

Success at Seventeen  
 Next Step Learning Center  
 Older Youth - Career and College Readiness

#### PROGRAM DESCRIPTION

Success at Seventeen focuses on the specific needs of youth between the ages of 17 and 20 with the following goals: (1) to provide an effective way for youth who have failed in high school to achieve their GED; (2) to build self-esteem and a sense of purpose; (3) to assist youth to develop qualities that increase their access to jobs and/or further education, including responsibility, focus, and respect for others; (4) to provide a strong support system, including daily telephone calls and one-on-one tutoring; and (5) to make a college education accessible to low-income Oakland youth.

Grant Size: \$ 72,000.00

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
104%	142%	267%	79%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Success at Seventeen is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.58.

	Quality Domain	Success at Seventeen	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.75	4.55
Best Practices	Interaction	3.0	3.57
	Engagement	2.17	2.85
	Cultural Competency	3.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

Renovated building creates positive energy for learning. Program meets outcome goals (GED passing rates) and celebrates personal achievements.

*Areas for Improvement:*

Program gives few opportunities for youth to present, lead or peer-mentor.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	45		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	91%	9%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	58%	38%	4%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	78%	22%	0%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	76%	20%	4%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	69%	24%	7%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	62%	33%	4%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	98%	2%	0%

Biotech Academy at Oakland Tech and Bioscience Career Institute  
 Community College Program  
 Biotech Partners  
 Older Youth - Career and College Readiness

#### PROGRAM DESCRIPTION

Biotech Partners serves Oakland youth, aged 15 to 20, with academic and vocational bioscience training at Oakland Tech and within Peralta Community College District targeting minority, low-income and female youth, many with academic challenges. The 11th to 12th grade Biotech Academy includes 4 semester long, hands-on biotech classes, free tutoring and job-search/life skills workshops. Students gain employment skills during a mentored 8-week paid summer science internship. The Bioscience Career Institute at Peralta extends the academic training and paid professional experience, resulting in job placement.

Grant Size: **\$ 85,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	100%	0%	64%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.68.

	Quality Domain	Biotech Partners	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.5	4.55
	Supportive Environment	4.61	4.55
Best Practices	Interaction	4.29	3.57
	Engagement	2.0	2.85
	Cultural Competency	3.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

Program provides youth with the opportunity to improve biotech skills through structured lab activities, practice and guidance – youth would have difficulty developing these skills without the program. The accumulation of these skills leads to tangible internship opportunities and future career developments.

*Areas for Improvement:*

Youth's interests are considered when assigning internship opportunities, however youth have limited opportunity to provide input on the program curriculum.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	28		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	61%	39%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	25%	29%	46%

	<b>Academic Success/School Attachment</b>			
	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	79%	18%	4%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	75%	21%	4%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	71%	14%	14%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	54%	32%	14%
	I understand different cultures better because of this program.			
	<b>Safety</b>			

	I feel safe in this program. I get bullied or harassed in this program.	93%	7%	0%
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Youth Law Academy  
 Centro Legal de la Raza  
 Older Youth - Career and College Readiness

#### PROGRAM DESCRIPTION

The Youth Law Academy (YLA) program provides career exploration, college readiness and leadership development for Oakland youth who are low-income, minority, immigrant or first-generation college bound. Through career exploration in the law, academic support, college preparation, scholarships, mentoring, a mock trial, and outreach to their peers, youth succeed in high school, transition to college, and develop leadership skills to work for social justice. YLA provides services year-round (with higher intensity during the school year) for students (high school students and college students).

Grant Size: **\$ 85,797.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
92%	107%	97%	97%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Youth Law Academy is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.77.

	Quality Domain	Youth Law Academy	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	3.9	4.55
	Supportive Environment	4.75	4.55
Best Practices	Interaction	3.88	3.57
	Engagement	2.83	2.85
	Cultural Competency	3.5	3.55



#### OBSERVATION NOTES

*Program Strengths:*

Youth are very comfortable participating in discussion about decision-making principles. Program walks students through each step of college application process.

*Areas for Improvement:*

Youth do not lead the majority of activities.

#### SURVEY DATA

No surveys were collected from this program.

College Track Oakland  
College Track  
Older Youth – Career and College Readiness

#### PROGRAM DESCRIPTION

College Track Oakland provides services to low-income, under-resourced high school students to interrupt cycles of low achievement and help transform Oakland into a place where college readiness and college graduation are the norms. The program does this by improving student achievement through the delivery of high quality, comprehensive services and strategic partnerships with schools and other community-based organizations.

Grant Size: **\$140,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	68%	0%	92%

#### PROGRAM QUALITY ASSESSMENT RATINGS

College Track Oakland is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.93.

	Quality Domain	College Track Oakland	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.71	4.55
Best Practices	Interaction	3.79	3.57
	Engagement	3.17	2.85
	Cultural Competency	3.0	3.55

#### OBSERVATION NOTES

##### *Program Strengths:*

Youth have the opportunity to participate in high-stakes presentation experiences (presenting to mayor). Program is extremely professional and clear with youth about expectations for participation.

##### *Areas for Improvement:*

Volunteer course leaders and short sessions (six weeks, meeting once per week) result in a variety of levels of instructor efficacy, despite standardized training.

#### SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	90		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	69%	31%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	17%	29%	51%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	70%	26%	3%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	66%	28%	6%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	70%	27%	3%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	68%	23%	8%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	78%	18%	1%

Steps to Success  
 First Place for Youth  
 Older Youth – Career and College Readiness

#### PROGRAM DESCRIPTION

The Steps to Success Program provides academic and career preparation services to high-risk youth transitioning from foster care to independent adulthood. Youth receive valuable job search and training skills so that they can better compete in the local job market, along with critical support in completing their high school diploma or GED certificate and enrolling in post-secondary education. By continuing to set high standards for youth, the Steps to Success Program supports youth in developing a plan to achieve the building blocks necessary to ultimately live successful, independent lives.

Grant Size: **\$106,249.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
128%	178%	124%	145%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Steps to Success is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.02.

	Quality Domain	Steps to Success	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.7	4.55
	Supportive Environment	4.74	4.55
Best Practices	Interaction	4.0	3.57
	Engagement	3.17	2.85
	Cultural Competency	3.5	3.55

## OBSERVATION NOTES

*Program Strengths:*

Youth are fully supported through their transition to permanent employment. Program staff are collaboratively connected to a network of support for youth.

*Areas for Improvement:*

One-on-one model precludes participants from connecting with others in the same situation in this part of programming.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		27	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	96%	4%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	26%	33%	41%
	Academic Success/School Attachment			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	59%	22%	19%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	81%	19%	0%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	78%	19%	4%
	<b>Cultural Awareness</b>			
	I value people of all genders/gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	67%	22%	11%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	78%	19%	0%

ESAA Youth Arts Program  
 East Side Arts Alliance  
 Older Youth – Career and College Readiness

#### PROGRAM DESCRIPTION

The Eastside Arts Alliance youth art programs include free art workshops for youth, public art projects, festivals, performances, town hall meetings, forums, and exhibitions. The programs employ a cultural empowerment model that is centered in social justice and incorporates entrepreneurial and career building elements to provide youth the necessary creative skills to develop self-confidence and motivation to explore greater possibilities in employment and life-shaping goals.

Grant Size: **\$70,137.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
168%	165%	82%	100%

#### PROGRAM QUALITY ASSESSMENT RATINGS

ESAA Youth Arts Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.28.

	Quality Domain	ESAA Youth Arts Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	4.21	4.55
Best Practices	Interaction	4.17	3.57
	Engagement	3.83	2.85
	Cultural Competency	4.5	3.55



## OBSERVATION NOTES

*Program Strengths:*

The products of program activities (art, plays, music) reflect the ideas and creativity of youth. Activities are highly engaging, and allow youth to explore current and historical cultural issues (eg. Recent gang injunction in Fruitvale).

