANCE

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Howard	AspiraNet	97	103	106%	45,264	52,457	116%	14,968	100%	145	90%
Int'l Community School*	AspiraNet	260	298	115%	74,913	117,163	156%	17,784	119%	143	97%
La Escuelita	EBAYC	80	106	133%	33,960	45,426	134%	14,989	100%	141	96%
Lafayette	BACR	90	136	151%	58,476	78,741	135%	21,178	142%	148	84%
Lakeview	Ujimaa Foundation	110	133	121%	64,037	80,180	125%	20,021	134%	147	82%
Laurel	PMA Consulting	90	108	120%	50,051	51,429	103%	15,025	101%	139	92%
Lazear	Spanish Speaking Citizens' Foundation	122	211	173%	47,203	52,725	112%	17,913	119%	85	86%
Learning Without Limits*	BACR	180	235	131%	82,165	93,992	114%	14,616	98%	114	86%
Lighthouse Community Charter	Lighthouse Community Charter	190	274	144%	77,059	73,030	95%	-	-	135	78%
Lincoln	OASES	156	176	113%	49,231	84,465	172%	25,475	95%	145	95%
M.L. King, Jr.	BACR	91	149	164%	54,006	48,880	91%	18,499	123%	123	80%
Manzanita Community School*	EBAYC	160	257	161%	61,780	97,101	157%	15,372	103%	105	93%
Manzanita Seed*	EBAYC	160	257	161%	61,780	97,101	157%	16,506	104%	144	83%

PROGRAM PERFORMANCE

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Markham	BACR	90	116	129%	43,409	44,669	103%	14,176	95%	122	98%
Marshall**	Higher Ground	NA	114	NA	NA	50,341	NA	16,397	109%	141	89%
Maxwell Park	Learning for Life	120	140	117%	54,378	50,451	93%	16,463	110%	117	85%
New Highland Academy*	Higher Ground	200	254	127%	114,451	109,977	96%	16,224	108%	127	88%
Parker	Girls, Inc.	120	128	107%	32,378	38,345	118%	15,197	102%	119	86%
Peralta**	AspiraNet	NA	236	NA	NA	75,265	NA	26,915	180%	112	64%
Piedmont Avenue	AspiraNet	100	133	133%	46,431	55,993	121%	18,187	122%	137	86%
Place @ Prescott	BACR	90	136	151%	62,096	47,168	76%	14,723	90%	109	87%
Reach Academy**	OUSD	NA	149	NA	NA	16,831	NA	17,482	117%	117	90%
Rise Community School*	AspiraNet	200	254	127%	114,451	109,977	96%	15,232	102%	121	86%
Sankofa	BACR	96	155	161%	55,415	65,637	118%	18,247	92%	111	79%
Santa Fe	BACR	91	133	146%	47,912	78,209	163%	15,726	105%	117	85%
Sequoia	East Bay Agency for Children (EBAC)	95	102	107%	48,549	55,206	114%	16,097	107%	158	96%
Sobrante Park	Higher Ground	120	111	93%	50,851	61,400	121%	18,191	122%	165	100%

PROGRAM PERFORMANCE

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Think College Now*	AspiraNet	260	298	115%	74,913	117,163	156%	23,097	154%	134	84%
World/Achieve Academy	EBAC	82	129	157%	34,442	40,343	117%	-	-	100	86%
Total/Average		5,298	7,835	148%	2,360,870	3,009,159	127%	931,117	109%	127	87%
Middle School Programs											
Alliance Academy*	BACR	240	640	267%	151,167	115,846	77%	20,482	102%	67	70%
Barack Obama Academy**	YMCA of the East Bay	NA	29	NA	NA	2,701	NA	1,487	18%	56	55%
Bret Harte	Murphy & Associates	120	172	143%	5,744 ¹⁸	56,116	977%	24,456	122%	148	93%
Claremont	BACR	120	479	399%	69,031	43,600	63%	17,400	87%	36	83%
Coliseum College Prep Academy*	Safe Passages	210	362	172%	31,991	65,332	204%	22,324	112%	134	94%
Edna Brewer	Safe Passages	120	264	220%	16,303	54,093	332%	20,400	102%	73	73%
Elmhurst Community Prep*	BACR	240	640	267%	151,167	115,846	77%	31,610	158%	93	82%
Frick	Safe Passages	120	368	307%	22,681	52,462	231%	17,696	88%	51	81%

¹⁸ The true target units of service target for this site is higher than the number listed. OFCY is working with program staff to address this issue for 2011-12.

PROGRAM PERFORMANCE

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Madison	BACR	120	323	269%	67,681	68,462	101%	46,569	312%	144	99%
Melrose Leadership	AspiraNet	234	265	113%	87,466	97,058	111%	34,912	87%	131	96%
Roosevelt	EBAYC	180	246	137%	80,400	94,049	117%	31,343	94%	127	92%
Roots*	Safe Passages	210	362	172%	31,991	65,332	204%	15,597	108%	83	84%
United For Success	Safe Passages	120	346	288%	12,370	55,784	451%	26,241	144%	59	46%
Urban Promise Academy	Oakland Leaf	120	275	229%	38,219	74,229	194%	16,895	84%	62	44%
West Oakland Middle	YMCA	171	185	108%	21,968	28,161	128%	13,281	66%	73	68%
Westlake	Eagle Village	120	674	562%	36,344	82,522	227%	35,498	86%	61	57%
Total/ Average		1,995	4,628	232%	641,363	890,415	139%	376,191	107%	87	76%
Transitions Programs											
Bret Harte Bridges Program	Bay Area Community Resources	100	245	245%	19,025	13,226	70%	-	-	29	39%
Bridge To Success	East Bay Asian Youth Center	60	184	307%	5,700	4,917	86%	-	-	7	58%
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	72	93	129%	10,953	11,710	107%	-	-	50	42%

PROGRAM PERFORMANCE

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
LEAP - Learners Engaged in Awesome Programming	AspiraNet	100	89	89%	10,914	6,213	57%	-	-	16	86%
PASS-2 Peer Mentoring Program	Oakland Kids First	985	1,389	141%	8,305	19,950	240%	-	-	10	59%
Safe Passages Transitions Program	Safe Passages	915	304	33%	6,604	14,895	226%	-	-	33	51%
Total/ Average		2,232	2,304	103%	61,501	70,911	115%	NA	NA	24	56%
High School Programs											
Bunche	BACR	NA	328	NA	NA	59,242	NA	13,632	101%	47	90%
Coliseum College Prep Academy	Safe Passages	NA	192	NA	NA	28,176	NA	13,592	87%	71	96%
College Prep & Arch.	YMCA	NA	405	NA	NA	17,785	NA	7,895	42%	22	46%
Dewey	EBAYC	NA	356	NA	NA	31,461	NA	26,065	104%	73	67%
EXCEL*	Alternatives in Action	258	669	260%	46,536	90,345	194%	13,279	62%	20	40%
Far West	BACR	NA	237	NA	NA	60,498	NA	28,580	212%	120	91%
Life Academy*	Alternatives in Action	258	669	260%	46,536	90,345	194%	19,519	130%	39	55%
Mandela	YMCA	NA	365	NA	NA	23,539	NA	9,687	51%	29	38%

PROGRAM PERFORMANCE

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Media Academy	YMCA	NA	309	NA	NA	22,389	NA	9,986	53%	34	48%
Met West	OUSD	NA	161	NA	NA	47,043	NA	14,924	98%	93	77%
Oakland High	EBAYC	NA	925	NA	NA	46,358	NA	21,161	85%	21	41%
Oakland Technical	BACR	NA	619	NA	NA	179,416	NA	61,332	247%	99	80%
Rudsdale	BACR	NA	254	NA	NA	30,637	NA	14,303	66%	34	43%
Skyline	Youth Together	NA	864	NA	NA	27,868	NA	14,833	88%	12	45%
Street Academy	BACR	NA	172	NA	NA	18,336	NA	9,355	69%	51	69%
Youth Empowerment School	Youth Together	NA	197	NA	NA	18,473	NA	13,845	59%	72	47%
Total/ Average		258 (Life & Excel)	6,053	260% (Life & Excel)	46,536 (Life & Excel)	90,345 (Life & Excel)	194% (Life & Excel)	291,988	97%	52	61%

* Paired site. See Appendix.

** Does not receive direct OFCY funding.

Point of Service Quality

This section is organized according to the Theory of Action discussed earlier in this report, and presents particularly notable findings about program quality, demonstrated by site visit observations and survey feedback.

Visits in the 2010-11 school year were conducted using the Youth Program Quality Assessment (YPQA), a research-based point of service quality observation tool used by out-of-school time programs nationally. The YPQA includes five quality domains: Safe Environment; Supportive Environment; Interaction; Engagement; Academic Climate.

Overall, site visits conducted by Public Profit and the Oakland After School Programs Office indicate that 97% of out-of-school programs are meeting or exceeding program quality expectations. A few programs (reported in Table 16 on page 55) will require assistance to encourage growth in program quality areas.

Site visit ratings suggest that programs provide a physically and emotionally safe space for youth: all are meeting or exceeding expectations in the Safe quality domain. On the whole, programs have the most room for improvement in providing engaging, participatory experiences for youth, as reflected by rather lower ratings in Engagement.

Youth survey results extend upon the site visit ratings, suggesting that physical and verbal bullying is widespread in OST programs, but that activities are perceived as engaging. Participant survey results suggest that the majority of students feel safe and supported in OST programs, though notably, 32% of youth in out-of-school time programs report being bullied while in the program. Participants report largely positive attitudes regarding a supportive environment and interaction, ranging from 87% of youth in transition programs to 65% of middle school youth reporting a positive sense of interaction. Moreover, 82% of respondents agreed that they do interesting projects and activities in the program.

Finally, participants reported improved academic behaviors as a result of their involvement, as well as 85% of parents agreeing that their child's attitude toward school has improved since coming to the program.

Teachers also listed what they felt to be the top three strengths of the after school program. Most frequently selected strengths centered on the contribution school-based after school makes to youth and to the school community. Further enhancing the quality of services was most commonly cited as an improvement opportunity.

Teacher Survey Results: Strengths & Areas for Improvement

Top Three Strengths	Areas for Improvement
Providing homework assistance - 60%	Quality of academic support - 37%
Keep students safe - 55%	Quality of homework help - 34%
Helping students explore their interests- 50%	Behavior management - 33%

Point of Service Quality Overview

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.

School-based after school programs supported by the Oakland Unified School District were visited twice - once by the evaluation team and once by the OUSD After School Programs Office. Transitions programs and the two charter-based programs were visited by the evaluation team only.

Visits were conducted using the Youth Program Quality Assessment (YPQA), a research-based point of service quality observation tool 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 developers of the YPQA.

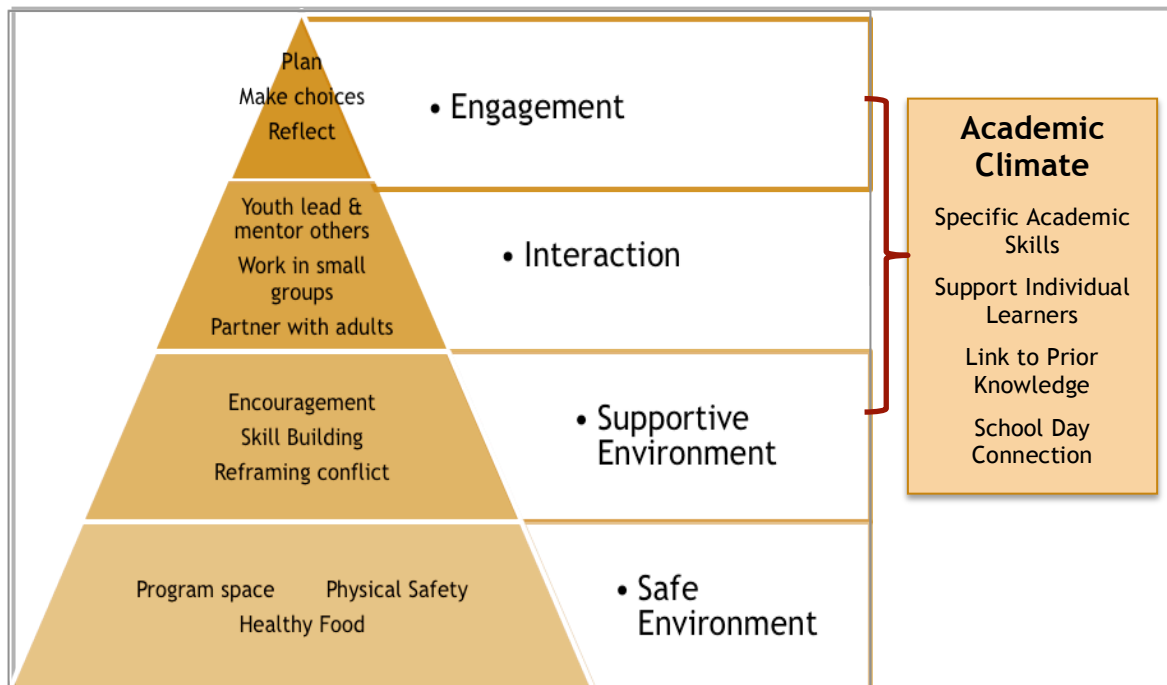
The YPQA includes five domains:

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

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

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

Figure 14: Youth Program Quality Assessment Domains



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

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

- A rating of **one (1)** indicates that the practice was not observed while the visitor was on site, or that the practice was not implemented in accordance with best practices in youth development.
- A rating of **three (3)** indicates that the practice is implemented relatively consistently and well across staff and activities.
- A **five (5)** rating indicates that the practice was implemented consistently and well across staff and activities.

POINT OF SERVICE QUALITY

Based on their overall ratings distribution, sites are categorized by two point-of-service groups:

- **Thriving/Performing** - Program is meeting or exceeding program quality expectations by having no more than 2 domains with substantial numbers of low ratings (25% or more of “1” ratings).
- **Emerging** - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more “1” ratings.

Site visits conducted by Public Profit and the Oakland After School Programs Office indicate that 97% of school-based out-of-school time programs are Performing or Thriving. That is, nearly all programs are meeting or exceeding point of service quality expectations.

Public Profit will refine the criteria for the “Thriving” performance category to better account for the distribution of point of service quality ratings. This will assure that the very highest performing programs are grouped in the Thriving category.

While site visits reflect evaluators’ observations, participant surveys capture insider perspectives that may be less visible to site visitors. For instance, while evaluators rarely witness physical bullying, 32% of youth surveyed report being bullied. Therefore, survey data supplements data collected during site visits to create a fuller picture of OST program performance.

Participant survey results suggest that the majority of students feel safe and supported in the OST programs. Participants also report largely positive attitudes regarding interaction, although in middle schools and transitions programs, the results are not as positive as site visit results. Participants report levels of engagement comparable to site visit reports, except in elementary schools where youth feel more engaged than site visitors’ observations suggest. Participant responses to survey questions regarding academic climate yield lower results than site visit observations, again with the exception of elementary schools.

Promising Practice - Transitions

The transitions programs at Claremont and Bret Hart Middle Schools provide great mentorship opportunities that foster youth reflection and critical thinking. At Bret Harte, youth are paired with high school students from whom they receive one-on-one support throughout the school year. Staff members then mentor those high school students, deepening the mentorship’s impact. At Claremont, student grades and attendance are reviewed for selection into the program. Youth in the program get support in very small group settings modeled like case management with excited and engaging staff. At Safe Passages, staff communicates with parents and advocates for students, becoming allies with other positive adults in students’ lives.

POINT OF SERVICE QUALITY

The following tables offer an at-a-glance summary of point of service quality, synthesizing site visit ratings and youth survey responses. Cells marked in darker shading have higher overall ratings than lighter cells.

Table 11: Program Sites Performing or Thriving¹⁹




QUALITY DOMAIN	Elementary	Middle	Transitions	High
Overall Rating	96%	94%	100%	100%
Safe	100%	100%	100%	100%
Supportive	98%	94%	100%	100%
Interaction	70%	94%	100%	94%
Engagement	54%	81%	75%	100%
Academic Climate	72%	81%	100%	100%

Source: N=90 site evaluation visits (representing 92 OST programs) conducted by ASPO and Program Evaluation staff. The data in each cell is the total percent of programs that are considered performing or thriving.

Table 12: Youth Survey Responses regarding Program Quality

QUALITY DOMAIN	Elementary	Middle	Transitions	High
Safe ²⁰	87%	92%	NA*	89%
Supportive ²¹	93%	84%	NA*	90%
Interaction ²²	76%	64%	76%	87%
Engagement ²³	85%	75%	80%	91%
Academic Climate ²⁴	77%	49%	Not applicable	63%

*To preserve continuity with surveys administered by another vendor to summer-only transitions programs, questions were not included in youth survey.

Key	
	Dark - 80% or more agreement
	Medium=50-79% agreement
	Light= Less than 50% agreement

¹⁹ The overall rating is the percent of sites Thriving or Performing, as described above. Within quality domains, sites are counted as performing or thriving if they received ratings of “1” less than 25% of the time for that domain.

²⁰ Elementary - “In this after school program, I feel safe when I am here.” (% Agree); Middle/ High - “How safe do you feel in this after school program (% Safe or Very Safe)

²¹ Figure 17

²² Combined result of responses from Figure 19

²³ Figure 22

²⁴ “In this after school program, I learn good study skills (like reading directions, taking tests and organizing my notes.”

Safe Environment

Research shows that young people are more likely to thrive in a physical environment that is safe and well maintained. In addition, psychological and emotional safety is critical for youth to feel safe to be themselves, take risks, share, get to know each other, and learn.

The students who go seem very safe and comfortable, which is amazing for them to have.

-Teacher at Roots

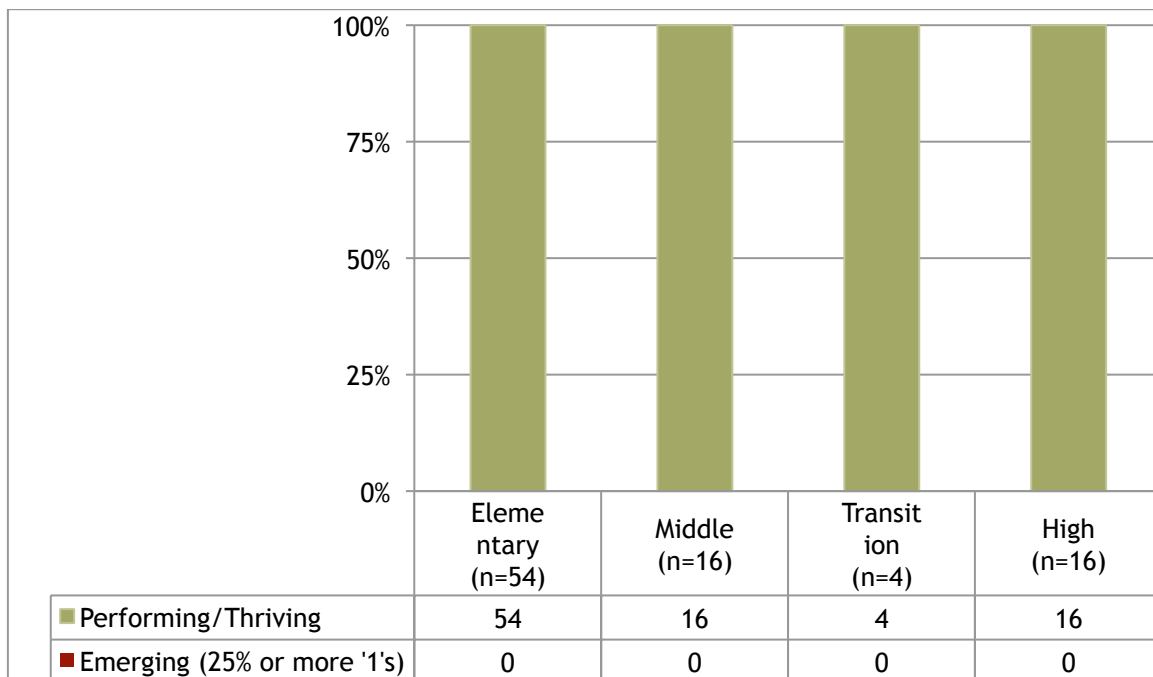
Data sources used to assess sites' progress in this practice area include direct observation of sites during evaluation visits, surveys of youth taking part in program activities, and surveys of parents, teachers and principals.

Available evidence suggests that all programs are providing safe environments for young people. In youth surveys, participants report largely positive responses to survey questions dealing with emotional safety. We note, however, a large number of youth report being the victim of bullying or having a physical confrontation in after school, with only slight decreases from last year's surveys.

Site visit results indicate that programs excel in assuring youths' safety, with all elementary, middle, transition, and high school programs providing a safe environment consistently and well (scoring a '3' or '5' on indicators in this domain).

Figure 15 summarizes the overall point-of-service observations for Safety.

Figure 15: Point of Service Quality - Safety by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site level ratings are presented in Table 16 on page 55.

Principals and teachers had positive reports about after school program safety. Thirty-four percent (34%) of principals and 55% of teachers chose “Keeping Students Safe” as one of the program’s top three strengths. Among principals, this was the third most popular choice after “Providing homework help” (64%) and “Exposing Students to New Experiences” (52%), while for teachers, “Keeping Students Safe” was the second most common strength chosen after “Providing homework help” (60%). Conversely, 7% of teachers and principals chose student safety as a top area for program improvement.

In surveys of program participant’s parents, most parents rank after school programs highly in providing safe activities. Ninety-four percent (94%) of parents report that “the after school program is a safe place for my student,” while 63% report worrying less about their student during OST program hours. These numbers are down slightly from last year, when 97% of parents felt the program was safe and 66% worried less.

Program participants completed surveys in spring 2011 that assessed their perceptions of their own physical and emotional safety in out-of-school. The majority of participants reported positive feelings about the emotional safety in their after school program. A large number of participants, however, are subject to some form of bullying or physical confrontation, especially in elementary-based programs.

Overall, 32% of respondents reported being physically bullied while 35% report being verbally bullied. Thirty-five percent (35%) of respondents who participated 100 days or more reported physical bullying, compared to 22% of respondents who attended less often, a statistically significant difference. Similar patterns exist for verbal bullying, where 38% of respondents who attended 100 days or more report being made fun of compared to 26% of respondents who attended less.

Furthermore, 35% of male respondents reported physical bullying compared to 28% of females, again a statistically significant difference. These gender differences were more pronounced among elementary and middle school youth, suggesting that the difference between a boy and a girl’s likelihood of experiencing bullying diminishes with age. Similar patterns do not pertain to verbal bullying, where males and females show similar patterns across program types.

Tables 13 and 14 detail the percentage of youth in the year-end survey that reported being physically and verbally confronted or bullied by program type, comparing gender and participation differences. Overall, reports of bullying are comparable to last year, with slight decreases in reports of physical bullying and slight increases in reports of verbal bullying.

You can be yourself and not be judged.

*--Student at Bret Harte Middle School in response to question:
“What is the best thing about this after school program?”*

Table 13: Participants' Self-Reported Physical Safety in Out-of-School by Gender

	Elementary		Middle		High		Transitions	
	(n=2,939)		(n=1,323)		(n=714)		(n=264)	
	Male	Female	Male	Female	Male	Female	Male	Female
% reporting they feel safe in after school	86%	87%	90%	94%	86%	92%	Not asked	Not asked
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around.	43%	35%	29%	21%	25%	21%	15%	8%
I have been made fun of because of my looks or the way I talk.	43%	42%	28%	29%	29%	23%	14%	12%

Source: Youth participant surveys administered in spring, 2011.

Table 14: Participants' Self-Reported Physical Safety in Out-of-School by Days Attended

	Elementary		Middle		High		Transitions	
	(n=2,939)		(n=1,323)		(n=714)		(n=264)	
	<100 Days	>=100 Days	<100 Days	>=100 Days	<100 Days	>=100 Days	<100 Days	>=100 Days
% reporting they feel safe in after school	86%	87%	95%	92%	92%	89%	Not asked	Not asked
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around.	32%	39%	21%	25%	20%	28%	10%	17%
I have been made fun of because of my looks or the way I talk.	39%	42%	27%	29%	24%	26%	12%	17%

Source: Youth participant surveys administered in spring, 2011.

Supportive Environment

Positive interactions with adults are foundational in order for youth to feel supported socially and emotionally and to develop healthy relationships. Research shows that a welcoming atmosphere with supportive adults can provide youth with opportunities for active learning and skill building.

Evidence shows that most out-of-school programs in Oakland are providing a supportive environment for youth to excel. High school and transition programs, in particular, score highly in this area. According to site visit results, only one elementary and one middle school are considered to be ‘Emerging’ in this category.

When specific elements of the Youth Program Quality Assessment are considered for this quality domain, we find that elementary school programs rated highly in having enough supplies and materials available for youth and also for approaching conflicts among youth calmly. Elementary programs tended to rate lower on encouraging youth to talk about what they are doing with one another, and on as well as providing specific, non-evaluative feedback to youth (i.e., saying more than just “good job” but instead reflecting back what the young person did.)

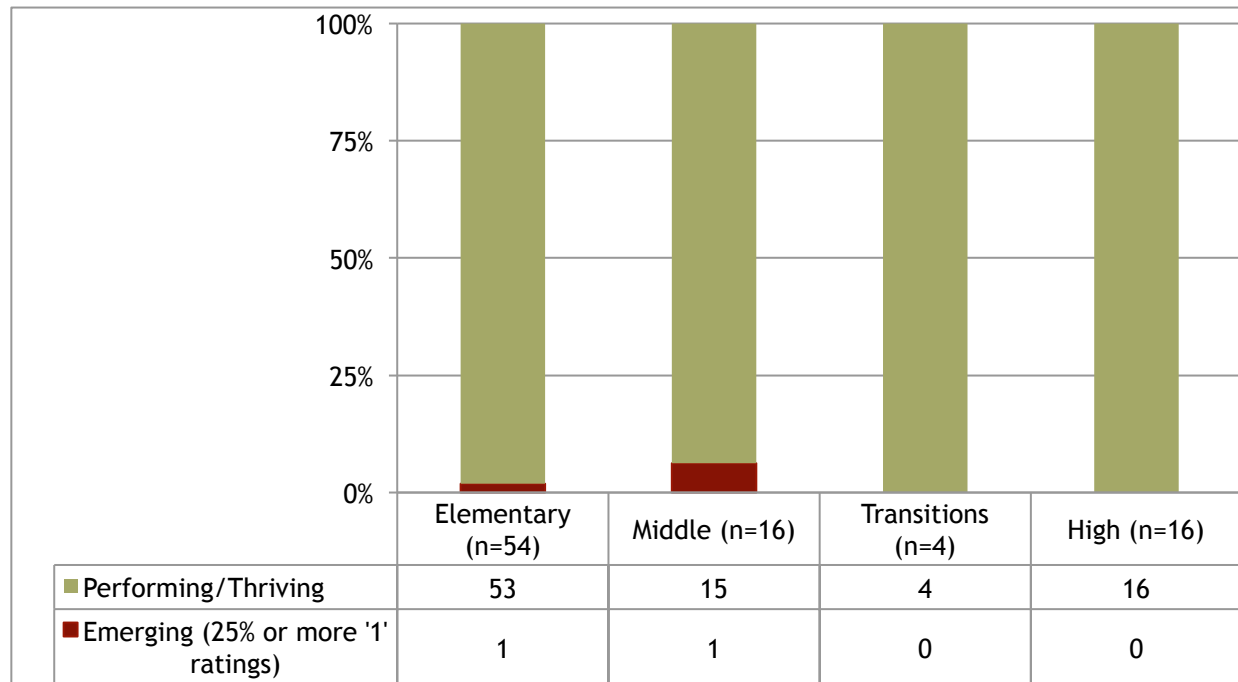
Middle school programs achieved the highest overall YPQA ratings in creating a friendly atmosphere for youth by recognizing their accomplishments and providing constructive feedback to them. Middle school programs tended to be rated lower in staff members’ use of open-ended questions to youth, which encourage more meaningful interactions among staff and participants.

All transition and high school programs are Performing or Thriving in providing a supportive environment. In fact, transition programs received an average of 86% ‘5’s in this domain, while high schools received 74% ‘5’s- indicating that staff in transition and high school programs are implementing practices associated with a supportive environment.

Promising Practice - Literacy Development

The after school program at Acorn Woodland Elementary School reinforces school day lessons utilizing Accelerated Reader (AR) to encourage and inspire students to read. AR is a secondary resource that allows teachers to determine students’ strengths and weaknesses and is a proven, individualized program that addresses student needs. Students participating in the program demonstrate very significant leaps in reading level and comprehension. The highly trained and engaging after school staff inspire students to develop a love of reading through read-a-louds, individual assignments and group projects. The students are able to make choices about which AR books they read and are asked questions throughout the reading to promote comprehension. Students are also publicly recognized for their achievements, such as high quiz scores, and are encouraged to continue their productivity during the school day as well.

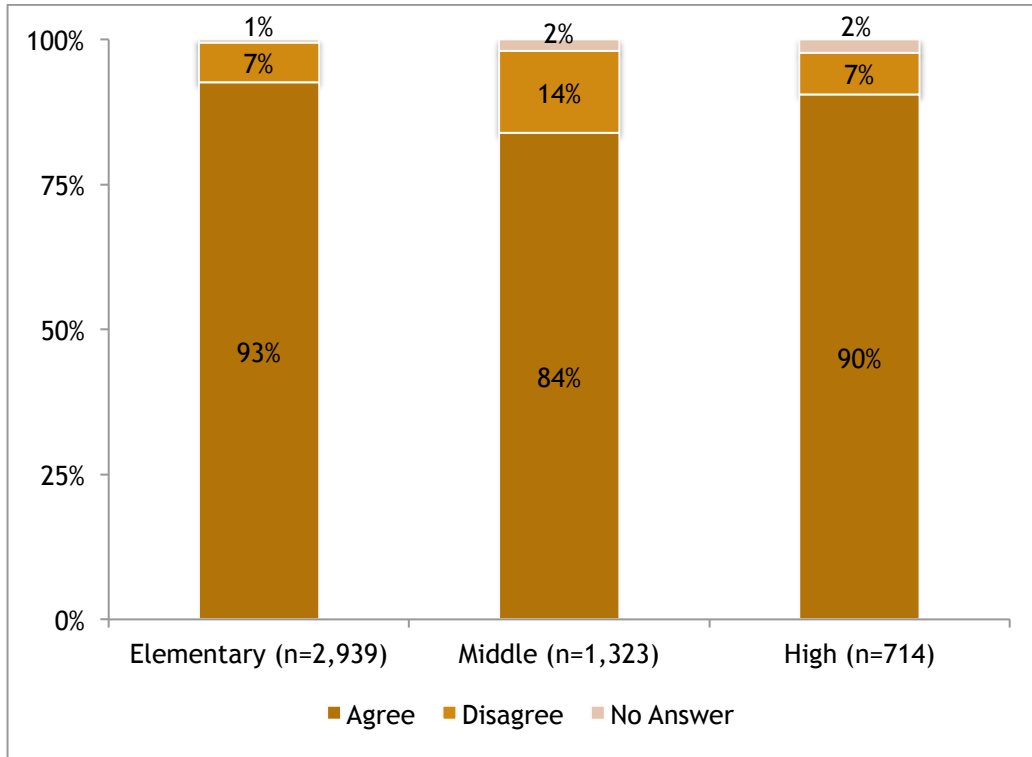
Figure 16: Point of Service Quality - Supportive Environment by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office. See Table 16 on page 55 for details.

Figure 17 describes the pattern of youth responses to a set of questions exploring participants' self-reported sense of positive relationships with adults by program type.²⁵ Participants report largely positive feelings about the supportiveness of their programs.

Figure 17: Participants' Self-Reported Sense of Support in Out-of-School Time



Source: Youth participant surveys administered in spring, 2011.

Promising Practice - Alternative High Schools: Bunche, Far West, Rudsdale and Street Academy

These schools have exciting skill development and job readiness programs for students, giving youth an opportunity to reach the highest levels of interaction and engagement. For instance, Bunche and Far West have cosmetology programs in which students can apply their participation toward certification credits. Bunche also includes a mentoring program in which youth map out post-graduation action plans. Far West offers a program where youth gain green energy knowledge and improvement skills and then practice these skills on actual projects. Street Academy and Rudsdale both have fashion design enrichment for their youth. Rudsdale's program is essentially a youth led fashion institute where students visualize, plan and create their own works of art. Youth sew their own garments and then participate in fashion shows and student photo shoots. Each school provides hands on skills while also promoting college preparedness.

²⁵ Questions include: *There is at least one adult at this program who pays attention to me and my life; There is an adult at this program who really cares about me; There is an adult at this after school program who takes time to help me when I don't understand something; There is an adult at this after school program who listens when I have something to say; There is an adult at this program who wants me to do my best; There is an adult who I can go to for (advice and) help; There is an adult at this program who notices when I'm not around.*

Interaction

When young people are able to interact and support one another, they experience a sense of belonging with their peers. Positive peer culture emerges when youth have opportunities to mentor and lead others, have opportunities for input and partner with adults.

These kinds of experiences are more common in programs for older participants, both because they are further along developmentally and because they are more likely to have had similar experiences in school and in other extracurricular activities. In elementary school-based programs, then, successful interaction strategies may involve pairing 4th and 5th graders with younger peers or assigning specific duties like “line leader” to students.

To account for this when visiting elementary school programs, visitors made a point to observe activities for 4th and 5th graders and to ask staff about practices related to this domain. In 2011-12, site visits to elementary school programs will use the School Age Program Quality Assessment, a version of the YPQA specifically for elementary-based programs.

Available evidence shows that a majority of programs are providing strong interaction opportunities for youth and creating a sense of belonging in their programs, particularly for older youth. However, site observations suggest that all out-of-school time programs can provide more opportunities for youth to mentor their peers.

According to site visits about one in five elementary-based programs - 22% - are Emerging in this domain. Overall, elementary programs rated highest in the YPQA-defined practice of providing structured opportunities for youth to get to know each other and in promoting inclusive relationships. In the aggregate, elementary-based programs scored lowest on the item that states, “youth have opportunities to mentor one another.”

In middle school programs, 94% are Performing or Thriving in this domain. Middle school based programs tended to rate highly on the YPQA on “publicly acknowledging achievements of youth.” Average ratings were lowest for “using multiple ways to form small groups to accomplish tasks” and “youth have opportunities to mentor one another.”

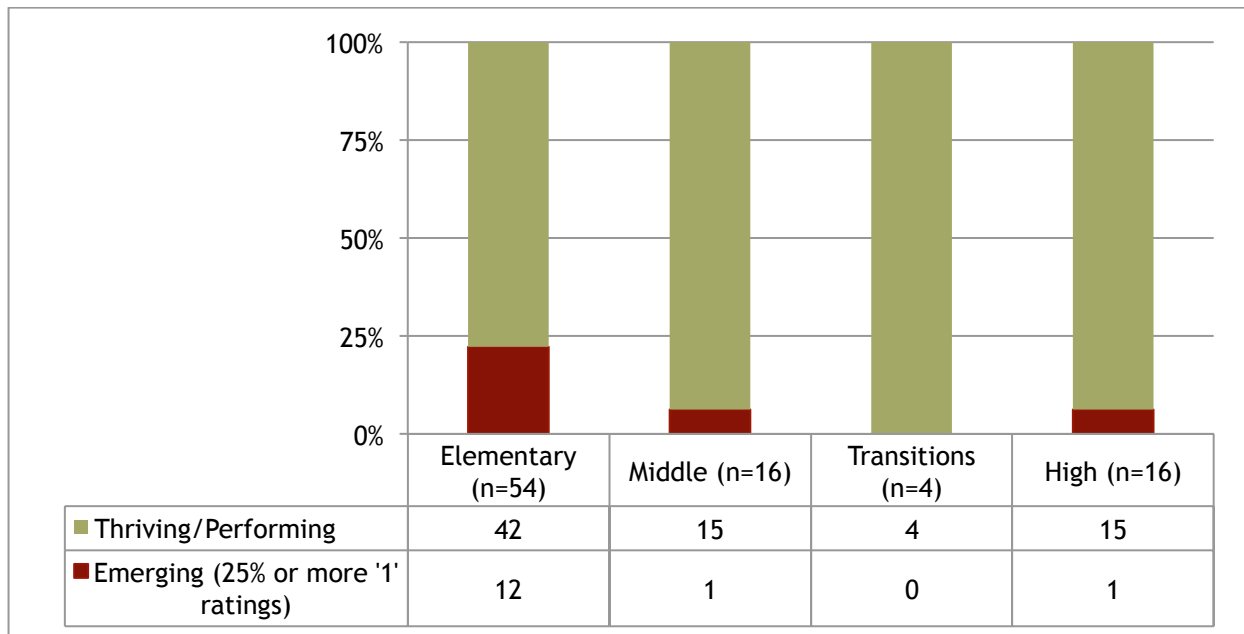
All transition programs are Performing or Thriving in providing strong interaction opportunities. Higher overall ratings were reported for the program practices of creating a sense of belonging for youth, forming small groups, giving youth the opportunity to lead and mentor, and in partnering with adults.

For high schools, 94% of programs are Performing or Thriving, and are especially strong in acknowledging achievements of youth. The lowest rated YPQA indicator included providing opportunities for youth to mentor one another.

Promising Practices - Youth Leadership

At Life Academy, youth are very engaged in developing the program, lessons, and even teaching, and consequently truly feel that their voices matter. One class observed was led by a young man who worked collaboratively with the teacher to come up with the lesson plan. While the young man was the primary class leader, the teacher provided a supportive, modeling role. The other students responded well to him and did not hesitate to participate in the class.

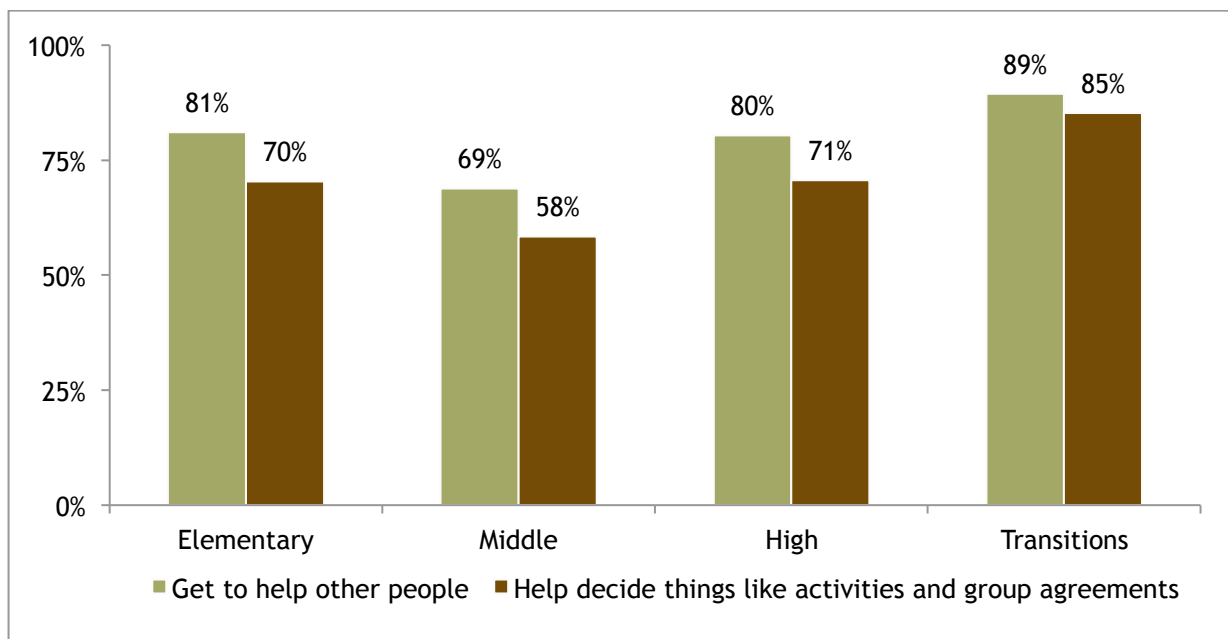
Figure 18: Point of Service Quality - Interaction by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Youth survey results indicate that participants feel they have multiple opportunities to interact with their peers. The majority of youth surveyed (78%) indicated that in the OST program they “get to help other people.” Additionally, 68% of respondents indicate that they help decide things like activities, rules and group agreements. Figure 19 details responses by program type.

Figure 19: Participants’ Self-Reported Sense of Interaction in Out-of-School Time



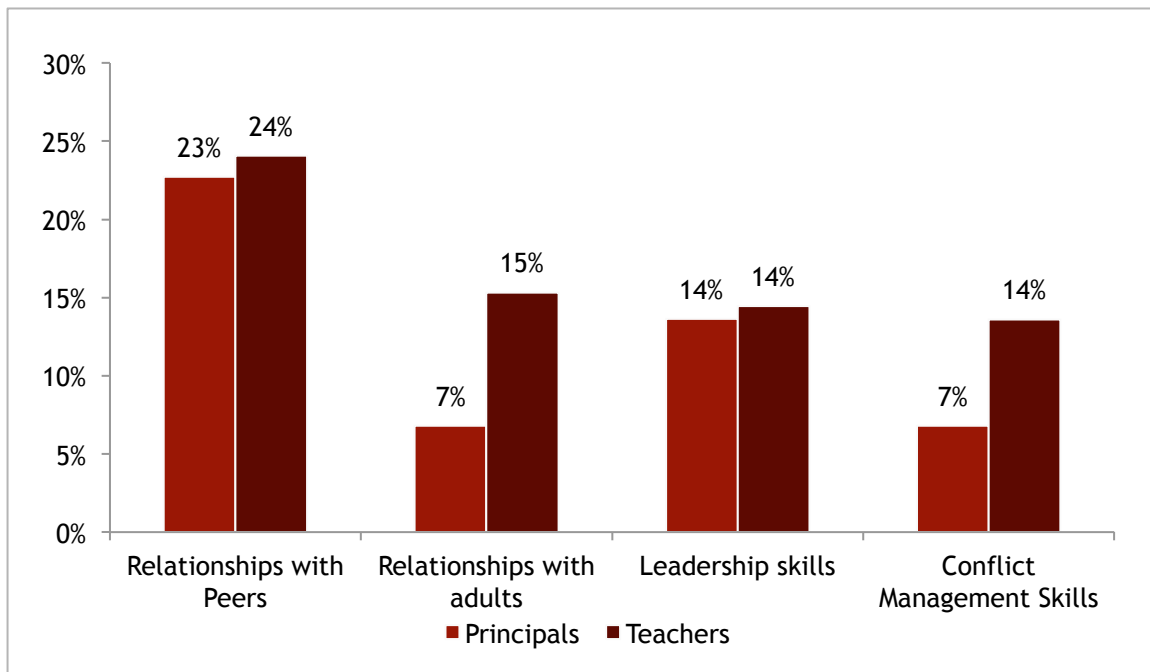
Source: Youth participant surveys administered in spring, 2011.

Promising Practice - Celebrating Achievement

Youth at Reach Academy have multiple opportunities to showcase and celebrate their accomplishments during “Wild, Wild Achievement.” Every week, the entire program meets in the cafeteria for an awards ceremony for those that did well academically or behaviorally that week. During this time, enrichment classes also showcase their talents for their peers. From students leading cheer activities to step routines, they perform in front of the entire after school program and are celebrated for their achievements.

Teacher and principal surveys indicate that about half of school-day staff consider supports for participants’ social skill development as a programmatic strength. Forty-seven percent (47%) of teachers and 41% of principals chose at least one of four social skills indicators (improve conflict management skills, improve leadership skills, improve relationships with peers, improve relationships with adults) as one of three top program strengths.

Figure 20: Program Strengths - Social Skills Growth



Source: Principal and Teacher surveys administered in spring, 2011.

The after school program has provided enrichment and academic support to our students. Our students’ academic skills have improved greatly and our students’ interaction with others has improved greatly. We are fortunate to have such a superb program at our site and don’t know what we would do if it wasn’t available to our children.

--Principal at World Academy / Achieve

Engagement

Providing engaging experiences for youth is a cornerstone of high quality programs. Providing opportunities for youth to plan, make choices in program activities, and reflect on those activities allows youth to connect their own experiences to learning, to learn how to participate in a team and be able to make informed decisions, and to engage in critical thinking. In total, 29 programs are in the Emerging category for this quality domain. A little more than half (54%) of elementary school programs are Performing or Thriving in this domain, while 75% of transition programs and 81% of middle schools are.

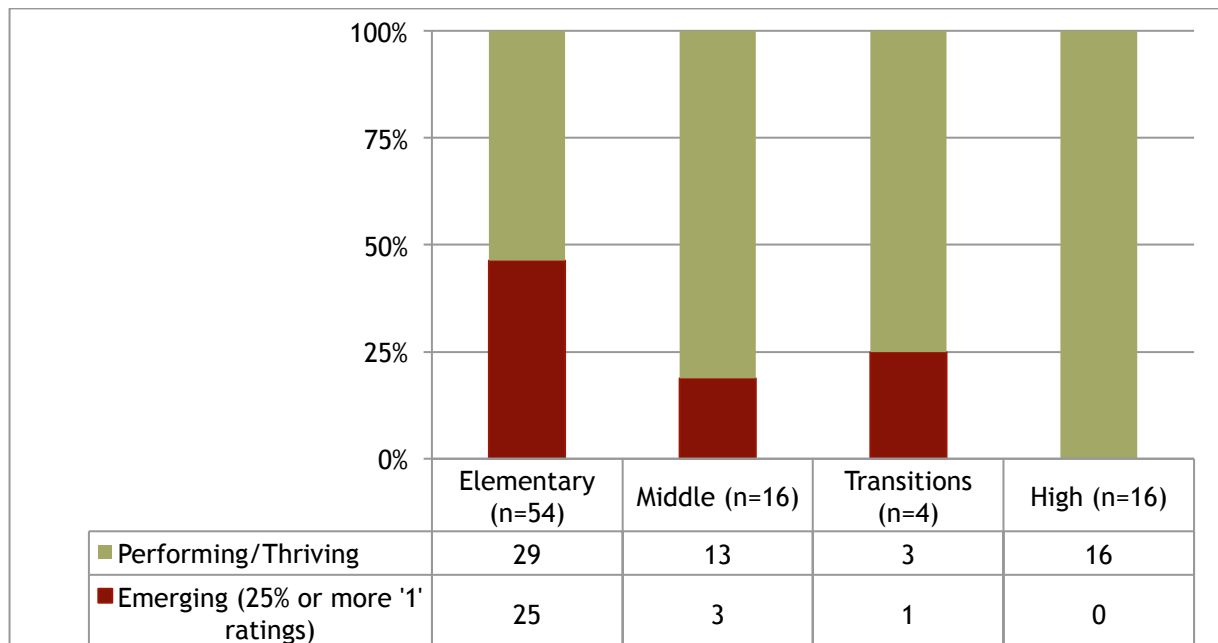
Similar to the Interaction domain, programs serving younger students may have a more difficult time implementing strong Engagement practices across all grade levels. Elementary program observations emphasized activities serving older students and were complemented by staff interviews.

According to detailed site visit results elementary school programs rarely incorporated varied planning strategies nor provided youth the ability to choose how to do activities. In contrast, elementary school programs are rated highly in having opportunities for youth to make presentations about their work to others.

Middle school programs tended to have lower scores for the practice of “youth reflect on their progress in multiple ways.” Transition programs rated lowest on incorporating multiple means of planning activities.

In high schools, all sites (16 schools, 100%) observed are considered Performing or Thriving in this domain. The highest YPQA practice ratings for these programs included providing multiple opportunities for youth to present their work to others.

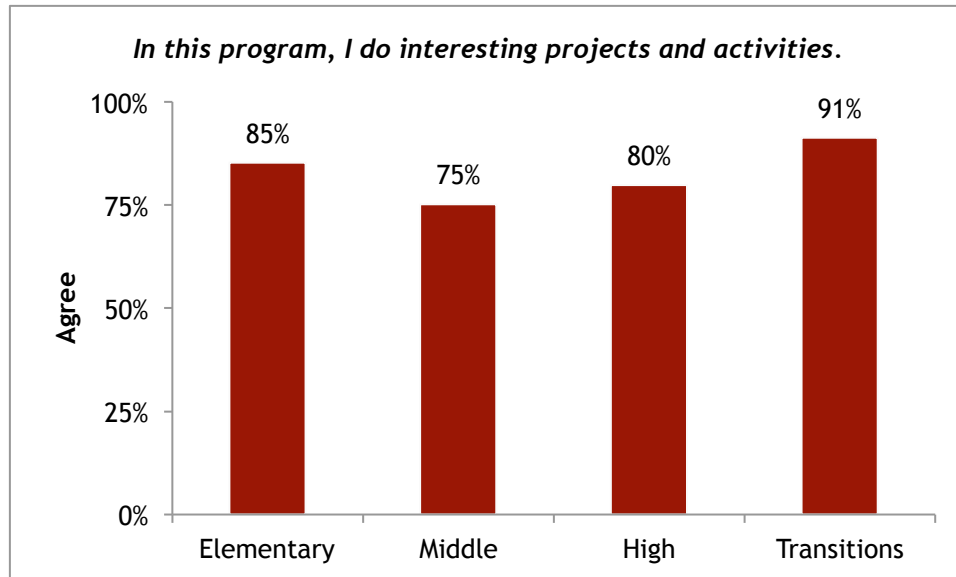
Figure 21: Point of Service Quality - Engagement by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Youth surveys indicate that the majority of participants found the OST Program engaging. Overall, 82% of respondents agreed that they do interesting projects and activities in the programs.

Figure 22: Youth Self-Reported Sense of Engagement



Source: Youth Participant Surveys administered in spring, 2011.

Academic Climate

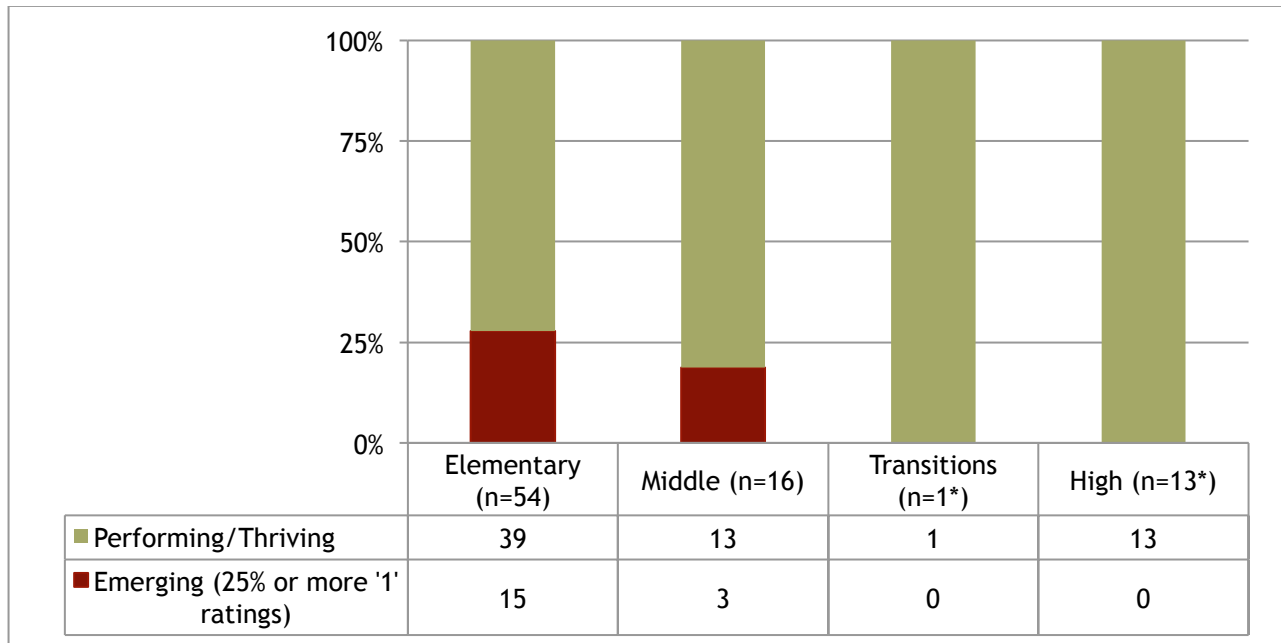
Successful school-based out-of-school programs provide a strong academic climate that expands and enriches the curriculum participants are learning in the school day in a more flexible learning environment.

Activities that rate highly in this dimension are characterized by well-prepared staff, a clear learning goal for each session linked to the activity, and the use of a variety of learning styles for all types of learners, and staff support youth in linking academic content to youths' prior knowledge.

Site visit data²⁶ show that eighteen programs are considered Emerging in this domain, while the remaining 79% are in the Performing or Thriving quality category. Overall, elementary and middle programs tended to rate lower in practices intended to encourage youth to connect school day and personal experiences to their program activities. In contrast, these programs rated highest in providing activities that are appropriately challenging for youth.

All transition and high school programs observed in this category are Thriving or Performing in this domain. High school programs rated highly in providing intentional opportunities for youth to practice academic skills and in linking activities with the intended focus of the session. The one transition program rated in this domain scored '5's' in all indicators.

Figure 23: Point of Service Quality - Academic Climate by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

*Academic Climate items were not observed at 3 transitions programs and 3 high schools.

Promising Practice - Enrichment

OASES at Lincoln Elementary provides a great example of how to make academics fun and engaging for students. From math art projects to acting in science class, the curriculum integrates the arts into academics, while also allowing youth to see seemingly intimidating subjects in a new light.

Similarly, Place at Prescott's gardening program demystifies horticulture. Led by the librarian, the gardening program is exciting and hands-on. Youth interact with plants and relate gardening to their everyday lives. This new take on gardening proves that even schools without a dirt patch can host a gardening class for students. When asked to rub a pine needle and smell it, one student's excited response was, "Mmm, it smells ferocious!"

Participants reported improved academic behaviors as a result of their involvement in school-based after school. Seventy-seven percent (77%) of elementary school participants, 49% of middle school, and 63% of high school participants stated that they learned good study habits through the school-based after school program (like taking tests, reading directions, and organizing notes). For more information on youth survey results regarding academic behaviors, refer to page 82.

For parents, eighty-five percent (85%) who completed a survey agreed that "my child's attitude toward school has improved since coming to the after school program."

Principals and teachers were asked to choose 3 top strengths from a list of 14 (16 for high schools) possible elements. Table 15 displays the percent of teachers and principals who chose academic indicators.

Table 15: Principal and Teacher Survey Results - Academic Indicators Chosen in Top Three Strengths

<i>The after school program...</i>	Principals (n=44)	Teachers (n=699)
Top Strength - Help students improve their academic content knowledge	27%	21%
Top Strength - Help students improve study skills	14%	19%
Top Strength - Help EL students improve fluency and comprehension	5%	8%
Top Strength - Help students improve their test-taking skills	9%	6%

POINT OF SERVICE QUALITY

Table 16: Point of Service Quality Ratings by Site

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interac- tion	Engage- ment	Academic Climate
Elementary Schools										
Acorn Woodland*	Aspiranet	Met Expectations	Performing/Thriving	2	4.06	4.96	4.48	3.73	3.09	4.09
Allendale	Higher Ground	Met Expectations	Performing/Thriving	2	3.43	4.53	3.59	3.19	2.42	2.59
ASCEND	Oakland Leaf	Met Expectations	Performing/Thriving	2	4.28	5.00	4.85	3.92	3.33	4.28
Bella Vista	EBAYC	Met Expectations	Performing/Thriving	2	3.74	4.82	4.05	3.83	2.25	3.03
Bridges Academy	BACR	Met Expectations	Performing/Thriving	2	3.78	4.88	4.03	3.65	2.59	3.17
Brookfield	Higher Ground	Met Expectations	Performing/Thriving	2	3.58	4.63	3.95	3.00	2.75	3.58
Burckhalter	Ujima Foundation	Did Not Meet Expectations	Performing/Thriving	2	3.21	4.59	3.51	3.15	1.59	2.70
Carl Munck	Aspiranet	Met Expectations	Performing/Thriving	2	3.99	4.73	4.51	3.96	2.75	4.06
Cleveland	OASES	Met Expectations	Performing/Thriving	2	4.56	4.76	4.61	4.69	4.17	4.53
Community United*	Aspiranet	Met Expectations	Performing/Thriving	2	3.76	4.39	3.97	3.69	3.00	3.59
East Oakland Pride	Aspiranet	Did Not Meet Expectations	Performing/Thriving	2	4.04	4.63	4.36	4.17	3.00	4.00
Emerson	BACR	Met Expectations	Performing/Thriving	2	3.51	4.58	4.37	2.92	2.17	2.75
EnCompass Academy*	Aspiranet	Met Expectations	Performing/Thriving	2	3.94	4.77	4.37	3.63	3.00	3.61
Espernaza Academy*	BACR	Met Expectations	Performing/Thriving	2	3.30	4.60	3.80	2.71	2.09	2.86
Franklin	EBAYC	Met Expectations	Performing/Thriving	2	3.99	4.84	4.32	3.73	3.08	3.50
Fred T. Korematsu*	BACR	Met Expectations	Performing/Thriving	2	3.30	4.60	3.80	2.71	2.09	2.86
Fruitvale	Learning for Life	Met Expectations	Performing/Thriving	2	3.46	4.51	3.96	2.96	2.42	4.06

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interac- tion	Engage- ment	Academic Climate
Futures Elementary*	Aspiranet	Met Expectations	Performing/Thriving	2	4.19	4.92	4.47	4.19	3.17	4.17
Garfield	EBAYC	Met Expectations	Performing/Thriving	2	3.96	4.69	4.33	3.79	3.00	3.64
Glenview**	BACR	Met Expectations	Performing/Thriving	2	3.91	4.83	4.04	3.79	3.00	3.39
Global Family*	BACR	Met Expectations	Performing/Thriving	2	3.60	4.82	4.07	3.36	2.17	2.47
Grass Valley**	Aspiranet	Met Expectations	Performing/Thriving	2	3.97	4.93	4.30	3.73	2.92	3.56
Greenleaf	BACR	Met Expectations	Performing/Thriving	2	3.79	4.73	4.13	3.65	2.67	4.06
Hoover	BACR	Met Expectations	Performing/Thriving	2	3.74	4.86	4.22	3.48	2.42	3.09
Horace Mann	Learning for Life	Met Expectations	Performing/Thriving	2	3.86	4.62	4.16	3.58	3.09	3.53
Howard	Aspiranet	Met Expectations	Performing/Thriving	2	3.99	4.78	4.36	4.00	2.84	3.56
International Community School*	Aspiranet	Met Expectations	Performing/Thriving	2	3.60	4.60	4.00	3.14	2.67	2.70
La Escuelita	EBAYC	Met Expectations	Performing/Thriving	2	3.94	4.86	4.34	3.39	3.17	3.44
Lafayette	BACR	Met Expectations	Performing/Thriving	2	3.89	4.72	4.33	3.69	2.84	3.25
Lakeview	Ujimaa Foundation	Met Expectations	Performing/Thriving	1	4.25	5.00	4.81	3.37	3.83	3.28
Laurel	PMA Consulting	Met Expectations	Performing/Thriving	2	3.95	4.93	4.36	3.50	3.00	3.72
Lazear	SSCF	Met Expectations	Performing/Thriving	2	3.66	4.66	4.05	3.17	2.75	3.36
Learning Without Limits*	BACR	Met Expectations	Emerging	2	3.14	4.75	3.29	2.25	2.25	2.28
Lighthouse Community Charter	Lighthouse Community	Met Expectations	Performing/Thriving	1	3.76	4.80	3.95	3.13	3.17	4.56
Lincoln	OASES	Met Expectations	Performing/Thriving	2	4.50	4.90	4.82	4.17	4.09	4.56
M. L. King, Jr.	BACR	Met Expectations	Performing/Thriving	2	3.51	4.80	3.90	3.17	2.17	2.94

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interac- tion	Engage- ment	Academic Climate
Manzanita Community*	EBAYC	Did Not Meet Expectations	Performing/Thriving	2	3.67	4.69	3.83	3.65	2.50	3.17
Manzanita Seed*	EBAYC	Met Expectations	Performing/Thriving	2	3.49	4.71	3.68	3.48	2.08	4.22
Markham	BACR	Met Expectations	Performing/Thriving	2	3.73	4.52	4.28	3.46	2.67	2.81
Marshall**	BACR	Met Expectations	Performing/Thriving	2	3.92	4.92	4.31	3.61	2.84	4.25
Maxwell Park	Learning for Life	Met Expectations	Performing/Thriving	2	3.24	4.67	3.89	2.30	2.08	2.78
New Highland Academy*	Higher Ground	Met Expectations	Performing/Thriving	2	4.18	4.43	4.55	3.90	3.34	3.50
Parker	Girls, Inc.	Met Expectations	Performing/Thriving	2	4.26	4.78	4.39	4.29	3.59	4.09
Peralta**	Aspiranet	Met Expectations	Emerging	2	3.31	4.61	4.11	2.61	1.92	3.31
Piedmont Avenue	Aspiranet	Met Expectations	Performing/Thriving	2	3.93	4.64	4.67	3.40	3.00	3.97
Place @ Prescott	BACR	Met Expectations	Performing/Thriving	2	2.87	4.34	3.47	2.15	1.50	3.36
Reach Academy**	OUSD	Met Expectations	Performing/Thriving	2	3.95	4.51	3.93	3.61	3.75	3.45
Rise Community School*	Aspiranet	Met Expectations	Performing/Thriving	2	4.02	4.58	4.30	4.28	2.92	4.39
Sankofa	BACR	Met Expectations	Performing/Thriving	2	3.86	4.93	4.51	3.48	2.50	3.50
Santa Fe	BACR	Met Expectations	Performing/Thriving	2	3.63	4.80	4.32	3.23	2.17	3.34
Sequoia	EBAC	Met Expectations	Performing/Thriving	2	4.36	4.79	4.50	3.96	4.17	4.14
Sobrante Park	Higher Ground	Met Expectations	Performing/Thriving	2	4.18	4.77	4.60	4.00	3.34	3.92
Think College Now*	Aspiranet	Met Expectations	Thriving	2	3.96	4.92	4.61	3.31	3.00	4.44
World Academy/ Achieve	EBAC	Met Expectations	Performing/Thriving	1	3.62	4.56	4.41	2.67	2.83	3.78
Average					3.80	4.72	4.20	3.47	2.80	3.54

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interac- tion	Engage- ment	Academic Climate
Middle Schools										
Alliance Academy*	BACR	Exceeded Expectations	Performing/Thriving	2	4.23	4.53	4.42	3.98	4.00	4.89
Barack Obama Academy	YMCA**	New in 2010-11	Emerging	2	2.32	3.68	2.85	1.42	1.33	1.17
Bret Harte	Murphy & Associates	Met Expectations	Performing/Thriving	2	3.81	4.63	4.35	3.34	2.92	3.61
Claremont	BACR	Met Expectations	Performing/Thriving	2	4.14	4.82	4.65	3.84	3.25	4.58
Coliseum College Prep Academy*	Safe Passages	Met Expectation	Performing/Thriving	2	3.81	4.68	4.12	3.38	3.09	4.25
Edna Brewer	Safe Passages	Exceeded Expectations	Performing/Thriving	2	3.97	4.91	4.57	3.56	2.84	2.67
Elmhurst Community Prep*	BACR	Met Expectations	Performing/Thriving	2	4.04	4.73	4.42	3.44	3.59	4.47
Frick	Safe Passages	Met Expectations	Performing/Thriving	2	3.77	4.56	4.13	3.21	3.17	4.33
Madison	BACR	Met Expectations	Performing/Thriving	2	4.50	4.80	4.64	4.06	4.50	4.45
Melrose Leadership	Aspiranet	Met Expectations	Performing/Thriving	2	3.86	4.60	4.40	3.44	3.00	4.70
Roosevelt	EBAYC	Exceeded Expectations	Performing/Thriving	2	4.19	4.96	4.61	3.94	3.25	4.00
Roots*	Safe Passages	Met Expectations	Performing/Thriving	2	4.04	4.75	4.48	3.94	3.00	4.22
United For Success	Safe Passages	Met Expectations	Performing/Thriving	2	3.43	4.79	3.92	2.58	2.42	2.36
Urban Promise Academy	Oakland Leaf	Met Expectations	Performing/Thriving	2	4.16	4.86	4.68	3.94	3.17	3.78
West Oakland Middle	YMCA	Met Expectations	Performing/Thriving	2	4.33	4.66	4.78	4.06	3.84	4.42
Westlake	Eagle Village	Met Expectations	Performing/Thriving	2	4.54	4.96	4.85	4.34	4.00	4.89
Average/Total					3.94	4.68	4.36	3.53	3.21	3.92

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interac- tion	Engage- ment	Academic Climate
Transitions Programs										
Bret Harte Bridges Program	BACR	New in 2010-11	Performing/Thriving	1	4.12	4.29	4.28	4.42	3.50	Not rated
Bridge To Success***	EBAYC		Performing/Thriving	1	NA	NA	NA	NA	NA	NA
LIBRE	SSCF		Performing/Thriving	1	4.46	4.52	4.66	4.67	4.00	Not Rated
LEAP***	Aspiranet		Performing/Thriving	1	NA	NA	NA	NA	NA	NA
PASS-2 Peer Mentoring Program	Oakland Kids First		Performing/Thriving	1	4.89	4.68	4.89	5.00	5.00	Not Rated
Safe Passages Transitions Program	Safe Passages		Performing/Thriving	1	4.12	4.92	4.89	4.00	2.67	5.00
Average					4.40	4.60	4.68	4.52	3.79	5.00
High School Programs										
Bunche**	BACR	Met Expectations	Performing/Thriving	1	4.00	4.93	4.67	3.42	3.00	Not Rated
Coliseum College Prep Academy**	Safe Passages	Met Expectations	Performing/Thriving	1	4.20	4.74	4.36	4.04	3.67	4.78
College Prep & Architecture**	YMCA	Met Expectations	Performing/Thriving	1	3.69	4.15	3.91	3.54	3.17	4.17
Dewey**	EBAYC	Did Not Meet Expectations	Performing/Thriving	1	4.48	5.00	4.69	4.04	4.17	4.78
EXCEL (McClymonds)*	Alternatives in Action	Met Expectations	Performing/Thriving	1	4.53	4.84	4.52	4.08	4.67	3.33
Far West**	BACR	Met Expectations	Performing/Thriving	1	4.72	4.93	5.00	4.78	4.17	Not Rated
Life Academy*	Alternatives in Action	Met Expectations	Performing/Thriving	1	4.45	4.93	4.61	4.08	4.17	4.17
Mandela**	YMCA	Met Expectations	Performing/Thriving	1	3.69	4.15	3.91	3.54	3.17	4.17
Media Academy**	YMCA	Met Expectations	Performing/Thriving	1	3.69	4.15	3.91	3.54	3.17	4.17
Met West**	OUSD	Met Expectations	Performing/Thriving	1	4.16	4.36	4.63	3.67	4.00	4.22
Oakland High**	EBAYC	Met Expectations	Performing/Thriving	1	4.68	4.84	4.89	4.33	4.67	4.33
Oakland Technical**	BACR	Met Expectations	Performing/Thriving	1	4.31	5.00	4.69	4.04	3.50	5.00

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain <i>On a 1,3,5 scale</i>					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interac- tion	Engage- ment	Academic Climate
Rudsdale Continuation**	BACR	Met Expectations	Performing/Thriving	1	4.22	4.70	4.61	4.25	3.33	Not Rated
Skyline**	Youth Together	Met Expectations	Performing/Thriving	1	4.48	4.82	4.58	4.33	4.17	4.39
Street Academy**	BACR	Met Expectations	Performing/Thriving	1	3.63	4.52	3.97	2.88	3.17	3.72
Youth Empowerment School**	Youth Together	Met Expectations	Performing/Thriving	1	4.10	4.82	4.41	3.50	3.67	4.06
Average					4.19	4.68	4.46	3.88	3.74	4.25

* Paired site. See Appendix.

** Does not receive direct OFCY funding

*** No ratings are listed for this site. Program operates during the summer only and was not visited within the 2010-2011 school year. A “Year End Status” was determined from the results of a Summer 2010 site visit using a different tool.

Direct Outcomes

Direct outcomes for Oakland out-of-school time programs reflect the results of stakeholder surveys and attendance data for both the school day and out-of-school time programs. Surveys were designed to capture feedback from youth, parents, teachers, and principals and to measure qualities consistently cited in out-of-school time literature as strong program indicators.

The direct outcomes analyzed are safety, new experiences, improved social skills / positive adult interaction, career exploration, school engagement, and academic behaviors. These categories are similar to point of service quality domains evaluated in site visits, but more finely reflect survey responses.

These outcomes are desirable in and of themselves; improved social skills, exposure to new ideas and experiences, and physical/emotional safety are all positive results for youth.

Moreover, these direct outcomes can positively contribute to other high priority outcomes, such as improved grades and test scores. These outcomes are categorized as *contributory outcomes*. Participants' progress toward these outcomes is described in the next section.

Available evidence suggests that:

- Youth feel safer in after school than any other place, including school and their neighborhoods. As noted earlier, however, physical violence and bullying in out-of-school time affect nearly a third of all participants.
- After school programs offer youth opportunities they don't otherwise have access to in school and in the community. Youth who attended most often reported the greatest exposure to new opportunities.
- Young people who attend after school improved their social skills, including getting along with other youth and with adults, and having opportunities to help others.
- Young people who attend out-of-school time programs are exposed to potential career pathways and have access to career preparation activities, such as writing resumes and securing internships.
- Participants in elementary, transitions, and high school programs improved their school day attendance rates. Transitions participants made especially strong gains. Youth in middle school programs sustained their attendance.
- After school program participants improve their academic behaviors while in the program, including study skills and test-taking strategies.

DIRECT OUTCOMES

Safety

In addition to being a key element of point of service quality, out-of-school time programs can make a positive contribution to participants' physical and emotional safety, both inside and outside of the OST program.

Youth surveys indicate that participants feel safe in their program. Nearly nine in ten (87%) elementary participants agreed that they felt safe while in the after school program, while 22% of middle school participants stated that they attended after school programming *because* it was safe. There was a statistically significant relationship between participation and self-reported safety with students who attended *less* than 100 days more likely to respond positively to questions about safety in the OST program. Furthermore, while females were slightly more likely to report feeling safe in the OST program, the difference was not statistically significant. On the other hand, young men were notably *less* likely to feel safe in their neighborhoods than their female counterparts.

In addition, participants reported learning ways to keep themselves safe through strategies learned in the out-of-school time program. Eighty-five percent (85%) of elementary and 51% of middle school participants stated that they learned how to keep themselves safe in after school.

Participants in middle and high school out-of-school time programs were asked to report on the extent to which they felt safe during school, in the program, in their neighborhood, and going to and from school. In general, participants reported feeling more safe in after school than at any other point during the day.

**Table 17: Middle and High School Participants' Sense of Safety -
In After School, At School, and in the Community**

% Reporting they feel safe or very safe...	Middle			High		
	Male (n=677)	Female (n=641)	Total (n=1,323)	Male (n=341)	Female (n=368)	Total (n=714)
During school?	87%	90%	89%	85%	89%	87%
In your after school program?	90%	94%	92%	86%	92%	89%
In your neighborhood where you live?	73%	80%	77%	67%	76%	71%
Going to school?	87%	88%	87%	80%	80%	80%
Going home?	86%	86%	86%	75%	75%	75%

Source: Youth participant surveys administered in spring 2011.

Parents and caregivers also agreed that after school programs kept their children safe during the after school hours. Ninety-four percent (94%) of parents stated that the out-of-school time program is a safe place for their student, while 63% stated that because their student is in the after school program, they worry less about their student during those hours.

New Experiences

After school programs can serve as a “launching pad” for student success, providing additional time for youth to gain new experiences to which they might otherwise not be exposed.

Elementary school participants (87%) reported that the after school program allows them to try new things. Similarly, 70% of middle school participants and 75% of high school participants stated that they do things in the after school program that they usually do not get to do. Among transitions program participants, 88% of youth reported that after school allows them to do things they usually do not get to do. When broken down by gender, responses follow a similar pattern of all student responses, with the most notable difference between middle and transition program boys, who are slightly less likely to report having learned new things in their out-of-school time programs.

Table 18: Participants’ Self-Report on New Experiences, By Gender

<i>“This after school program helped me learn new things”</i>		
Elementary	Male (n=1,378)	87%
	Female (n=1,536)	88%
	Total (n=2,939)	87%
Middle	Male (n=677)	68%
	Female (n=641)	72%
	Total (n=1,323)	70%
Transitions	Male (n=118)	87%
	Female (n=145)	89%
	Total (n= 264)	88%
High	Male (n=341)	75%
	Female (n=368)	75%
	Total (n=714)	75%

Source: Youth participant surveys administered in spring 2011.