*Areas for Improvement:*

A few youth lacked direction during the program offering.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		50	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	62%	38%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	38%	42%	18%
	Academic Success/School Attachment			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	76%	22%	2%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	50%	36%	10%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	58%	40%	2%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	56%	40%	2%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	84%	14%	0%

Model Neighborhood Program  
 Alameda County Medical Center  
 Older Youth – Career and College Readiness

#### PROGRAM DESCRIPTION

The Model Neighborhood Program (MNP) promotes healthy choices and exposes 8<sup>th</sup> to 12<sup>th</sup> graders to various careers in the health industry by partnering them with health professionals to provide practical experience and community service at Alameda County Medical Center. The program includes paid and unpaid internships, team building and seminars on professionalism, time management, goal setting, career ladders and financial management. Students exit with career goals, confidence in accessing job-related opportunities, improved health industry career skills and a network of potential future supervisors.

Grant Size: **\$140,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
87%	95%	147%	124%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Model Neighborhood Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.39.

	Quality Domain	Model Neighborhood Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.9	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.38	3.57
	Engagement	3.67	2.85
	Cultural Competency	4.0	3.55

**OBSERVATION NOTES**
**Program Strengths:**

Excellent youth development principles employed. Youth are in charge, reflect in multiple modalities, share what they learn daily, and experience new career opportunities.

**Areas for Improvement:**

Look for incentives to increase attendance for youth with familial commitments.

**SURVEY DATA**

<b>Outcomes Survey</b>	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	48		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	77%	23%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	48%	46%	6%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	77%	21%	2%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	58%	25%	15%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	75%	25%	0%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	73%	27%	0%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	94%	4%	2%

Pathways to Higher Education and Careers  
 Youth Radio  
 Older Youth – Career and College Readiness

#### PROGRAM DESCRIPTION

The Pathways to Higher Education and Careers program offers a youth development program that integrates educational support, college preparation and career exploration. Youth Radio's program includes intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships.

Grant Size: **\$120,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	206%	0%	91%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Pathways to Higher Education and Careers is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.8.

	Quality Domain	Pathways to Higher Education and Careers	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.5	3.57
	Engagement	4.5	2.85
	Cultural Competency	5.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

High level of youth engagement. Multiple structured opportunities for reflection through weekly reflection tasks (professional development workshops) and constant tracking of goals and progress (one-on-one advisory sessions). Program aims to provide youth with all the necessary tools to successfully apply to college.

*Areas for Improvement:*

Professional development students are not given the opportunity to lead and prepare workshops, unless they have taken the class before.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	37		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	73%	24%	3%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	27%	41%	32%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	70%	24%	5%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	62%	35%	3%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	70%	27%	3%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	57%	22%	14%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	84%	16%	0%



Refugee and Immigrant Wellness Project  
 Refugee Transitions  
 Older Youth – Comprehensive Programming

#### PROGRAM DESCRIPTION

In partnership with Oakland International High School (OIHS), Soccer Without Borders and California Youth Outreach the Refugee and Immigrant Wellness Project supports low-income refugee and immigrant youth at OIHS. The program includes ESL tutoring, mentoring, leadership training, conflict resolution, case management and recreational activities. Youth improve their English and academic skills; gain confidence; develop healthy relationships with caring adults; explore their interests; and learn the values of exercise, effective communication and teamwork.

Grant Size: **\$ 75,232.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	147%	0%	148%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Refugee and Immigrant Wellness Project is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.27.

	Quality Domain	Refugee and Immigrant Wellness Project	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.05	4.55
	Supportive Environment	4.38	4.55
Best Practices	Interaction	2.92	3.57
	Engagement	2.5	2.85
	Cultural Competency	2.5	3.55

## OBSERVATION NOTES

*Program Strengths:*

Variety of programming – homework help, ESOL, sports – appeals to a large number of youth. Sports and ESOL instructors are engaged and engaging. ESOL instructor, in particular, manages to create youth-led environment despite significant language barrier.

*Areas for Improvement:*

Environment has not been created for zero tolerance of homophobic slurs (note that staff did not hear these slurs). Other family commitments and winter transportation serve as barriers to full participation.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	105		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	86%	13%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	73%	17%	4%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	83%	13%	2%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	72%	18%	8%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	77%	19%	2%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	70%	26%	3%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	65%	29%	3%

Dreamcatcher  
 Dreamcatcher  
 Older Youth – Comprehensive Programming

#### PROGRAM DESCRIPTION

DreamCatcher targets runaway, thrown away and homeless older youth to allow them to successfully transition to adulthood by providing a safe place with caring adults, academic and career support, as well as recreation. Comprehensive programming includes academic tutoring, goal setting and counseling, sports/recreation, life skills training, case management, leadership training, peer led training and workshops, resume development, college application assistance, peer support, assistance with housing and a safe space to congregate.

Grant Size: **\$120,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	67%	0%	95%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Dreamcatcher is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.43.

	Quality Domain	Dreamcatcher	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	3.97	4.55
Best Practices	Interaction	2.5	3.57
	Engagement	2.0	2.85
	Cultural Competency	4.0	3.55

**OBSERVATION NOTES**
**Program Strengths:**

Program space demanded by and decorated by youth. Initial force of program was youth-led.

**Areas for Improvement:**

Enrollment/drop-in numbers are down. Program doesn't employ many youth development best practices currently. In the past, more opportunities existed for youth leadership, as participants received stipends for Youth Advisory Board.

**SURVEY DATA**

<b>Outcomes Survey</b>	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	40		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	73%	18%	10%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	45%	35%	20%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	65%	25%	10%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	45%	30%	23%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	78%	23%	0%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	68%	28%	3%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	93%	8%	0%

**TOOLS: Transforming Ordinary Obstacles into Life Skills**  
 City of Oakland, Office of Parks and Recreation  
 Older Youth – Comprehensive Programming

**PROGRAM DESCRIPTION**

The Radical Roving Recreation (TOOLS) program is a comprehensive art, culture, and life skills program that assists young people to transition healthfully into adulthood. Through TOOLS, Oakland's Office of Parks and Recreation and partners provide dance, theater, communications, and self-esteem building to help young people move through the trauma they have experienced so they may further access life skills. These skills include healthy cooking and nutrition, financial management, and developing a vision for their careers and life.

Grant Size: **\$126,936.00**

**PROGRAM SERVICE AND ATTENDANCE**

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	109%	0%	34%

**PROGRAM QUALITY ASSESSMENT RATINGS**

TOOLS: Transforming Ordinary Obstacles into Life Skills is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.81.

	Quality Domain	TOOLS: Transforming Ordinary Obstacles into Life Skills	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.3	4.55
	Supportive Environment	4.44	4.55
Best Practices	Interaction	2.83	3.57
	Engagement	3.0	2.85
	Cultural Competency	4.5	3.55

**OBSERVATION NOTES**
**Program Strengths:**

Program has situated itself in a high-need area. Drumming circle component is relevant and a positive metaphor for leadership/fellowship.

**Areas for Improvement:**

Late program start (February) means there hasn't been much time for the group to congeal. Basics (emergency procedures, fire extinguisher) were not available.

**SURVEY DATA**

<b>Outcomes Survey</b>	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	43		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	<b>% agreement with statement</b>		
		<i>High</i>	<i>Med</i>	<i>Low</i>
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	84%	14%	2%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	47%	21%	33%
	<b>Academic Success/School Attachment</b>			



	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	60%	21%	19%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	56%	37%	5%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	56%	35%	9%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	58%	26%	16%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	74%	21%	0%

First Steps Community Resource Center  
 First Place for Youth  
 Older Youth – Comprehensive Programming

#### PROGRAM DESCRIPTION

The First Steps Community Resource Center program serves as a critical information and referral service to foster and homeless youth. Each year, youth (ages 16 to 20) obtain housing search assistance, emancipation planning training, education and employment information, and emergency food and utility assistance. Youth use computers, participate in community building and service events, and socialize with other youth who are preparing to transition from foster care.

Grant Size: **\$127,499.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	247%	0%	213%

#### PROGRAM QUALITY ASSESSMENT RATINGS

First Steps Community Resource Center is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.9.

	Quality Domain	First Steps Community Resource Center	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.8	4.55
	Supportive Environment	4.63	4.55
Best Practices	Interaction	3.75	3.57
	Engagement	3.33	2.85
	Cultural Competency	3.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

Program shares a lot of responsibility with youth. Multiple opportunities exist for youth to influence program offerings with their thoughts and ideas. Youths' input is sought when planning activities (eg. In the Expressions club, youth decide what they would like to work on). Graduation ceremonies provide the opportunity for youth to plan presentations and practice public speaking.

*Areas for Improvement:*

Some youth were not involved in the pinch-pot Art activity.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	56		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	89%	4%	4%
	<b>Healthy Habits</b>			
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		46%	41%	11%
<b>Academic Success/School Attachment</b>				

	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	71%	20%	4%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	71%	18%	11%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	82%	13%	5%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	70%	20%	9%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.			
	I get bullied or harassed in this program.	61%	34%	2%

Internships and Apprenticeships Program  
 Dimensions Dance Theater  
 Older Youth – Comprehensive Programming

#### PROGRAM DESCRIPTION

Dimension Dance Theater's Internships and Apprenticeships program supports older, highly motivated advanced students who seek arts careers. Students work alongside program staff senior/professional instructors and teach and mentor younger students, demonstrate technique, rehearse repertory, problem solve in the studio, and perform in the community. The program also provides direct coaching and training that support and prepare students for careers in dance and related fields.

Grant Size: **\$120,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	101%	0%	96%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Internships and Apprenticeships Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.72.

	Quality Domain	Internships and Apprenticeships Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.61	4.55
Best Practices	Interaction	4.83	3.57
	Engagement	4.17	2.85
	Cultural Competency	5.0	3.55

#### OBSERVATION NOTES

*Program Strengths:*

Activities provide youth the opportunity to improve their dance and performance skills through guided practice, and subsequently apply these skills as a mentor in teaching younger youth. Choreography often reflects youths' input.

*Areas for Improvement:*

Youth are able to reflect on their performances (by critiquing their own video), however there are limited opportunities for reflection on a weekly basis.

## Youth Employment Partnership Career Try-Out

### PROGRAM DESCRIPTION

Career Try-Out provides Oakland youth ages 15 to 17 who have never worked before, with their first summer job. Youth complete workshops on job skills, including job search techniques, interviewing, resume preparation, and job survival prior to employment. Each teen is assigned a counselor, and selects from a menu of worksite options, and will complete 120 hours of subsidized employment along with weekly job skills workshops. Supervisors complete two evaluations of youth, and youth evaluate jobsites at summer's end.

### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
139%	111%	148%	122%

### PROGRAM QUALITY ASSESSMENT RATINGS

Youth Employment Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.6\*.

Quality Domain	Youth Employment Partnership	OFCY Strategy Area Overall Average Score (Summer)*
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.5	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.0	2.6
Youth Engagement	2.7	2.5
Diversity/Identity	2.4	2.7

Note: \*The Youth Employment Partnership's program offerings occurred over the Summer. As such, the program was assessed using the Summer Program Quality Assessment, which employs a scale of 1-3.

OUSD Conflict Resolution  
 Oakland Unified School District - Instructional Services  
 Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

Oakland Unified School Districts Conflict Resolution Program Coordinators recruit and train student mediators (11 to 14 years old) across middle schools. The mediators reflect the academic, social, and ethnic diversity of each school. Once trained, they conduct conflict mediations monthly. Using communication and problem-solving skills, student mediators assist peers in managing and resolving interpersonal conflict. During the school day, disputing students may be referred to conflict mediation by school staff, peers or themselves. The Conflict Resolution Program aims to reduce the number of incidents that escalate into fights and suspensions.

Grant Size: **\$125,082.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	128%	0%	132%

#### PROGRAM QUALITY ASSESSMENT RATINGS

OUSD Conflict Resolution is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.54.

	Quality Domain	OUSD Conflict Resolution	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.9	4.55
	Supportive Environment	4.81	4.55
Best Practices	Interaction	4.33	3.57
	Engagement	2.67	2.85
	Cultural Competency	1.0	3.55



## OBSERVATION NOTES

*Program Strengths:*

Youth are given the opportunity to improve their conflict resolution skills through guided practice, role play, and immediate feedback. Youth are highly engaged in the process.

*Areas for Improvement:*

Some returning students are given the opportunity to influence training content and process, however a significant number of youth do not have the same opportunity.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	109		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	83%	17%	1%
	<b>Healthy Habits</b>			
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		60%	34%	3%
<b>Academic Success/School Attachment</b>				

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	64%	32%	4%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	73%	18%	6%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	81%	17%	1%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	72%	25%	3%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	88%	10%	0%

LGBT Youth Health and Wellness Conductors Program  
 AIDS Project of the East Bay  
 Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

The Lesbian, Gay, Bisexual and Transgender Youth Health and Wellness Conductors Project (YHC), adapted from Botvin's Life Skills Training (LST), is a prevention intervention model informed by social learning theory, problem behavior theory, peer cluster theory, as well as AIDS Project of the East Bay and Sexual Minority Alliance of Alameda County's practical experience. The program trains youth between the ages of 13 and 20 years old to resist health risk and risky behaviors and to share positive health seeking behaviors with their friends and peers through an innovative peer education model that makes use of social networks web-technology.

Grant Size: **\$125,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
165%	90%	114%	185%

#### PROGRAM QUALITY ASSESSMENT RATINGS

LGBT Youth Health and Wellness Conductors Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.63.

	Quality Domain	LGBT Youth Health and Wellness Conductors Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.17	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.0	3.57
	Engagement	2.0	2.85

	Cultural Competency	3.0	3.55
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#### OBSERVATION NOTES

##### *Program Strengths:*

High-quality facilitator made frequent use of open-ended questions, encouraged youth to actively participate and share their thoughts.

##### *Areas for Improvement:*

Program space has minor sanitary concerns (floors need cleaning/vacuuming, Gorilla Glue spilling from holes onto stairwell).

#### SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		13		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement			
		High	Med	Low	
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		69%	31%	0%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		38%	54%	8%
	Academic Success/School Attachment				

	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	62%	31%	8%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	31%	46%	23%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	77%	15%	8%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	77%	15%	8%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.	85%	15%	0%
	I get bullied or harassed in this program.			

Taking Charge: API Youth Leaders  
 Asian Health Services  
 Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

Asian Health Services' Youth Program provides services to low-income youth to improve health and well-being in their community and school environments. The program implements a multi-faceted youth leadership project that incorporates leadership training, peer mentoring, and youth development activities linked to a school-based health center. The program conducts a Peer Leaders program for Asian Pacific Islander youth, a Youth Wellness Council for Oakland High School students, and culturally appropriate leadership activities for at-risk Southeast Asian young women.

Grant Size: **\$ 25,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	148%	0%	107%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Taking Charge: API Youth Leaders is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.77.

	Quality Domain	Taking Charge: API Youth Leaders	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.4	4.55
	Supportive Environment	4.64	4.55
Best Practices	Interaction	3.29	3.57
	Engagement	1.5	2.85
	Cultural Competency	5.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

Program effectively involves parents (mothers) and community (local gardens) in a way that is fun (cooking class). Some youth are very committed to program.

*Areas for Improvement:*

Not all youth participate in all aspects of programming. Some youth sit out or separate themselves from cooking, cleaning, communal eating despite invitations (and requests) to join the group.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		13	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	62%	38%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	15%	62%	23%
	Academic Success/School Attachment			

	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	62%	31%	8%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	31%	69%	0%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	92%	8%	0%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	92%	8%	0%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.	92%	8%	0%
	I get bullied or harassed in this program.			