DIRECT OUTCOMES

Youth were more likely to report that after school exposed them to new activities the more they participated. Youth participating in 100 days of after school activities during the 2010-11 school year were 5% more likely to report that they were able to try new things, a statistically significant difference.

Parents also shared the belief that their children were being exposed to new opportunities within the after school program. Ninety-four percent (94%) of parents surveyed agreed that their child's out-of-school-time program has provided their child with the opportunity to try new things.

The best thing about this after school program is that we get to try new things.

-Coliseum College Prep Middle School Student

Finally, over 94% of principal and teacher respondents reported that the after school program “provides opportunities for students that they wouldn’t otherwise have access to.”

Promising Practice - Oakland Wellness Learning Community

With a coalition of partners from CANFIT, the Oakland After School Programs Office, OUSD’s Gardening Education Program, Team Up for Youth! and the UC Cooperative, the Oakland After School Wellness Learning Community worked to develop the capacity of Oakland after school programs to better identify, access, and coordinate existing wellness resources available in their local communities. Twenty-three after school programs participated, with the overall goals to:

- 1) Strengthen leadership in wellness, nutrition, and physical activity related issues amongst district’s after school program; and
- 2) Build the capacity of district after school leaders to improve their advocacy skills.

The Wellness Learning Community provided ten hours of professional development through five monthly Learning Community meetings. Each meeting was framed with a “collective skill-building” approach, starting with advocacy skill-building sessions, and then segmented to tailored skill-building sessions within gardening and nutrition issues and physical activity issues.

The most positive change was in participants’ ability to connect to after school colleagues from other programs to discuss wellness and health activities and share resources and strategies, which increased from 31% to 100% of participants confident in connecting with peers. As one participant stated about one of the benefits of the Learning Community, “The resources and support from staff and everyone else [has worked best in the Learning Community]-- sharing other ideas -- especially where we’re lacking and others have succeeded.”

DIRECT OUTCOMES

Improved Social Skills and Positive Adult Relationships

Participation in out-of-school time programs is commonly associated with improved relationships with others and enhanced social skills, both as a result of conscious actions to model pro-social behaviors by staff and as a result of sustained interaction with adults and peers.

Most youth who attended an OST program in 2010-2011 reported that the programs helped them to get along with other people and make new friends. Additionally, the majority of middle and high school participants, 69% and 80% respectively, reported that the program gave them a chance to help other people. Notably, 89% of transitions program youth reported that the program offered them an opportunity to help other people.

When looking at responses by gender, social skill growth follows a similar pattern between boys and girls. Most notably are difference in elementary and middle school youth, where boys report that the after school program helped them to get along with other people more than girls report this. For middle school youth, this difference is statistically significant. Middle school girls also report a higher percentage of helping other people as a result of the program, 74% of girls compared to 65% boys, a statistically significant difference.

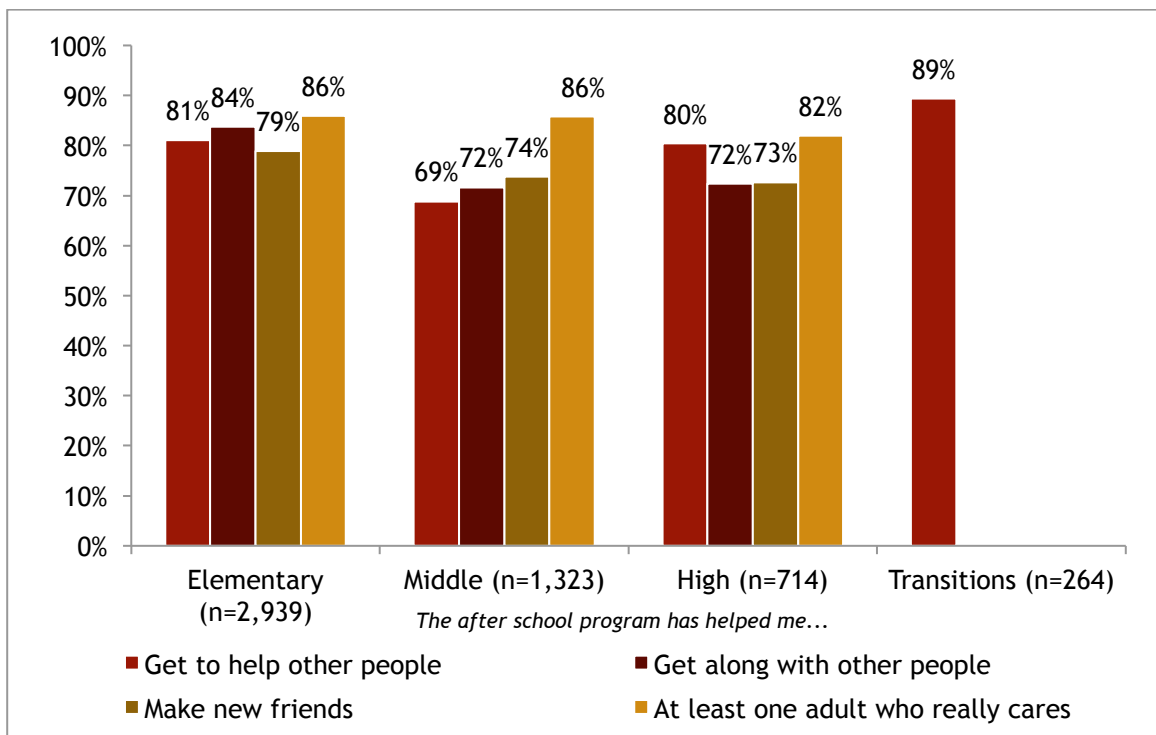
More than a third (35%) of youth in middle school-based programs and nearly half (44%) of youth in high school-based programs reported that after school helped them to lead groups, clubs and events. Figure 24 lists areas of social skill growth reported by participants.

In middle school programs, 35% of boys and 36% of girls reported the program helped them to lead groups, clubs, and events; while in high school, 40% of boys and 47% of girls reported this.

Promising Practices - Academic Tutoring

Skyline's after-school tutoring program has built a strong academic climate and structured opportunities to learn. The program employs both staff and peer tutors during their daily tutoring sessions. Students in need of academic support check-in and the assistant program coordinator assigns a tutor for the appropriate academic subject. After the tutoring session, the tutor and student track the student's progress on a worksheet including next steps. Each tutor maintains tracking sheets in a binder in order to record continuous student progress.

Figure 24: Participants' Self-Reported Social Skills



Source: Youth participant surveys administered in spring, 2011.²⁷

Table 19: Participants' Self-Reported Social Skills, By Gender and Program Type

	Elementary		Middle		High		Transitions	
<i>The after school program has helped me...</i>	Male (n=1,378)	Female (n=1,536)	Male (n=677)	Female (n=641)	Male (n=341)	Female (n=368)	Male (n=118)	Female (n=145)
Get to help other people	79%	83%	65%*	74%*	73%	72%	86%	92%
Make new friends	79%	79%	73%	75%	71%	74%		
Get along with other people	85%	83%	74%*	69%*	73%	73%		
<i>In this after school program there is at least one adult who really cares about me.</i>	86%	86%	84%	87%	83%	82%		

*Statistically significant change at $p < .05$ between genders

Source: Youth participant surveys administered in spring, 2011

²⁷ Transition program participants were only asked about helping others.

DIRECT OUTCOMES

Among parents and caregivers, about nine out of ten reported that the after school program helped their child to improve leadership skills and get along better with adults as well as other youth (Table 20).

Table 20: Parent/Caregivers' Reported Social Skill Growth

<i>Has this after school program helped your student with the following things?</i>	% Marking "Yes" (n=3,844)
The program helps my student get along better with other students.	92%
The program helps my student get along better with and have access to caring adults.	89%
In this program, my student has opportunities to develop leadership skills.	85%

Source: Parent/Caregiver Survey administered in spring, 2011.

Promising Practice - Youth Engagement

At Cleveland Elementary School, youth have multiple opportunities to reflect on their activities and progress in the after school program. For example, youth participating in reflection activities, provide solicited verbal feedback, give a one-sentence statement response to a 'dear diary' question during homework hour, and write in journals about what they learned. The program also has strong academic linkages to the school day through its power hour, when students who complete homework fill out pacing worksheets and create portfolios to track their academic progress through the hour.

Career Exploration

Out-of-school time programs enrich school day lessons and introduce youth to new topics. This reinforcement and exposure can facilitate students' career exploration and college readiness. Both OUSD and OFCY target exposure to possible career pathways as an outcome goal, particularly among middle and high school youth.

Nearly half (47%)²⁸ of middle school respondents said they learned about possible careers in after school and 60% said that the after school program helped them feel more confident about going to college. When considered by gender, male and female participants reported similar exposure to career and college issues: 48% of boys and 46% of girls reported that they learned about possible careers as a result of being part of the program, while 61% of boys and 60% of girls said the after school program helped them feel more confident about going to college.

After school programs provide excellent opportunities for students to earn elective credits while gaining experience as they explore possible career choices.

- Rudsdale teacher

High school students were asked more in-depth questions about how the out-of-school time program helped them prepare for college and explore possible career pathways. Results are summarized in Table 21. In general, a higher proportion of high school participants reported receiving assistance with college preparedness than with career exploration. In general, boys reported a slightly higher percentage of college exploration support as a result of being in the program. None of these differences were statistically significant, however.

Table 21: High School Youth Reported College Readiness / Career Exploration

<i>The after school program has helped me...</i>	Male (n=341) ²⁹	Female (n=368) ³⁰	Total (n=714)
Feel more confident about graduating high school	67%	68%	67%
Feel more confident about going to college	63%	62%	62%
Apply for college and financial aid	43%	41%	42%
Look for a job	45%	44%	44%
Get an internship	33%	36%	35%
Write a resume	31%	33%	32%

Source: Youth Participant Surveys issued spring, 2011, Grades 9-12

²⁸ For the 1,040 middle school participants for whom data is available.

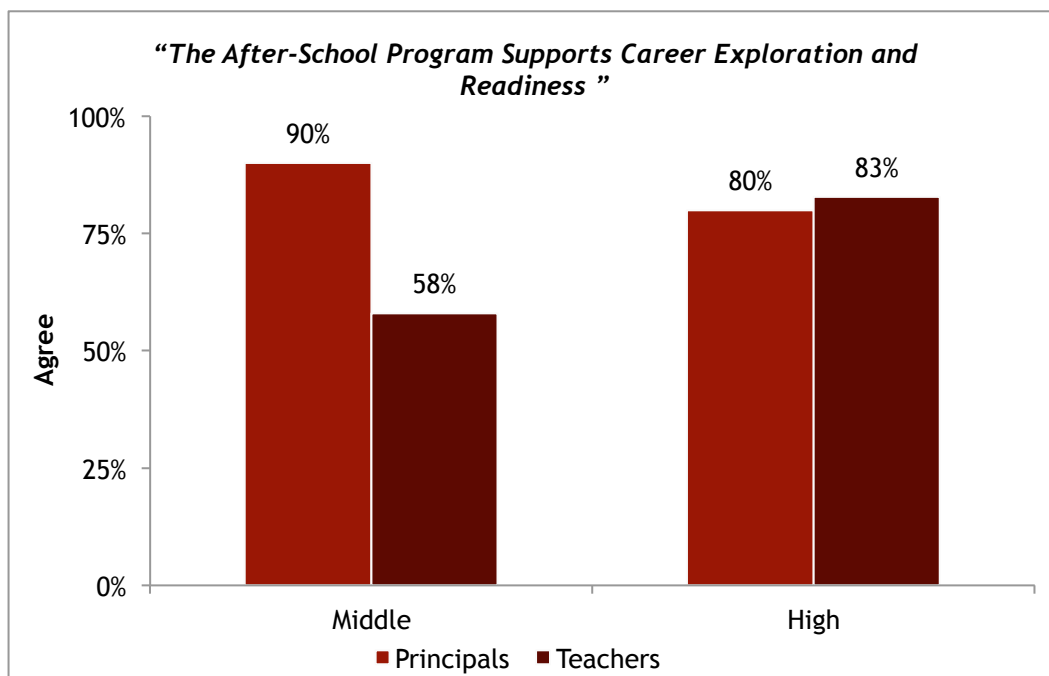
²⁹ For the survey respondents who answered the question on gender.

³⁰ See above footnote.

Additionally, 76% of high school youths' parents agreed that their student explores potential careers in the out-of-school time program.

Teachers and principals were also asked about career exploration in out-of-school. More than two-thirds of principals (70%) and more than half of teachers (54%) agree that the after school program at their school supports career exploration and readiness.

Figure 25: School Day Staff Response - Career Exploration



Source: Teacher and Principal Surveys administered in spring, 2011.

Promising Practice - Promoting Math and Science

The Mathematics Engineering Science Achievement (MESA) program at Alliance Academy encourages students to learn about science, engineering, and math in a creative way. MESA's mission is to develop student knowledge and skills to enhance their interest and prepare them for degree programs and careers in math, science and engineering. MESA has been very successful in California, increasing academic achievement and college attendance among participants and is a model for similar programs nationwide. Alliance Academy employs credentialed teachers to instruct the students in their designated topics. The students develop a familiar rapport with their teachers and gain new skills utilizing a unique learning style distinct from school day practices. Participants also meet students from other schools during competitions and activities, gaining exposure to a positively influenced network of peers in their chosen field of interest. Furthermore, competitions also help students acquire strong public speaking skills. One exceptional student from Alliance said, "MESA changed my life for the better."

DIRECT OUTCOMES

School engagement

Participation in out-of-school time programs is associated with young people's connection to the school day, as it supports youth in developing skills to feel successful in school. Attachment to school is a critical factor in determining young people's school day attendance, behavior during school, and increased engagement.

Participants' school day attendance rates are common ways to measure young people's connection with school. School day attendance rates improved among all school-based after school program participants in the 2010-11 program year; youth in elementary school made the largest progress, followed by high school participants. Female program participants made slightly smaller gains in school day attendance than males, though these differences were not statistically significant. That is, statistically speaking, girls and boys made similar improvements in their school day attendance rates.

Youth who attended Transitions programs made substantial strides in their school day attendance rate, marking an 8.4 percentage point improvement between 2009-10 and 2010-11. Youth in these programs had much lower school day attendance rates to start with, reflecting the intention of these programs to recruit students with limited attachment to school. The mean improvement rates differ slightly by gender, but they are not statistically different from one another.

Moreover, 74% of program participants met District goals of a 95% school day attendance rate in 2010-11; by comparison, just 68% of these same students had 95%+ school day attendance in 2009-10. By comparison, fewer non-participants met 95% school day attendance threshold in either year.

Though the year-to-year changes in attendance rate were modest for most groups, participants came to school an additional 35,343 days in 2010-11. This additional in-school time translates into more learning time for students, and higher revenue for OUSD. While per-day student revenue varies based on student characteristics, these additional school days attended are valued at between \$827,019 and \$989,956³¹. Table 22 summarizes participants' school day attendance in 2009-10 and 2010-11.

Promising Practice - Literacy Development

At La Escuelita Elementary after school program, the KidzLit curriculum and a group of inspirational staff engage the students in fun literacy activities. KidzLit employs a literacy and character-building curriculum for students in kindergarten through eighth grade that centers around well written, interesting, and culturally diverse books. KidzLit uses a read-aloud teaching style and is aligned with national standards. The two-teacher model at La Escuelita provides a higher staff to student ratio, giving the students further individualized attention during their lessons and activities. The rigorously trained staff produces engaging and unique lessons tailored to the needs and interests of their students, facilitating a positive experience with literature.

³¹ To calculate the total change in days attended, evaluators summed the days attended in 2009-10 and 2010-11, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

DIRECT OUTCOMES

Table 22: Participants' School Day Attendance Rate in 2009-10 and 2010-11

	Elementary			Middle			Transitions			High		
	Male (n=3,011)	Female (n=2,873)	All (5,884)	Male (n=1,796)	Female (n=1,560)	All (n=3,356)	Male (n=816)	Female (n=808)	All (n=1,624)	Male (n=1,103)	Female (n=1,162)	All (n=3,356)
2009-10 School Day Attendance Rate	95.41%	95.36%	95.38%	95.33%	95.49%	95.40%	87.71%	88.03%	87.87%	95.28%	94.73%	95.00%
2010-11 School Day Attendance Rate	96.04%	95.96%	96.00%	95.72%	95.65%	95.69%	96.68%	95.89%	96.28%	96.27%	95.70%	95.98%
Average Difference	.63*	.61*	0.62*	.39*	.17*	0.29*	8.9*	7.9*	8.4*	.099*	.097*	0.98*
Change in School Days Attended ³²	7,532	9,514	17,046	4,895	3,143	8,039	1,941	1,163	3,104	3,552	3,602	7,154

* Statistically significant p<.05.

Source: School day attendance data for all students in OUSD, 2010-11.

Chronic absence, defined as 10% or more of the school year, is another indicator of youths' connectedness with the school day. In 2010-11, ten percent of program participants were chronically absent, compared to 14% of students in host schools. This difference is statistically significant.

Program participants demonstrated decreased rates of chronic absenteeism among elementary, transitions, and high school based programs. Middle school participants had stable chronic absence rates, largely because girls' rates did not change.

When participants' gender is considered, we find that female participants are both more likely to be chronically absent than their male counterparts and that girls made smaller year-to-year improvements in their overall chronic absence rate.

Table 23: Chronic Absence Among Participants

	Elementary			Middle			Transitions			High		
	Male (n=3,011)	Female (n=2,873)	All (5,884)	Male (n=1,796)	Female (n=1,560)	All (n=3,356)	Male (n=816)	Female (n=808)	All (n=1,624)	Male (n=1,103)	Female (n=1,162)	All (n=3,356)
Participants Chronically Absent 2009-10	11%	11%	11%	12%	12%	12%	10%	11%	11%	12%	16%	14%
Participants Chronically Absent 2010-11	9%	10%	10%	11%	12%	11%	7%	11%	9%	10%	13%	11%
Average Difference	-1.6*	-1.3*	-1.4*	-1.2	.00	-06	-3.3*	.00	-1.6*	-3.6*	-2.7*	-3.2*

*Statistically significant change at p<.05.

Source: School day attendance data for all students in OUSD, 2010-11.

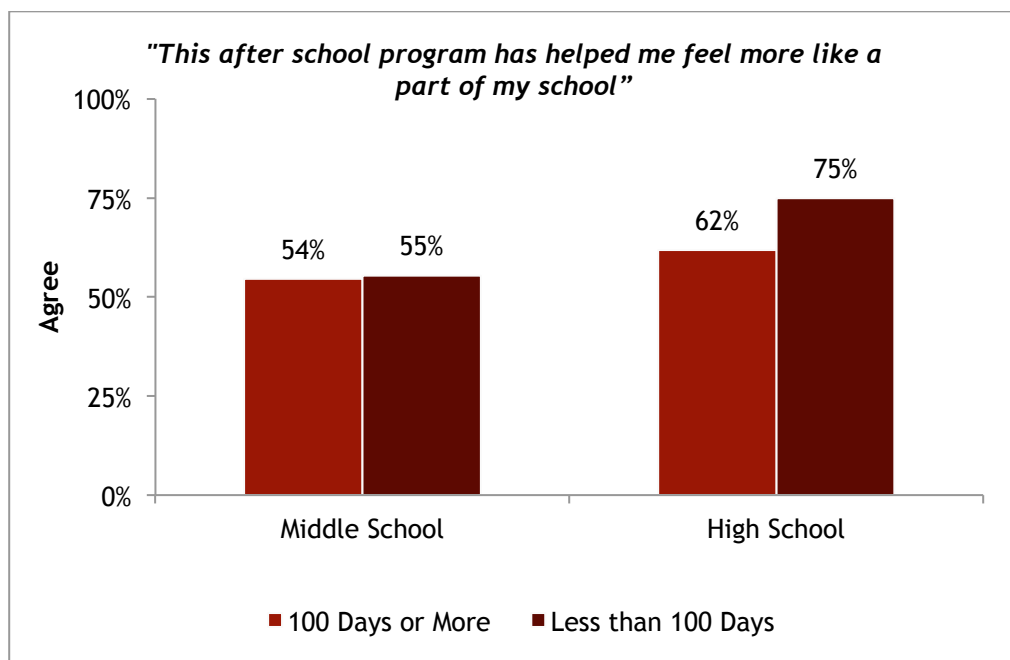
³² Days attended for the 2009-10 school year were pro-rated to account for 8 additional days in the 2009-10 school year.

Figure 26 describes middle and high school participants' self-reported connections with their school. Survey results indicate that most participants (59%) feel their participation in after school has helped them to feel more like part of the school, a rate similar as in the 2009-10 program year.

In middle school programs, 53% of boys and 54% of girls reported feeling more like a part of their school; while in high school, 68% of boys and 69% of girls stated they feel more like a part of their school as a result of being in the after school program.

Surprisingly, participants who attended an out-of-school time program for fewer than 100 days are *more* likely to report feeling like part of the school day than their peers who attended more often. This difference is statistically significant.

Figure 26: Participants' Self-Reported School Engagement



Source: Youth Participant Surveys issued spring, 2011, Grades 6-12

Table 24: Participants' Self-Reported School Engagement, By Gender

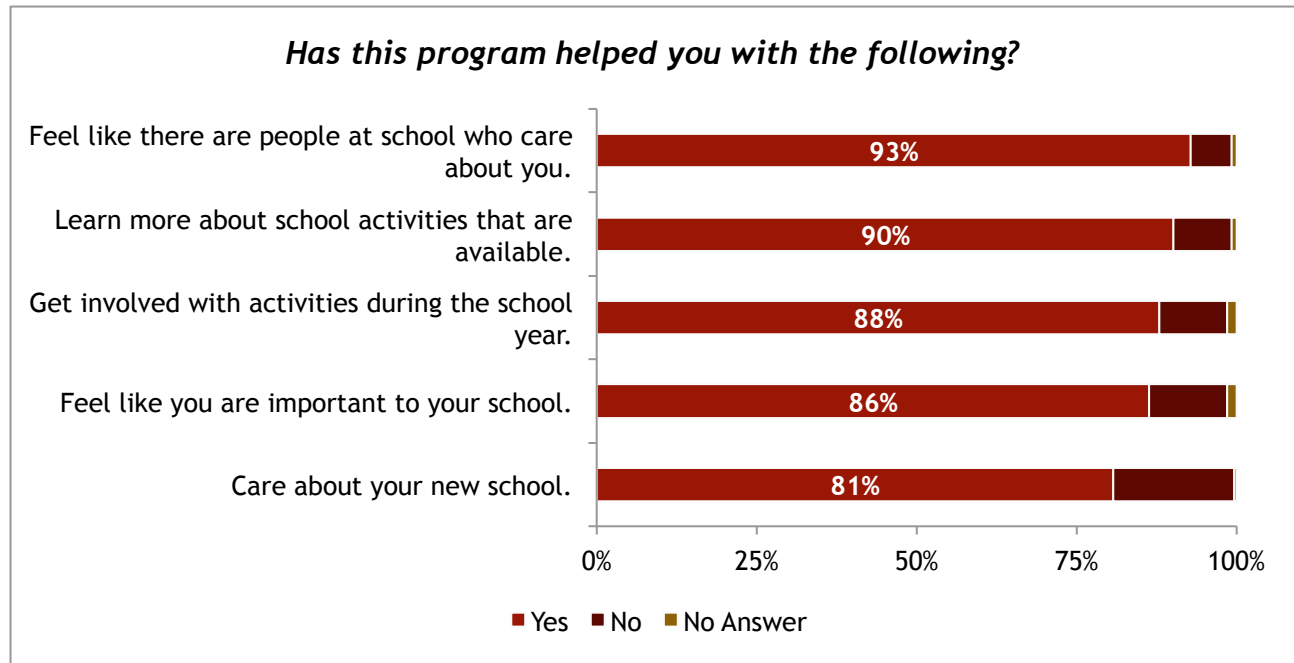
	Middle (n=1,084)			High (n=543)		
100 Days or More	54%	Male (n= 419)	54%	62%	Male (n= 80)	53%
		Female n= 445)	56%		Female (n= 110)	68%
Less than 100 Days	55%	Male (n=107)	54%	75%	Male (n= 171)	78%
		Female n= 113)	57%		Female n= 182)	73%

Source: Youth Participant Surveys issued spring, 2011, Grades 6-12

DIRECT OUTCOMES

For transition programs where school connectedness is a key strategy, the majority of youth respondents report strong connections to their new school (Figure 27). This is true when looking across gender, as both girls and boys report receiving support from programs around connecting to school. Though some of the survey responses varied by gender, none were statistically significantly different.

Figure 27: Transition Program Participants' Self-Reported Connections with School



Source: Youth Transition Program Participant Surveys issued spring, 2011

Table 25: Transition Program Participants' Self-Reported Connections with School, By Gender

<i>Has this program helped you with the following?</i>	Male (n=118)	Female (n=145)	Total (n=264)
Feel like there are people at school who care about you.	93%	92%	93%
Learn more about school activities that are available.	87%	92%	90%
Get involved with activities during the school year.	86%	89%	88%
Feel like you are important to your school.	88%	85%	86%
Care about your new school.	85%	77%	81%

Source: Youth Transition Program Participant Surveys issued spring, 2011

DIRECT OUTCOMES

Parents also reported feeling more connected to their children's school as a result of the school-based program. About half of parents of elementary and middle school participants, and one-third of high school participants' parents reported that they feel more connected to and aware of their child's school than in the past. While these numbers are slightly lower for elementary and middle school parents than last year, they represent an increase for high school parents.

Table 26: Parents' Self-Reported Sense of Connection with Their Child's School

<i>Because my child is in this after school program...</i>	Elementary (n=2,954)	Middle (n=666)	High (n=224)
I feel better prepared to support my student in school and in life.	55%	49%	34%
I am more connected to my student's school.	53%	42%	34%
I know more about what goes on in the school day.	50%	41%	40%

Source: Parent/Caregiver Survey administered in spring 2011.

Promising Practices - School Day Connections

At Met West's after school program, all activities offered in the program have a written syllabus given to students at the beginning of the program. The syllabus includes overall objectives, expectations, and learning goals for the duration of the activity. This gives activity leaders, such as students facilitating reading classes or outside providers offering boxing classes, an intentional way to plan activities that are linked to California state content standards and connected to school day learning.

Promising Practice - Oakland Science Learning Community

In the 2010-11 school year, a coalition of partners from Techbridge and the Oakland After School Programs Office came together to promote and sustain science in after-school programs through the development of a learning community in science across elementary and middle schools in OUSD.

The vision of this partnership is that after-school staff, community-based organizations (CBOs), administrators, school principals, elected officials, businesses, science institutions, and content providers are committed to providing students in OUSD—including girls and underrepresented minorities—accessible, high-quality informal science education that prepares them for post-secondary success and expands their career. The Learning Community provided the following to after school program providers:

Professional development workshops: The bulk of the Science Learning Community's activities centered around six professional development sessions for after school staff representing 22 programs and Site Coordinators provided by Techbridge and the Oakland After School Programs Office. Workshops included peer learning, modeling of particular science projects and the sharing of Techbridge curricula that participants could take back to their sites.

Observations and coaching: Techbridge and Oakland After School Office staff also provided an on-site observation for all Science Learning Community participants during the Spring 2011 observing participants' science instruction.

Promoting Career Exploration: Science career exploration was an explicit focus of one of the learning community meetings, and was infused throughout the modeling activities and the coaching and peer learning conversations.

Collection and Dissemination of Promising Practices and Outreach to Key Decision-Makers: Techbridge and the Oakland After School Programs Office presented the highlights of the program to community-based organization directors. Techbridge also sent letters to Oakland school principals highlighting the progress of the Learning Community, and made a presentation for the end of year celebration of Oakland after school programs for agency directors, site coordinators. Techbridge and the Oakland After School Office was also able to meet with Foundation partners, who had the opportunity to observe and participate in the lessons presented by the Oakland Science Learning Community and discuss promising practices and next steps for the Learning Community.

According to Learning Community participant surveys, the overwhelming majority of after school staff noted that they were more confident about getting kids excited about science. Prior to participation, only 13% of surveyed staff felt confident or very confident in this area. After the Learning Community, 88% of after school staff reported feeling confident or very confident about the Learning Community.

Youth in participants' after school programs reported on their own experiences in their science activities. At least seven in ten youth reported that the after school program has made science more interesting, made them excited about science, and made science seem more fun.

Academic Behaviors

Successful out-of-school time programs complement the school day by exposing youth to enriching activities aligned with but distinct from the school day curriculum. As noted earlier in this report, OST programs are spending significant time on academics (Figure 9), providing opportunities for youth to improve their academic behaviors, such as learning study skills, completing homework and taking tests. Available evidence suggests that out-of-school time programs in Oakland help to improve participants' academic behaviors, a crucial step toward improving academic performance.

Homework help has been a noted strength of the school-based after school program. Ninety-two percent (92%) of elementary students stated that they receive homework help in this program, while 40% of middle school respondents and 33% of high school respondents identified homework help as a primary reason for attending the program. Part of the discrepancy between elementary and middle/high school responses may be due to different ways survey questions were asked. Elementary youth were asked to agree or disagree if they received homework help, while middle and high school youth were asked to select all applicable reasons for attending the program from a list that included homework help.

In addition, 94% of parents noted that their child has the opportunity to work on their homework at the program. Among teachers and principals, homework assistance was most frequently chosen as one of the program's three greatest strengths, chosen by 60% of teachers and 64% of principals.

Table 27: Homework Help in After School

<i>Stakeholder</i>	<i>Homework Support from After School Program</i>	<i>% Agree</i>
Elementary Youth (n=2,939)	In this after school program, I get help with my homework	92%
Middle School Youth (n=1,323)	I go to the after school program to get help with my homework/school work <i>(one option among many)</i>	40%
High School Youth (n=714)	I am going to this after school program to get help with my homework or raise my GPA <i>(one option among many)</i>	33%
Parents (n=3,844)	There is an opportunity for my student to work on their homework in this after school program.	94%
Teachers (n=699)	After school Program Strength- Homework Assistance	60%
Principals (n=44)	After school Program Strength- Homework Assistance	64%

Source: Surveys administered spring, 2011

DIRECT OUTCOMES

Participants noted improved academic behaviors as a result of school-based after school. Seventy-seven percent (77%) of elementary school participants, 49% of middle school, and 63% of high school participants stated that they learned good study habits through the school-based after school program (like taking tests, reading directions, organizing notes). Girls and boys generally answered similarly across the different program types.

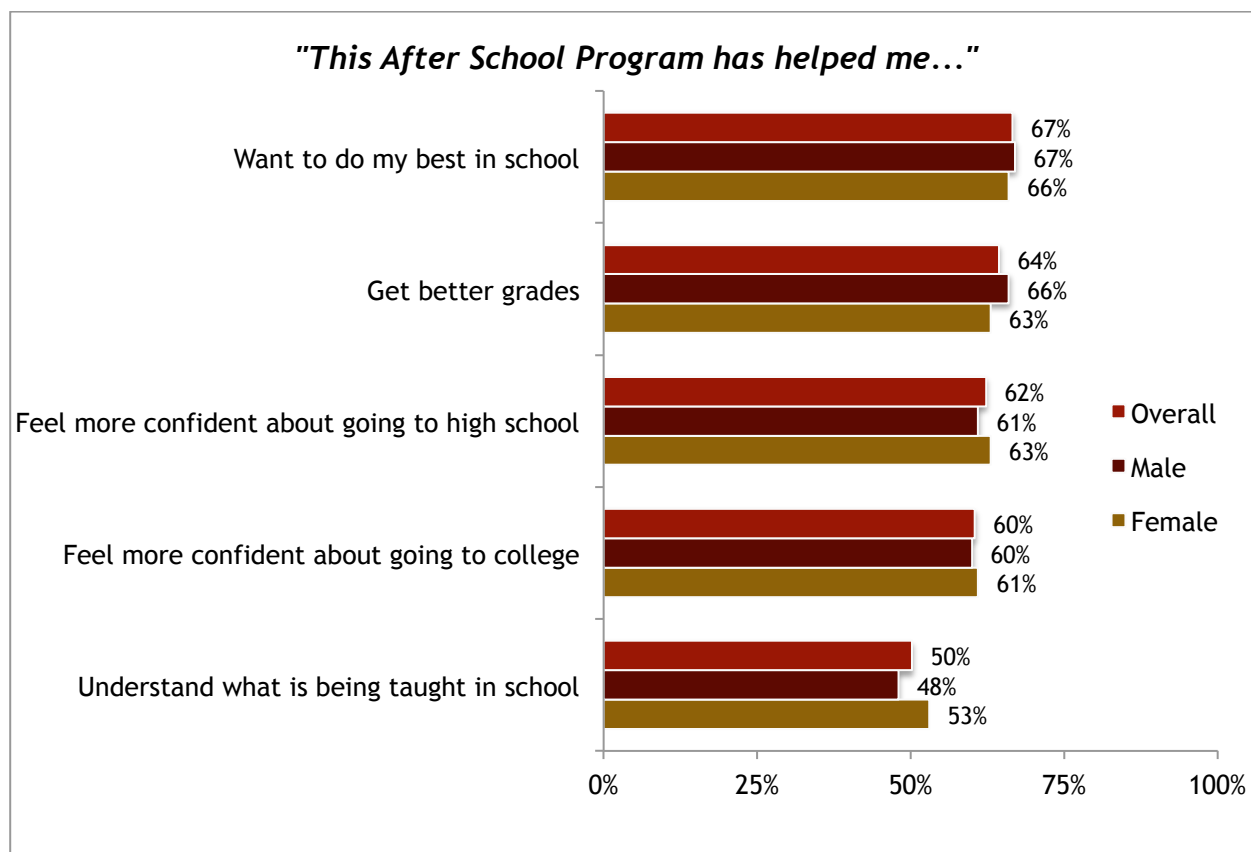
Table 28: Study Habits, By Gender

	Elementary		Middle		High	
<i>The after school program has helped me...</i>	Male (n=1,378)	Female (n=1,536)	Male (n=677)	Female (n=641)	Male (n=341)	Female (n=368)
Learn good study habits	78%	77%	49%	49%	63%	64%

Source: Youth Participant Surveys issued spring, 2011.

Similarly, 50% of middle school participants agreed that the school-based after school program helped them to understand what is being taught in school and 67% stated the school-based after school program helped them to want to do their best in school. In addition, 64% stated that the school-based after school program helped them get better grades, 62% feel more confident about going to high school and 60% feel more confident about going to college. Boys and girls in middle school program report learning positive academic behavior at about the same rate, though girls report understanding what is being taught in school at a higher rate than boys (53% vs. 48%).

Figure 28: Middle School Participants' Self-Reported Academic Behaviors, by Gender



Source: Youth Participant Surveys issued spring, 2011, Grades 6-8.

DIRECT OUTCOMES

Within transition programs, 93% of participants noted that the program helped them to plan to go to school everyday (95% of boys, 92% of girls), and 84% reported that the program helped them to cut fewer classes (80% of boys, 87% of girls). See Table 29.