## McCullum Youth Court Wellness and Healthy Transitions

### PROGRAM DESCRIPTION

The PEACE program is an extension of McCullum Youth Court's (MYC) existing Apprentice Program. The goal of the Apprentice Program is to transition Oakland male youth offenders aged 12 to 15 into youth advocates and peer leaders. Those selected youth offenders attend a 4-week series of life-skills workshops and 12-weeks of intensive training in MYC's Basic Law class for youth advocates. In addition to this, the PEACE program expands MYC's case-management services to include case-review meetings that include school staff and parents, specialized support groups and a goal based incentive program.

Grant Size: \$ 23,594.00

### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	50%	0%	295%

### PROGRAM QUALITY ASSESSMENT RATINGS

PEACE Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.79.

	Quality Domain	PEACE Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.9	4.55
	Supportive Environment	4.2	4.55
Best Practices	Interaction	3.33	3.57
	Engagement	2.5	2.85
	Cultural Competency	4.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

Many of the staff have matriculated through the program themselves. Staff generously share their personal stories, and create a genuine connection with youth.

*Areas for Improvement:*

It has been challenging for program staff to successfully recruit participants into the apprentice program – so far one youth has completed the full program this year.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		11	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	73%	27%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	18%	36%	45%
	Academic Success/School Attachment			

	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	64%	36%	0%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	64%	36%	0%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	36%	55%	9%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	55%	36%	9%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.	91%	0%	9%
	I get bullied or harassed in this program.			

Indigenous Youth Voices  
 Native American Health Center  
 Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

Indigenous Youth Voices program develops the next generation of leaders in the Native community as well as increase youth resiliency and confidence to lead and address social problems. Youth develop an awareness of how to impact their worlds through a culturally relevant holistic model that integrates physical, mental, sexual, and spiritual health. Specific activities include gender-based youth groups, youth leadership development, community service projects, academic goal setting/counseling, career exploratory field trips and cultural activities.

Grant Size: **\$125,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
143%	133%	109%	71%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Indigenous Youth Voices is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.17.

	Quality Domain	Indigenous Youth Voices	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.63	4.55
Best Practices	Interaction	3.38	3.57
	Engagement	3.33	2.85
	Cultural Competency	4.5	3.55

## OBSERVATION NOTES

*Program Strengths:*

Comprehensive programming (sports, youth-led projects, field trips, open youth center) reaches youth wherever they are and whatever their interest is.

*Areas for Improvement:*

Not all youth are incorporated into the planning of all activities.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		67	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	76%	22%	1%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	51%	33%	16%
	Academic Success/School Attachment			

	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	67%	25%	7%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	67%	21%	12%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	72%	24%	4%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	69%	28%	3%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.	64%	33%	1%
	I get bullied or harassed in this program.			

Oakland Middle School Youth Leadership Health Collaborative  
 La Clinica de la Raza  
 Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

The Oakland Middle School Youth Leadership Health Collaborative is a youth/adult partnership that creates a sustainable learning community for youth leadership development to improve Oakland neighborhoods and schools. The Collaborative mobilizes Youth Health Advocates from Oakland middle schools to engage other students through evidence-based practices to: (1) increase youth awareness and knowledge about physical, behavioral and environmental health; (2) frame and advance policies to promote health equity; and (3) prepare and coach adult allies to work more effectively with youth.

Grant Size: **\$125,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	196%	0%	151%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Middle School Youth Leadership Health Collaborative is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.31.

	Quality Domain	Oakland Middle School Youth Leadership Health Collaborative	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.5	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.54	3.57
	Engagement	4.5	2.85
	Cultural	3.0	3.55

	Competency		
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#### OBSERVATION NOTES

##### *Program Strengths:*

Many structured opportunities for youth to contribute their thoughts and feelings, and for activities to reflect youth's ideas and planning. Structured opportunities for youth's efforts to be acknowledged (eg. A good letter home). The facilitator we observed was highly engaging, constantly solicited input from youth, and employed successful behavior management techniques.

##### *Areas for Improvement:*

We were not able to locate a fire extinguisher in the classroom - the program relies on the school's sprinkler system.

#### SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.		
	<b>Total Number of Surveys</b>	48	
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement	
		High	Med Low
	<b>Self Efficacy</b>		
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	88%	13% 0%
	<b>Healthy Habits</b>		



	I learn about a physical activity in this program.			
	I spend more time exercising because of this program.	69%	27%	4%
	I feel healthier because of this program.			
	I make good choices about my health.			
	<b>Academic Success/School Attachment</b>			
	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	79%	17%	4%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	58%	33%	8%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	83%	17%	0%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			

	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	75%	25%	0%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.			
	I get bullied or harassed in this program.	92%	8%	0%

Teens On Target Violence Prevention Program  
 Youth ALIVE!  
 Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

Youth ALIVE's Teens on Target program reaches youth (ages 11 to 20) with violence prevention and leadership training designed to improve their capacity to make better decisions about their health and well-being and to make changes in themselves and the world around them. Program staff train and support students (ages 14 to 20) from Castlemont Community of Small Schools. Once trained as peer educators, they educate Oakland middle school youth through violence prevention workshops and assemblies, as well as advocate for specific school or local policies that relate to youth violence.

Grant Size: **\$100,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
100%	102%	54%	97%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Teens On Target Violence Prevention Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.52.

	Quality Domain	Teens On Target Violence Prevention Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	4.53	4.55
Best Practices	Interaction	4.75	3.57
	Engagement	3.67	2.85
	Cultural Competency	5.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

Program curriculum is highly relatable to youth's own experiences, and youth are encouraged to reflect on program curriculum with their own stories in mind.

*Areas for Improvement:*

The program is working towards increasing the number of opportunities for youth to share their stories with a wider audience (both through more school engagements, and preparing for media advocacy).

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	27		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	89%	11%	0%
	<b>Healthy Habits</b>			
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		30%	30%	37%
<b>Academic Success/School Attachment</b>				

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	52%	33%	15%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	59%	30%	11%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	70%	26%	4%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	74%	22%	4%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	78%	22%	0%

Healthy Heart Healthy Mind (HHHM)  
 Loto Taha Pasifika (fiscal agency: ARC Associates)  
 Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

Healthy Heart Healthy Mind (HHHM) provides services to improve academic outcomes and health education specifically in Oakland's Pacific Islander (PI) community. HHHM provides PI high school students with an integrated summer and school year program including academic counseling, tutoring and basic skill development, health and nutrition education, urban gardening, cooking instruction and dance for physical fitness. These activities culminate in a student designed and led educational conference and community health fair. HHHM participants serve as role models for other PI youth and the larger PI community.

Grant Size: **\$ 46,541.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	279%	0%	124%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Healthy Heart Healthy Mind (HHHM) is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.52.

	Quality Domain	Healthy Heart Healthy Mind (HHHM)	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	4.53	4.55
Best Practices	Interaction	4.75	3.57
	Engagement	3.67	2.85
	Cultural Competency	5.0	3.55

#### OBSERVATION NOTES

*Program Strengths:*

Healthy Heart Healthy Mind (HMMM)

Program staff connected with families and school. Preparation for school Poly Days make practice of traditional dances/songs relevant and real.

*Areas for Improvement:*

Not all youth actively participate.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	38		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	97%	3%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	84%	16%	0%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	95%	5%	0%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	89%	11%	0%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	97%	3%	0%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	95%	5%	0%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	95%	5%	0%



Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)  
Asian Community Mental Health Services  
Wellness and Healthy Transitions

#### PROGRAM DESCRIPTION

Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL) involves youth ages 13 to 20 in four Youth Leadership Organizations (YLO) that are based in neighborhood and ethnic-based communities in Oakland. The YLOs serve as an alternative to violence, gangs and other negative peer group influences by (1) creating safe spaces where youth can support each other and feel part of a community; (2) empowering youth with leadership skills to make positive change through youth-led community service projects and campaign initiatives; and (3) giving youth a vehicle to express cultural pride and identity through public performances of their art.

Grant Size: **\$175,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
75%	83%	177%	170%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL) is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.8.

	Quality Domain	AYPAL	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.8	4.55
	Supportive Environment	4.89	4.55
Best Practices	Interaction	4.67	3.57
	Engagement	4.67	2.85
	Cultural Competency	5.0	3.55

**OBSERVATION NOTES**
**Program Strengths:**

Youth were highly engaged in activities. Activities used multiple participatory methods and shared responsibility for outcomes with youth. Youth leaders in particular shared a lot of responsibility with adult staff, including the design and facilitation of program offerings. Leadership and facilitation skills are developed to improve youth's advocacy efforts.

**Areas for Improvement:**

The program space was limiting when preparing for the May Arts Festival – two different dance groups (with music) and the theater group needed to rehearse in the same room. It was too noisy for the theater group, who later moved outside.

**SURVEY DATA**

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		121		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement			
		High	Med	Low	
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		70%	27%	2%
	Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		52%	32%	16%	

	<b>Academic Success/School Attachment</b>			
	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	77%	20%	3%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	84%	13%	2%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	82%	14%	4%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	79%	18%	2%
	I understand different cultures better because of this program.			
	<b>Safety</b>			

	I feel safe in this program. I get bullied or harassed in this program.	90%	9%	0%
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OBUGS Out of School Time  
 OBUGS  
 Community Based After School

#### PROGRAM DESCRIPTION

The Oakland Based Urban Garden's (OBUGS) programs include After-School, Summer Camp, and YO!BUGS. The program serves children and youth ages 5 to 18 and provides age-appropriate activities in gardens and the community that support academic achievement, a healthy diet, physical activity, and business/leadership skills. Children in the program help maintain the gardens, as well as cook, create art, and perform science projects. At Summer Camp, children work on detailed garden projects and go on field trips to parks and farms. YO!BUGS is a leadership and entrepreneurship-training program for youth.

Grant Size: **\$ 40,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
23%	164%	0%	94%

#### PROGRAM QUALITY ASSESSMENT RATINGS

OBUGS Out of School Time is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 2.41.

	Quality Domain	OBUGS	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.2	4.55
	Supportive Environment	3.56	4.55
Best Practices	Interaction	1.96	3.57
	Engagement	1.33	2.85
	Cultural Competency	1.0	3.55

**OBSERVATION NOTES**
*Program Strengths:*

The program exposes youth to skills they might not otherwise have access to (eg. urban gardening, cooking), and raises awareness around issues such as health eating.

*Areas for Improvement:*

Program lacks structured opportunities for youth to reflect on activities and give input on content areas.

**SURVEY DATA**

<b>Outcomes Survey</b>	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	15		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		<i>High</i>	<i>Med</i>	<i>Low</i>
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	67%	27%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	33%	33%	33%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	53%	27%	20%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	40%	53%	7%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	53%	40%	7%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	47%	33%	20%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	47%	33%	7%

Oakland Discovery Centers  
 City of Oakland- Office of Parks and Recreation  
 Community Based After School

#### PROGRAM DESCRIPTION

The Oakland Discovery Centers is a community based after-school program with experiential learning, enrichment, fitness, and peer support activities within a youth development framework. The program offers applied science, math, tutoring, woodworking, gardening, art, video, mentoring and more to low-income youth (ages 6 to 14) in the Oakland flatlands. The program facilitates the positive growth of low-income youth by providing an informal, safe and fun learning environment, where self-confidence is built by developing skills and critical thinking abilities, producing responsible community members.

Grant Size: **\$140,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	307%	0%	115%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Discovery Centers is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.13.

	Quality Domain	Oakland Discovery Centers	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.0	4.55
	Supportive Environment	4.29	4.55
Best Practices	Interaction	3.04	3.57
	Engagement	2.33	2.85
	Cultural Competency	2.0	3.55



## OBSERVATION NOTES

*Program Strengths:*

Youth are excited about hands-on science in program. Youth clamor to feed chickens, use the saws. Youth are engaged.

*Areas for Improvement:*

Peer leaders use exclusionary language. The Discovery Center building is decrepit. Windows and lights are dirty.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		101	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	93%	7%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	72%	25%	3%
	Academic Success/School Attachment			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	85%	11%	4%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	59%	32%	8%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	77%	23%	0%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	69%	25%	3%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	90%	10%	0%

Ala Costa Centers Enhanced Learning After School Program for Children  
with Special Needs  
Ala Costa Centers  
Community Based After School

#### PROGRAM DESCRIPTION

Ala Costa Centers empowers children and young adults with developmental disabilities to find, use and strengthen their unique skills and talents, and to support their families. The after-school program supports students ages 5 to 22 with special needs, along with their family members by offering academic support, enrichment activities, and help developing the skills and self-esteem this underserved population needs for success in life. Services are offered from 2-6pm after school and all day during holidays and summer vacation. Centers are located in Oakland and Berkeley.

Grant Size: **\$ 85,050.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	119%	0%	87%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.29.

	Quality Domain	Ala Costa Centers	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.58	4.55
	Supportive Environment	3.38	4.55
Best Practices	Interaction	3.04	3.57
	Engagement	2.17	2.85

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		81	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	91%	7%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	99%	0%	0%
	Academic Success/School Attachment			
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	98%	1%	1%
	Respect/Violence-Prevention			

	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	58%	20%	19%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	98%	1%	1%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	90%	4%	2%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	95%	5%	0%

Neighborhood Sports Initiative  
 Unity Council  
 Community Based After School

#### PROGRAM DESCRIPTION

The goal of the Neighborhood Sports Initiative (NSI) is to ensure that youth ages 5 to 18 years and residing in Oakland's Fruitvale neighborhood have access to sports and recreational activities during after-school hours, summer and weekends, with particular emphasis on utilizing existing Oakland Unified School District facilities. The NSI is comprised of two major components: The 6 to 9 p.m. Program and the Girls Sports Program. Both programs strive to help youth build lifelong healthy habits, provide outlets for physical exercise, develop leadership skills, and participate in sports and recreation.

Grant Size: **\$ 85,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
111%	181%	147%	256%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Neighborhood Sports Initiative is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.55.

	Quality Domain	Neighborhood Sports Initiative	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.68	4.55
	Supportive Environment	4.64	4.55
Best Practices	Interaction	3.58	3.57
	Engagement	1.83	2.85
	Cultural Competency	3.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

The program provides a valuable opportunity for youth to improve their fitness, learn new sporting skills and stay active.

*Areas for Improvement:*

Content areas are decided by staff with little input from youth.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	61		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	92%	8%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	95%	5%	0%
<b>Academic Success/School Attachment</b>				

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	92%	7%	2%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	84%	11%	5%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	92%	7%	2%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	82%	16%	2%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	82%	16%	2%



Library Education and Art Program (LEAP)  
 Museum of Children's Art  
 Community Based After School

#### PROGRAM DESCRIPTION

The Museum of Children's Art's (MOCHA) Library Education and Art Program (LEAP) provides arts-based after school programming at Oakland Public Library branches. Weekly workshops employ a range of art and literacy activities that build children's academic, social and communication skills; increase their sense of accomplishment and community engagement; develop cultural awareness; and expose them to career and mentorship opportunities.

Grant Size: \$ 65,781.00

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	475%	0%	105%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Library Education and Art Program (LEAP) is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.57.

	Quality Domain	Library Education and Art Program (LEAP)	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.4	4.55
	Supportive Environment	4.92	4.55
Best Practices	Interaction	3.38	3.57
	Engagement	2.67	2.85
	Cultural Competency	2.5	3.55

## OBSERVATION NOTES

*Program Strengths:*

Good collaboration. Set in libraries. Offering arts instruction to children and youth who otherwise don't have access. In some cases they have replaced school art instruction with taking youth and children to this program.

*Areas for Improvement:*

It was difficult with just two staff to lead the class and support individual participants.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		122	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	85%	13%	2%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	2%	1%	0%
	Academic Success/School Attachment			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	85%	12%	1%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	75%	20%	5%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	91%	8%	1%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	74%	23%	1%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	88%	11%	0%

Sports & Recreation for Youth with Physical Disabilities  
 Bay Area Outreach & Recreation Program  
 Community Based After School

#### PROGRAM DESCRIPTION

Bay Area Outreach & Recreation Program (BORP) provides after school and weekend sports and recreation programming for Oakland youth with disabilities ages 5 to 20 and family members. Key activities include wheelchair basketball and power soccer at James Kenney gym, adaptive cycling at Aquatic Park, tournaments and outdoor adventures. Transportation, family engagement, transition support and outreach are included components. Youth increase physical activity and fitness, connect with a community of peers and caring adults, improve communication and social skills, as well as develop self-confidence and a sense of accomplishment.