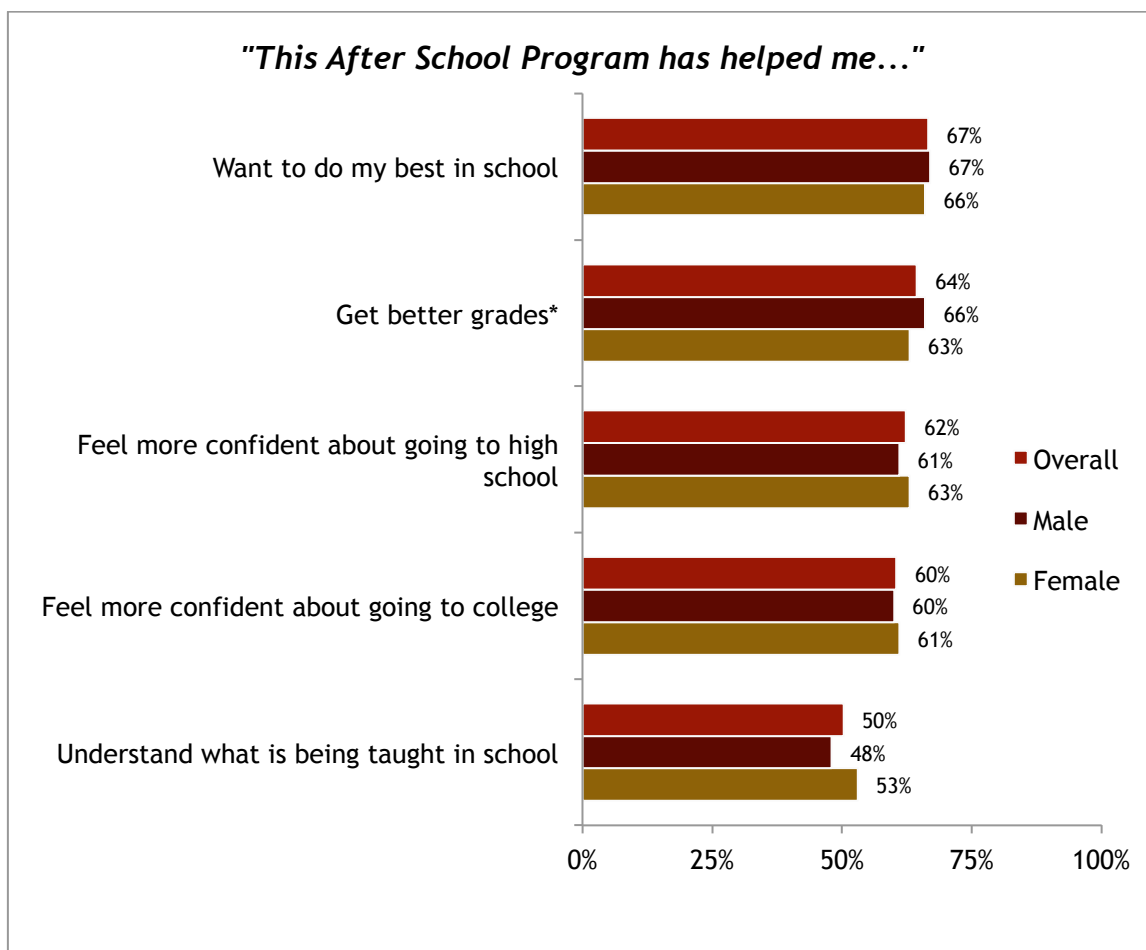
Table 29: Parents' Self-Reported Sense of Connection with Their Child's School

<i>Has this program helped you with the following?</i>	Male (n=117)	Female (n=145)	Total (n= 264)
Plan to go to school everyday.	95%	92%	93%
Cut fewer classes.	80%	87%	84%

Source: Youth Transition Program Participant Surveys issued spring, 2011

When asked to describe the primary benefits of school-based after school, high school participants reported the following reasons:

Figure 29: High School Participants' Self-Reported Academic Behaviors



*Statistically significant change at $p < .05$ between genders

Source: Youth Participant Surveys issued spring, 2011, Grades 9-12.

DIRECT OUTCOMES

For parents, eighty-five percent (85%) who completed a survey agreed that “my child’s attitude toward school has improved since coming to the after school program.”

Finally, principals and teachers who work in school-based programs’ host schools were asked to report the extent to which school-based after school encourages positive academic behaviors. Table 30 lists the proportion of educators and administrators who agreed that the school-based after school program provides a specific support.

**Table 30: Principal and Teacher Survey Results -
School-based OST Supports for Positive Academic Behaviors**

<i>The after school program...</i>	Principals (n=44)	Teachers (n=699)
Supports student academic success	100%	98%
Supports English Learner students’ language development	100%	99%
Supports improving graduation rates (HS Only) ³³	100%	99%

Source: Principal / Teacher Survey administered in spring 2011.

Promising Practice - Extended Day

Some schools follow an extended day model, in which “school” is extended to 4pm or 5pm with the after school program in charge during the extra hours. Extended day models give staff significant freedom in designing programs and responsibility in overseeing everything that happens after school.

Madison Middle School’s extended day effectively balances afterschool tutoring, district sports, student counsel, and regular enrichment activities. One of the highlights observed was the amount of programming supporting youth with their everyday needs. In one course youth are engaged in learning the ins and outs of barbering and hair dressing, and they can come in and get their hair done for free. This small but important service for youth is widely felt. Similarly, youth can purchase affordable clothing for their winter ball in the student shop. Madison also has a volunteer program for faculty to lead academic initiatives. Despite the tremendous requirements of after school staff, Madison shows that the extended day model can run efficiently. Even though attendance is mandatory in the extended day model, youth are engaged, active and excited to start their projects.

Testifying to the value of extended day, the principal of Life Academy wrote, “Life Academy has integrated the regular day with the extended day program so that it is virtually seamless. This partnership has allowed us to create tremendous opportunities for our students and think creatively about budgeting, program, student experiences, etc.”

³³ HS Only questions have the following sample sizes: Principals - n=5, Teachers - n=104.

Contributory Outcomes

This section explores changes in the *contributory outcomes* among program participants, including grades and test scores.

Existing research suggests that high quality after school programs can have a modest, but consistent, influence on participants' academic outcomes.³⁴ Other factors have a far greater influence on young people's academic performance, ranging from static characteristics such as parents' formal education level and household income, to mutable factors such as participants' language fluency, the quality of in class instruction, and housing stability.

Available evidence suggests that Oakland out-of-school time program participants benefit in some - but not all - dimensions of academic performance:

- English Learners who participated in out-of-school time programs were slightly more likely to be re-designated as fluent in English (14%) than English Learners at the same schools (13%). More frequent participation in out-of-school time programs is associated with a greater likelihood of re-designation.
- There is a statistically significant relationship between OST participation and scoring Proficient or Advanced on the California Standards Test in English Language Arts or Math. Holding demographic and prior academic performance constant, youth who attend OST for 100 days are about 20% more likely to score at Proficient or Advanced than students who attended OST for just a few days.
- Students in out-of-school time programs - particularly 10th graders - were less likely to pass the CAHSEE than their peers. This likely reflects the programs' intentional efforts to recruit struggling students into academic support activities.
- Youth who attended out-of-school time programs earned more course credits than students in the same schools.
- Reported high school graduation rates are similar between participants who attended 50+ hours of academic support activities and those who did not.

³⁴ Robert Granger, Ed.D., "After-School Programs and Academics: Implications for Policy, Practice, and Research" in *Social Policy Report*, Volume XXII, No 2, 2008. (Ann Arbor, MI: Society for Research in Child Development)

Academic Performance

The evaluation team conducted a series of regression analyses to explore the potential relationship between program participation and key academic performance measures. In each case, the regression model was specified as follows:

$$\text{Outcome} = \beta + \beta_1 \text{ Days in ASP} + \beta_2 \text{ Years in ASP} + \beta_3 \text{ Participant Demographics}^{35} + \beta_4 \text{ School Day Attendance} + \beta_5 \text{ Past Academic Performance}$$

This analysis allows the identification of the potential “value add” of out-of-school time program participation, controlling for a variety of covariates that may affect participants’ academic performance. The value of the beta coefficient for each of the inputs - β - and whether that coefficient is statistically significant or not, indicates the relative influence of the input on the outcome of interest. For measures in which the outcome variable is binomial (i.e., either “yes” or “no”), logistic regression was used. In logistic regression, the beta value is transformed into an odds-ratio for ease of interpretation.

A comparison group was not used for the grade and test score analysis, as there is insufficient information available to control for the extracurricular activities of those who did not attend Oakland out-of-school time programs. There is sufficient range in the participation rate among those who did attend to assess the “value-add” of out-of-school time program participation.

English Fluency

This sub section explores changes in student English fluency among participants who were designated as an English Learner in 2009-10 and attended an out-of-school time program in 2010-11. This analysis examines the role that greater participation plays in the development of English language skills.

Among students designated as English Learners in 2009-10³⁶, 14% of participants and 13% of non-participants, a statistically significant difference, were re-designated in the 2010-11 school year. These gains are particularly concentrated in elementary schools, where 16% of participants compared to 14% of non-participants were re-designated.

Using the regression model defined under “Academic Performance,” we first examine rates of re-designation as English fluent in the 2010-11 school year based on designation as an English Learner in 2009-10. In order to control for past academic performance, we used the prior year English Language Arts CST scores in the regression model, thereby making a better “apples to apples” comparison among participants. Within this population, participation in an out of school time program was statistically significantly associated with being re-classified as English fluent in 2010-11.³⁷

Participation of about 25 days in OST was associated with about 10% greater likelihood of being re-classified as English fluent. This increased to about 40% greater likelihood for attendees participating in 100 days. Moreover, there were no gender-related differences found for participants.

³⁵ Including gender, race/ethnicity, school grade level, special education placement, and language fluency.

³⁶ And were also enrolled in the 2010-11 school year

³⁷ This analysis controls for prior year CST ELA scaled score, school days attended, special education status, and age. Beta value for OST days attended is .005, Exp(B) = 1.004. The Cox & Snell R-squared value for the model is .365, meaning that the equation explains about 37% of the observed variation.

English Language Arts

Core course grades in English Language Arts among middle and high school students declined overall between the first and second semesters. Students who attended after school demonstrated a smaller decline than their peers, however, with average course grades declining by .8 points (on a 4.33 scale) compared to a .10 decline among non-participants.³⁸ These differences were not statistically significant, however.

When participants' performance on the California Standards Test (CST) is considered, participation appears to contribute to student success. Namely, each additional day in OST is associated with a .002% increased likelihood of scoring at Proficient or Advanced.³⁹ In practical terms, youth who attended for 100 days were about 20% more likely to score at Proficient or Advanced than those who attended just one day.

Regression analysis indicates that the hours that youth spend in academic support activities in out-of-school time programs does not have a statistically-significant influence on students' chances of scoring at Proficient or Advanced. Moreover, there were no gender-related differences found for participants.

Students' school-day attendance rate is by far the most influential factor contributing to whether students score at Proficient or Advanced on the ELA CST. Across various model specifications, the odds-ratio for school day attendance rate in 2010-11 is several times larger than all other factors, suggesting that consistent school day attendance is a major contributor to success on the ELA CST.

Mathematics

Core course grades in Mathematics declined between the first and second semesters for all students. Out-of-school time participants demonstrated smaller semester-to-semester declines (-.14) than their peers in the same schools (-.18); this difference is marginally statistically significant.

When participants' performance on the California Standards Test (CST) is considered, after school participation appears to contribute to student success. Namely, each additional day of after school program participation is associated with a .002% increased likelihood of scoring at Proficient or Advanced.⁴⁰ In practical terms, youth who attended after school for 100 days were about 20% more likely to score at Proficient or Advanced than those who attended just one day.

Regression analysis indicates that the hours that youth spend in academic support activities in out-of-school time programs does not have a statistically-significant influence on students' chances of scoring at Proficient or Advanced. Moreover, there were no gender-related differences found for participants.

As in English Language Arts, students' school-day attendance rate has the largest influence on whether students score at Proficient or Advanced on the Mathematics CST.

³⁸ Paired samples t-test results for students for whom two semesters of core course grade data are available. Course grades were converted to numeric equivalents, in which A+ = 4.33 points, A = 4 points, and so on.

³⁹ Logistic regression analysis, with outcome variable as "scored Proficient or Advanced on ELA CST" odds ratio for ASP days attended = 1.002. Cox & Snell R-squared = .407.

⁴⁰ Logistic regression analysis, with outcome variable as "scored Proficient or Advanced on Math CST" odds ratio for ASP days attended = 1.002. Cox & Snell R-squared = .414.

CONTRIBUTORY OUTCOMES

The number of youth who attended after school at these “threshold” levels varies by school type. About 55% of all participants attended an out-of-school time program for 100 days or more, including 78% of elementary, 56% of middle, 33% of transitions and 35% of high schoolers. In the prior school year, about 54% of all participants attended out-of-school programs for 100 days or more (70% elementary, 48% middle, and 33% high school).

High School Graduation and College Readiness

The school-based after school programs serving high school students provide targeted academic supports including intensive tutoring, CAHSEE prep, and credit recovery. Participant analysis in this sub section includes those youth participating in academic support activities in their out-of-school time program.

California High School Exit Exam

Students are required to pass the California High School Exit Exam (CAHSEE) in both Math and English Language Arts (ELA) in order to be eligible for graduation. Among high school students who attended an OST program in 2010-11, about 2,700 youth participated in some form of academic support program, for an average of 154 hours.

Among the approximately 500 high school students who participated in 50+ hours of academic support activities, about 55% passed the Math section of the CAHSEE in 2010-11 (62% of 10th graders, 45% of 11th graders and 46% of 12th graders). About six in ten participants passed the ELA section (65% of 10th graders, 52% of 11th and 61% of 12th graders).

These program participants (i.e., those with 50 or more hours in academic support) were somewhat less likely to pass the CAHSEE than non-participants at the same schools. This difference appears to be driven by the lower passage rates for 10th graders who attend out-of-school time programs. Since many of the out-of-school time programs in this study intentionally recruit and serve youth who are unlikely to pass the CAHSEE without targeted support, it's possible that the difference in passage rates reflects differences in participants' and non-participants' academic preparation.

Promising Practice - Success with Interns

Bella Vista employs high school and college interns to lead many of their after school programs. For instance, the well-designed science program at Bella Vista utilizes interns who are thoroughly trained in the curriculum. The specific intern observed implemented the lesson in a way that kept the students very engaged. In this case, using a standardized curriculum taught by well-trained staff was effective in promoting student engagement in the science class. Other interns observed at Bella Vista were also clearly committed to and excited about student learning. It was evident that they took their jobs very seriously.

CONTRIBUTORY OUTCOMES

Course Credits Earned

Course credit recovery allows students who fall behind in core courses to make up class credit through Cyber High and elective courses offered through the after school program. Moreover, other academic supports such as homework help, tutoring, and academically oriented enrichment can further improve students' ability to earn course credit.

Students who participated in OST earned more total credits than their peers in the same schools, 129 credits compared to 104. Notably, youth not in out-of-school time programs earned about 17 *fewer* credits between 2009-10 and 2010-11, while youth who attended out-of-school time programs earned *more* credits.⁴¹ This difference is marginally statistically significant, due to the large variation in credits earned by students in OUSD.

Twelfth grade students⁴² who were in academic support services were less likely to complete courses required for admission to the University of California and California State University education systems, commonly referred to as A-G requirements, than other after school participants. Thirty five percent (35%) of twelfth graders who participated in 50+ hours of academic support activities in after school completed all A to G courses by the end of their 12th grade year. By contrast, 41% of twelfth graders who did not participate in academic support activities completed all A to G requirements by the end of their 12th grade year. This difference is statistically significant.

Graduation

Ninety-two percent (92%) of twelfth graders graduated in OUSD in 2010-11. Students who participated in 50+ hours of academic support activities were somewhat more likely to graduate than those who did not, but this difference is not statistically significant.

⁴¹ Based on paired samples t-tests for program participants and students in host schools, comparing total credits earned between 2009-10 and 2010-11.

⁴² 2010-11 A to G completion data available only for 12th grade students.

Habits of Work, Life and Mind - Life Academy tackles CAHSEE

While many out-of-school time programs offer CAHSEE preparation, several still struggle to achieve desirable pass rates. At Life Academy, CAHSEE preparation is embedded within a highly collaborative, extended day, full service community school. Students are at school from 7am - 6pm, with school day teachers also leading targeted academic intervention before and after regular school hours. With a lot of communication among teachers, parents, program staff and principals, this year 85% of LIFE Academy students passed CAHSEE's English Language Arts section, even more remarkable considering 92% of passing students are not native English speakers. Pass rates were even higher in math, with 87% of students passing.

Life employs a strategy to identify youth struggling in core academics immediately upon entry into 9th grade. Each student takes a computer assessment test that identifies his or her reading level. The computer also generates a book list of readings that will improve areas where students are struggling. The book list is then shared with parents. Teachers use the computer output to develop lesson plans and target students most in need of early academic intervention.

According to Alex Vila, Community Programs Director at Life Academy, the high pass rates cannot be attributed to CAHSEE prep courses alone. In addition to the targeted early academic intervention, high levels of school day alignment and family engagement are crucial to the success of Life's students. Unlike benchmarks commonly employed at Oakland schools, Life uses "certifications" to develop and track students' academic skills. Certifications are diverse tests, projects and presentations that incorporate several skills necessary to pass CAHSEE. Examples of certifications include digital stories, mock Supreme-court trials, panel presentations, poster exhibitions, creative work and performances. Each year, students have 8 to 15 certifications. The Instruction and Leadership Team at Life determined that if 80% of students can achieve 80% of certifications, most would pass CAHSEE. Students work toward certification in both core and extended school hours. Teachers post student progress daily in a shared Google™ document so extended day staff can target individual student needs and stay aligned with the school day.

To engage families, Life schedules regular meetings with parents, at least 5 during 9th grade, 3 during 10th grade, and 2 in 11th and 12th grade. Beyond these meetings, OST staff reaches out to parents as needed, even making house calls in certain cases.

While most schools vary tremendously from the Life model, Life's success is replicable, according to Alex. If school day and after school staff work closely together to track student progress and design responsive curriculum, out-of-school time can more effectively prepare students for CAHSEE. This includes communication between the OST coordinator and the school principal. Equally important is communication with families and caregivers to ensure that they understand why CAHSEE preparation is important and to empower them to assist with their students' CAHSEE preparation through encouragement, support, and discipline. All adult stakeholders must consistently work together to facilitate students' graduation, reinforcing lessons throughout the day. There must be intentionality to this approach, with adults sharing responsibility, rather than passing the buck. "It's a cultural thing. If values aren't aligned, then you have to change values," said Alex.

"Every morning I arrived with my staff and did a pep talk. We said to the kids: reading, writing and math are the new revolution. (We told them) if you can do reading, writing and math you will never go hungry. So that's the value added. We're going to pull these kids out of poverty."

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

OFCY established a set of outcomes for out-of-school time programs in its Strategic Plan, and OUSD established a set of goals in a Master Plan. These documents had high levels of overlap in a variety of domains, outlined below.

Table 31: Summary of Key Master Plan and Strategic Plan Outcomes

Master Plan/Strategic Plan Outcome	Evidence
School Engagement	
Improve school day attendance.	<ul style="list-style-type: none"> - 73%** of youth in school-based after school programs have a school day attendance rate of 95% or higher⁴³ - 78%** of youth in healthy transition programs have a school day attendance rate of 95% or higher⁴⁴ - 10% of program participants in out of school time programs were chronically absent, compared to 14% of students in their host schools
Youth feel like part of the school day.	<ul style="list-style-type: none"> - 54% (711) of middle school participants in school-based after school programs state that the program “helped me feel like part of the school day” - For youth in elementary school-based after school programs, there is a 1.4%** decrease in truancy rates since 2009-10; in middle school programs, there is a 0.9% decrease in truancy - 86% (228) of youth in healthy transition programs report that the program “helped me feel like I am important to my new school.” - Youth in transitions programs decreased their truancy rate by 0.8% since 2009-10
Academic Improvement	
Improve academic skills and behaviors, including math, literacy, science, and English fluency (for EL students).	<ul style="list-style-type: none"> - 68% (3,309) of youth state that the out of school time program “helped me learn study skills” - 85% (3,252) of parent respondents agree that “my child’s attitude toward school has improved” - 55% (3,449) of participants who attended 100 days or more improved or sustained CST ELA Performance at Basic or higher - 47% (2,909) of participants who attended 100 days or more improved or sustained CST Math Performance at Basic or higher - 66% (1,543) of EL students who participated in out-of-school for at least 100 days improved in CELDT performance level since 2009-10

⁴³ Statistically significant compared to non-participants 68%

⁴⁴ Statistically significant compared to non-participants 64%

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan Outcome	Evidence
High School Graduation/College and Career Readiness	
Increase progress toward high school graduation, and knowledge of college and career pathways.	<ul style="list-style-type: none"> - Middle school youth spent, on average, 13 hours in career readiness activities - 45% (2,555) of youth reported positive responses to college and career-related survey questions⁴⁵ - 70% (2,684) of parents agree that “my student explores potential careers in this program” - 75% (168) and 75% (169) of high school parents⁴⁶ agree that their student gets support to pass the CAHSEE and with college and financial aid applications in the out of school time program, respectively. 78% (175) of high school parents also agree that their student can make up missing credits - 55% (410) of teachers and principals agree that their school’s program supports the school day goals of career exploration and readiness; 87% (90) of high school teachers agree that their school’s program supports improving graduation rates⁴⁷ - According to academic records, 38% of high school 12th grade program participants met A to G requirements at the end of their 12th grade year
New Skills	
Develop a variety of new interests and skills.	<ul style="list-style-type: none"> - 84% (4,108) of youth agree that “in this program, I’ve gotten better at something I care about” - 94% (3,605) parents report that “my student has opportunities to try new things” - 94% (700) teachers and principals state that the out of school time program “provides opportunities students would otherwise not have access to”
Youth are learning new skills and building confidence through challenging activities.	<ul style="list-style-type: none"> - 21% (144) of teachers and principals rated “skill building”⁴⁸ as a program strength - 72% (3,607) of youth in school-based after school programs agree that “I do things that I thought were hard before”

⁴⁵ Elementary: “In this program I learn more about college.” Middle & High: “This program helped me feel more confident about going to college” and “This program has helped me learn about possible careers / look for a job.”

⁴⁶ CAHSEE, financial aid, and credits for high school parents only, n=224

⁴⁷ High school teachers and principals reporting who agreed that their school’s program supports improving graduation rates, n=112

⁴⁸ Based on elementary and middle school teachers and principals who selected one or both of the following as a top strength of the OST program: Helping students improve conflict management skills, helping students improve leadership skills. Respondents could choose 3 from a list of 12.

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan Outcome	Evidence
Safety	
Experience increased safety during out-of-school-time hours.	<ul style="list-style-type: none"> - A majority of youth (88% or 4,305 participants) agree that “in this program, I feel safe when I am here”⁴⁹ - 94% (3,608) of parents report the out of school program “is a safe place for my student” - Teachers ranked safety second out of 15 activities they consider strengths of the after school program - 32% (1,669) of youth report that they have been pushed, shoved, slapped, hit or kicked by someone who wasn’t just kidding - 35% (1,841) of youth report that they have been made fun of because of their looks or the way they talk
Social and Emotional Skills	
Increase positive social interactions with peers and caring adults.	<ul style="list-style-type: none"> - 70% (3,411) of youth report that the out of school program “helps me get along with other kids or adults” - 85% (3,253) of parents agree that the out of school program “helps my students get along with caring adults and/or other students” - Teachers ranked helping students with social skills⁵⁰ fourth of 15 activities they consider strengths of the after school program
Youth have more caring adults in school or in their community.	<ul style="list-style-type: none"> - 86% (2,908) of youth in elementary and middle school school-based after school programs agree that “there is at least one adult who pays attention to me and my life” - 92% (245) of youth in healthy transition programs agree that the program “helped me feel like there are people at school who care about me”
Youth will improve their communication and social skills.	<ul style="list-style-type: none"> - 43% (573) of middle school youth state that the program “helped me understand and express my feelings” - A majority of middle school parents (94% or 623 parents) agree that the program “helps my student get along with caring adults and/or other students” - 87% (230) of youth in healthy transition programs report positive responses to survey items related to communication skills⁵¹

⁴⁹ Middle and high school students who answered “Safe” or “Very Safe” to “How safe do you feel in your after school program?”

⁵⁰ Social skills items include: “Helping students improve relationships with adults”, “Helping students improve relationships with peers”,

⁵¹ Answered “Yes” to *all* of the following: “This program helped me make explain my thoughts clearly,” “This program helped me understand what other people are saying,” “This program has helped me speak up when I have something important to say.”

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan Outcome	Evidence
Development of a pro-social peer group that reinforces positive life choices in academics and overall well being.	<ul style="list-style-type: none"> - 84% (221) of participants in healthy transition programs report positive responses to survey items related to pro-social peer groups⁵²
Exposure and enrollment into school year programming that promotes academic and social development.	<ul style="list-style-type: none"> - 90% (238) of healthy transition program participants agree that the program “helped me learn about school activities that are available”
Leadership Skills	
Become active participants in their communities.	<ul style="list-style-type: none"> - 78% (3,786) of youth state that, “In this after school program, I get to help other people” - Teachers ranked helping students with social skills⁵³ eighth of 15 activities they consider strengths of the after school program
For Participants’ Families and Caregivers	
Increase participation in school-related activities.	<ul style="list-style-type: none"> - 77% (2,965) of parents agree that in this after school program, “there is an opportunity for parent participation” - 69% (515) of teachers and principals agree that the after school program supports the school goal of “parent engagement and involvement”
Increase access to community support services.	<ul style="list-style-type: none"> - 53% (2,032) of parents respond that because of this after school program, they “feel better prepared to support student in school and life” - 61% (2,347) of parents respond that because of this after school program, they can work or go to school
Communicate and build trusting relationships with families.	<ul style="list-style-type: none"> - 96% (2,824) of parents who agree that program staff engage families⁵⁴ - 72% (324) of teachers and principals state that the after school program supports the school goal of “parent engagement and involvement”

⁵² Answered “Yes” to *all* of the following: “This program helped me make friends who care about me,” “This program helped me meet people who help me when I’m having a hard time,” “This program has helped me find friends who can talk I can talk to about my problems.”

⁵³ Social skills items include: “Helping students improve relationships with adults”, “Helping students improve relationships with peers.”

⁵⁴ Based on parents who agreed with one or more of the following: “Staff understand our community”; “Staff listen to me when I have a question or comment”; “At least one staff member recognizes me when I visit.”

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan Outcome	Evidence
Physical Activity	
Have healthier lifestyles and increased levels of physical activity.	<ul style="list-style-type: none"> - 75% (3,733) of youth report that in this out of school time program, they “get more exercise/play sports” - 88% (651) of principals and teachers state that the after school program supports the school goal of “student fitness and health” - 65% (547) of youth in programs with OFCY augmented grants agree that “when we are doing physical activities, no one is left out”
After school physical activity met the needs and interests of all students.	<ul style="list-style-type: none"> - 92% (781) of youth in programs with OFCY augmented grants⁵⁵ agree that “the physical activities are fun” in this program - 69% (11) of surveyed grantees self-report high or exceptional proficiency in this outcome
Sites provide moderate physical activity at each session.	<ul style="list-style-type: none"> - Participants spent average of 92 hours in physical activity in the after school program with augmented grants - 63% (10) of surveyed grantees reporting high or exceptional proficiency in this outcome

* Statistically significant: $p < .05$

** Statistically significant: $p < .01$

⁵⁵ OFCY provided grants for physical activity in elementary schools to 17 after school programs in the 2010-11 school year.

Key Findings from the 2010-11 Out-of-School Time Evaluation

This section identifies especially notable findings from the report, with an emphasis on areas for further exploration and improvement. Key findings are based on the information analyzed for the 2010-11 program year, including site visit results, program self-assessments, stakeholder surveys and focus groups, and participant performance data.

Out-of-school time programs provide cost-effective services to a large number of youth in Oakland. Out-of-school time programs included in this study are serving about half of their host school communities - 20,000 youth - at a low per-person cost. While cost estimates are difficult to compare across different communities or systems, most programs are serving youth for about \$1,000 annually suggesting that Oakland's out-of-school time programs are providing highly cost-effective services.

Many programs are serving more youth than planned. This stems from the high demand for out-of-school time programming in communities where school-based out-of-school time programs are offered. However, serving more youth stretches available grant dollars further, which may in turn affect programs' ability to offer diverse and enriching programs for youth.

Nearly all programs in the study provide quality services to children and youth. Programmatic observations, stakeholder surveys, and sites' self-assessments indicate that, in the main, Oakland school-based out-of-school time programs provide services in accordance with research-based quality practices. While a handful of programs need to implement improvements to meet a baseline of quality service, in most cases, improvements suggested by observations, surveys and self-assessments will serve to further enhance existing service quality.

Programs can further enhance their practice in the Interaction, Engagement and Academic Climate quality domains. As noted in the description of the Youth Program Quality Assessment, the Interaction, Engagement, and Academic Climate domains are the most challenging to implement consistently and well. It is not surprising, then, that many programs - especially among elementary and middle school-based sites - tended to score lower in these domains. On the other hand, survey reports suggest that participants are engaged and challenged in out-of-school time, indicating that while an area for further improvement, it is not a serious quality concern. The adoption of the School Age Program Quality Assessment in 2011-12 for use in observing K-5 programs will provide an even more accurate view of program quality among elementary based sites.

Children report feeling safer in after school than any other place, yet at least one in three has been bullied in out-of-school. Middle and high school-aged participants reported that they felt physically safer in after school than in their neighborhoods or at school, reflecting the success of after school programs in creating a physically and emotionally safe place for youth. On the other hand, about one in three participants reported that they were bullied or hit while in after school, suggesting more work is needed to encourage safe practices among participants. Boys were especially likely to report some kind of harassment, particularly in elementary-based programs.

Key Findings, Continued

Homework help is valued by youth, parents and school day staff; the quality of these services can continue to improve. Nearly all participants in elementary-based programs report participating in homework help, and 40% of middle school-aged youth and 33% of high school participants come to after school *because of* the homework help. Nearly all parents (94%) agree that their child works on homework in after school, and the availability of homework help is cited by school day staff as a strength of school-based after school.

On the other hand, teachers and principals commonly reported that the *quality* of homework help was an area for program improvement, and site visit results suggest that programs can help youth forge stronger links between out-of-school time activities and their other experiences in class and at home.

Transitions programs provide exceptionally high quality service and demonstrate impressive direct youth outcomes. The school-based transitions programs are new to OFCY in 2011, created through the current strategic plan. Evidence collected to date suggests that these programs are providing very high quality service - all received high point-of-service quality ratings. Moreover, participant surveys indicate that the programs were instrumental in helping young people feel more connected to school and to a positive peer group. Large gains in participants' school-day attendance rate underscore young people's self-reports.

The tightly-focused nature of these programs and low staff-to-youth ratio likely contributed to the success of these programs as a whole.

Male and female participants demonstrate a few differences, but are largely similar. At the request of OFCY, the evaluation team explored a number of program quality, direct outcome and contributory outcomes by participant gender. Boys and girls reported remarkably similar experiences in out-of-school time programs. We note, however, that boys were notably *more* likely to be bullied in their out-of-school time program and *less* likely to report social skills growth than females in out-of-school. Girls, on the other hand, were more likely to be chronically absent than male participants.

Program participation is associated with improved academic performance in some, but not all, measures. Frequent program participation appears to improve young people's likelihood of being re-designated as fluent in English (for English Learners) and for scoring at Proficient or Advanced on the California Standards Test. Participants tend to earn more course credits and to have higher grade point averages than students at the same school, though these differences are marginally statistically significant.

Program participants - especially 10th graders - are less likely to have passed the California High School Exit Exam in 2010-11 than their peers. This likely reflects the enrollment policies of high school-based OST programs, which seek to support struggling students.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ACORN WOODLAND

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	212
	2010-2011	333
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	130%
	2010-2011	131%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	114%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	92%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=69	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	81%	94%
Parent n=87	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	66%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	100%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.96	0%	3%	97%
Supportive Environment	4.48	0%	24%	76%
Interaction	3.73	0%	58%	42%
Engagement	3.09	0%	94%	7%
Academic Climate	4.09	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Academic Hour is very well structured and the students are not only engaged with the activity, they are excited about reading. The students are able to utilize their efforts in the after school program during the school day by taking AR quizzes. They discuss their goals together and hold each other accountable for their behaviors. 2. The soccer class has a lot of fun while learning new skills. The teacher coaches while giving the students opportunities to teach each other. There are leadership positions for team captains and the students are very knowledgeable about the rules. 3. The drumming class is very independent and students are able to create their own beats which they teach the other students. The teacher has a very well structured class with a breathing warm-up and fully engaged drummers.

1. Volunteers could definitely be utilized for Ballet Folklorico, as this larger group of students needs individualized dancing instruction. 2. Quantifying the richness of the activities offered could be supported by the consistency of lesson plans from all of the teachers and contractors. 3. A security plan with the attached Oakland Public library, with a door directly into the school grounds, could alleviate some security risks for the students if the door is locked or the library utilizes another securing method.

Visit 2

Positive school climate, consistent & caring adults. Youth have multiple opportunities to engage with peers in a variety of ways (pair-share, small group, whole group). There are opportunities for youth to reflect, build on prior knowledge and process new learning.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Program offerings can demonstrate a stronger link to the school day.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ALLENDALE

Program Description

The Allendale After School program provides comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Tigers Roar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	131
	2010-2011	116
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	131%
	2010-2011	102%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	108%
	2010-2011	107%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	95%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=45	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	93%	93%
Parent n=45	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	64%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.53	3%	19%	78%
Supportive Environment	3.59	7%	54%	39%
Interaction	3.19	13%	58%	29%
Engagement	2.42	31%	63%	6%
Academic Climate	2.59	30%	60%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The students have the ability to showcase their work through expos or performances to the after school program. The cheerleading team especially focuses on creating new routines often and takes ownership over their choreography. 2. The academic lesson during homework time has an intentional focus as a connection to the school day. The students have an expectation and schedule that they adhere to on a daily basis and each day has a specific focus such as vocabulary or mathematics. 3. The "follow the leader activity" in the Health and Fitness class promoted the quality of leadership for the older students and the youth were actively participating in this enjoyable activity.

1. In general there are no Lesson Plans utilized although the staff can choose activities from an activity book. Lesson plans are essential because they help create diversity in activities and help the group leaders prepare for a variety of student needs. There were also three fitness groups doing similar activities with a lot of repetition and limited structure. The learning targets or goals were not clear and would be useful in encouraging students to gain or practice new skills. The academic portion in homework time was very brief and mirrored the school day. Incorporating activities involving different learning modalities would encourage further academic learning. 2. There were a number of students without appropriate clothing for cold weather and a majority of the students were outside for activities. Providing alternative activities on cold or rainy days, or ensuring students wear appropriate clothing while in cold weather, would increase learning and student safety. 3. Use of call and response or redirection techniques could help the staff refocus their groups more easily. The use of "running laps" as a punishment should be replaced with encouragement or incentives for work well done.

Visit 2

Program has grown a lot in the past year particularly in the area of social and emotional climate. The staff have cultivated strong relationships with program youth.

Would like to see staff make better use of open-ended questions that scaffold learning; include behavioral expectations as learning targets; staff should consider asking more 'check for understanding' questions to ensure youths' understanding; more structured opportunities for youth to talk about what they are learning to their peers during the course of the activity; staff feedback to youth could be more specific; greater use of dry erase boards to post learning targets (instead of just agendas) and key concepts or vocabulary words/full sentences; write directions for activities; a greater use of peer mentoring across grade levels. The academic skill building in the observed academic intervention class did not appear rigorous (students all seemed well-practiced in the math skill). The arts-enrichment class lesson was overly-complicated (staff had a difficult time explaining the activity) and was also not necessarily grade appropriate in its written form. The staff person did not have the skills to modify the activity for the grade she was leading.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ASCEND (ELEMENTARY)

Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	226
	2010-2011	260
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	115%
	2010-2011	139%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	98%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=70	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	99%	96%
Parent n=60	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	95%	53%
Teacher n=14	<i>Overall, I am satisfied with the after school program</i>	
	64%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.85	0%	8%	93%
Interaction	3.92	0%	50%	50%
Engagement	3.33	0%	75%	25%
Academic Climate	4.28	5%	25%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. 2. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The slideshow projected on the wall of different Jazz paintings also set the tone for a positive and productive work environment. 3. The students in U-Build It had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

1. Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. 2. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. 3. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.

Visit 2

Program is well-structured and well-organized. Staff have a clear sense of the program's vision and mission which is evident in the calibration of staff practice across the program. Program offers a robust academic component which is overseen by the program's 2 academic co-coordinators. Program has incredibly low staff turn-over and the staff follow their students as they are promoted to next grade level. At the start of every activity staff lead a small group check-in. Every class includes a structured time for youth to reflect on new learnings. The program's enrichment offerings are robust and varied providing participants the opportunity to engage in unique and challenging new experiences.

Staff would benefit with some additional professional development on developing high-order level questions (staff asked a number of open ended questions, but majority were lower-level questions). Program may want to take advantage of being one of the few K-8 schools in the District and consider creating more opportunities for middle school youth to mentor younger youth.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BELLA VISTA

Program Description

The Bella Vista After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	104
	2010-2011	101
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	111%
	2010-2011	135%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	90%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=56	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	95%	89%
Parent n=62	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	94%	73%
Teacher n=6	<i>Overall, I am satisfied with the after school program</i>	
	100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.82	0%	15%	85%
Supportive Environment	4.05	5%	29%	67%
Interaction	3.83	0%	54%	46%
Engagement	2.25	38%	44%	19%
Academic Climate	3.03	25%	45%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The relationships between the Bella Vista after school staff and the students seemed very comfortable and respectful. In addition, the staff who led the Science activity worked to engage the students, asked open-ended questions, and had dialogue with the students during and after the science experiment. The staff was well prepared and knowledgeable.