Grant Size: **\$ 45,600.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
163%	113%	108%	94%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Sports & Recreation for Youth with Physical Disabilities is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.83.

	Quality Domain	Sports & Recreation for Youth with Physical Disabilities	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.92	4.55
Best Practices	Interaction	4.08	3.57
	Engagement	2.17	2.85

	Cultural Competency	3.0	3.55
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#### OBSERVATION NOTES

##### *Program Strengths:*

Program works to instill independence in youth. Youth are responsible for their own equipment, for leading stretching and drills, for negotiating transportation. Also, families are very involved. Wheelchair basketball practices are family get-togethers.

##### *Areas for Improvement:*

More opportunities for youth leadership would enrich programs

#### SURVEY DATA

<b>Outcomes Survey</b>	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	24		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	<b>% agreement with statement</b>		
		<i>High</i>	<i>Med</i>	<i>Low</i>
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	83%	17%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	92%	8%	0%
	<b>Academic Success/School Attachment</b>			

	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	92%	4%	4%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	92%	4%	4%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	96%	4%	0%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	92%	8%	0%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.	96%	4%	0%
	I get bullied or harassed in this program.			

SmartMoves Education and Enrichment Program  
 East Oakland Boxing Association  
 Community Based After School

#### PROGRAM DESCRIPTION

The East Oakland Boxing Association (EOBA)/ SmartMoves Education and Enrichment Program is an after-school, weekend, and summer program that provides free comprehensive services for youth. EOBA/ SmartMoves provides hands-on experiential learning and enrichment activities for youth ages 5 to 13 with additional services for older youth ages 14 to 20. Programs include tutoring, mentoring, art, theater, gardening, health and nutrition, computers, internships/career readiness, physical education, and field trips.

Grant Size: **\$ 85,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	85%	0%	211%

#### PROGRAM QUALITY ASSESSMENT RATINGS

SmartMoves Education and Enrichment Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.93.

	Quality Domain	SmartMoves Education and Enrichment Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.22	4.55
	Supportive Environment	4.02	4.55
Best Practices	Interaction	3.75	3.57
	Engagement	2.67	2.85
	Cultural Competency	5.0	3.55

**OBSERVATION NOTES**
**Program Strengths:**

Staff give focused attention to youth when helping them with their homework. Intern positions provide a good opportunity for older youth to mentor younger youth -- younger youth who receive the tutelage respond well.

**Areas for Improvement:**

Youth are not well supervised in the boxing and outdoor areas after homework is completed.

**SURVEY DATA**

<b>Outcomes Survey</b>	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>Total Number of Surveys</b>	27		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% agreement with statement		
		High	Med	Low
	<b>Self Efficacy</b>			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	93%	7%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	96%	4%	0%
	<b>Academic Success/School Attachment</b>			



I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	85%	15%	0%
<b>Respect/Violence-Prevention</b>			
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	78%	19%	0%
<b>Positive Connections to Peers, Adults, and Communities</b>			
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	89%	11%	0%
<b>Cultural Awareness</b>			
I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	85%	15%	0%
<b>Safety</b>			
I feel safe in this program. I get bullied or harassed in this program.	67%	26%	4%

Rites of Passage  
Dimensions Dance Theater, Inc.  
Community Based After School

PROGRAM DESCRIPTION

Rites of Passage (ROP) provides youth with a safe haven after school, and offers high quality arts programs that help them express themselves, build confidence, strengthen self-esteem, and interact with other young people in healthy ways through cultural and social activities that nurture the achievement of personal goals and academic success.

Grant Size: \$ 47,500.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	142%	0%	98%

PROGRAM QUALITY ASSESSMENT RATINGS

Rites of Passage is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.99.

	Quality Domain	Rites of Passage	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.5	4.55
Best Practices	Interaction	3.46	3.57
	Engagement	3.0	2.85
	Cultural Competency	4.0	3.55

#### OBSERVATION NOTES

##### *Program Strengths:*

Youth are highly engaged and take seriously the opportunity to improve their dance, fitness and performance skills. The dance instructor demonstrates frequently, and employs live drummers for some sessions.

##### *Areas for Improvement:*

Youth must become a part of the apprenticeship program before they can mentor other youth, this may take many years.

#### SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		24	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	88%	8%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	75%	17%	8%
	Academic Success/School Attachment			

	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	63%	33%	4%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	75%	21%	4%
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	67%	29%	4%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	71%	17%	8%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	71%	21%	0%

Nurturing Native Pride  
The American Indian Child Resource Center  
Community Based After School

#### PROGRAM DESCRIPTION

The Indian Resource Center provides culturally relevant services to foster the academic achievement and emotional and physical well being of American Indian youth. Activities include tutoring, sports, youth leadership, life skills groups, cultural arts, and case management. Programs build positive relationships between adults and youth in a safe haven, involve parents (parent meetings, trainings), implement curriculum reflecting the cultural background of the students (American Indian history, dancing/drumming, traditional arts), and engage in experiential teaching (field trips, project based learning, media arts).

Grant Size: **\$ 75,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	60%	0%	74%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Nurturing Native Pride is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.39.

	Quality Domain	Nurturing Native Pride	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.71	4.55
	Supportive Environment	4.85	4.55
Best Practices	Interaction	4.38	3.57
	Engagement	3.0	2.85
	Cultural Competency	5.0	3.55

## OBSERVATION NOTES

*Program Strengths:*

Good youth development fundamentals - team-building games, projects for self-expression.

*Areas for Improvement:*

Some youth were not involved in activities despite multiple overtures to participate and/or focus on homework.

## SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		15	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	73%	27%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	47%	47%	7%
	Academic Success/School Attachment			

	I look forward to learning because of this program.			
	I go to school more often when I attend this program.			
	I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	80%	13%	7%
	I plan to graduate or have already graduated from high school.			
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school.			
	I don't get in physical fights with my peers.	40%	47%	13%
	I resolve conflicts without violence.			
	<b>Positive Connections to Peers, Adults, and Communities</b>			
	I have friends that are a positive influence.			
	I work well with other people and in teams.			
	I have met at least one adult that cares about me in this program.	80%	20%	0%
	I feel like I am important to at least one adult.			
	I am a positive influence in my community.			
	I care about my community.			
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications.			
	I learn about people who are not like me in this program.	80%	20%	0%
	I understand different cultures better because of this program.			
	<b>Safety</b>			
	I feel safe in this program.	87%	13%	0%
	I get bullied or harassed in this program.			

## Homework Club The Green Stampede Community Based After School

### PROGRAM DESCRIPTION

The Green Stampede is a tutoring and homework help program that serves disadvantaged Oakland elementary, middle and high school students. These sessions take place during weeknight home games for the Athletics and are conducted on-site in a conference room at the Oakland Coliseum. The tutors are teachers, retired teachers, and current and recently graduated college students. After several hours of tutoring, students are rewarded for their hard work by going to watch the game.