It is suggested that the Bella Vista after school staff make more connections with students' personal experience and interests within their lessons. It is also suggested that youth have more opportunities to plan activities in which they are involved.

Visit 2

Program staff have developed strong relationships with youth as evidenced by youth-staff informal conversations; small ratios for academic component; intentionality with linking students with staff who have similar backgrounds/experiences; enrichment offerings include more than just PA opportunities

Staff could model academic language with staff; use of open-ended questions to scaffold learning; use multiple grouping strategies (with intention); opportunities to plan; meaningful opportunities to reflect in different ways; strategies for staff to engage all youth (have all youth answer questions instead of one at a time); consider developing learning targets for Soar to Success; seek opportunities to connect content to school day learning; provide students with more opportunities for content and process choices (currently, limited to enrichment classes 2X year)

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BRIDGES ACADEMY

Program Description

The Bridges Academy After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding 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. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	124
	2010-2011	103
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	95%
	2010-2011	155%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	97%
	2010-2011	95%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	87%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	70%	84%
Parent n=45	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	64%
Teacher n=16	<i>Overall, I am satisfied with the after school program</i>	
	88%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.88	0%	8%	92%
Supportive Environment	4.03	2%	36%	62%
Interaction	3.65	17%	33%	50%
Engagement	2.59	31%	56%	13%
Academic Climate	3.17	30%	30%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The youth at Melrose are polite and very inclusive of each other. This site scored well in the safe environment domain, supportive environment domain, and the academic climate evaluation. The gardening class was seen as engaging and a great opportunity for youth to have a hands on learning experience. Youth also did a journaling activity to reflect on what they were doing and how they planted their radish seeds. This site is also strong in making sure parents are involved and that they are well aware of what is happening with their youth afterschool.

During snack time, it is recommended that outside snacks are equally healthy as the ones provided by the afterschool program. This includes things that are sold by outside parties or what a youth might bring from home. The wires behind the staff desk can be a potential safety hazard. It is recommended that all appliances and computer systems are organized so that all wires are safely secured and away from walkways. It is recommended that during the first homework time staff is more engaged with youth in order to keep youth on task and/or support youth when they need it. It is also recommended that youth have more opportunity for leading groups, making programmatic choices (content, process and planning) and making connections to the school day. Lastly, it is recommended that youth are given more structured opportunities to be acknowledged for their achievements and work through each activity.

Visit 2

Program is well structured and well organized. Program staff, particularly the site coordinator and the assistant site coordinator have developed a very welcoming and inclusive environment for all program participants. The Garden class is particularly strong and provides youth an opportunities to learn about the natural world in a very hands-on manner. The program has intentionally created a weekly academic challenge for all grade levels which has been well-received by youth.

Structured opportunities for youth to check-in following transitions; structured opportunities for older youth to mentor younger youth as well as lead/present when appropriate; use of learning targets rather than agendas; ask open-ended questions designed to scaffold learning; post key concepts/key vocabulary words and directions on board; provide specific feedback to youth--incorrect answers were not addressed by staff during the Copa which lead to missed learning opportunities; would suggest providing more opportunities for youth to talk to each other about what they are learning during the course of an activity as well as more opportunities for reflection.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BROOKFIELD

Program Description

The Brookfield After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	145
	2010-2011	228
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	94%
	2010-2011	101%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	118%
	2010-2011	99%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	72%
	2010-2011	67%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=60	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	88%	87%
Parent n=54	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	85%	57%
Teacher n=21	<i>Overall, I am satisfied with the after school program</i>	
	29%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.63	0%	13%	87%
Supportive Environment	3.95	2%	48%	50%
Interaction	3.00	21%	54%	25%
Engagement	2.75	13%	81%	6%
Academic Climate	3.58	10%	55%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The academic component of this program is particularly strong-- curriculum is clearly linked to the school day while also tailored for students to relate to real world experiences and individualized for each students' needs.

Youth could benefit from more structured, intentional ways of reflecting in the activities (vs. at the end of class as the class is lined up ready to go). Also, in some activities, staff could benefit from reinforcing youths' positive behavior and applying discipline rules consistently. Staff could also be clearer on their expectations/guidelines for students so that the learning targets of all activities-including enrichment-are clear.

Visit 2

The program has caring adult staff that are developing into quality youth workers. The program has benefited from the support and guidance of seasoned Higher Ground staff from other programs.

Focus on creating and sustaining a consistently safe and supportive environment for student participants. Establish and practice routines, rituals and expectations with staff and students alike. The site coordinator should be actively engaged in classroom observations and providing in-the-moment coaching for program staff.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BURCKHALTER

Program Description

The Burckhalter After School program serves students in grades K-5. The goal is to improve students academic performance and to help students develop new skills, express themselves, and interact positively with adults and peers. Activities include academic skill building, homework help, martial arts, dance, gardening, theater, music, art, recreation, and Showcase Events. The program also provides intensive intervention for students with acute academic or behavioral problems.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	151
	2010-2011	128
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	128%
	2010-2011	258%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	122%
	2010-2011	114%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=52	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	92%	90%
Parent n=49	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	86%	63%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **did not meet quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.59	3%	21%	76%
Supportive Environment	3.51	10%	55%	36%
Interaction	3.15	8%	71%	21%
Engagement	1.59	56%	44%	0%
Academic Climate	2.70	25%	65%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Nine Codes of Conduct provide a strong foundation for a shared language about expectations and positive behavior in the program; staff members' regular mention of the Code helps to reinforce its meaning among youth. The program provides a variety of enrichment activities, through which all students rotate over the course of the year, assuring that they experience new things while in the Ujimaa After School Program. Some staff members use a variety of effective behavioral guidance techniques, such as call-and-response, one-on-one conversations with individual youth, and intentional grouping of students.

The program can benefit from more consistent behavioral guidance among staff; there were very clear differences in the emotional tone of the different activities. The pacing of some of the enrichment courses should be re-visited, as some youth clearly had not mastered foundational skills before being asked to move on to another. Activities could have a clearer focus on the learning goals for the session.

Visit 2

Staff have created an overall positive and inviting climate. Safety concerns have been addressed. There is one entrance to the building that is monitored at all times during program hours and is the check in point for parents and families.

Despite staff turnover this year, routines and practices are consistent and the rapport with the school day is greatly improved.

Program activities are linked to tangible outcomes (showcases).

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE CARL MUNCK

Program Description

The Carl B. Munck After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities includes sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrates youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	153
	2010-2011	179
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	109%
	2010-2011	103%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	150%
	2010-2011	157%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	97%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	-	-
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.73	0%	17%	83%
Supportive Environment	4.51	2%	21%	76%
Interaction	3.96	0%	46%	54%
Engagement	2.75	25%	50%	25%
Academic Climate	4.06	15%	15%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The diversity of activities that differ from the school day make the after school program enticing to the students. Dance, drama, and gardening are well attended groups and the students have the opportunity to interact with the materials and engage in active movement. 2. The academic activities in Gardening and the Kindergarten group were well organized, well prepared, and all of the students were engaged. The teachers adhered to learning targets and made the activity fun for the students. There were hands-on activities for the students and they enjoyed the materials. The lesson plans were thorough and included the learning targets for the day. 3. Drama and dance will lead to performances where the students can showcase their work. This is very important to promote a sense of accomplishment for the students. The drama teacher uses lead up activities, like "telephone" and a "commercial" script, to coach the students in acting techniques. The dance teacher uses dance terms with her second graders but also defines them in terms they can understand. Both of these groups use techniques which promote age appropriate ways to teach dance and drama and allow the students to feel successful.

1. The space in the multi-purpose room is split between Arts and Crafts, Dance and Drama. The room can be very noisy and the drama group is cramped on the stage and the music from dance is loud. Ideally, each activity can have an individual space dedicated to them. 2. The use of call and response could help the groups become more focused in a faster amount of time. The Kindergarten teacher utilized age appropriate call and response and was able to refocus her group quickly. Some of the other groups struggled with refocusing students. 3. Youth leadership is important to further skills, especially for the 4th and 5th graders. Much like the "Junior Coach" concept with the sports program, other leadership opportunities, through collaborations between groups, would provide further opportunities for skill development in leadership. Allowing youth to lead activities, such as stretching in dance or stage games in drama, would also promote skill building for those participants.

Visit 2

Positive climate, consistent & caring adults. Program activities are varied and very engaging for youth participants.

Develop and strengthen opportunities for youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE CLEVELAND

Program Description

The OASES QUEST at Cleveland program is a comprehensive after school program serving K-5th grade youth who demonstrate academic, economic, or social need. The program focuses on leadership, building bonds with caring adults, and safety and provides applied and experiential learning opportunities to support student achievement. Curriculum is aligned with CA state standards. Enrolled youth 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate lasting, positive relationships with adults and other youth.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	98
	2010-2011	114
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	123%
	2010-2011	147%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	120%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	98%
	2010-2011	99%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	96%	100%
Parent n=42	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	79%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	70%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.76	0%	11%	89%
Supportive Environment	4.61	2%	17%	81%
Interaction	4.69	0%	17%	83%
Engagement	4.17	0%	31%	69%
Academic Climate	4.53	5%	15%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has multiple strategies in place to providing engaging opportunities for youth. Youth have the opportunity to reflect in multiple ways (during an activity verbally, during a 'dear diary' activity, and through journaling of what they learned), and also have opportunities to mentor and lead younger students and continually get to know one another through team building activities offered on a weekly basis. The program also has strong academic linkages to the school day through their power hour, providing pacing worksheets for students who complete homework and also portfolios for each student to track their academic progress through the power/homework hour.

The program could benefit by having a positive behavioral management structure that emphasizes and rewards good behavior within classrooms, as an alternative to addressing primarily negative behaviors. This might also curtail over-using call and response strategies to gain students' attention. The space is also crowded in some areas and the backpack policy causes disruption in an already-crowded classroom, which they might want to revisit.

Visit 2

Lessons build in structured opportunities for student reflection about their learning and presentation. (e.g. Students share work in a circle in preparation for their upcoming showcase)There are opportunities for student leadership, choice and planning. (e.g. Students have an opportunity to mentor, planning includes students watching a video, a class discussion, brainstorming and presenting their ideas to one another) Student engagement is encouraged through structured collaborative group activities. Instructors use opened questions to encourage student reflection. (e.g. Why did you choose this picture? What do you notice about the solar system's distance?) Learning objectives and task directions are clearly articulated and visible. There are exemplary reflection practices threaded throughout the program in enrichment and homework support. Daily reflection is built into the homework class and the students' reflections are used to inform program planning, data and intervention. Academics are aligned to the school day curriculum and pacing. Program staff have created a supportive positive learning environment that effectively utilizes indoor and outdoor learning spaces. Students hold themselves accountable to the program's high expectations through a program chant and the concept of being a hero.

Continue to develop calibration across homework classes' content, structure and climate.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COMMUNITY UNITED

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	155
	2010-2011	313
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	120%
	2010-2011	115%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	107%
	2010-2011	116%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	82%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	76%	78%
Parent n=34	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	97%	47%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.39	6%	22%	73%
Supportive Environment	3.97	2%	45%	52%
Interaction	3.69	4%	58%	38%
Engagement	3.00	19%	50%	31%
Academic Climate	3.59	20%	30%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has built in multiple opportunities for building community and a sense of belonging within the program. Staff are consistently engaged with their students and the academic enrichment oriented activities clearly focus on skill-building and learning experiences for youth.

The safety of the program space is a primary concern- there were a few unlocked doors and gates that with easy access to a busy outdoor street. Also- the staff could benefit from using more positive behavioral management strategies as well as consistent expectations within different activities. Finally, academic-oriented activities can be made stronger with more linkages to the school day, open-ended, analytic questions asked of students, and learning in different modalities (i.e., journal writing reflections, drawing findings from experiments, etc.).

Visit 2

Positive climate, consistent & caring adults. Program activities are varied, engaging and develop specific skills for youth participants.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Program offerings can make stronger alignment and connections to the school day as well as personal experiences.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EAST OAKLAND PRIDE

Program Description

The East Oakland Pride After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	168
	2010-2011	152
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	101%
	2010-2011	125%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	138%
	2010-2011	123%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	92%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=61	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	85%	80%
Parent n=55	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	67%
Teacher n=19	<i>Overall, I am satisfied with the after school program</i>	
	89%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **did not meet quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.63	0%	24%	76%
Supportive Environment	4.36	0%	29%	71%
Interaction	4.17	0%	38%	63%
Engagement	3.00	6%	81%	13%
Academic Climate	4.00	5%	40%	55%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The after school program has incorporated multiple opportunities for community-building and development of socio-emotional skills for youth. The academically-oriented activities have clearly defined skill building goals and the activities support those well. The program has adopted behavior guidance methods that are used in the school day, which helps establish common expectations for youth.

The two service providers, SuperStars Literacy and Touch the Sky, should consider more intentional cross-project observations and resource sharing, as this would further enhance program quality and provide an additional professional development opportunity for staff. Consider incorporating additional opportunities for youth to provide input into the content and process of the academic/homework sessions.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EMERSON

Program Description

This Emerson After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	120
	2010-2011	104
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	123%
	2010-2011	52%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	110%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	97%	100%
Parent n=33	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	97%	67%
Teacher n=11	<i>Overall, I am satisfied with the after school program</i>	
	82%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.58	3%	23%	74%
Supportive Environment	4.37	2%	24%	74%
Interaction	2.92	25%	46%	29%
Engagement	2.17	38%	63%	0%
Academic Climate	2.75	40%	35%	25%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The emotional climate of the after school program is positive overall; youth almost always interact with one another in a friendly and relaxed way and clearly love and respect the adult staff. The gender-specific grouping for 3-5th graders allows tailoring of activities (starting the boys' day off with physical exercise, for example). During homework time, staff members demonstrated high expectations for students, encouraging them to have complete and accurate assignments.

Toward the end of the day, youth in some groups began to lose focus, and the pace of the activity slowed substantially as staff members sought to regain the group's attention. Consider varying activity formats (e.g. using fewer worksheets) and allowing for some "brain breaks." Though most entrances to the campus were supposed to be closed at 5pm, at least two were open at 5:45pm.

Visit 2

Students demonstrate identification with and ownership of the program. Instructors present visible agendas and use open ended questions during class discussions. Instructors ask students probing questions to stimulate analysis and engagement. Instructors use classroom management strategies such as "one mic, one diva" and colored cards. Students reflect on what rules mean to them and why they are important. Students who are underperforming get 1:1 tutoring for 30 minutes, twice a week.

Reflection activities were not connected to content. For example, students wrote in journals about their weekend which the teacher will then take home to read as opposed to students sharing their writing publicly or the topic being connected to the day's activities. Transition time between activities could be shortened to maximize instructional time and student engagement. Learning outcomes are not explicitly and visibly articulated to students. Rooms were a bit cluttered, preventing some movement, and not conducive for some activities (e.g. dance during Tech Girls). Consider ways to structure class conversations that will increase student engagement. For example, in Girls Group one student suggested that all the students should be able to participate in the activity instead of a few students, one at a time. Such an activity could be structured where the students all do the activity individually, then share their responses with the group.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ENCOMPASS ACADEMY

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	138
	2010-2011	333
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	125%
	2010-2011	131%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	107%
	2010-2011	109%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=54	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	81%	83%
Parent n=51	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	61%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.77	0%	11%	89%
Supportive Environment	4.37	0%	31%	69%
Interaction	3.63	0%	67%	33%
Engagement	3.00	6%	88%	6%
Academic Climate	3.61	15%	40%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has dedicated staff who have created a welcoming, positive atmosphere for the youth in this program. Students who participate in the newsletter have taken ownership of the project as their own, while also having an engaged staff facilitating the process. The youth clearly have a great relationship with Brother Daniel, the Site Coordinator here.

The program could benefit from positive behavior management training for newer staff and more interactive engaging activities around academic enrichment activities. For example, rather than questions posed for recall, older students could be prompted with open ended questions to stimulate learning.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers as well as students from other grades (i.e. SPARK, Drill Team) in a variety of groupings and activities are linked to tangible outcomes.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Program offerings can make stronger links and connections to the school day as well as personal experiences.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ESPERANZA ACADEMY

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	137
	2010-2011	240
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	106%
	2010-2011	93%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	105%
	2010-2011	81%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	75%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=79	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	68%	68%
Parent n=115	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	94%	63%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.60	0%	22%	78%
Supportive Environment	3.80	3%	56%	41%
Interaction	2.71	25%	63%	13%
Engagement	2.09	44%	56%	0%
Academic Climate	2.86	20%	65%	15%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

Visit 2

There has been a positive increase in structures and routines this school year which has resulted in greeted sense of safety and order.

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRANKLIN

Program Description

The Franklin After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	157
	2010-2011	156
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	110%
	2010-2011	117%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	93%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	92%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=76	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	91%	86%
Parent n=90	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	64%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i>	
	100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.84	0%	11%	89%
Supportive Environment	4.32	2%	31%	67%
Interaction	3.73	13%	38%	50%
Engagement	3.08	13%	69%	19%
Academic Climate	3.50	5%	65%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The academic component of this program is strong and have clearly defined learning objectives and opportunities for students to learn in both enrichment and academic-oriented activities. The program fosters a positive environment and a space where students can try out new skills and being supported by staff. The EL class incorporates a variety of games and fun learning opportunities for students to practice English in a safe environment with other students.

The program could benefit from securer outdoor spaces- especially the main entrance being in close proximity to after school classrooms. There could also be intentional structured opportunities for youth leadership, and also structured time for reflection for youth.

Visit 2

The EBAYC afterschool program at Franklin is well structured and well organized and serves over 150 youth a day. The program's site coordinator has been with the program for a number of years and has the full support of the school administration. Franklin's program staff include both college mentors and high school interns who support the lower staff:student ratios. The program has a strong commitment to supporting students' academic skills and all students receive 3 days/week of instruction from Soar To Success. The program has an implicit focus on relationship building with structured mentoring opportunities. Both mentors and interns are matched with students based on immigration experiences and primary language.

The program's enrichment offerings, while robust, are primarily focused on sports and arts. The program may want to consider expanding its enrichment opportunities to provide its returning youth with new and varied learning opportunities. Staff would benefit from PD on using higher order level questions to scaffold youth learning. Program structure may be modified to ensure that there is time for youth to communicate with each other about what they are learning/thinking about. Program structure may also be altered to provide more opportunities for youth to work in small groups and for youth to have opportunity to practice group-process skills (contribute ideas or actions to a group, complete a task with others, have a role/responsibility). There is

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRED T. KOREMATSU

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	147
	2010-2011	240
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	108%
	2010-2011	93%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	110%
	2010-2011	83%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	68%
	2010-2011	73%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	62%	72%
Parent n=8	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	88%	50%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.60	0%	22%	78%
Supportive Environment	3.80	3%	56%	41%
Interaction	2.71	25%	63%	13%
Engagement	2.09	44%	56%	0%
Academic Climate	2.86	20%	65%	15%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

Visit 2

There has been a positive increase in structures and routines this school year which has resulted in greeted sense of safety and order.

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRUITVALE

Program Description

The Fruitvale After School program comprehensive program provides services to students in grades K-5 on a daily basis during the afterschool hours. The program serves the ethnically diverse, low-income population of Fruitvale Elementary where 39% of students are English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	161
	2010-2011	129
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	121%
	2010-2011	163%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	116%
	2010-2011	113%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=77	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	87%	90%
Parent n=37	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	95%	57%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.51	6%	22%	73%
Supportive Environment	3.96	5%	40%	55%
Interaction	2.96	25%	46%	29%
Engagement	2.42	25%	75%	0%
Academic Climate	4.06	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The "call and response" in the 3rd grade academic intervention group worked very well to refocus the students and the emotional climate of the program was positive overall.
2. The science lesson and teaching style during "Engineer It" kept the students very engaged. The teacher asked and answered questions frequently which supported a great learning environment.
3. The garden clean-up was a good way to expand the classroom for Nutrition and Gardening and the inclusion of the garden space will give the class that extra hands-on they need.

1. Some of the other groups, especially the younger students, could use more of the "call and response" like in the 3rd grade group for refocusing distracted students.
2. Some of the 1st and 2nd grade groups could use more developmentally appropriate lessons with more visuals, music, tangible items to hold, and movement. The lecture style does not lend to their developmental level.
3. The program space could use more security and supervision. There are multiple entrances that are not supervised and unauthorized people can come onto campus. The 3rd grade academic intervention group also has a very small space with no desks.

Visit 2

Program offers a robust academic component which includes a pull-out intervention program for identified students. This pull-out intervention is one/two-on-one and is focused on developing the student's literacy skills. Program also offers a diverse array of skill-building enrichment classes including science and cooking.

Would like to see all staff make better use of classroom dry erase boards to list learning targets and key words. Staff appear to conflate the agenda with learning targets. Would like to see staff use more higher-order open-ended questions to better scaffold learning; provide structured opportunities for youth to talk about what they are learning during the course of an activity; more structured leadership opportunities including mentorship and presenting/leading group activities; and more structured opportunities to reflect on learnings.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FUTURES ELEMENTARY

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	140
	2010-2011	313
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	89%
	2010-2011	115%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	106%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	81%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=54	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	80%	83%
Parent n=72	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	29%	19%
Teacher n=13	<i>Overall, I am satisfied with the after school program</i>	
	85%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.92	0%	5%	95%
Supportive Environment	4.47	0%	29%	71%
Interaction	4.19	0%	38%	63%
Engagement	3.17	6%	69%	25%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program is cohesive and focused on building youth's academic skills while also providing a fun learning environment. Program culture here is strong and staffed with caring adults. Youth have opportunities to plan for culminating events and have tangible products that reflect the academic lessons being taught in the program.

Youth could have structured opportunities to plan out more activities, as well as have process and content choices within the program. The program could also benefit from structured opportunities to reflect on a daily/weekly basis. The gates are generally unsupervised and while the program and SSO do a good job at monitoring them, the perimeter could be more secured by closing most gateway entrances.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. While visiting, all students were engaged in a multi-day art. This lesson used multiple modalities to present content, utilized technology and engaged students literacy skills. While each lesson plan was the same across grade levels, strategies and content were age appropriate.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Creating a student leadership council would be a great strategy.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GARFIELD

Program Description

The Garfield After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	232
	2010-2011	231
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	137%
	2010-2011	125%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	97%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=124	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	93%	89%
Parent n=67	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	97%	64%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i>	
	88%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.69	0%	17%	83%
Supportive Environment	4.33	0%	34%	66%
Interaction	3.79	0%	54%	46%
Engagement	3.00	0%	100%	0%
Academic Climate	3.64	15%	35%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. One Reading Group sessions led by a staff person, for fourth graders, had a small number of students who were highly engaged and diligently working. The fourth grade group of intervention students was well organized and the students had ownership of their learning. The teacher used numerous techniques to engage and include her students. 2. The fifth grade group, led by a High school intern, was very involved in sharing, taking responsibility, and leading their group during Community circle and their activity. The teacher assigned roles to the students and was well organized. The students also had a friendly rapport their teacher and had a lot of ownership over their group. 3. The Art class students were very engaged and diligently working on their project. They were creating their own pieces that they were allowed to take home or display on the wall in a designated area of the room. They were taught the history and diversity behind their projects as well.

1. The High School interns for the third grade could use continual professional development especially when it comes to group management. Their space was also small and it was difficult for the teachers to maintain student attention with so many distractions in the room. 2. The rooms are limited because they are daytime classrooms and the groups cannot move furniture easily or at all. Dedicated space and time to showcase student work would be beneficial. 3. The fifth grade group is organized and creative. Mentoring and leadership opportunities year round for the fifth grade group would be a great asset to the program.

Visit 2

Program is well-structured and well-organized and boasts a strong relationship with both the school day as well as families. The CBO partner has a long history of working in partnership with the community. Program is able to offset the 1:20 ratio by including well-trained high school interns to help support or in some cases lead smaller group activities. The program intentionally cultivates positive relationships with students by intentionally matching students with academic mentors and interns who have similar life experiences. Staff leads small group check-in at the beginning of every class.

Would like to see staff make better use of open-ended questions that scaffold learning; more structured opportunities for youth to talk about what they are learning to their peers during the course of the activity; staff feedback to youth could be more specific; greater use of dry erase boards to post learning targets (instead of just agendas) and key concepts or vocabulary words; a greater use of peer mentoring across grade levels--the Wednesday Town Hall meeting may be an ideal time for this to happen.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GLENVIEW

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation. This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	89
	2010-2011	86
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	86%
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	88%
	2010-2011	97%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	94%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=47	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	94%	91%
Parent n=62	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	100%	77%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.83	0%	11%	89%
Supportive Environment	4.04	7%	27%	66%
Interaction	3.79	0%	54%	46%
Engagement	3.00	25%	50%	25%
Academic Climate	3.39	35%	10%	55%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Outrageous Courageous Girls group was not only a safe environment for this large group of students; the topic was also directly related to what the students were learning during the school day. The students had a very positive rapport with the teacher and amongst themselves. They were inclusive of each other, despite the range of grades in the room. 2. The Fire Breathers Boy's Leadership Group was busily researching and creating questions for a game they enjoyed called "Stump The Chump." They worked in teams, independently, while the teacher circulated amongst the groups keeping them on track. 3. This excited group of kindergarten students enjoyed creating their dinosaurs and writing about them, in a different and creative way than they do during the school day. The teacher busily and patiently catered to this large group of students who loved his feedback and attention. Similarly, the Nutrition students learning about carbohydrates were a large group who enjoyed the constant attention from the teacher.

1. The large number of students in each group definitely need the space to move freely and have adequate program space for their activities. The traditional classrooms work well, and ideally the students will be able to spread into larger spaces to do activities with more motion. 2. The Parents and volunteers seem to be a large part of the after school program for events. Having their volunteer services in the classrooms helping with the large groups of students would also be beneficial, especially for a group like nutrition where the students need a lot of attention. 3. With such strong leadership groups on campus, mentorship for the younger students during activities could help with the large number of students. Having older students leading smaller stations could provide leadership opportunities while giving the younger students more individual attention.

Visit 2

Leadership program is focused on developing young peoples' self esteem. Leadership group engages in planning for program-wide events.

No evidence of use of learning targets, limited use of open-ended questions; enrichment and academic components could offer more challenging content (specifically, threading, when appropriate, literacy or math elements); post key vocabulary words with definitions. The leadership program is very promising, but the content could be more rigorous. Consider created structured opportunities for youth to pair share on what they are learning. Staff also missed opportunities to scaffold learning through open-ended questions.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GLOBAL FAMILY SCHOOL

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding 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. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	144
	2010-2011	235
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	92%
	2010-2011	114%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	113%
	2010-2011	91%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	90%
	2010-2011	89%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=51	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	96%	86%
Parent n=22	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	41%
Teacher n=9	<i>Overall, I am satisfied with the after school program</i>	
	56%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.82	0%	8%	92%
Supportive Environment	4.07	0%	45%	55%
Interaction	3.36	8%	58%	33%
Engagement	2.17	38%	62%	0%
Academic Climate	2.47	35%	55%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The after school program at Global Family offers a variety of enrichment and recreation activities that are engaging and fun for youth. Staff members are attentive to youth in the program and treat them with respect and kindness. The Gardening/Nutrition and 5th Grade Skill Building activities offered hands-on activities related to important academic concepts.

Multiple gates are open on the campus and were unattended during the visit. Program staff can enhance their practice by more clearly breaking down complex tasks into smaller parts, especially for younger students. Similarly, staff members could make more frequent connections between prior sessions and students' prior knowledge.

Visit 2

Overall, this is a well-structured and well-coordinated program with strong, long-standing partnerships with subcontractors including Alice Arts. The program, in response to a request from the school day, has been implementing a school day online reading intervention, Ticket to Read. Afterschool participants are receiving twice the intervention dosage than their school day only counterparts.

Would like to see staff make better use of open-ended questions that scaffold learning; more structured opportunities for youth to talk about what they are learning to their peers during the course of the activity; staff feedback to youth could be more specific; greater use of dry erase boards to post learning targets (instead of just agendas) and key concepts or vocabulary words/full sentences; write directions for activities; a greater use of peer mentoring across grade levels. Also, would like to see the garden/nutrition class offer more robust activities, the class I observed seemed to be a re-tread of an activity the students had done the week before.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GRASS VALLEY

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school. Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	145
	2010-2011	136
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	89%
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	150%
	2010-2011	114%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	77%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=62	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	95%	92%
Parent n=69	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	100%	93%
Teacher n=13	<i>Overall, I am satisfied with the after school program</i>	
	100%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.93	0%	6%	95%
Supportive Environment	4.30	0%	34%	67%
Interaction	3.73	0%	59%	42%
Engagement	2.92	7%	87%	7%
Academic Climate	3.56	5%	70%	25%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Grass Valley after school staff seemed to have strong relationships with students. I also observed a number of positive relationships between staff and parents.

It is suggested that more connections be made between student interests and prior knowledge, and what students learn during the school day. It is also suggested that staff use more non-evaluative language when encouraging students.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Develop and strengthen opportunities for youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GREENLEAF

Program Description

The Greenleaf After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding 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. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	125
	2010-2011	146
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	84%
	2010-2011	104%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	97%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	81%	86%
Parent n=53	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	66%
Teacher n=11	<i>Overall, I am satisfied with the after school program</i>	
	73%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.73	0%	14%	86%
Supportive Environment	4.13	3%	40%	58%
Interaction	3.65	0%	62%	38%
Engagement	2.67	13%	88%	0%
Academic Climate	4.06	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Gardening class had very engaged and excited students who were able to understand and review the content while learning new ideas. The teacher was positive, had a lot of energy and enthusiasm, and catered to the desires of the students. 2. The teachers overall seemed to have a good rapport with the students and they used methods such as call and response to focus the students. 3. The class representative program is a great way to give students ownership and have buy-in for their program. This gives them a voice in decision making as well as leadership skills. Highlighting Oakland leaders in their program activities also promotes leadership and pride in their city.

1. Although the students have a good rapport with the teachers, positive behavior incentives and recognition is important to reinforce a positive atmosphere. Continual reminders acknowledging negative behaviors takes away from the group as a whole. 2. The lesson plans shared across the age groups on Fridays have need to be age appropriate and engaging for the students. Reading difficult articles could be broken down into smaller passages or turned into a reading or art game for the students. 3. Sports should have more stations, equipment, or teachers. There are too many students for the amount time and attention of two teachers.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Develop and strengthen opportunities for youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE HOOVER

Program Description

The Hoover After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	179
	2010-2011	180
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	103%
	2010-2011	110%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	145%
	2010-2011	149%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	88%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=29	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	83%	76%
Parent n=16	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	94%	50%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i>	
	63%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.86	0%	6%	94%
Supportive Environment	4.22	7%	26%	67%
Interaction	3.48	8%	54%	38%
Engagement	2.42	38%	56%	6%
Academic Climate	3.09	15%	65%	20%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The variety of hands-on and kinesthetic activities available at Hoover is notable: every child had an opportunity for out-of-seat learning during my visit. Staff and youth interacted positively overall; students regularly hugged and joked with adults. The daily academically-oriented Centers activities at the end of the day are a terrific way for youth to have fun while practicing key math and English Language Arts skills.

Staff members could diversify their behavior guidance toolkits by using more call-and-response to get youths' attention, allowing youth brief breaks to focus, and consistently using incentives for positive behavior. Youth could benefit from additional opportunities to reflect on what they are doing and learning.

Visit 2

Program maintains a calm, orderly and safe environment. Students are enthusiastic about learning and the staff work well together to support one another. Program staff encourage students through high expectations, individual consultation and an openness to student feedback. The academic centers are a structured means of engaging all students in learning.

Learning outcomes should be clearly articulated and visible as evidence of pre-planning and to assess student learning. During instruction, program might consider ways to redirect the focus for activity outcomes from the finished product to what skills are being learned in doing the activity. Classes should also consider strategies to structure opportunities for student reflection and presentation about their learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE HORACE MANN

Program Description

The Horace Mann Learning for Life Afterschool Program offers comprehensive services to students in grades K-5 on a daily basis during the afterschool hours. The student population of Horace Mann is ethnically diverse and has 83% socioeconomically disadvantaged youth and 52% English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	174
	2010-2011	178
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	123%
	2010-2011	130%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	133%
	2010-2011	141%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	88%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	89%	91%
Parent n=77	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	64%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i>	
	83%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.62	0%	19%	81%
Supportive Environment	4.16	3%	32%	66%
Interaction	3.58	0%	67%	33%
Engagement	3.09	0%	94%	6%
Academic Climate	3.53	5%	65%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1.Video production utilizes the student leaders from the older groups well using delegation of roles. The teacher also uses a well organized praise system for this group of excited first graders. 2. The garden class has a small student to teacher ratio and many hands on activities. The lessons are comprehensive and keep the students very engaged. 3. The engineering and dance class offer a lot of opportunities for the students to engage with the materials.

1.The praise and refocusing of particular groups, such as video production and gardening, could be utilized in a class such as Engineering. Praise and positive encouragement are important to boost student morale. 2. There was a Spanish speaking students who was left out of the activity and should have accommodations in the program. 3. The outside temperature for gardening was too cold and the students were complaining. The space in the multi-purpose room during dance had constant interruptions. Providing alternative spaces for these groups would be beneficial.

Visit 2

Overall, this is a well-structured and well coordinated program with strong partnerships include one with UC Berkeley for a science program. Program offers an array of robust enrichment offerings for students ranging from gardening to video production. The program has a new capoeira instructor who has wonderful classroom management techniques which he employs to re-focus students. A number of program staff have integrated learning targets into their lessons. Strategic use of groupings in video production class, particularly in a very limited space. Program also has a pull out intervention program provided by the the CBO partner, Learning for Life. Students for intervention where chosen by the school.

Would like to see classes offer structured opportunities for youth to talk about what they are learning during the course of an activity. Would like to see all staff use open-ended questions to scaffold student learning; provide specific feedback to youth; ensure time for reflection at the end of each class.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE HOWARD

Program Description

The Howard After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	107
	2010-2011	103
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	104%
	2010-2011	116%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	91%
	2010-2011	100%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	96%	96%
Parent n=25	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	88%	84%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i>	
	88%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.78	0%	11%	89%
Supportive Environment	4.36	0%	31%	69%
Interaction	4.00	0%	50%	50%
Engagement	2.84	13%	81%	6%
Academic Climate	3.56	10%	50%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program environment is generally positive and there are opportunities for students to immerse themselves in a variety of activities. Staff are engaged with their youth and provide a variety of enrichment for students to participate and build their skills in.

The program could benefit for more structured opportunities for reflection and planning activities with youth feedback considered. The program could also benefit from stronger connections made to school day learning and more varied activities that will keep students engaged throughout entire program activities. Interns/volunteers also could benefit from professional development or have clear expectations of their roles (as I noticed some were texting during activities).

Visit 2

Positive climate, consistent & caring adults. Program activities are varied and engaging for youth participants.

Continue to develop and strengthen opportunities for youth leadership and authentic voice and choice. Survey students throughout the year to inform programmatic decision making. Create opportunities for all students to reflect on activities and learning as well as make connection to prior knowledge in every activity.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE INTERNATIONAL COMMUNITY SCHOOL

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	147
	2010-2011	298
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	126%
	2010-2011	156%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	117%
	2010-2011	119%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	83%
	2010-2011	97%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	87%	77%
Parent n=96	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	93%	53%
Teacher n=9	<i>Overall, I am satisfied with the after school program</i>	
	78%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.60	0%	22%	78%
Supportive Environment	4.00	12%	21%	67%
Interaction	3.14	25%	42%	33%
Engagement	2.67	38%	38%	25%
Academic Climate	2.70	50%	15%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a strong academic enrichment component, with interactive learning opportunities for all youth in the program. The program also provides youth consistently with opportunities to reflect on the activities in an intentional way, and the overall emotional climate of the program is positive.

Youth could benefit from more structured opportunities to lead and mentor, while also getting more opportunities to plan various activities - with staff facilitating and guiding- but youth having overall ownership of certain portions of activities.

Visit 2

Girls Inc. observed class by far the strongest in terms of staff practices: check in; open-ended questions; clear use of learning targets; modeling and reinforcing of academic language use; high level of student engagement (holding youth accountable for being engaged throughout activity); provided youth opportunities to plan their next activity (partnering with kinders for Reading Buddies).

But for the Girls Inc. and Superstars Classes, this program would have a high percentages of 1 ratings in social interaction, engagement and academic climate. Youth in Miguel's class eating junk food; entrances and exits not secured. Content of the enrichment activities did not appear to be appropriate (Adriana's class was essentially coloring after a video about squash; Miguel was referring to science concepts his youth appeared unfamiliar with).

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LA ESCUELITA

Program Description

The La Escuelita After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	108
	2010-2011	106
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	54%
	2010-2011	134%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	100%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	94%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	83%	81%
Parent n=60	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	95%	65%
Teacher n=2	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.86	0%	8%	92%
Supportive Environment	4.34	0%	34%	66%
Interaction	3.39	25%	25%	50%
Engagement	3.17	6%	75%	19%
Academic Climate	3.44	10%	60%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The fifth grade group was very engaged in dialogue and learning with their teachers. They related to the materials through a unique exercise of visualization and every student was participating with enthusiasm. They seem to really enjoy the curriculum and their teachers. 2. The fourth grade group enjoyed their interviewing exercise and the teachers explained and demonstrated the activity very well. The students could relate the material to their own lives and to their future goals. There was a lot of active learning and engaged participation in this group. 3. The cultural dance group had the opportunity to create their own dance routines in small groups and adding their new innovations to their overall routine. The groups were able to practice leadership skills while learning from one another. The teachers gave feedback to the students while allowing the youth to utilize their own creativity. The space in the library did not allow for a lot of movement and the furniture was overcrowded in such a small space. The group arrangements made the students hearing one another read problematic due to their close proximity. 2. The fourth and fifth grade groups are very engaged and advanced and could benefit from leadership roles with the younger groups. Especially a literacy based curriculum where older students could read to, and help younger students with activities and projects. 3. The openness of the school campus and the ability for people to walk into the small space, leads to safety issues. Although there is a large effort to secure the school grounds, the layout and chain link fences could allow unwanted guests to enter or hide themselves on school grounds easily.

Visit 2

Program is well-structured and well-organized and boasts a strong relationship with both the school day as well as families. Program is able to offset the 1:20 ratio by including well-trained high school interns to help support or in some cases lead smaller group activities. The adoption of Kidzlit for the academic curricula has provided the program with a stronger academic skill building component. The program intentionally cultivates positive relationships with students by intentionally matching students with academic mentors and interns who have similar life experiences. 4th grade academic mentor used specific, positive language in reinforcing desired classroom behaviors. Program has leveraged community resources and partnerships to provide augmented programming to youth (EBALDC-led financial literacy class for 4th and 5th graders; partnership with Alameda County Nutrition Services for cooking class; Crissy Fields on environmental sciences).

Program would benefit utilizing smaller groups in the academic classes (pair, triads); staff would benefit from professional development on asking open-ended question strategies to scaffold learning; provide more structured opportunities for youth to talk to each other about what they are learning during the course of an activity; include structured time for meaningful reflection; would like to see more substantive one-on-one exchanges between staff and youth--staff typically asked large group and open-ended question, but there is little follow up questioning to probe youth's thinking or understanding when they incorrectly answered a question. Program continues to offer the same core enrichment offerings year to year: cultural arts, arts and crafts, cooking and sports. It would be nice to see the program introduce new enrichment experiences to participants.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAFAYETTE

Program Description

The Lafayette After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding 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. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	130
	2010-2011	136
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	167%
	2010-2011	135%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	131%
	2010-2011	142%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	95%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=69	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	91%	93%
Parent n=49	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	96%	80%
Teacher n=20	<i>Overall, I am satisfied with the after school program</i>	
	75%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.72	3%	9%	88%
Supportive Environment	4.33	2%	29%	69%
Interaction	3.69	4%	54%	42%
Engagement	2.84	31%	38%	31%
Academic Climate	3.25	25%	40%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program's strong relationships with the host school are clear: the Panther Paws reading challenge is incorporated into the after school program, and the sports and cheerleading activities provide youth with new opportunities. Staff members are generally quite engaged with youth and hold them to high expectations. The emotional climate of the program is positive - staff and youth almost always interact in a friendly way with one another.

Program staff could benefit from more positive group management strategies; time-outs and promises to call students' parents were used frequently in observed sessions. For some groups, the enrichment component could have been strengthened by incorporating more kinesthetic and visual elements.

Visit 2

Program has a positive emotional climate. Students take ownership of the program. Learning outcomes are clearly articulated in classes. Content is presented in concrete and abstract forms. There are numerous opportunities for student leadership. Classes are conducted using varied group sizes. Students reflect about the activities in journals and through peer conversation. Instructors use open ended questions to engage students in meaningful dialogue. Student work is visible around the program space.

Instructors should consider ways to make the desired learning outcomes visible during their lessons.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAKEVIEW

Program Description

The Lakeview After School program facilitates a comprehensive agenda that promotes academic support, recreational and physical activity, and a range of enrichment activities. The program staff promote life skills daily, and serve as mentors to all participating students to help encourage highly functional social skills that assure future success. The Site Coordinator consults with the Principal, Academic Liaison, and parents to align the requests of Lakeview's primary stakeholders.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	148
	2010-2011	133
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	92%
	2010-2011	125%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	117%
	2010-2011	134%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	82%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=44	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	75%	73%
Parent n=47	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	94%	83%
Teacher n=17	<i>Overall, I am satisfied with the after school program</i>	
	94%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.81	0%	10%	90%
Interaction	3.37	25%	25%	50%
Engagement	3.83	25%	25%	50%
Academic Climate	3.28	30%	30%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

NA

Visit 2

Program maintains a calm, orderly and safe environment. Agendas are visible the classrooms. Youth and adults have a shared understanding for participation expectations. Youth are asked to reflect on their choices and the positive or negative consequences. In Dance and Martial Arts, the instructors model movements for the class then create opportunities for youth to demonstrate movements and receive feedback. The program activities lead to performances that reflect the ideas of youth.

Instructors should frontload new vocabulary with the whole class before having youth read about a topic. Instructors should consider various structures to engage all youth. At times while the teacher is teaching, youth are talking, off-task or looking out of the windows. Engagement strategies may include doing a jigsaw for readings, providing time for students to write first then talk to one another and creating opportunities for youth to make connections between the material and their prior knowledge. Classes should also work on integrating structured opportunities for student reflection.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAUREL

Program Description

The Laurel After School program provides a comprehensive program through offering developmentally and age appropriate, academic intervention and enrichment, as well as youth enriched activities that include physical education, integrated health, science, math, and gardening. The services provided supplement the school days academic program, while supporting the site in accomplishing its goals as outlined in the single site plan for achievement. The academy not only partners with community based organizations, but promotes opportunity for parent and family engagement.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	132
	2010-2011	108
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	99%
	2010-2011	103%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	110%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=59	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	92%	93%
Parent n=66	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	97%	68%
Teacher n=21	<i>Overall, I am satisfied with the after school program</i>	
	76%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.93	0%	3%	97%
Supportive Environment	4.36	0%	29%	71%
Interaction	3.50	4%	67%	29%
Engagement	3.00	6%	81%	13%
Academic Climate	3.72	10%	40%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The staff in the Laurel after school program seem very supportive of students' efforts and abilities. During academic as well as enrichment classes, staff made sure to use scaffolding when working with the students. The relationships between the students and the staff seemed respectful and comfortable.

Although some instructors seemed to make intentional connections between what was learned during the school day, it is suggested that they also integrate students' interests more closely to activities. In addition, it is suggested that there be more possibility of student input in some classes.

Visit 2

Program is well-structured and well-organized. Staff have a clear sense of the vision and mission for the program. Program offers a robust academic component focused on developing literacy skills rather than homework support. Program has done considerable work in the last year to develop structured leadership opportunities for students throughout the program day. The site coordinator holds a standing collaborative meeting with all program partners and stakeholders. Clown class did a good job of solicited student input on planning for their performance.

Would like to see staff use open-ended questions to scaffold student learning; reflection linked back to learning targets; more structured opportunities for students to talk about learnings in non-Kidzlit classes; employ engagement strategies that engage all youth (rather than call on one student at a time for the answer); some staff need support in better "chunking" instructions to students. Pull out of students for Prescott Clown class seemed a bit disruptive--students did not complete the Kidzlit activity which spans the week. Would like to see classes offer a challenge or bonus question/activity for those students who would like the additional challenge; staff provide specific praise (rather than "Okay" and "yes"); more opportunities for 3-5th grade youth to have content and process choices in their activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAZEAR

Program Description

The Pathways After School Program at Lazear targets youth ages 6-12 in grades 1-5 from predominately low-income Latino residents of the Fruitvale District and English Learners. The program features an academic intervention curriculum, homework assistance, enrichment / recreation, health components, leadership development, and family engagement. The vision for the program is that students achieve academic excellence, gain self-confidence, develop into leaders, with the values of leadership, respect, teamwork, and courage.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	157
	2010-2011	211
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	104%
	2010-2011	112%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	119%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	91%	97%
Parent n=67	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	90%	58%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i>	
	38%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.66	5%	8%	87%
Supportive Environment	4.05	0%	46%	54%
Interaction	3.17	17%	46%	38%
Engagement	2.75	19%	75%	6%
Academic Climate	3.36	20%	40%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. There are a variety of activities offered and a very positive and interactive group of students in the classrooms. The students speak fondly about their after school program and are very engaged with the staff and each other. 2. The leadership opportunities with the fifth grade group and the student council has promoted a strong group of leaders who take pride in mentoring the younger students. 3. The academic group of first and second graders are very enthusiastic in their learning of math facts with their group. The math is made fun by the group leader. The gardening group has many opportunities for reflection, choice, and leadership within their classroom.

1. Incentive prizes for student achievement should always be healthy. Using tickets or prize dollars instead of food and candy will promote healthier students. 2. There are a few exposed electrical or telephone wires running across the bottoms of the doorways. These could pose a serious risk to students in terms of tripping hazards as well as cause issues with having exposed wires that can get wet. There are also numerous puddles on campus that cause the classrooms to become very wet. Mats for classrooms or filling in the holes could help alleviate some of these issues. 3. The use of call and response promotes a sense of ownership of the class and helps refocus students who are distracted or excited. Training the staff to use more call and response would be beneficial.

Visit 2

Program staff have positive relationships with youth; program has developed strong relationships with families; program has an intentional focus on academic skill-building; site coordinator has a strong relationship with the site administrator; lead agency has a long and positive history of working in the community.

Use of open-ended questions to scaffold learning; opportunities for youth to share what they are learning during the activity; youth reflection at the end of activities; listing key vocabulary words on the board; staff provide explanation to youth about why a particular answer is correct/incorrect instead of saying "yes or no"; staff linking activity back to learning targets/objectives; engagement/classroom management strategies; larger classes would benefit from employing grouping strategies (small group, pair or triad group work). There are a number of open gates and a great deal of foot traffic through campus. Better communication with the SES programs would help ensure that parents of SES students do not enter into non-SES classrooms looking for their children.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LEARNING WITHOUT LIMITS

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding 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. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	125
	2010-2011	235
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	98%
	2010-2011	114%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	96%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=52	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	88%	85%
Parent n=35	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	94%	71%
Teacher n=3	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Emerging**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.75	3%	6%	92%
Supportive Environment	3.29	29%	14%	57%
Interaction	2.25	44%	42%	14%
Engagement	2.25	38%	62%	0%
Academic Climate	2.28	45%	45%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Learning Without Limits program staff seemed to have comfortable relationships with the students. Specifically the academic/art instructor had a positive rapport with the students and her demeanor was calm yet matter-of-fact.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. It is also suggested that staff use more open ended questions when teaching/working with the students.

Visit 2

Program staff have developed strong relationships with youth as evidenced by youth-staff informal conversations. The program has also re-worked the academic component to include structured opportunities to read, work on homework and practice school day math skills. Program has also begun implementing a hands-on science program. The nutrition class is lead by the staff person who oversees the produce market and there are attempts to articulate the two programmatically. The nutrition class has taught youth how to make simple, nutritious snacks. The program has structured weekly opportunities for teambuilding.

While some staff have posted agendas for the day, there continues to be limited use of learning targets throughout the program. Staff are asking students some open-ended questions, but these are limited to lower order questions. The nutrition class began with a promising activity that involved students tallying the classes favorite pizza toppings. It would have been nice to see this turned into a pie chart or table which could have been visually represented.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LIGHTHOUSE COMMUNITY CHARTER (ELEMENTARY)

Program Description

The Safe Harbor After School Program has K - 8 students, ages 5 - 14, and offers a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. This school-linked program is designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	236
	2010-2011	274
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	142%
	2010-2011	95%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	142%
	2010-2011	-
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	79%
	2010-2011	78%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	86%	16%
Parent n=53	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	87%
Teacher n=11	<i>Overall, I am satisfied with the after school program</i>	
	100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 1 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.80	0%	6%	94%
Supportive Environment	3.95	5%	40%	55%
Interaction	3.13	0%	92%	8%
Engagement	3.17	0%	88%	13%
Academic Climate	4.56	10%	0%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The cooking class was well prepared and the student to teacher dialogue was focused on the cooking project and the connection to the students' everyday lives. All of the students were engaged, reviewing, and learning skills. 2. Volunteers and multiple adults in the groups, with designated roles, helped the programs and activities run smoothly while giving the youth additional time with older people. 3. The Improv and art students were very engaged in their activities and the teachers were instructing them in new skills while allowing the students to create and participate in their own ways.

1. The Martial Arts class had a lot of students sitting out because they did not want to participate or because they got into trouble. Providing alternative activities for students who do not wish to participate would be beneficial for large groups. If there are large groups of students and extra adults available, providing another activity in a separate space would benefit the students. 2. Utilizing call and response for younger students will help with attention and refocusing. The younger students would also benefit from positive incentives versus punishments for behaviors. 3. Communication and schedule clarity is important in helping the program run smoothly. Issues with safety could arise if students are not clear on where they should be, or if an activity is cancelled.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LINCOLN

Program Description

The OASES LEAP program at Lincoln is a high quality, comprehensive after school program promoting achievement through academic and enrichment activities. LEAP serves 3rd-5th graders who demonstrate academic, economic or social need and focuses on leadership, building bonds with caring adults, and providing a safe environment. Working with the school, LEAP provides academic support to ensure CA standards alignment. Enrolled youth: 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate positive relationships with adults and peers.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	184
	2010-2011	176
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	167%
	2010-2011	172%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	97%
	2010-2011	95%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	95%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=114	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	96%	91%
Parent n=103	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	96%	75%
Teacher n=26	<i>Overall, I am satisfied with the after school program</i>	
	77%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.90	0%	3%	97%
Supportive Environment	4.82	0%	7%	93%
Interaction	4.17	0%	42%	58%
Engagement	4.09	6%	31%	63%
Academic Climate	4.56	0%	25%	75%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Oases is a great example of how intentional programming can be engaging and fun for youth. Oases scored high in almost every indicator. Program staff, school staff and volunteers all work cohesively to support their youth. Some specific high lights include having youth draw a picture of a monster and transfer it onto graph paper to find out the parameter and area of it, writing a letter to your future self and acting in a science class.

While curriculum is extremely important in creating a positive learning environment, it is also up to the staff to truly enforce it. It is important that youth treat each other with respect and that staff actively engage with any youth that makes fun of others for getting answers wrong or for choosing not to participate in an activity. Although this is a recognized issue for Oases, youth were seen disengaged after they were laughed at or teased for not participating or getting answers wrong. It is recommended that something more deliberate is introduced into the program to help with this issue. It is also recommended that youth have more a concrete ways to make programmatic changes and give feedback for program improvement.

Visit 2

Program has established a positive social and emotional climate. The classes and curriculum are well structured. Students connect their new learning to prior knowledge. Instructors use a variety of modalities to deliver content and create engaging activities for students (verbal, written, kinesthetic and visual).

Instructors should consider incorporating different means to check for understanding after delivering instructions and create opportunities for students to talk to one another about their learning through structured collaborative group activities. Learning outcomes could be visible and articulated during instruction, and there could be more student reflection and presentation structured into the lesson.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE M. L. KING, JR. ELEMENTARY

Program Description

The Martin Luther King, Jr. After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	166
	2010-2011	149
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	87%
	2010-2011	91%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	122%
	2010-2011	123%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	69%
	2010-2011	80%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	79%	74%
Parent n=57	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	72%
Teacher n=6	<i>Overall, I am satisfied with the after school program</i>	
	67%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.80	0%	11%	89%
Supportive Environment	3.90	2%	52%	45%
Interaction	3.17	17%	50%	33%
Engagement	2.17	44%	50%	6%
Academic Climate	2.94	15%	70%	15%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The emotional climate of the after school program is very positive, and staff members are engaged and caring with youth. Students benefit from a variety of activity options, including sports, drama, and book club. The academically-oriented activities were challenging and engaging for youth, and staff provided consistent support for participants to try new things and build skills.

Staff members could use more grouping techniques to assure that all youth are active throughout the session, rather than waiting for others or watching what's going on. Using more consistent praise for good behavior may reduce the number of youth who are asked to leave enrichment activities.

Visit 2

The lesson structure in dance class was excellent. The instructor modeled movements for the class, did the movements with the class then watched youth do movements while giving feedback. During the lesson, the instructor makes connections between the movement steps and doing math. The tennis instructor took time to make connections between the activity and tennis strategies. He also provided opportunities for youth to share their prior knowledge about tennis. Youth in 5th grade homework were on task and engaged.

Youth worked in groups of 6, 3 and 2 in homework support. Ideally, groups should not exceed 4 students. In 3rd and 4th grade, youth are socializing and off task. In 4th grade homework support, youth were yelling at one another and got out of their seats to disrupt one another. The instructor stayed seated behind a desk and barked instructions at the students, then gave the class a 10 minute detention. Drama left class 15 minutes early. During drama, the learning target and instructions for the activity were not clear. Most students were unengaged or had no materials, while three students read from a script in front of the class. There was little evidence of pre-planning for this lesson. Instructors might want to consider ways to provide more structured opportunities for students to reflect on their work, the activity and new learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MANZANITA COMMUNITY SCHOOL

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	154
	2010-2011	257
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	121%
	2010-2011	157%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	100%
	2010-2011	103%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=60	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	92%	85%
Parent n=50	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	68%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i>	
	50%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **did not meet quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.69	0%	16%	84%
Supportive Environment	3.83	7%	42%	51%
Interaction	3.65	4%	54%	42%
Engagement	2.50	32%	69%	0%
Academic Climate	3.17	35%	20%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. There is quite a diversity of classes taught and the students are actively engaged. There are a variety of activities from the students to choose from. The program does a good job of balancing the academic portion with the enrichment side. 2. The space is open and accessible for afterschool staff. The space includes a field, basketball court, cafeteria access, and classrooms. The teachers utilize the space well and are able to offer a variety of selections, including a cooking class taught in the cafeteria which the students were actively engaged. 3. The Spanish and Art class has active participation from the second graders. They retained a lot of information from the previous session and were able to review easily with the teacher. The class had a great balance of learning objectives and hands-on project tied to the topic.

1. There are large groups of students in some of the activities and refocusing the students can be difficult. Using call and responses to refocus the students would help to give them ownership over the program while helping them to refocus. Creating designated roles for the students in all of the activities, through the use of job charts would also involve the students. 2. For a large and complicated activity like cooking, having a clear plan, plenty of extra supplies, and roles for the high school interns would help the activity to run more smoothly. In all of the activities at Manzanita, the High school interns could run small groups or direct a group of advanced or proficient students while the teacher assists students who are struggling. 3. There is difficulty in securing the campus because of the open gate and the other school located on the same campus. Employing a security could help ensure the safety of the students.

Visit 2

There is evidence of strong relationships between staff and youth. Youth are engaged with the program offerings which include a balance of academics and enrichment. The program has ongoing partnerships with UC Berkeley who offer a Technology class and Prescott Clowns. The program is on a co-located site and partners with SEED on one of the program offerings.

Staff could model academic language with staff; use of open-ended questions to scaffold learning; meaningful opportunities to reflect on learning; student engagement strategies for staff to engage all youth; attention getting strategies to re-focus students attention. Would like to see staff use learning targets as well as agendas; staff should also consider posting key vocabulary words and definitions. The science class on liquefaction seemed a bit too advance for the students.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MANZANITA SEED

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	120
	2010-2011	257
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	107%
	2010-2011	157%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	119%
	2010-2011	104%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	79%
	2010-2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	96%	96%
Parent n=65	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	63%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	90%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.71	3%	11%	86%
Supportive Environment	3.68	5%	52%	43%
Interaction	3.48	4%	63%	33%
Engagement	2.08	44%	56%	0%
Academic Climate	4.22	10%	15%	75%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1.A majority of the groups had a lot of active participation and had structured systems in place to promote ownership of the program. The second graders had a self-created "Fiesta Friday," the Fourth graders had call and response, and the third graders had points and groups. 2.The fourth grade academic activity had a positive and engaging balance of movement, fun, and learning. The teacher was able to refocus the students with call and response, while having a positive atmosphere in the room. 3.The "Afternoon Meetings" provide a great way for students to get to know each other and check-in about their day at the beginning of program. There are also leadership opportunities which the kids really enjoy. All of the second graders had an engaging and fun time singing their favorite song for three seconds during their afternoon meeting.

1.Groups should adhere to the program schedule unless there are extenuating circumstances. The kindergarten and first graders were supposed to do a "literacy circle," but were having recess outside instead. A lot of Parents/guardians also came early to pick-up their children which disrupted program activities. 2.Materials should be prepped ahead of schedule for an activity and the activity should start on-time. The fifth graders appeared restless and one group began aggressively play fighting because they were not engaged in an activity. The teacher was unaware of the group dynamics because he was preparing his materials for the lesson. 3.There are multiple entrances on the campus and unauthorized people can easily come onto campus. The program space could use more security and supervision.

Visit 2

Ms. Priscilla's fourth grade class was particularly strong with staff referencing learning targets, drawing on youth's prior knowledge, implementing a high engagement activity. Site Coordinator works closely with school day staff and supports alignment with school day with consistent expectations on behavior. The program's academic liaison has worked with the staff to develop learning targets. All staff are required to have an academic learning target and a social-emotional learning target for their lessons. Program offers a robust array of arts-based enrichment activities and activities appear to be very hands-on. Program's enrichment classes also offer smaller ratios.

Would like to see all staff referencing learning targets for academic classes and linking learning targets to reflection. Staff have different approaches to supporting youth (some come from a youth development perspective while others do not). Would like to see program structure into lessons opportunities to students to discuss what they are learning with each other (possible strategy would include pair sharing mid-way through lesson). Would like to see all staff use open-ended questions to scaffold learning. Would also like to see more structured opportunities for youth to reflect on what they have learned.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MARKHAM

Program Description

The Markham After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding 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. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	112
	2010-2011	116
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	82%
	2010-2011	103%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	99%
	2010-2011	95%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	80%
	2010-2011	98%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=45	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	93%	80%
Parent n=51	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	57%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.52	3%	19%	78%
Supportive Environment	4.28	2%	29%	69%
Interaction	3.46	13%	50%	38%
Engagement	2.67	19%	69%	13%
Academic Climate	2.81	25%	55%	20%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The enrichment classes provide students with new experiences and opportunities that they also find engaging. The drumming class in particular provided leadership opportunities, building new skills, and learning how to work as a team. The Gardening/Cooking class also provides a great opportunity for students to reflect on the days' activities through journaling their activities of the day.

The academic component of the program can be more intentional about learning targets, linking learning to the school day, etc. Large homework help times could be use groupings so that peer to peer learning is encouraged, while also using students as leaders and alleviating staff in particularly large classes. Positive reinforcements and incentives could also be provided to help in focusing students on modeling good behavior.

Visit 2

A positive and caring environment is fostered by the coordinator and her staff. Enrichment activities provide students with opportunities to develop new skills, reflect on their learning and have fun.

Continue to develop and strengthen connections to the school day. Enrichment activities can be directly linked to school day learning and staff can asked thought provoking questions that challenge participant to make the connections. All activities should have learning targets (goals. Objectives) that are posted in the room and reviewed with students - students should know what they are supposed to be learning and this can be demonstrated through structured reflection time at the end of the session.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MARSHALL

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	114
	2010-2011	114
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	112%
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	99%
	2010-2011	109%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	89%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=57	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	98%	98%
Parent n=80	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	25%
Teacher n=11	<i>Overall, I am satisfied with the after school program</i>	
	100%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.92	0%	6%	94%
Supportive Environment	4.31	0%	37%	63%
Interaction	3.61	0%	63%	37%
Engagement	2.84	13%	75%	13%
Academic Climate	4.25	5%	25%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Third Grade Academics class is very focused and has a pleasant time learning their spelling. The teacher has done a great job of disguising the spelling as a card game. The rapport between the students and teacher depicts a great deal of respect and the atmosphere is positive amongst the students. 2. The dance class has a large group of very energetic students which the teacher keeps thoroughly engaged. The students and teacher are full of positive energy and excitement and the students enjoy warming up and learning new dances. 3. The life skills students are very knowledgeable about healthy and unhealthy habits. This group of first graders has done a lot of hands-on work regarding the topic and is eager to share their answers with each other and the teacher.

1. The art class could definitely use some volunteer support or student leadership during their big projects. The group could use some written instructions for individual and small group projects. 2. Although the students thoroughly seem to enjoy the coordinator's facilitation of classes, employing another teacher in order to take the coordinator out of the classroom would be beneficial for the program. 3. The call and response and leadership roles present in academics, dance, and life skills would be beneficial for a large group such as the art class.

Visit 2

Positive climate, consistent & caring adults. Program activities are varied and engaging for youth participants.

Academic games are a great strategy to make learning in after school programs fun. While the academic component of the Marshall program employs this strategy, some of the activities observed only engaged 1-2 students at a time leaving the rest of the class with little to do. Encourage the instructor to use academic games that engage everyone. Learning centers are a sound strategy to this end.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MAXWELL PARK

Program Description

The Maxwell Park International Academy After School program serves ethnically diverse students in grades K-5; the majority of whom are far below basic in either reading and/or math and 20% of whom are English language learners. The program works with community partners and provides daily physical fitness/sports activities, and additional enrichment classes, with a strong academic focus, surrounding: English/Language Arts, Mathematics and Writing and activities that improve motor skills, along with small-group tutoring and homework assistance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	119
	2010-2011	140
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	108%
	2010-2011	93%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	103%
	2010-2011	110%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	85%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	87%	89%
Parent n=102	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	89%	66%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	80%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.67	0%	17%	83%
Supportive Environment	3.89	2%	43%	55%
Interaction	2.30	46%	38%	17%
Engagement	2.08	44%	56%	0%
Academic Climate	2.78	15%	80%	5%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Overall, the Maxwell Park program seems to provide a safe, positive space for students. The coordination of the program seems structured and clear.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning. In addition, it is suggested that more tools for behavior management are used, specifically with the older students.

Visit 2

Program implements a Buddy Program from the Caring School Community curriculum. Once a month youth have a structured opportunity to "check in" with their assigned buddy and/or complete a project. Program also has a parent volunteer and a parent liaison who is in program every day and monitors the front and side entrances. The program's site coordinator is passionate and has developed strong relationships with individual program youth and appears to be doing some case management work with some of the program participants. The program offers a robust array of enrichment offerings for youth including a stand-out Steel Pan Drumming class. The CBO partner, Learning For Life, also provides a pull-out reading comprehension program for youth identified by school day staff and a weekly Math Facts class for all program participants. The program's two academic liaisons have provided the program staff with PD and aligned the Zoom In academic curriculum with the District's pacing schedule.

Provide structured opportunities for all youth to communicate about what they are doing and what they are thinking with others; staff would better support youth learning by providing coaching and feedback when youth respond with an incorrect answer rather than moving on; youth would benefit from staff providing specific feedback on their work and their actions; some of the staff are having challenges with classroom management, they may want to consider grouping youth in pairs and triads; the instructor for the science class sat in her chair the entire observation and did not interact with the youth who were engaged with a PEAK board game; moreover the concepts in the board game were not reviewed with youth prior to the lesson so the science activity was not as meaningful nor instructive as it could have been; while the program offers a monthly mentoring opportunity through its "Buddy Program", the youth would benefit from providing mentoring and leadership opportunities more frequently; the Zoom In curriculum used by the program does not appear to be particularly engaging for youth, the program might benefit instead by offering more project based learning activities focused on skill-building; program should consider adopting learning targets for all classes to help focus youth and staff; staff should considering taking advantage of the classroom white board space and write key vocabulary, learning targets and activity directions; staff asked limited open-ended questions and would also benefit from PD on how to ask questions to scaffold learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE NEW HIGHLAND ACADEMY

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	329
	2010-2011	254
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	92%
	2010-2011	96%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	121%
	2010-2011	108%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	99%
	2010-2011	88%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=55	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	98%	95%
Parent n=56	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	73%
Teacher n=18	<i>Overall, I am satisfied with the after school program</i>	
	67%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.43	0%	6%	94%
Supportive Environment	4.55	0%	22%	78%
Interaction	3.90	0%	54%	46%
Engagement	3.34	0%	81%	19%
Academic Climate	3.50	10%	55%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Gardening has a very dedicated group of students that care for the plants and are very knowledgeable about bugs and garden life, and they operate independently in small groups led by managers. The teacher has a very good rapport with her students and connects the students with school day learning, nutrition, and their daily lives. The students are able to take flowers and vegetables home to their families. 2. Art students have a small staff to student ratio and receive a lot of individualized attention. They were able to learn about art, poetry, and about unhealthy habits through their lesson. The teacher used very specific, non-evaluative language with her students. Cooking had a large group of excited students who were also learning about healthy eating habits through hands-on cooking and reflective worksheets. 3. The Kindergarten group began with a silent meditation and reflection which calmed their panicked chatter about the lack of functioning plumbing in the school. The teacher was flexible and accommodating to the water crisis, while continuing to teach her students.

1. Some teachers utilized call and response, as well as knew the students names and grades very well. The whole program could benefit from this style of proactive discipline with the students, especially knowing the students names and grades. 2. There are some great opportunities for mentoring and coaching on a peer basis or for older students to aid with younger students. 3. The kindergarten group had a clear behavior chart on their board, and this is a good model for any of the other groups struggling with specific behaviors in their groups.

Visit 2

The adult staff have positive and caring relationships with student participants and the overall culture and climate of the program is inviting. Student leadership, voice and choice is emerging through specific programming for 4th and 5th grade students.

Continue to develop opportunities for authentic youth leadership, voice & choice in the program. Also, it is crucial for the site coordinator to regularly conduct observations and provide staff with feedback as well as coaching in the moment. This will go a long way to ensure that staff are maintaining program expectations, are consistent with routines, rituals and traditions and receive the support they need to be their best.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PARKER

Program Description

The Parker After School program focuses on several key principles and beliefs based in the Youth Development Approach to education. The program upholds Parkers' mission to engage each child in powerful learning experiences. The program provides a nurturing and safe environment for children during the after-school hours. The purpose of programs are to expand learning beyond the school day and beyond the classroom walls. Programs enhance daily classroom instruction, while providing a structured environment encouraging creativity and flexibility.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	143
	2010-2011	128
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	113%
	2010-2011	118%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	91%
	2010-2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	86%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=42	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	83%	83%
Parent n=60	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	95%	68%
Teacher n=7	<i>Overall, I am satisfied with the after school program</i>	
	43%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.78	0%	11%	89%
Supportive Environment	4.39	2%	24%	74%
Interaction	4.29	0%	38%	63%
Engagement	3.59	0%	69%	31%
Academic Climate	4.09	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program environment is positive and inclusive of all youth in the program. Staff are actively involved with the youth during an activity's entirety, and provide an enriching learning environment for youth.

Youth could benefit from more small group work and varied ways to learn within small groups. Staff could also follow up with behavioral management strategies that are consistent with expectations in particular classrooms. Currently, security is an issue on the campus (no consistent SSO during after school program hours), but they the site is working on getting a replacement.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Program could incorporate additional structured physical activity. Also, continue to develop meaningful opportunities for developing youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PERALTA

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	190
	2010-2011	236
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	135%
	2010-2011	180%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	68%
	2010-2011	64%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=55	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	71%	82%
Parent n=45	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	96%	73%
Teacher n=14	<i>Overall, I am satisfied with the after school program</i>	
	79%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Emerging**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.61	3%	16%	81%
Supportive Environment	4.11	7%	33%	60%
Interaction	2.61	30%	57%	13%
Engagement	1.92	50%	50%	0%
Academic Climate	3.31	30%	25%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program offers hands-on experiences for youth to engage in and a strong academic enrichment component in Science and the Garden. The academic portion was appropriately scaled to K-2 level (singing a song repeatedly about parts of roots). The cooking class was also a highly engaging activity, with students working hard as a team both in cooking and in clean up.

There are 5 entrances to the campus with no SSO to monitor them, posing a safety concern. Also, activities could include students in the planning process, and also build in time for reflection and feedback as an ongoing process of the program. Finally, while the program offers 2 culminating events to showcase the ASP's work, each class could build in more time to present their work and celebrate their successes.

Visit 2

Students express a sense of shared ownership for the program. Staff have created a positive emotional climate and supportive learning environment. Program is organized and the schedule is well structured.

Instructors should consider giving student feedback on their work that goes beyond general praise, moving around the classroom and structuring student presentation into the lesson. The articulation of the learning outcomes for the lesson were not evident. Opportunities were missed for students to reflect on the process, their learning and to make connections between the content and their prior knowledge.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PIEDMONT AVENUE

Program Description

The Piedmont After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	138
	2010-2011	133
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	90%
	2010-2011	121%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	124%
	2010-2011	122%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=67	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	73%	75%
Parent n=49	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	71%
Teacher n=16	<i>Overall, I am satisfied with the after school program</i>	
	81%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.64	6%	11%	83%
Supportive Environment	4.67	0%	17%	83%
Interaction	3.40	17%	46%	38%
Engagement	3.00	19%	63%	19%
Academic Climate	3.97	10%	30%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program schedule strikes a good balance between enrichment, academic support, and homework time, offering youth a variety of activities in different group settings. The close alignment between the school day and the after school academic support is clear, and is a strength of Piedmont Avenue's after school program. Staff members make regular use of positive group management strategies and informal checks for understanding.

Staff members may want to consider pairing students together during academic support sessions to enable higher-performing youth to assist those who need more assistance. The program needs to establish a set of emergency procedures, ideally aligned with the school day plan. Posting group agreements or behavioral expectations in program spaces can help youth keep in mind what's expected.

Visit 2

The Academic classes are aligned to the school day curriculum and pacing guides. Instructors use various engagement strategies (e.g. structured collaborative group work, whiteboards) and incorporate school day instructional strategies and content (e.g. SWUN math).

When engaging students, instructors should consider different strategies to check for understanding, connect the content to students' prior knowledge and differentiate the lessons for students with more advanced comprehension. Instructors could also include more open ended questions during class discussions and structure into their lessons opportunities for students to reflect on their learning with one another.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PLACE @ PRESCOTT

Program Description

The Prescott (PLACE) After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding 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. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	140
	2010-2011	136
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	79%
	2010-2011	76%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	78%
	2010-2011	90%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	70%
	2010-2011	87%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=27	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	85%	81%
Parent n=52	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	65%
Teacher n=4	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.34	6%	22%	72%
Supportive Environment	3.47	19%	38%	43%
Interaction	2.15	54%	29%	17%
Engagement	1.50	82%	19%	0%
Academic Climate	3.36	20%	40%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Place @ Prescott has ample space they can use, the librarian is a resource and they provide an engaging African drum class to their students. Also, staff identified that they're comfortable talking with teachers in reference to the school day which is a reflection of that relationship. Staff at Place @ Prescott have expressed that they'd like to see their program grow and improve. The librarian weaved a variety of academic points with fun and engaging activities in her gardening class. This is a great example to follow when creating curriculum for other classes.

Physical and Emotional safety for participants at Place @ Prescott is a high concern. Program would benefit from a basic walk through of their space addressing safety concerns (unlocked doors, cars parking on black tops, placement of emergency procedures, and parent/guardian/caregiver sign out procedures). Program staff would also benefit greatly from ongoing professional development around conflict management, behavior management, classroom management and how to effectively communicate with young people. Site coordinator could benefit from training around scheduling, developing "plan B" procedures (what to do on a rainy day, if a staff no calls/no shows, this space is all of the sudden unavailable, etc) and staff management.

Visit 2

Staff were attentive to the emotional needs of students. Emergency procedures, fire extinguishers and first aid kits were visible in most classrooms. The site was well supervised by staff and an SSO. In the classroom, the instructors encourage all youth to build new skills. Staff responded immediately to student conflicts. They supported students with resolving problems and examining the relationship between their actions and consequences. There were opportunities for students to work as a class, individually and with a partner.