Grant Size: **\$ 10,000.00**

### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
72%	72%	35%	35%

### SURVEY DATA

<b>Outcomes Survey</b>	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.		
	<b>Total Number of Surveys</b>	15	
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	<b>% agreement with statement</b>	
		<i>High</i>	<i>Med</i>
			<i>Low</i>
	<b>Self Efficacy</b>		



	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	73%	27%	0%
	<b>Healthy Habits</b>			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	60%	33%	7%
	<b>Academic Success/School Attachment</b>			
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	93%	7%	0%
	<b>Respect/Violence-Prevention</b>			
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	80%	7%	13%
	<b>Positive Connections to Peers, Adults, and Communities</b>			

	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	93%	7%	0%
	<b>Cultural Awareness</b>			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	67%	33%	0%
	<b>Safety</b>			
	I feel safe in this program. I get bullied or harassed in this program.	73%	27%	0%

EBAC: Early Childhood 0-5 Years Mental Health & Developmental  
Consultation in Early Care and Education Settings  
East Bay Agency for Children  
Early Childhood: Mental Health Consultation

PROGRAM DESCRIPTION

East Bay Agency for Children Mental Health Consultants (MHC) supports Oakland Unified School District Early Childhood Education Centers to enhance social emotional development and pre-academic success of preschool students. Services include weekly onsite relationship-based consultations, observation of children and classrooms, developmental assessment levels, new implemental approaches, and behavioral development plans, workshops, child and family therapy, psycho education, parenting support and community resources.

Grant Size: **\$125,000.00**

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	72%	0%	112%

PROGRAM QUALITY ASSESSMENT RATINGS

EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings is a **Performing** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.5.

Quality Domain	East Bay Agency for Children	Early Childhood
Health, Safety and Nutrition	3.0	3.50
Environment	3.67	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	1.67	3.39
Family, Community and	2.2	3.77

EBAC: Early Childhood 0-5 Years Mental Health & Developmental  
Consultation in Early Care and Education Settings



School Collaboration		
Cultural Competency of Staff and Program	2.33	3.14
Professionalism	3.5	3.86

## OBSERVATION NOTES

### Program Strengths:

Staff have multiple opportunities for professional development and continuing education. Staff also have the opportunity for consultation with other professionals.

*Areas for Improvement:*

Few children (and their families) are currently engaged in one-on-one consultation with the program consultant. This may be because the program is new.

## SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PROGRAM PROVIDER/EDUCATOR SURVEY			
	Total Number of Surveys		2	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement	
			High	Med
	Attachment of children to their caregivers.			
	The children's ability to form positive relationships with adults is...			
In a group setting with children and other adults, the children's ability to feel emotional secure is...		0%	0%	0%

EBAC: Early Childhood 0-5 Years Mental Health & Developmental  
Consultation in Early Care and Education Settings

	The ability of 0-2 year olds to connect with me when I talk to them is...			
	<b>Social and Emotional Skills</b>			
	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	0%	0%	0%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	0%	0%	0%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...	0%	0%	0%
	The children's FINE motor skills are...			
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	100%	0%	0%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	100%	0%	0%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...			
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...			
	My child's ability to cope in challenging situations is...			
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...			
	My child's ability to recognize shapes is...			
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>				
	My child's GROSS motor skills are...			
	My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>				



My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...			
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...			
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
<b>Access to resources</b>			

	My ability to FIND helpful community resources for my child or family is...			
	My ability to USE community resources to help my child or family is...			
	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...			
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...			

The Early Childhood Mental Health Collaborative  
Family Paths  
Early Childhood: Mental Health Consultation

#### PROGRAM DESCRIPTION

The Oakland Early Childhood Mental Health Collaborative (Family Paths, Through the Looking Glass, and Jewish Children and Family Services) provides preschool site-based mental health consultation and developmental consultation for racially and ethnically diverse children with special needs. The Collaborative serves parents, teachers and peers, as well as children with significant developmental delays or behavioral problems at Head Start sites, Oakland Unified School District Child Development Centers, and Head Start Family Childcares.

Grant Size: **\$200,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
189%	6%	260%	96%

#### PROGRAM QUALITY ASSESSMENT RATINGS

The Early Childhood Mental Health Collaborative is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.58.

Quality Domain	The Early Childhood Mental Health Collaborative	Early Childhood
Health, Safety and Nutrition	4.0	3.50
Environment	3.67	3.57
Developmentally Appropriate Content and Curriculum	4.33	3.73
Interaction: Supports for Relationship Building	4.5	3.39
Family, Community and School Collaboration	4.0	3.77
Cultural Competency of Staff	3.0	3.14

and Program		
Professionalism	5.0	3.86

#### OBSERVATION NOTES

##### *Program Strengths:*

Good communication between Mental Health Consultant and preschool staff. Numerous accounts of preschool staff acting on advice of Mental Health Consultant eg. behavior management techniques and developmentally appropriate toys.

##### *Areas for Improvement:*

In conversation, program staff identified cultural competency as an area for continued reflection and development.

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			66
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
The children's ability to form positive relationships with adults is...				
In a group setting with children and other adults, the children's ability to feel emotional secure is...		53%	18%	21%
The ability of 0-2 year olds to connect with me when I talk to them is...				
<b>Social and Emotional Skills</b>				

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	47%	21%	26%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	48%	21%	20%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...	35%	9%	12%
	The children's FINE motor skills are...			
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	50%	20%	26%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	48%	17%	30%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			2
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...	0%	0%	0%
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...	50%	50%	0%
	My child's ability to cope in challenging situations is...			
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...			
	My child's ability to recognize shapes is...	100%	0%	0%
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>				
	My child's GROSS motor skills are...	50%	50%	0%
	My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>				



My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	100%	0%	0%
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	100%	0%	0%
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	100%	0%	0%

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	50%	50%	0%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	50%	50%	0%

Integrated Early Childhood Consultation Program  
Jewish Family & Children's Services of the East Bay  
Early Childhood: Mental Health Consultation

#### PROGRAM DESCRIPTION

The Integrated Early Childhood Consultation Program Collaborative (Jewish Family Children's Services of the East Bay, Children's Hospital & Research Center Oakland, and Oakland Unified School District Early Childhood Education) offers innovative integrated mental health consultation and child developmental services in Oakland Unified School District Child Development Centers and Unity Council Head Start sites, serving children, teachers, and parents.

Grant Size: **\$200,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	123%	0%	155%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Integrated Early Childhood Consultation Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.33.

Quality Domain	Integrated Early Childhood Consultation Program	Early Childhood
Health, Safety and Nutrition	3.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.33	3.73
Interaction: Supports for Relationship Building	5.0	3.39
Family, Community and School Collaboration	4.0	3.77
Cultural Competency of Staff and Program	3.0	3.14

Professionalism	5.0	3.86
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#### OBSERVATION NOTES

##### *Program Strengths:*

Staff demonstrate extensive knowledge of services available to families and the most effective method of referral for access to services. Staff take a holistic approach to understanding the needs of the children they work with, and have a deep understanding of many individual children's backgrounds.

##### *Areas for Improvement:*

The preschool does not provide adequate physical space for mental health consultants' resources and personal effects.

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			29
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
The children's ability to form positive relationships with adults is...				
In a group setting with children and other adults, the children's ability to feel emotional secure is...		66%	14%	17%
The ability of 0-2 year olds to connect with me when I talk to them is...				
<b>Social and Emotional Skills</b>				

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	52%	24%	21%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	66%	7%	21%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...	45%	10%	17%
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	72%	10%	14%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	66%	7%	24%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...			
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...			
	My child's ability to cope in challenging situations is...			
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...			
	My child's ability to recognize shapes is...			
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>				
	My child's GROSS motor skills are...			
	My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>				



My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...			
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...			
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is...			
My ability to USE community resources to help my child or family is...			

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...			
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...			

Early Childhood Mental Health Consultation  
Lincoln Child Center  
Early Childhood: Mental Health Consultation

#### PROGRAM DESCRIPTION

Lincoln Child Center (LCC) offers mental health consultation services for staff, families and students at Child Development Centers. Consultants offer observations, trainings, and follow-up. LCC's programs serve children and staff and uses a collaborative model to insure that each site's needs are met with the overall goal that providers improve strategies to support children's positive behavior and emotional health and that families understand their child's developmental needs.

Grant Size: **\$125,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	56%	0%	466%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Early Childhood Mental Health Consultation is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.47.