Instruction needed more scaffolding (breaking tasks down into smaller chunks), frontloading of new vocabulary, making the day's learning objectives more explicit, and modeling the expected outcomes for the finished product. Student engagement by staff was focused on finishing the task rather than eliciting student reflection about the activity. There were no structured opportunities for students to present or reflect on their work, the activity and new learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE REACH ACADEMY

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	140
	2010-2011	149
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	107%
	2010-2011	117%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	77%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	85%	65%
Parent n=31	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	97%	58%
Teacher n=13	<i>Overall, I am satisfied with the after school program</i>	
	85%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.51	0%	19%	81%
Supportive Environment	3.93	10%	36%	55%
Interaction	3.61	0%	67%	33%
Engagement	3.75	13%	44%	44%
Academic Climate	3.45	10%	55%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

There is strong buy-in from students in this program, with shared cheers and traditions in the program to multiple opportunities to showcase and celebrate their accomplishments. The program also practices restorative justice, allowing students to talk through their conflict, come up with solutions, and amend any problems. The program also has structured opportunities for students to reflect and also receive feedback about their progress in the after school program. Finally, the program has a strong culture of allowing students to plan events and activities- from fundraising events, cooking, and celebratory events that students take the lead in shaping.

Volunteer high school tutors could be used more seamlessly in activities, particularly in helping teachers with behavior management. In some classrooms, they were not engaged with students at all or talking amongst themselves; but prior communication with the teachers could help to facilitate more effective roles in the classroom. In individual classes, students who are having a rough day could be encouraged with other alternatives before it escalates in more classroom disruption, such as 1:1 time in the ASP office, Inner Work Experience starting a little earlier, or 1:1 time with a tutor.

Visit 2

Students have a strong sense of belonging to the program and many of the activities are routinely celebrated through showcases and special events. Staff are diverse and reflect the students they serve.

There can be increased intentionality and management of the youth leaders (HS,MS). They would benefit from clear and explicit directives and could be more of an asset to program staff. On the day of this observation, things seemed "off". The observer witness several incidents of extremely negative language and behavior that went unchecked by program staff. It is crucial to uphold the high level of standards, maintain routines and follow procedures in the final month of program.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE RISE COMMUNITY SCHOOL

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	169
	2010-2011	254
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	101%
	2010-2011	96%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	102%
	2010-2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=49	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	94%	84%
Parent n=53	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	79%	55%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i>	
	58%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.58	0%	19%	81%
Supportive Environment	4.30	3%	26%	71%
Interaction	4.28	0%	38%	62%
Engagement	2.92	19%	56%	25%
Academic Climate	4.39	0%	30%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program offers a variety of different programs and exposes students to new experiences, including capoeira, hip hop dance, and art. The Science class was clearly linked to previous knowledge and skills learned in the school day and the students were urged to make connections to real life experiences. Finally, the program has structured opportunities each month for students to provide feedback and reflection about the program, as well as have ongoing team building activities for the entire program.

The emotional climate of the program is characterized by both positive and negative behaviors from staff- ranging from unfriendly behaviors such as using negative call and response techniques (ie: yelling, snapping at someone, etc.) or responding to students in a negative tone. The program could also be more intentional about providing reflection activities within each activity itself, which often got lost because of lack of time. Students could also be more involved in planning, and also could benefit from more open ended questions to develop their critical thinking skills (vs. questions that require one word answers).

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Creating a student leadership council would be a great strategy.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SANKOFA

Program Description

The Sankofa After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	131
	2010-2011	155
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	126%
	2010-2011	118%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	85%
	2010-2011	92%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	79%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	79%	72%
Parent n=23	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	100%	87%
Teacher n=3	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.93	0%	5%	95%
Supportive Environment	4.51	0%	26%	74%
Interaction	3.48	13%	46%	42%
Engagement	2.50	31%	50%	19%
Academic Climate	3.50	0%	75%	25%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program provides hands-on, kinesthetic activities that have a clear product (or allows for presentation of youth learning). Youth are clearly engaged in the variety of activities provided. Girls, Inc. activities in particular offer a model of 'enriched enrichment' with clear linkages to mathematic and vocabulary taught during the school day. The program also has strong structural opportunities in place for all youth to reflect and feel heard within the program.

The program could provide opportunities for youth to plan activities within the program- including how content is covered and what content might be covered. The program could also vary grouping strategies in order for students to stay engaged while also giving students leadership opportunities/specific tasks to accomplish within their small groups.

Visit 2

Safe Environment: Staff intervene when an inappropriate comment is made and the student is asked to reflect on his language and to apologize. The instructors in Tech Girls also invited the students to let them know if they are not following expectations. The instructors then connect the classroom expectations to the day's topic about privileges. Access to indoor space is well supervised. **Supportive Environment:** Youth are given opportunities to talk about what they are doing with one another and with the instructor. In music, the instructor demonstrates the activity for the class and supported students with encouragement and praise. **Interaction:** Students have the opportunity to work in small groups and are encouraged to work with those they do not normally have as partners. **Engagement:** You have opportunities to make content choices presented by the instructor and open-ended process choices. Music class started with students reflecting on a recent field trip to a concert, which was then connected to their prior knowledge about the instruments they saw. **Academic Climate:** Activities involve varied modalities (e.g. visual, artistic, rhythmic, writing and kinesthetic).

Supportive Environment: When reviewing problems as a full class, have the students give the steps to solving the problem as well as doing the calculations. **Engagement:** Classes do not end with structured opportunities for reflection. To increase student engagement, when having students reflect as a whole class, consider having them all first write their thoughts down then share with the class. **Academic Climate:** The purpose and learning outcomes for the activity were not always clear.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SANTA FE

Program Description

The Santa Fe After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	119
	2010-2011	133
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	354%
	2010-2011	163%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	105%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	85%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	74%	77%
Parent n=52	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	87%	63%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.80	0%	8%	92%
Supportive Environment	4.32	0%	33%	67%
Interaction	3.23	17%	54%	29%
Engagement	2.17	38%	63%	0%
Academic Climate	3.34	25%	30%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a variety of activities which have the students engaged throughout the program- from Gardening to Activities Club. Students are asked to do academic-oriented activities within enrichment activities as well, and are provided spaces to openly reflect on their day. There is a strong policy in place around safety to ensure students are safe throughout the program.

Writing activities during tutoring could be strengthened with structured follow-up support with students (i.e., making sure they are completing the assignment, have enough time, help with spelling, grammar, etc.). Staff can also make more connections to the school day and also use older students in more structured leadership roles within each activity.

Visit 2

The program has created a nurturing, safe and caring environment for students. Students are enthusiastic about learning and the staff work well together to support one another. Program staff encourage students through high expectations, individual consultation and an openness to student feedback.

Most activities were instructor led in a full class setting. Consider ways to structure more opportunities for students to work with one another in varied small group configurations and to reflect on their learning through journaling, paired sharing or structured group conversations. During activities, the skill-based learning outcomes, in addition to expectations for the finished product, should be clearly articulated to students and visible.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SEQUOIA

Program Description

The Sequoia After School program provides high-quality student and family support services at Sequoia Elementary. SHS is a collaborative project between EBAC staff, community members, OUSD, parents, teachers, and administrators. Together they work closely with school day to ensure that the needs of students are being met. Program seeks to ensure that every student's spark are be kindled, nurtured and encouraged to radiate. SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	102
	2010-2011	102
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	117%
	2010-2011	114%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	101%
	2010-2011	107%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=50	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	58%	80%
Parent n=50	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	96%	78%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i>	
	92%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.79	0%	12%	88%
Supportive Environment	4.50	2%	14%	83%
Interaction	3.96	0%	49%	51%
Engagement	4.17	0%	38%	63%
Academic Climate	4.14	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Sequoia staff members were very engaged with their youth. They had a respectful and amiable tone with their students, while also using respectful language. In addition the staff was intentional about the way they modeled respect and their other core values to their students.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. In addition, it is suggested that more strategies be used around handling students who misbehave.

Visit 2

There is structured time in lesson for student planning, presentation and reflection. (e.g. In Music, students created a blues song about their day and in Academics, students are encouraged to use and explained the importance of using the Thesaurus as part of their writing process) Students have structured opportunities to talk about what they are doing with one another and to give each other feedback. (e.g. In Academics, students are guided through the steps to structure and edit their fairytales, which they then execute with a partner) Instructors take time to check for understanding and classes have visible and clearly articulated learning targets. Instructors maintain high student engagement through varied instructional modalities -- kinesthetic, visual, verbal, visual. (e.g. the use of equity sticks, structured collaborative group work, and graphic organizers to brainstorm ideas). Instructor feedback is detailed, gaining clarification or skills driven, going beyond general praise. The program's climate is a calm, supportive and safe learning environment. Students correct and support one another when they witness inappropriate choices being made. Entrances to program space are secured or supervised. Instructors are attentive to the students' individual and group needs. The instructors are receptive to student feedback in class and the program solicits student feedback, using survey monkey, on enrichment class offerings and program satisfaction.

Consider extending the use equity sticks or similar strategies to engage more students during full class discussions. (e.g. to call on students to answer open ended questions during a class discussion about covered material, preferably after they have had some think time alone or with a partner) Activities are primarily staff controlled, program might consider ways to create opportunities for students to lead activities, as developmentally appropriate.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SOBRANTE PARK

Program Description

The Sobrante After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include community garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	148
	2010-2011	111
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	84%
	2010-2011	121%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	127%
	2010-2011	122%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	97%
	2010-2011	100%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=57	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	96%	93%
Parent n=53	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	66%
Teacher n=9	<i>Overall, I am satisfied with the after school program</i>	
	100%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.77	0%	11%	89%
Supportive Environment	4.60	0%	21%	79%
Interaction	4.00	0%	46%	54%
Engagement	3.34	0%	81%	19%
Academic Climate	3.92	0%	55%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has built a strong sense of belonging and a culture that students have bought into and have taken ownership of (i.e., specific cheers, knowing their roles in the group, etc.). Staff are attentive to students, interacting and engaging with students at all times. Finally, in gardening, strong youth voice with a good mix of abstract concepts and concrete skills being enforced.

The program could benefit from more youth input on how enrichment activities are structured, and have more structured opportunities to reflect on what they are learning. There could be stronger engagement in some enrichment classes as well, where staff could work on building a positive and safe emotional environment and sense of belonging.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. The Sobrante park ASP has a "camp"-like feel to it.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Creating a student leadership council would be a great strategy. Increase the explicit connection between activities to prior knowledge and experiences both in the classroom and in students personal lives.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE THINK COLLEGE NOW

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	162
	2010-2011	298
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	147%
	2010-2011	156%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	157%
	2010-2011	154%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	86%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=65	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	89%	94%
Parent n=57	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	96%	63%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	40%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.92	3%	0%	97%
Supportive Environment	4.61	0%	19%	81%
Interaction	3.31	8%	63%	29%
Engagement	3.00	6%	88%	6%
Academic Climate	4.44	5%	15%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The structure of the College Prep group allowed a very small tutor to student ratio and the students were able to have individualized attention. The Group Leader asked open ended questions to the students and was able to rotate around the room giving positive feedback. There is also a structured system for behavior and the space is dedicated specifically to this group which allows student ownership over the space. 2. The GIRLstart group utilizes work stations which allow students to work in reading level appropriate groups as well as work independently and with a team to gain skills. The workstations are well organized and the students are engaged. The group also has a structured system for behavior and creates ownership of the group through student jobs. 3. The entire program is mostly academically focused yet provides some opportunities for physical outlet in some of the groups. The SCORES group has a physical outlet through soccer and a majority of the participants are engaged and encourage each other to do well. Despite their lack of sport appropriate clothing, the coach adjusts the drills to accommodate the students.

1. There were injuries in the SCORES group during the drills because the students could not hear instructions from across the multi-purpose room and there were some confused participants. Having more volunteers helping or older students taking leadership roles would be beneficial to the safety of any sport program. 2. There are opportunities for leadership and mentoring between the younger students and the older groups. The Super Stars boys could especially use some mentoring in behavior and focus from the older students in a program like SCORES or College Prep. 3. Although the programs do well to accommodate the different schedules of two schools combining into one after school program, the difficulties of having two different sets of students and longer transition periods at the start of program causes strain on the productivity of the program. School safety is also an issue when there are multiple entrances to the campus that are not supervised and there are two schools with multiple activities occurring simultaneously.

Visit 2

Overall, this is a well-structured, well-coordinated program that continues to show an exemplary alignment with the academic day program. Over the years the program has developed key partnerships which include UC Berkeley Build Tutors, Superstars Literacy, Girls Inc and SCORES. Program also has a strong site coordinator who is fully integrated into the school day staff.

Would like to see all staff make better use of open-ended questions to better scaffold learning; provide structured opportunities for youth to talk about what they are learning during the course of an activity; more structured leadership opportunities including mentorship and presenting/leading group activities; and more structured opportunities to reflect on learnings.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE WORLD ACADEMY/ACHIEVE

Program Description

The Eagles' Nest After School Program provides wrap-around student and family support services at World and Achieve Academies. This programmatic framework works to address the complex educational, social and economic challenges that children and families face by providing high-quality, culturally appropriate and caring services in a safe and supportive environment. Program services include: comprehensive after school, 0-5 parent-child program, a parent center, adult education and a health clinic. Services are aligned with and support the school days goal.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	-
	2010-2011	129
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	117%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	-
	2010-2011	-
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	88%	84%
Parent n=58	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	67%
Teacher n=17	<i>Overall, I am satisfied with the after school program</i>	
	47%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 1 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met quality expectations**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.56	0%	22%	78%
Supportive Environment	4.41	0%	24%	76%
Interaction	2.67	25%	67%	8%
Engagement	2.83	25%	63%	13%
Academic Climate	3.78	10%	40%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Eagles afterschool program provided by the Hawthorn Family Resource Center has many strengths. The program scored high in safe environment and supportive environment. Activities were seen as engaging and academically focused. The program works well with the school and has established a critical presence in supporting the school day learning. The program also has a very comprehensive conflict management process that includes reflection.

It is recommended that staff are consistent with their teaching styles across the board. Inconsistencies were seen between how one staff would interact with youth in their class, and how another would interact youth in a different class. Individual assessment might be the trick to hammer out these inconsistencies. It is also recommended that youth are more involved in programmatic decision making processes and, have a more intentional way of reflection and feedback in each activity.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites

PROGRAM PROFILES - HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BRET HARTE BRIDGES PROGRAM

Program Description

The Bret Harte Bridges program provides transition support and services to youth, either transitioning into 6th grade or exiting 8th grade, who have been identified as being at risk of disengaging from school during their transition to and from middle school. The program integrates peer supports, mentoring, counseling, and academic interventions to assure successful attachment to the pursuit of learning, as well as to the next educational level. The program trains and supervises 7th and 8th graders, as well as high school mentors who are matched with transitioning youth.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	NA
	2010-2011	245
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	70%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	NA
	2010-2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	NA
	2010-2011	39%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=114	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	100%	99%

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.29	11%	22%	67%
Supportive Environment	4.28	0%	32%	68%
Interaction	4.42	0%	25%	75%
Engagement	3.50	0%	75%	25%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Transitions Program at Bret Hart M.S. has great energy, great engagement from youth and holds many leadership opportunities for young people. This program is carried out by mainly one staff however the relationship between the school and this staff is extremely strong. The program has its own classroom, staff is able to do 1:1 interventions through the school day and take youth on field trips. This program also has a great relationship with the local high school and includes a great group of high school youth to individually mentor a middle school youth. The staff intern mentors the high school youth. Together the youth learn valuable life skills, gain positive relationships and memories.

The high school youth dominated most of the conversations as they were the most active in answering questions, presenting out and the only voice in the closing debrief. It is recommended that the middle school youth are intentionally brought into these conversations more. This could also be a great "sharing the mic" exercise for the high school youth.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LEADING THE INDEPENDENCE OF OUR BARRIOS FOR RAZA EMPOWERMENT (LIBRE)

Program Description

Spanish Speaking Citizens' Foundation in partnership with Oakland Unified School District, developed the LIBRE program to serve Latino youth ages 13 to 15 through leadership development, academic support and case management. Services are offered twice a week at United for Success Academy, Roots International Academy, Coliseum College Prep Academy and SSCF. Leadership development is offered during the school day; academic support offered after school, and ongoing case management as needed. LIBRE's goal is to reengage youth in their education and develop social justice consciousness.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	NA
	2010-2011	93
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	107%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	NA
	2010-2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	NA
	2010-2011	42%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=33	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	100%	92%
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.52	17%	0%	83%
Supportive Environment	4.66	0%	14%	86%
Interaction	4.67	0%	17%	83%
Engagement	4.00	13%	38%	50%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

LIBRE's biggest asset is their passion for youth and their desire to make a difference in the community. Staff meet youth where they're at regardless of their circumstances or what a youth is labeled as by outsiders. Staff is dedicated to youth who need support around social, mental and physical needs. They also partner heavily with the school to make sure they are serving the youth that would benefit most from its intensive program. LIBRE also has a comprehensive conflict management system that engages the youth in exploring how their actions affect their life. Youth have opportunities to be leaders in the classroom, make critical programmatic decisions and participate in a positive team atmosphere.

Program scored low on safe environment due to absence of fire extinguisher, emergency procedures and first aid kit. These are quick improvements that will remedy this issue. It is also recommended that youth are engaged in a structured debrief or reflection opportunity in every class. For the activity observed, youth could benefit from a breakdown of what specific things should have been researched for the upcoming trip to Santa Cruz. This could have looked like a brainstorm with all youth to determine the actual steps for research. That way, when the youth came back together the research presented would have been more applicable to the trip in question. Other than these improvements, LIBRE scored very high.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PASS-2 PEER MENTORING PROGRAM

Program Description

PASS-2 (Peers Advising Students to Succeed) is a student-created peer education and mentoring program that helps over ninth grade students successfully transition into high school academically motivated and prepared. PASS-2 is designed to cast a wider safety net of peer support services throughout the school day to significantly increase the number of 9th graders who have access to critical information about graduation and post-high school options, learn academic and life planning skills, learn how to navigate obstacles, and who are encouraged to set and reach their highest academic goals.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	NA
	2010-2011	1389
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	240%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	NA
	2010-2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	NA
	2010-2011	59%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=94	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	86%	80%
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.68	6%	11%	83%
Supportive Environment	4.89	0%	5%	95%
Interaction	5.00	0%	0%	100%
Engagement	5.00	0%	0%	100%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Oakland High PASS Program was only three indicators away from a perfect score on the YPQA. The way the program is structured allows youth to plan, make decisions and mentor each other. Highlights of this program was the way staff let the youth plan what they wanted to plan with light guidelines and how during the event, youth who weren't even in the program still held some type of role. The PASS Program is great example of how adults can support youth in their learning and social development through meaningful activities and experiences.

The indicators to look at are the ones around appropriate emergency procedures. It is recommended that staff work with the school to ensure that the emergency procedures are posted, the fire extinguisher is easily assessable and the first aid kit is easily assessable. The last one is for staff to use specific and no evaluative language when evaluating youth's work.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SAFE PASSAGES TRANSITIONS PROGRAM

Program Description

The Safe Passages Transitions Program targets high-need incoming 6th graders and outgoing 8th graders during critical periods in their academic and socio-emotional development at OUSD middle school sites. Year-round services include case management, pro-social bonding activities (reaching 6th graders) and curriculum, support for the High School Options Process, student and family education opportunities and summer bridge programming towards improved attitudes, achievement and preparedness for school. Collaborative partners include UC Berkeley Student Learning Center and Alliance, Elmhurst Community Prep, Frick, Brewer and Claremont Middle Schools.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	NA
	2010-2011	304
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	226%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	NA
	2010-2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	NA
	2010-2011	51%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=23	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	83%	68%
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.92	0%	6%	94%
Supportive Environment	4.89	0%	5%	95%
Interaction	4.00	0%	44%	56%
Engagement	2.67	50%	0%	50%
Academic Climate	5.00	0%	0%	100%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Claremont Safe Passages has a lot of strengths. The most prominent is the way they've integrated their programming into the school day. Their approach lends itself to be more intensive with the most at risk youth. Safe Passages also has an advantage with their ratios using two case managers, each with 13 youth on their case load. During the school day, staff use youth's PE class time, lunch time and elective class time to concentrate on building academic and social skills. Furthermore, staff are able to do one on one interventions, advocate on students behalf, mediate conflicts between youth, involve parents in meaningful ways and partner with the local high school. Staff were seen as engaging, energetic and excited to support students learning and their small group sizes foster a collaborative learning environment. Lastly, during class time youth use journaling, life mapping and critical thinking skills to support their emotional growth, and are taught how to practice academic theories through guided practice in order to support their academic growth.

As Safe Passages moves forward in their first year it's recommended that youth have more opportunities to act as group facilitators, mentors and leaders. This could look like very small roles within the group times. It is also recommended that as that process grows, youth should be included in planning what activities are presented to the group and how they are taught (process and product). Structured time for feedback/reflections after each class is also recommended and might be a starting point to support this work. Lastly, communication between transitions staff and school day staff could be stronger. Making sure that transitions staff are aware of youth suspensions, class room changes, or critical program changes (ex. Not being able to take a youth out of PE for some reason) is vital to the work that the transitions staff do with their youth. Since this program is only during the school day, it is important that information is shared so that all involved are able to support the young person in the most effective way.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ALLIANCE ACADEMY

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	322
	2010-2011	640
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	85%
	2010-2011	77%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	165%
	2010-2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	70%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=102	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	69%	89%
Parent n=18	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	78%	50%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i>	
	83%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **exceeded** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.53	3%	22%	75%
Supportive Environment	4.42	2%	21%	76%
Interaction	3.98	0%	50%	50%
Engagement	4.00	0%	50%	50%
Academic Climate	4.89	0%	5%	95%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The MESA programs and Spanish class are taught by credentialed teachers which is reflected in the teaching style of the class and the learning happening in the classroom. The students seem very engaged and are learning new skills.
 2. The music, sports, and wrestling programs are very popular and the students take ownership of their skills and are very engaged during these activities. 3. The program space is large and the students have access to materials and tools for their lessons. The program is able to utilize school day classrooms and the students have dedicated spaces for music and sports. This program feels like a genuine extension of the school day because of the administrative support. The students who attend seem very enthusiastic about their participation.

1. The music class could use more teachers or groupings in which experienced students can help the inexperienced students. Tuning machines could also assist the teacher in helping more students and in beginning the practice sooner.
 2. The wrestling class could use new mats, safety equipment for the students, and a uniform policy. Numerous students were injured during the practice and the space was crowded for the number of students enrolled. The clothing of some of the participants did not seem appropriate for the practice.
 3. Although there is a security guard on campus, there are a few entrances that are unsupervised and could be a potential safety risk.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. There is a broad range of enrichment offerings as well as strong academics from the MESA program and school day teacher lead intervention supports.

Continue to strengthen the opportunities to foster inclusive and positive environments particularly in program activities that combine students from Elmhurst (i.e. Art). This may be done through ice-breakers, group sharing and through intentional groupings that mix students up.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ASCEND (MIDDLE SCHOOL)

Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	226
	2010-2011	260
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	115%
	2010-2011	139%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	98%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=52	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	79%	100%
Parent n=60	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	95%	53%
Teacher n=14	<i>Overall, I am satisfied with the after school program</i>	
	64%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.85	0%	8%	93%
Interaction	3.92	0%	50%	50%
Engagement	3.33	0%	75%	25%
Academic Climate	4.28	5%	25%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. 2. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The slideshow projected on the wall of different Jazz paintings also set the tone for a positive and productive work environment. 3. The students in U-Build It had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

1. Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. 2. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. 3. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.

Visit 2

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BARACK OBAMA ACADEMY

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	-
	2010-2011	29
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	-
	2010-2011	18%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	-
	2010-2011	55%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=5	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	-	-
Parent n=3	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Emerging**. In the 2009-10 program year, this program **NA** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	3.68	16%	24%	60%
Supportive Environment	2.85	41%	37%	22%
Interaction	1.42	78%	18%	5%
Engagement	1.33	88%	12%	0%
Academic Climate	1.17	90%	10%	0%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The staff at Barack Obama (most are 2 weeks into the job) promote a positive emotional climate at the program- both by holding the students accountable w/ behavioral expectations and trying to be responsive to all students. They are mostly involved with the students throughout the program, and have a good rapport with students, knowing their names and sitting them down to acknowledge positive contributions/behavior. Youth will be going on field trips towards the end of the year, exposing students to new opportunities and experiences.

The program has no varied activities and offers 'free choice' in their after school program-a large result of 2 recent site coordinator changes. The after school program is providing a safe environment, though no engaging opportunities for youth- youth were either watching a violent movie, playing basketball or playing chess. Staff could be consistent about behavioral expectations and guidelines, especially around issues of boundaries between students.

Visit 2

This is the first year of the ASP at Barak Obama. The partnership between the school site and its partner agency has proven to be a poor match. There have been multiple staffing issues, including two site coordinators as well as other turn over and inconsistency. For the most part, the current staff are friendly towards students. On the day of this observation several staff were reporting for their first day.

BOA is undergoing a redesign process which will bring new leadership, faculty and a new after school program partner agency. The OUSD ASP office will work in concert with district and site leadership in order to establish a strong program designed to best meet the needs of the student participants.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BRET HARTE

Program Description

The Bret Harte After School program offers comprehensive after school programming for middle school youth, as well as involvement opportunities for their families. Programming provides academic support, recreation, mentoring, arts and technology enrichment five days a week, from the end of school for the entire school year. There are also frequent weekend and evening events. A portion of each day is devoted to academic interventions, expanding interests, critical thinking, and decision-making skills. Programs are aligned with the school curriculum.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	215
	2010-2011	172
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	153%
	2010-2011	977%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	130%
	2010-2011	122%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	98%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=66	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	85%	100%
Parent n=67	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	87%
Teacher n=25	<i>Overall, I am satisfied with the after school program</i>	
	64%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.63	0%	16%	84%
Supportive Environment	4.35	0%	35%	65%
Interaction	3.34	4%	71%	25%
Engagement	2.92	6%	88%	6%
Academic Climate	3.61	5%	60%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Art and technology class had a large number of actively involved students who were respectful to their teachers. There was an overall sense of productivity and students learning new skills in these classes. There were some defined leadership roles for students who were more advanced in their skills and the range of grades in each group allowed for some moments of teaching from the students. 2. The dedicated spaces for the after school program are helpful in giving the students ownership of their program while allowing them to have a different environment from the school day. 3. The sports and recreation program had a large number of students who were given a lot of freedom to work on their own skill sets and to work together when sharing equipment.

1. During the visit, a student with special needs was observed to be in considerable distress, which neither the program staff member nor the student's brother could address effectively. Further discussion with staff indicated that the agreed-upon accommodation for this student was to pair him with his sibling, which was not effective during the observation. 2. Academy Time is a fairly new concept that could use more development and student input. There are a number of students who are distracted or seem unengaged during this time. 3. School safety is an issue, especially for the driveway portion leading up to the afterschool buildings which needs far more lighting, and also the general open concept of the school with multiple entrances.

Visit 2

Program has operated at the school site for a number of years and has established partnerships which has allowed for classes to be provided 'in-kind' including an environmental science club and sports through Oakland Parks and Recreation. Program has a committed site coordinator who is involved in all aspects of program from on-going student recruitment, day to day coordination of the program, as well as leading the Careers and College Clubs. Many of the enrichment staff have been working with the program for a number of years and have established relationships with youth. The Community Mural Arts class is working on a mural that, when finished, will be placed on school grounds. The program's two science classes include a number of hands-on activities. The program has integrated learning targets into most of its program offerings and some classes also include a structured reflection following each activity.

The program must address several issues related to operational compliance: sign in/sign procedures and minimum weekly attendance. The After School Programs Office has outlined the CDE-mandated requirements for attendance in the manual that is distributed to programs at the yearly August Institute. If the program has any questions attendance they should communicate with the After School Programs Office. On a programmatic note, I would recommend the program consider providing more structured opportunities for youth to practice group process skills, mentor and lead groups; and opportunities for youth to communicate what they are doing and thinking. Staff make great use of open-ended questions, but may need to be encouraged and supported to ask more higher-level open ended questions to support critical thinking. Additionally, youth would benefit from more specific feedback from staff.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE CLAREMONT

Program Description

The Claremont After School programs provides students with extended day academic intervention and support, enrichment activities, recreation, and youth leadership opportunities. Program partners collectively develop curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen leadership, improve self-esteem and develop team building skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	355
	2010-2011	479
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	76%
	2010-2011	63%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	88%
	2010-2011	87%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	78%
	2010-2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=62	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	69%	94%
Parent n=16	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	100%	88%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.82	0%	8%	92%
Supportive Environment	4.65	0%	17%	83%
Interaction	3.84	0%	58%	42%
Engagement	3.25	25%	44%	31%
Academic Climate	4.58	5%	10%	85%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Program provides a variety of hands-on, engaging activities with the idea of improving skills through guided practice. 2. Academic component in the Spanish class is strong-staff provides varied activities to build new skills and that supports individual learners. 3. Safety is carefully monitored at this site, with transitions supervised by staff standing outside of hallways ensuring students get to next activity.

1. Staff could provide a more welcoming atmosphere for youth- greeting all students and establishing a positive atmosphere as soon as students come into the activity. 2. The program could be stronger through providing structured opportunities for youth to reflect and provide feedback about the program's activities.

Visit 2

Youth are given opportunities to lead and mentor other students (e.g. snack distribution, cheerleading) Connections are made between activities and what youth are studying during the school day. Learning targets are visible in most classrooms. Youth have opportunities to make plans for projects (e.g. masks to complement superhero costumes in fashion design).

While instructors are well prepared with materials, consideration could be made around the pace of the activities. For example, in Spanish the instructor took time to draw pictures, call on an individual student to respond in Spanish, then the instructor draws another picture and repeats the process. A more efficient use of instructional time would have been to have had the pictures pre-made on flash cards. Classes should also work on integrating structured opportunities for student reflection.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COLISEUM COLLEGE PREP ACADEMY (MIDDLE SCHOOL)

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	159
	2010-2011	362
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	393%
	2010-2011	204%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	112%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	94%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=105	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	79%	90%
Parent n=75	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	59%
Teacher n=1	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.68	0%	20%	81%
Supportive Environment	4.12	0%	41%	60%
Interaction	3.38	9%	67%	25%
Engagement	3.09	7%	81%	13%
Academic Climate	4.25	0%	35%	65%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The academic and academic enrichment opportunities in this program are strong, which include youth teaching statistic concepts, peer learning/sharing through a commonly read novel, and the use of geometry and math in art. The program benefits from credentialed teachers who do direct instruction during the after school program, but have students lead and facilitate those lessons. All staff are hands-on and are involved directly with youth, and they provide a positive emotional climate for youth. Check ins were also used in some enrichment activities for students to get to know one another and tie in lessons learned in previous activities.

There could be more use of small groups to facilitate work, as well as students actively involved in designing daily activities/lesson plans for the day. As well, reflection times are built in but during observation, were skipped for the sake of time. Would allow for structured opportunities for youth to reflect and give feedback in specific program activities.

Visit 2

Overall, the program is well-structured and generally has a positive and supportive climate. Program leadership sets high expectations for the students, works actively to ensure that the overall program is well-organized, and knows all students individually. The program benefits from the active involvement of school day teachers to lead several academic classes. A number of the academic activities balance teacher guidance and direction, with opportunities for students to act as "teachers", lead sessions, and engage in peer learning. Overall, instructors give clear instructions and describe skills students are working on in each session. In several enrichment classes, youth were developing skills and working on tangible projects connected to more abstract concepts, such as painting murals for school beautification, creating Mother's Day cards while using math tools and practicing geometry, and creating "Conocimientos" posters to reflect on memories and experiences that shape an individual.

A few sessions were primarily teacher-directed, with the teacher at the front of the room posing questions and calling on students to respond. Program can continue to increase opportunities in all classes for youth to facilitate groups, mentor other students, and lead activities. Program can also continue to explore ways to use a variety of groupings to enhance activities. When the Urban Arts Class was painting a mural in the bathroom, there was not proper ventilation, and the paint fumes were strong. Consequently, students chose to leave the activity space to go outside unsupervised. When doing art and school beautification projects involving paints, program should ensure proper ventilation to ensure student health and safety. In two sports activities observed, there were students off to the side and unengaged. Program can work to ensure that with sports programming, there are specific activities or roles all students can play, even when it is not their turn to compete.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EDNA BREWER

Program Description

The Pride After School program at Edna Brewer is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	343
	2010-2011	264
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	281%
	2010-2011	332%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	97%
	2010-2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	59%
	2010-2011	73%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=95	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	81%	89%
Parent n=35	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	91%	71%
Teacher n=18	<i>Overall, I am satisfied with the after school program</i>	
	94%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **exceeded** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.91	0%	6%	94%
Supportive Environment	4.57	0%	21%	79%
Interaction	3.56	8%	54%	38%
Engagement	2.84	13%	75%	13%
Academic Climate	2.67	37%	43%	20%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program provides a variety of various programs for students, particularly enrichment classes, that allow students to explore different and new interests. Their enrichment block is particularly strong- with structured opportunities for building positive rapport between peer to peer and peer to staff, as well as building new skills with staff whose expertise is in the content taught.

Academic block could be strengthened to frame their homework block to have learning targets, but also that staff actively circulate around the room, checking on student progress but also not asking leading questions/telling students the answers but facilitating students' own learning from homework.

Visit 2

The program offers a variety of classes to meet students' interest. The transitions to and from programs were seamless. Drumming class had a well structured and engaging lesson, consisting of teacher modeling; opportunities for student presentation and reflection; and informal teacher assessment and feedback. The program space (indoors and outdoors) was well supervised. The program creates meaningful opportunities for student leadership.

Lesson planning and learning outcomes were not clearly articulated or evident in most classes. Instructors should take time to frontload new content (vocabulary, learning goals, etc.) with students before asking them to discuss a new topic. Program should consider training staff around instructional strategies to keep all students engaged while assisting students individually. The instructional time was not always well utilized in an engaging way. For example, in Raza, the instructor called on a few students individually to share ideas for project topics while most other students were disengaged. In this situation, the instructor might consider having students brainstorm a list with a partner then have everyone share out around the room. Lastly, there was a significant need for classroom management support in Glee.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ELMHURST COMMUNITY PREP

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	328
	2010-2011	640
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	82%
	2010-2011	77%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	167%
	2010-2011	158%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	87%
	2010-2011	82%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=121	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	60%	84%
Parent n=12	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	75%	67%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i>	
	75%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.73	0%	11%	89%
Supportive Environment	4.42	0%	29%	71%
Interaction	3.44	14%	53%	34%
Engagement	3.59	13%	38%	50%
Academic Climate	4.47	5%	15%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

All staff are actively involved with youth in the activities and provide students with a variety of different activities. The direct instruction in Citizen Schools is directly linked to the school day and state standards. Finally, most activities provide a variety of ways to reflect and also present their work to their peers.

The environment could benefit from more positive strategies to create a more inclusive, positive atmosphere. As well, there could be more structured opportunities for youth to plan and lead activities.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. There is a broad range of enrichment offerings as well as strong academics from the Citizen Schools program and school day teacher lead intervention supports.

Continue to strengthen the opportunities to foster inclusive and positive environments particularly in program activities that combine students from Alliance (i.e. Art). This may be done through ice-breakers, group sharing and through intentional groupings that mix students up.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRICK

Program Description

The Frick After School program is a comprehensive program, providing students with academic support and the opportunity to participate in range of engaging enrichment activities. The academic support component addresses students individual academic needs focused on strengthening literacy and math skills. The enrichment component of the program offers students the opportunity to develop new skills, explore interests, and express themselves.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	350
	2010-2011	368
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	253%
	2010-2011	231%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	88%
	2010-2011	88%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	81%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=56	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	91%	100%
Parent n=20	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	100%	20%
Teacher n=9	<i>Overall, I am satisfied with the after school program</i>	
	100%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.56	0%	22%	78%
Supportive Environment	4.13	2%	40%	57%
Interaction	3.21	0%	88%	13%
Engagement	3.17	0%	88%	13%
Academic Climate	4.33	0%	30%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has multiple opportunities for students to create and engage in materials for presentations throughout the year. Science for Girls has a positive emotional climate for their youth and interactive activities/hands on learning for youth to engage in.

Safety is a concern- though there is a SSO in front of the school and the program space is locked during program hours, students in one class were let out 20 minutes early and waiting for their rides in the rain. As well, there seems to be a negative climate in one classroom in particular, and positive behavior management and establishing rapport with students would benefit the environment in the classroom.

Visit 2

There was limited programming and students on the day of this visit. The two women running the girls group had a very good rapport with the female students and the climate was casual, fun and provided structured opportunities for the participant to share experiences and thoughts with each other.