Quality Domain	Early Childhood Mental Health Consultation	Early Childhood
Health, Safety and Nutrition	4.33	3.50
Environment	4.33	3.57
Developmentally Appropriate Content and Curriculum	5.0	3.73
Interaction: Supports for Relationship Building	3.67	3.39
Family, Community and School Collaboration	4.2	3.77
Cultural Competency of Staff and Program	2.33	3.14
Professionalism	5.0	3.86

## OBSERVATION NOTES

### *Program Strengths:*

Mental Health Consultant has established a high level of trust with preschool staff. Preschool staff will approach Mental Health Consultant for advice about specific children.

### *Areas for Improvement:*

Preschool staff do not meet collectively on a regular basis. The mental health consultant is working to increase opportunities for collaboration (however this area is not expressly under control of the consultant).

## SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PROGRAM PROVIDER/EDUCATOR SURVEY			
	Total Number of Surveys		14	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement	
			High	Med
	Attachment of children to their caregivers.			
	The children's ability to form positive relationships with adults is...		21%	29%
In a group setting with children and other adults, the children's ability to feel emotional secure is...				
The ability of 0-2 year olds to connect with me when I talk to them is...				
Social and Emotional Skills				

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	21%	14%	43%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	29%	14%	36%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...	29%	7%	29%
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	43%	21%	36%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	36%	21%	43%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...			
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...			
	My child's ability to cope in challenging situations is...			
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...			
	My child's ability to recognize shapes is...			
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>				
	My child's GROSS motor skills are...			
	My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>				



My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...			
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...			
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is...			
My ability to USE community resources to help my child or family is...			

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...			
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...			

Early Childhood Mental Health Consultation  
The Link to Children  
Early Childhood: Mental Health Consultation

#### PROGRAM DESCRIPTION

The Early Childhood Mental Health Consultation program offers mental health consultants that provide mental health and developmental consultation for children 0 to 5 years of age, their families and teachers at Oakland Unified School District Child Development Centers and private Child Development Centers. Consultants provide screening and assessment and focus on age appropriate social and emotional responses, activities, and recourses for young children that keeps them enrolled and supports their learning in readiness for kindergarten.

Grant Size: **\$105,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
13%	89%	93%	165%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Early Childhood Mental Health Consultation is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.0.

Quality Domain	Early Childhood Mental Health Consultation	Early Childhood
Health, Safety and Nutrition	4.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	4.2	3.77
Cultural Competency of Staff and Program	3.67	3.14

Professionalism	4.0	3.86
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#### OBSERVATION NOTES

##### *Program Strengths:*

Well-organized program is founded on researched principles. Program is housed in a true learning organization, where program practices are reviewed periodically and mechanisms exist for strong sense of stakeholder satisfaction.

##### *Areas for Improvement:*

Look for opportunities to share best practices around cultural competency policy creation and infusion into daily activities.

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PROGRAM PROVIDER/EDUCATOR SURVEY			
	Total Number of Surveys		15	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement	
			High	Med
	Attachment of children to their caregivers.			
	The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is... The ability of 0-2 year olds to connect with me when I talk to them is...		13%	40%
Social and Emotional Skills				

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	13%	47%	20%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	7%	27%	40%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...	7%	27%	33%
	The children's FINE motor skills are...			
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	13%	20%	67%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	13%	13%	73%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/CAREGIVER SURVEY				
	Total Number of Surveys		5		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...		0%	0%	0%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
	My child's ability to share with other children is...				
	My child's ability to take turns with other children is...				
	My child's ability to play with other children is...				
My child's ability to perform personal care activities is...		20%	80%	0%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...	40%	40%	0%
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>			
My child's GROSS motor skills are...	40%	40%	20%
My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...	20%	60%	20%
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...	20%	40%	20%
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is...	0%	60%	20%
My ability to USE community resources to help my child or family is...			

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	0%	40%	40%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	20%	80%	0%

Community Play and Learn Groups  
Bring Me A Book Foundation  
Early Childhood: Community Playgroups

#### PROGRAM DESCRIPTION

The Oakland Early Learning Collaborative project (Bring Me a Book, Oakland Ready to Learn and Eastside Arts Alliance) expands and enhances community playgroups and projects including Intertribal Friendship House serving Oakland's Native community, Oakland Ready to Learn's Learning Center in the EastSide Arts complex, and the City of Oakland Department of Parks and Recreation's Arroyo Viejo Center. Programs include parent involvement and an education component, parent/child activities, and chances to learn through art, music, dance and story.

Grant Size: **\$130,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
97%	66%	121%	104%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Community Play and Learn Groups is a **Performing** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.12.

Quality Domain	Community Play and Learn Groups	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.5	3.86

## OBSERVATION NOTES

### *Program Strengths:*

Program situated in high-need community. First of its kind collaboration with Housing Authority.

### *Areas for Improvement:*

Recruitment in a high-violence area is a challenge, but the program has been utilizing community contacts to make introductions.

## SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	The children's ability to form positive relationships with adults is...			
	In a group setting with children and other adults, the children's ability to feel emotional secure is...			
	The ability of 0-2 year old s to connect with me when I talk to them is...			
	<b>Social and Emotional Skills</b>			

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...			
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...			
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...			
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...			
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...			
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>		25	
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		<i>% agreement with statement</i>	
			<i>High</i>	<i>Med</i>
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...		0%	0%
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...		76%	12%
	My child's ability to cope in challenging situations is...			0%
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...			
	My child's ability to recognize shapes is...	80%	12%	0%
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>				
	My child's GROSS motor skills are...	84%	0%	0%
	My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>				



My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	100%	0%	0%
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	88%	12%	0%
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	88%	12%	0%

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	92%	8%	0%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	96%	0%	0%

Integrated Developmental Playgroups Program  
Children's Hospital & Research Center Oakland  
Early Childhood: Community Playgroups

#### PROGRAM DESCRIPTION

The Integrated Developmental Playgroups Program collaborative addresses the needs of young children and their families living in neighborhoods with high rates of poverty and educational disparities. The program serves the most vulnerable young children and those already showing delays in one or more areas of their development. It combines the expertise of skilled early childhood developmental and mental health specialists with community based early care and education, as well as peer parents to provide early intervention through play.

Grant Size: **\$200,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
232%	86%	118%	96%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Integrated Developmental Playgroups Program is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.42.

Quality Domain	Integrated Developmental Playgroups Program	Early Childhood
Health, Safety and Nutrition	4.6	3.50
Environment	5.0	3.57
Developmentally Appropriate Content and Curriculum	4.5	3.73
Interaction: Supports for Relationship Building	5.0	3.39
Family, Community and School Collaboration	4.6	3.77
Cultural Competency of Staff	5.0	3.14

and Program		
Professionalism	5.0	3.86

#### OBSERVATION NOTES

##### *Program Strengths:*

Highly engaging and professional staff instigate interactions that build trust with parents and children. Parents share their experiences and concerns openly in the support group portion, which is structured to reduce social isolation. Program staff purposefully design activities to be easily replicable in the home (eg. building blocks made from yoghurt and butter containers).

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PROGRAM PROVIDER/EDUCATOR SURVEY			
	Total Number of Surveys			27
	As a result of your experiences with this program, how much have YOU changed in the following areas?			% agreement with statement
				High
	Attachment of children to their caregivers.			
	The children's ability to form positive relationships with adults is...			
	In a group setting with children and other adults, the children's ability to feel emotional secure is...			70%
The ability of 0-2 year olds to connect with me when I talk to them is...			11%	
Social and Emotional Skills			4%	

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	67%	15%	4%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	52%	26%	0%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...	59%	19%	4%
	The children's FINE motor skills are...			
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is... My knowledge of the developmental stages of children is... My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is... My knowledge of age appropriate behavioral management techniques is... My understanding of how to form a positive relationship with children is... My knowledge of early steps to reading is... My knowledge of how art and movement contribute to the development of re-writing and reading skills is...	37%	33%	30%
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is... My ability to support children's development of personal care skills... My ability to respond in positive ways to children's needs is... My understanding of culturally relevant responses to children's needs is... My ability to bond with an individual child is... In a group setting with other children and adults, my ability to make children feel secure is... My ability to help children prepare for kindergarten is... My confidence in helping children learn is