Safety is of the utmost concern for the students at Frick Middle School and keeping as many as possible engaged in after school activities is essential to this end. Program is required to operate fully until the last day of school. Although this was the day before testing, the program should not have been "optional" for participants. Students should be expected to attend program a minimum of 3 days per week. The program should also maintain an up to date schedule, etc. It is critical to uphold rigor, high expectations and consistency in the final months of school.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LIGHTHOUSE COMMUNITY CHARTER (MIDDLE SCHOOL)

Program Description

The Safe Harbor After School Program has K - 8 students, ages 5 - 14, and offers a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. This school-linked program is designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	236
	2010-2011	274
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	142%
	2010-2011	95%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	142%
	2010-2011	
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	79%
	2010-2011	78%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	77%	95%
Parent n=53	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	87%
Teacher n=11	<i>Overall, I am satisfied with the after school program</i>	
	100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 1 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.80	0%	6%	94%
Supportive Environment	3.95	5%	40%	55%
Interaction	3.13	0%	92%	8%
Engagement	3.17	0%	88%	13%
Academic Climate	4.56	10%	0%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The cooking class was well prepared and the student to teacher dialogue was focused on the cooking project and the connection to the students' everyday lives. All of the students were engaged, reviewing, and learning skills.
2. Volunteers and multiple adults in the groups, with designated roles, helped the programs and activities run smoothly while giving the youth additional time with older people.
3. The Improv and art students were very engaged in their activities and the teachers were instructing them in new skills while allowing the students to create and participate in their own ways.

1. The Martial Arts class had a lot of students sitting out because they did not want to participate or because they got into trouble. Providing alternative activities for students who do not wish to participate would be beneficial for large groups. If there are large groups of students and extra adults available, providing another activity in a separate space would benefit the students.
2. Utilizing call and response for younger students will help with attention and refocusing. The younger students would also benefit from positive incentives versus punishments for behaviors.
3. Communication and schedule clarity is important in helping the program run smoothly. Issues with safety could arise if students are not clear on where they should be, or if an activity is cancelled.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MADISON

Program Description

The Madison After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk middle school students in East Oakland. The program utilizes ASE funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	305
	2010-2011	323
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	119%
	2010-2011	101%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	291%
	2010-2011	312%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	74%
	2010-2011	99%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=51	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	88%	96%
Parent n=12	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	58%
Teacher n=13	<i>Overall, I am satisfied with the after school program</i>	
	92%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.80	0%	8%	92%
Supportive Environment	4.64	0%	17%	83%
Interaction	4.06	0%	46%	54%
Engagement	4.50	0%	31%	69%
Academic Climate	4.45	10%	5%	85%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Madison- Project Achieve ASP has many strengths. Class offerings are varied and focused on fulfilling the needs of their participants. This could be a student shop filled with affordable clothes (ran by students, for students), a barbershop/beauty shop class for youth to get their hair done for free while learning a skill, or completing decorations for their dance (a dance that they planned) in an art class. Madison's positive scores are reflective of many advantages it has. Their coordinator has been there for four years, there is a strong relationship between the coordinator and principal, and everything that happens afterschool is under the afterschool umbrella. This means any activities, ANY activities that happen afterschool is under the direction of Project Achieve. This gives a tremendous amount of flexibility, power and freedom to coordinate and provide meaningful activities. They also run a "6th period" which is mandatory for all students (you have to have special permission to be excused). This 6th period is technically afterschool but is messaged as part of the school day to its students. This could be a problem if done ineffectively but students were seen engaged and showing a connection to the program.

Students were allowed to form own groups which allowed for youth to be confined by gender and ethnic boundaries. Program could benefit from intentional grouping strategies to mix the groups more diversely. The instructor of the Leadership class and Art class seemed to be holding on to a lot of responsibility and stress due to the Winter Ball being a few days away. Something to consider doing if it wasn't done this time is to create an "insurance policy" in future events so that she is not left doing more work than the youth. This could also look like time lining, creating committee leaders (decoration leader, marketing leader, budget leader, logistics leader, etc). This way youth can reflect on the process, commitment, follow through, responsibility, delegation, etc. The use of open-ended questions in Tech Bridge will be very beneficial to the youth's learning. It's ok to be hands off with this age group and let them make conclusions, discoveries and connections on their own. If their experiment doesn't work, process the why's with them. If they can articulate that on their own and identify what they'd do different, you've succeeded.

Visit 2

Positive climate and consistent & caring adults maintain regular routines and procedures that foster a sense of community and belonging.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings as well as make content and process decisions and activities are linked to tangible outcomes.

Incorporating Service Learning into the program offerings/activities would be a tremendous "next-step" in challenging students in meaningful relevant ways. Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. There is a wealth of information and resources available on-line to support the development of a service learning program.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MELROSE LEADERSHIP

Program Description

The Melrose Leadership After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	249
	2010-2011	265
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	118%
	2010-2011	111%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	82%
	2010-2011	87%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=154	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	66%	88%
Parent n=65	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	65%
Teacher n=2	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.60	3%	19%	78%
Supportive Environment	4.40	5%	20%	75%
Interaction	3.44	4%	67%	29%
Engagement	3.00	0%	100%	0%
Academic Climate	4.70	0%	15%	85%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The intervention class is taught by a credentialed teacher who is employing youth development practices in order to encourage the students to participate and learn. She employs various methods to engage the youth and allows their creativity while positively encouraging them. 2. The students are very engaged and active during football and the teacher gives the students ownership over their activity. There is a lot of teamwork and no negative behaviors were observed during this activity. 3. The art and dance class have very active and independent students. There are no students asking to leave or who seem unengaged. The dance and art teachers have a good rapport with the students and allow student creativity to determine the activity.

1. The space at Melrose Leadership is very limited. The academic intervention group is limited in the library and are unable to keep their work posted or move the tables around. The art class is very crowded into two very small spaces, and the dance class does not have a lot of space to accommodate the students and their movement. 2. Melrose follows an extended day model and enrolls all of their students. This means students have their choices limited to the activities offered and have no choice about participation in the after school program. Having even more variety, with student input, and adequate space for the students is especially important. 3. Student leadership and mentoring could give the students further influence and buy-in for their after school program. There are Kindergarten and first graders on site who could benefit from working with older students while giving the students an opportunity to mentor. Middle school students can also benefit from leadership roles, including leading their own activities or service learning projects.

Visit 2

The program at MLA is well structured and well organized. The program is truly aligned with/ and in many ways structurally and programatically an extension of the school day. Under the leadership of the site coordinator and returning staff, the program provides youth with a welcoming and nurturing environment and robust arts-based program offerings. The Quicuepazque (academic intervention) class, taught by a credentialed teacher, is particularly strong with the instructor offering students an opportunity to practice academic skills (practice with literacy devices) using engaging instructional strategies.

The program offerings for the kinder and first graders are not as robust as those for middle school students, which is expected as the program is growing its elementary component. Staff are asking youth open-ended questions, but could ask higher order level questions to deepen student learning; structure classes to include opportunities for youth to talk about what they are doing and thinking with others; program would benefit from providing more structured opportunities for youth mentorship as well as youth leadership.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ROOSEVELT

Program Description

The Roosevelt After School program is a comprehensive After-School Learning program providing middle school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	257
	2010-2011	246
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	
	2010-2011	117%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	94%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=107	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	84%	94%
Parent n=109	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	96%	64%
Teacher n=32	<i>Overall, I am satisfied with the after school program</i>	
	88%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **exceeded** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.96	0%	3%	97%
Supportive Environment	4.61	0%	17%	83%
Interaction	3.94	0%	50%	50%
Engagement	3.25	0%	81%	19%
Academic Climate	4.00	5%	40%	55%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The physical activities are filled with actively engaged youth. Hip Hop class has experienced and innovative dancers who worked well together to create challenging routines. The Basketball program has over 30 students and is broken up into two organized stations with 3 adults supervising. The energy in both spaces was positive and there was encouragement from the staff and students. 2. The Yearbook class utilized the Mac Lab which allowed students to work independently on their own projects, while another group of students reviewed interviewing skills with the instructor. Positive and constructive feedback was encouraged by the students and instructor. 3. The cooking class has a well organized set-up of stations with students in designated roles. The interactions between the students were positive and they worked well together creating their chicken soup.

1. Mentoring and Leadership opportunities would be encouraged for this group of active and positive students. Collaboration with an Elementary school could add another positive element to the program.
2. Having a bigger, dedicated space for cooking could allow for more student roles in preparing the food.
3. Basketball could collaborate with other schools to hold tournaments for the students.

Visit 2

Program offers robust academic component on Tuesdays and Thursdays that includes academic case management of students. The LEGA program also provides youth with opportunities for leadership and teambuilding throughout the school year. All staff use learning targets in their lesson planning and each of the sessions includes posted learning targets. Program offers a range of enrichment opportunities including sports, several dance classes, yearbook and cooking. Students in both the hip hop and modern dance classes have opportunities to choreograph performances. The school's yearbook is created by students in the afterschool program and showcases a tremendous amount of youth voice.

Most staff have posted learning targets in their classrooms. Would like to see staff reference learning targets during the activity to connect it back to learning. Would like to see staff make more frequent use of open-ended questions to scaffold learning. Most of the classes offer structured opportunities for students to reflect on their learning. I would like to see this program-wide as well as the use of different strategies for reflection (not just closing circle). Would like to see opportunities for youth to mentor others as well as opportunities for youth to teach each other/ model an activity.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ROOTS

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	214
	2010-2011	362
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	157%
	2010-2011	204%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	108%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=95	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	94%	96%
Parent n=75	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	99%	37%
Teacher n=20	<i>Overall, I am satisfied with the after school program</i>	
	75%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.75	0%	14%	86%
Supportive Environment	4.48	0%	26%	74%
Interaction	3.94	0%	50%	50%
Engagement	3.00	6%	88%	6%
Academic Climate	4.22	0%	40%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Activities mix a balance of concrete experience with abstract concepts. A good balance of activities using concrete experiences- tangible products like fudgy fruit or bikes or relatable experiences- combined to teach more abstract concepts, such as team work, respect, etc. Also, instructors used both diagrams/lectures prior to jumping into the experiential learning, and vice versa. 2. Staff are always actively involved with youth, whether providing directions, answering questions, working as partners, etc.)- staff are participatory and model work by example, actively willing to work through questions, assignments with students. 3. Staff make intentional spaces for youth to build new skills and try higher levels of performance, whether from understanding algebraic inequalities, using a new cooking technique, or adding designs to their bike. All youth are encouraged to try out new skills by staff without negative consequences.

1. Program could benefit from creating a stronger welcoming atmosphere in the beginning of program (directly after snack) as students transition, including welcoming students by name as they enter the classroom at the beginning of activities, and using a warm tone throughout, and using a more intentional check in question (i.e., requiring everyone to answer instead of a general "How is everyone doing?" but not allowing students to really respond). 2. Program could also benefit from more structured opportunities for reflection, particularly at the end of the session activity. While some activities do this, all activities could at least use built in time in the agenda to do a quick debrief in order for students to process and provide feedback on how the activity went in a structured way. Other activities could consider using journals for students to write in, including journaling activities of the day, lessons learned, or creating cook books, bike manuals, etc.. to track progress. 3. Use students as student leaders in a more structured way, especially those that have a clear command of the content- whether helping others with math homework, an assistant in Bike Club to help others, or students taking turns in cooking class to share a recipe/how to cook a favorite dish- allowing students to lead in a facilitative role/assistant role to instructor might help build a strong support and sense of belonging for students, especially in particularly impacted activities where instructors could use support.

Visit 2

The staff that lead the two observed activities have a tremendously positive rapport with the students. These relationships result in a positive climate. Students are encouraged to try new skills and to further develop skills already acquired. Program activities are directly linked to tangible outcomes (weekend showcase, family night, etc.).

The time in the cafeteria each day for snack and sign-in could be used as time for developing a stronger sense of ownership and community among participants and staff. Continue to explore and develop opportunities for authentic youth leadership, voice & choice in the program.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE UNITED FOR SUCCESS

Program Description

The United for Success After School program is a comprehensive program provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	337
	2010-2011	346
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	178%
	2010-2011	451%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	103%
	2010-2011	144%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	79%
	2010-2011	46%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=45	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	87%	87%
Parent n=23	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	87%	74%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i>	
	58%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.79	0%	8%	92%
Supportive Environment	3.92	7%	36%	57%
Interaction	2.58	22%	78%	0%
Engagement	2.42	31%	69%	0%
Academic Climate	2.36	35%	60%	5%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Building Bridges class seemed to engage students in a hands-on opportunity to learn and create.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning.

Visit 2

A number of the program staff have been with the program for a number of years and have cultivated strong relationships with the youth; the youth in the Urban Arts class expressed a passion for the class; program recognizes the value of girls' sports and offers a girls' basketball class; program recognizes the needs of the school's newcomer population and offers a newcomer class; the Robotics class offered by Citizens School offered a nice mix of theory and hands-on practice, staff provided clear instruction and offered positive and specific feedback to youth.

Program would benefit from integrating smaller groups into academic classes (pair, triads); open-ended question strategies to scaffold learning; opportunities for youth to talk to each other about what they are learning during the course of the activity; staff providing feedback on why a particular answer is/is not correct; when having youth engage in work at the board it would be worthwhile to reinforce the expectations of the youth who are seated; would like to see more structured opportunities for reflection; would encourage staff to provide more specific feedback to youth (a lot of "good job" and "nice"); the Newcomers class was unfocused: there were no clear objectives for the session and there was limited engagement by youth.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE URBAN PROMISE ACADEMY

Program Description

This Urban Promise Academy After School program provides middle school students with weekly after school enrichment including visual arts, music, dance, sports, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, parents, and students, the program delivers project based curriculum to compliment in-school learning, integrates culturally relevant activities, offers opportunities for parent involvement, provides family support services, and hosts community events to foster positive learning outcomes.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	292
	2010-2011	275
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	102%
	2010-2011	194%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	94%
	2010-2011	84%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	44%
	2010-2011	44%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=32	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	91%	88%
Parent n=70	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	100%	74%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	100%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.86	0%	8%	92%
Supportive Environment	4.68	0%	15%	85%
Interaction	3.94	0%	50%	50%
Engagement	3.17	0%	88%	13%
Academic Climate	3.78	5%	50%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Overall the students were engaged in their activities and took ownership of their roles as team leaders or captains. They actively participated and focused on their skill building. They relied on each other for additional help and worked inclusively together. 2. There are a variety of activities offered, especially for students with different interests in active and physical activities. The program provides Cheerleading, soccer, Martial arts, and Latin dance. There are also opportunities that allow students with varied interests to explore leadership roles within their chosen activity. 3. The groups have clear Learning Targets and are aligning their created curriculum with state content standards. The lesson were thought out and prepared thoroughly.

1. The academic portion, including homework time, could have more focus and intention towards supporting the core subjects of the school day. 2. The space and equipment available for Martial Arts, cheerleading and soccer are cramped or limited to the outside yard. The safety mats are also used by multiple groups which could cause problems when the weather limits the groups to inside space only. 3. These Middle School students exhibit leadership potential and mentoring capabilities. Partnering with an elementary school or working across grade levels to create opportunities, can further the students' skills in these areas of their development.

Visit 2

Program is well-structured and well-organized with an emphasis on providing youth with an individualized and customized experience. Program maintains a strong relationship with the Family Resource Center as well as the families of program participants which is not often seen in a middle school program. Program has structured check-ins ("feather circle") with youth built into every activity and a reflection on new learnings (content/skill). Staff modeled academic language and made good use of questioning strategies to prompt youth in making connections. All program staff complete lesson plan templates which include both learning targets and reflections based on learning targets. Program's academic liaison has done intensive professional development with the staff which is clearly evidenced by the calibration of high quality practice across program staff.

Would like to see staff make better use of higher order level questions to scaffold learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE WEST OAKLAND MIDDLE

Program Description

The Phoenix Rising Extended Day Program at West Oakland Middle works in collaboration with the principal, school day teachers and support staff to integrate the program. The program is designed to extend the learning opportunities of the students and support their academic achievement, social & life skills development, cultural awareness and enrichment, and career education and planning. West Oakland Middle School students performing below grade level on the previous year's assessments in reading and math participate.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	248
	2010-2011	185
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	58%
	2010-2011	128%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	116%
	2010-2011	66%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	67%
	2010-2011	68%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	-	-
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.66	5%	14%	81%
Supportive Environment	4.78	0%	10%	90%
Interaction	4.06	4%	38%	58%
Engagement	3.84	0%	56%	44%
Academic Climate	4.42	5%	20%	75%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Leadership has a clear and consistent structure through their detailed agenda. The youth are able to include their own agenda items and plan for their projects and activities. The mentorship component and participation in conferences allow the students to expand beyond the school day classrooms.

2. The music based classes, SLAP Team and Hip Hop History, have knowledgeable instructors who serve as guides to the youth. The projects are youth led and inspired. The students enjoy creating their own productions and look forward to using equipment and taking field trips.

3. The Basketball team has a successful track record of turning the youth into student athletes. The coaches provide specific positive and constructive feedback. The youth are well knowledgeable in the drills and their desired expectations.

1. The job roles that are given to the students in basketball are a great example of how to provide leadership roles in other classes to encourage student accountability and ownership.

2. Due to the transition of the school from the larger building to the portables, and the shared space with classroom teachers, displaying student work and group guidelines in the classrooms on a daily basis will promote a sense of ownership of space for the youth.

3. The difficulty of sharing a campus with another school, coupled with multiple, unlocked entrances onto campus, make the school's safety a concern.

Visit 2

Learning targets are clearly articulated and visible. Staff connect the content to students' prior knowledge. Staff and youth conversations include substantive back and forth dialogue. Multiple modalities are used by staff to present content. Staff have created a supportive, collaborative learning environment for students that fosters encouragement and high expectations.

Written emergency procedures should be posted and a charged fire extinguisher should be accessible in all classrooms. Entrances to outdoor space were inconsistently unsupervised.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE WESTLAKE

Program Description

The Eagle Village/Westlake After School program has collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming. The program provides academic, cultural, recreational, and leadership classes to low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCCYFS classes are taught by working professionals from the community with a teacher/student ratio between 1:7 and 1:20. Students receive letter grades and course credit for each class.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	708
	2010-2011	674
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	127%
	2010-2011	227%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	86%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	70%
	2010-2011	57%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=132	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	77%	93%
Parent n=49	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	61%
Teacher n=15	<i>Overall, I am satisfied with the after school program</i>	
	67%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.96	0%	3%	97%
Supportive Environment	4.85	0%	8%	93%
Interaction	4.34	0%	33%	67%
Engagement	4.00	6%	44%	50%
Academic Climate	4.89	0%	5%	95%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Science students had very hands-on activities with an extensive academic focus. The activity included review and has a structure for reflection and experimentation. The students were engaged in both the experiment and the discussion following.

2. The Art class creates many opportunities for youth to display their works and to constructively present, with feedback, to one another. The instructor provides a diverse range of modalities and allows students to create projects independently or with partners.

T3. he activities involving physical movement were very well attended. The Dance class is mostly youth led and the routines are inspired by the students. The Sports Class has a large number of students and they are all actively engaged in the activity, including encouraging each other. The staff allows the youth to make choices about activities and lead each other.

1. Mentoring opportunities would be very beneficial for students. This could be a peer conflict mediation group, or a collaboration with elementary students.

2. With such a highly attended program, having a community service project would be a great addition to the community and the students could have some leadership roles.

3. There is a problematic fence by the parking lot which students can squeeze through. Also, the back of the school yard is very dark and could use more lighting. These safety concerns could pose a risk for students.

Visit 2

Program offers a diversity classes to meet students' varied interests. The homework center's structure is developmentally appropriate for middle school, encouraging student choice and self-engaged learning. Lessons are well planned. Agendas and learning outcomes were clearly articulated and visible. Students are engaged and enthusiastic. Groupings (large and small) of students are done with intention and clear purpose. There is growing calibration across classes around routines and expectations. Program leadership supports staff through structured circle up times and collaboratively developing daily expectations.

Consider ways to implement formative assessments and student led facilitation during instruction to further encourage student accountability.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BUNCHE

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	318
	2010-2011	328
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	90%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	65%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=32	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	94%	88%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=6	<i>Overall, I am satisfied with the after school program</i>	
	83%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.93	0%	5%	95%
Supportive Environment	4.67	0%	14%	86%
Interaction	3.42	0%	75%	25%
Engagement	3.00	0%	100%	0%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Bunche staff are dedicated to their students, their school and have high hopes for future programming. This year, youth were able to create two year action plans and participate in a mentorship program at a partner elementary school. Youth are also able to receive services at the teen center located across the street. A cosmetology class is offered which teaches youth new skills in an exciting field. Over all Bunche scored well in every indicator, not receiving a score of "1" in any category.

Bunche serves a significant amount of youth that have various barriers to graduation. For example, they serve foster youth, teen parents, gang affiliated youth and youth who have recently left juvenile hall. Bunche has a continuous revolving door which makes their window of impact really small but felt by those who stay in the program (as evident from the amount of youth actively engaging in the observed program). It is recommended that intentional programming is implemented to curtail, educate and bring advocacy to the specific barriers that keep their students from staying in their program and graduating. An idea could be integrating critical pedagogy in combination with a more explicit social justice framework, so that youth are able to frame the world around them in new ways. It is also recommended that a review of the detailed report occurs and where there are "3's" to create ways to bring those particular indicators into every class, everyday. For example, process and content choices in every class versus special events.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COLISEUM COLLEGE PREP (HIGH SCHOOL)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	125
	2010-2011	192
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	84%
	2010-2011	87%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	94%	96%
Parent n=40	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	100%	55%
Teacher n=6	<i>Overall, I am satisfied with the after school program</i>	
	83%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.74	0%	17%	83%
Supportive Environment	4.36	0%	30%	70%
Interaction	4.04	0%	50%	50%
Engagement	3.67	0%	62%	38%
Academic Climate	4.78	0%	10%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Career and Internship students are an empowered and vocal group of students who have an opportunity to give back to the community through their mentorship while learning responsibility in their positions. They are also able to debrief and discuss as a group in order to process their experiences through the guidance of an experienced staff person. 2. Latinas Unidas is a youth created club that allows this group of female students to deconstruct the issues that are affecting their lives. Their relationship with the leader and the guidelines they have created, offer a safe space for them to process and discuss difficult topics. 3. Volleyball and La Clinica offer opportunities for students to learn healthy practices. Volleyball is a well attended class with interested students who are focused on developing new skills. La Clinica provides a space for students to learn about health in a hands-on, fieldtrip, and service project environment. The students have a positive rapport with their teachers.

1. Opportunities for youth created Leadership Roles within the classrooms would provide the students a safe space to learn how to make plans when managing an activity or having the responsibility of a role within the classroom. 2. Although there are security officers on campus, the campus is very busy and there are a large number of students present who are in many areas of the school but not participating in the after school program. 3. Paid or volunteer positions for Peer Conflict Managers in maintaining the safety of the students through roving groups or stationed students would give leadership opportunities to the students and enforce a safe space for the campus.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COLLEGE PREP & ARCH (FREMONT)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	181
	2010-2011	405
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	112%
	2010-2011	42%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	94%
	2010-2011	46%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=36	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	92%	86%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=12	<i>Overall, I am satisfied with the after school program</i>	
	50%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.15	11%	28%	61%
Supportive Environment	3.91	10%	38%	52%
Interaction	3.54	8%	58%	33%
Engagement	3.17	0%	88%	13%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel." 2. The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development. 3. In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

1. The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process. 2. Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs. 3. Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE DEWEY

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	338
	2010-2011	356
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	94%
	2010-2011	104%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	84%
	2010-2011	67%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=62	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	92%	87%
Parent n=27	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	78%	44%
Teacher n=19	<i>Overall, I am satisfied with the after school program</i>	
	89%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **did not meet** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.69	0%	15%	85%
Interaction	4.04	0%	50%	50%
Engagement	4.17	0%	37%	63%
Academic Climate	4.78	0%	10%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Entrepreneurship has a large number of very actively involved students who are communicating their projects and needs to the teacher. The teacher has a concise communication style with the students and the classes have active student participants who are focused on their projects. 2. Academic Literacy involves the students in the literature by reading the plays and having each student take the role of a character. They are able to recite knowledge from previous sessions and ask questions of the teachers. The students are comfortable with this structure despite their apprehension about reading out loud. 3. The Hair and Martial Arts Enrichment classes have very knowledgeable students who are serious about learning their chosen skills. The students have access to all of the necessary equipment and the students are able to work independently and in groups. There are leadership and mentoring opportunities for most of the students in both of these classes.

1. One of the challenges of the school in general is the transient nature of the population of students and their ability to graduate from the school at various times during the year. The teachers and staff have adjusted well to this challenge. 2. Showcasing the work of the students throughout Oakland would be very beneficial to the students, especially in the enrichment classes like Hair and Martial Arts. Although cooking and art were not officially observed, these are also very productive classes that would have a great impact on the community with further exposure. 3. Collaborations with some of the local elementary schools would also be an opportunity for the students to practice leadership skills.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EXCEL (MCCLYMONDS)

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	311
	2010-2011	669
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	194%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	42%
	2010-2011	62%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	32%
	2010-2011	40%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=67	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	75%	73%
Parent n=4	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.84	0%	11%	89%
Supportive Environment	4.52	0%	29%	71%
Interaction	4.08	0%	42%	58%
Engagement	4.67	0%	25%	75%
Academic Climate	3.33	20%	40%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program offers a diverse array of project-based programs for youth, ranging from youth mentorship to video production. Youth co-facilitators partner with adults to plan and guide activities, offering a valuable leadership development experience and encouraging a strong sense of ownership. The emotional climate of the program is extremely positive.

Program staff may want to incorporate additional opportunities for reflection into programs, such as by encouraging youth to keep a journal about their experiences or through a brief report-out at the conclusion of activities. A few activities did not have a clear agenda or learning goal for the day, which can help to focus youth and staff alike.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FAR WEST (8-12)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	178
	2010-2011	237
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	212%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	66%
	2010-2011	91%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=103	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	85%	85%
Parent n=75	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	97%	21%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.93	0%	5%	95%
Supportive Environment	5.00	0%	0%	100%
Interaction	4.78	0%	11%	89%
Engagement	4.17	0%	50%	50%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The programs at Far West are impressive and the culture at the school is inclusive and promotes creativity. One program to highlight is the Fashion Academy which teaches the fundamentals of fashion design. This class supports youth creativity while knowledgeable staff gently guide youth through their creative process. Youth get to also participate in real fashion shows in the community and shoot fashion catalogues. Youth also have the opportunity to cook in an exciting, healthy environment during cooking class. Far West scores are high and reflect the environment it provides for its young people

There are places for improvement. It is recommended to look at indicators that scored a 3 and see how those scores could be easily increased to a 5.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LIFE ACADEMY

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	354
	2010-2011	669
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	194%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	119%
	2010-2011	130%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	77%
	2010-2011	55%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=84	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	93%	96%
Parent n=41	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	93%	66%
Teacher n=20	<i>Overall, I am satisfied with the after school program</i>	
	95%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.93	0%	6%	94%
Supportive Environment	4.61	0%	14%	86%
Interaction	4.08	0%	42%	58%
Engagement	4.17	0%	38%	63%
Academic Climate	4.17	0%	40%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The culture of the Life Academy after school program seems to be one of mutual respect, comradary, and learning. The students and the staff respond very positively to each other, and appear to want to be a part of the program. The atmosphere is warm and seems family-like. The staff take time to engage with the students, and listen to what they have to say. The students offer the same to the adults.

Although, the staff are very supportive and encouraging to youth when youth contribute to discussions or activities, it is suggested that all staff use more nonevaluative language when giving feedback.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MANDELA (FREMONT)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	257
	2010-2011	365
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	113%
	2010-2011	51%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	72%
	2010-2011	38%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=6	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	83%	83%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=6	<i>Overall, I am satisfied with the after school program</i>	
	67%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.15	11%	28%	61%
Supportive Environment	3.91	10%	38%	52%
Interaction	3.54	8%	58%	33%
Engagement	3.17	0%	88%	13%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel." 2. The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development. 3. In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

1. The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process. 2. Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs. 3. Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MEDIA ACADEMY (FREMONT)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	203
	2010-2011	309
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	123%
	2010-2011	53%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	86%
	2010-2011	48%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=35	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	86%	86%
Parent n=2	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.15	11%	28%	61%
Supportive Environment	3.91	10%	38%	52%
Interaction	3.54	8%	58%	33%
Engagement	3.17	0%	88%	13%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel." 2. The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development. 3. In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

1. The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process. 2. Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs. 3. Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MET WEST

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	149
	2010-2011	161
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	88%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	77%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	-	-
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.36	0%	39%	61%
Supportive Environment	4.63	0%	19%	81%
Interaction	3.67	0%	67%	33%
Engagement	4.00	0%	50%	50%
Academic Climate	4.22	0%	40%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has strong evidence of youth voice and input within activities. Staff are always engaged and interacting with youth, and provide choices within the program. The program also structures each activity to have a syllabus and expectations set- from academic to enrichment- which is a good guidepost and guideline for students to adhere to while also connecting to broader learning goals.

There are definite space issues as a result of the school currently in the reconstruction process- from shared use of facilities with Dewey, to overall cleanliness and common area space within the school. Otherwise, students could have more structured opportunities to reflect in each activity, and also have more structured peer mentorship opportunities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE OAKLAND HIGH

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	580
	2010-2011	925
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	100%
	2010-2011	85%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	28%
	2010-2011	41%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=96	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	94%	100%
Parent n=18	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	83%	61%
Teacher n=15	<i>Overall, I am satisfied with the after school program</i>	
	80%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.84	0%	11%	89%
Supportive Environment	4.89	0%	5%	95%
Interaction	4.33	0%	33%	67%
Engagement	4.67	0%	13%	88%
Academic Climate	4.33	10%	10%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The two gender specific groups, Stepping up and Looking Up, have groups of actively engaged and reflective students. The team building activities were well received and the students took ownership of the process.
 2. The Hip Hop Dance creates original and innovative routines directed by the students. The dancers collaborate with each other and teach one another their routines. The music choices are also youth decided.
 3. The tutoring and mentoring group utilizes team building activities to explore life skills and processing skills necessary for their personal growth. The students experience the importance of team work and communication before getting into their academics.
1. This productive group of high school students would make great collaborative partners with each other and this could provide leadership opportunities for the students. Beats and Rhymes could collaborate with Hip Hop Dance. Stepping Up and Looking Up could do a conference on gender for the students.
 2. Peer-to-peer mentoring opportunities between the different grades during tutoring time could add more assistance for students in need of academic help.
 3. The campus safety is a concern due to the multiple entrances and the variety of activities occurring at the school. Group specific clothing or badges may be helpful in identifying the groups on campus.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE OAKLAND TECHNICAL

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	843
	2010-2011	619
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	303%
	2010-2011	247%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	78%
	2010-2011	80%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	-	-
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.69	0%	16%	84%
Interaction	4.04	0%	50%	50%
Engagement	3.50	0%	75%	25%
Academic Climate	5.00	0%	0%	100%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The academic focus of the after school program is evident through the Credit Recovery classes and provides students a very in-depth and personal experience with teachers who instruct them on their core subjects. The students are thoroughly engaged on their task at hand and are able to receive guidance from their knowledgeable teachers. 2. Tech Bridge provides female students an opportunity to have hands-on connection with scientific theory while providing a safe and encouraging environment. The students have a positive rapport with their teacher and exhibit a lot of knowledge and self-confidence in their science experiments. 3. The computer class has a group of highly intelligent students who work independently on their projects and receive supportive encouragement from their teacher. They learn new methods from the teacher's curriculum while having the opportunity to enter into, and excel, in individual competitions for their area of emphasis.

1. Career and internship opportunities for students would couple well with the strong academic emphasis of the program and would prepare students for future work opportunities. 2. Collaboration with an elementary school would be a great opportunity for the students to utilize their academic knowledge and pass their skills on to younger students. 3. Due to the large space on this campus, paid or volunteer positions for Peer Conflict Managers in promoting the unity of the school, through roving groups or stationed students, would give leadership opportunities to the students and enforce a safe space for the campus.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE RUDSDALE CONTINUATION

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	235
	2010-2011	254
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	83%
	2010-2011	66%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	77%
	2010-2011	43%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=18	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	83%	83%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=6	<i>Overall, I am satisfied with the after school program</i>	
	100%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.70	0%	21%	79%
Supportive Environment	4.61	0%	14%	86%
Interaction	4.25	0%	33%	67%
Engagement	3.33	0%	75%	25%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Rudsdale has many strengths. It's small and intimate atmosphere lends itself to be a very supportive place for young people. Observed strengths include a reflective and engaging young men's group, a cosmetology class where those who choose to pursue certification after graduation can do so with this activity counting as introduction credits, dedicated staff and continuous security on guard. There are other great programs that teach youth skills they can use when they are out in the workforce. One internship class in particular around green education was observed as engaging and memorable. Rudsdale scored no marks lower than a 3 in each indicator.

It is encouraged to look at indicators that were scored a 3 to see where improvements can be made. High light scores where the language used in the indicators are "some youth" versus "all youth." This indicates that service is inconsistent depending on what youth are in which classes. For example, process and content choices are low in internship but high in leadership. How can the youth in both environments make equal process and content choices? Another way to improve 3's are to look at the indicator to see if it is divided into two parts and increase efforts on the latter part. As an example, please refer to section IV-R indicator 4. Some scores of 3 are easier to improve on than others, please refer to the detailed report and your YPQA for guidance.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SKYLINE

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	493
	2010-2011	864
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	85%
	2010-2011	88%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	26%
	2010-2011	45%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=81	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	96%	95%
Parent n=38	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	89%	58%
Teacher n=3	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.82	0%	11%	89%
Supportive Environment	4.58	0%	19%	81%
Interaction	4.33	0%	33%	67%
Engagement	4.17	0%	37%	63%
Academic Climate	4.39	0%	30%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a very positive and inclusive environment, with a variety of activities provided to youth. The academic tutoring had a very intentional focus on building academic skills and providing peers opportunities to learn from another and chart out next steps. The breakdancing class provided a safe environment for students to try out their skills without insults or any demeaning behavior occurring. Strong youth voice and leadership within the program.

The program could strengthen the use of different grouping strategies to support different types of learning styles (individual, pairs, and large group), and also continue to refine their program by laying out lesson plans and establishing learning targets for all activities offered through the after school program. Finally, some activities had all young men or young women, and could be more equitable in terms of gender.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE STREET ACADEMY

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	145
	2010-2011	172
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	157%
	2010-2011	69%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	69%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	-	-
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.52	0%	17%	83%
Supportive Environment	3.97	0%	57%	43%
Interaction	2.88	33%	34%	33%
Engagement	3.17	0%	87%	13%
Academic Climate	3.72	20%	20%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a positive environment with both positive adult/youth and peer relationships evident within the program. The program also provides a variety of opportunities for students to engage in new opportunities- from yoga, urban arts, Latin dancing, fashion design, etc. The academic portion in the SAT prep is particularly strong, both with direct instruction (math broken down into understandable steps), and students who are engaged and actively participating throughout. Finally, the activities have structured opportunities for reflection and getting to know one another- with check ins and check outs that are followed.

The program activities could both provide structured mentorship and leadership opportunities for all students, especially in other academic enrichment activities. Students could also be included in planning program activities within each class as well as leading/facilitating in meaningful ways. Program staff could also be mindful of checking playful teasing/slurs made in a playful way and also use those as opportunities to have deeper conversations about stereotypes, discrimination, and group agreements/expectations.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE YOUTH EMPOWERMENT SCHOOL

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	249
	2010-2011	197
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	59%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	73%
	2010-2011	47%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=41	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
	85%	83%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	-	-
Teacher n=4	<i>Overall, I am satisfied with the after school program</i>	
	-	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is **Performing/Thriving**. In the 2009-10 program year, this program **met** quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.82	0%	11%	89%
Supportive Environment	4.41	0%	33%	67%
Interaction	3.50	0%	75%	25%
Engagement	3.67	--	50%	50%
Academic Climate	4.06	10%	30%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Students have multiple opportunities to reflect on what they are learning, process information, and have a safe space to share freely about their day. The program also has an extensive and strong conflict resolution procedure that is youth and solution-centered. Youth have a strong voice and opportunity to engage in activities and make it their own program.

The program could benefit from more intentional academic development, with a focus on varied modalities of presenting information, and asking for youth input in deciding content and process of certain activities within the class. Also program could benefit from staff moving into a facilitative role, allowing youth to share responsibility in controlling the direction of certain activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries.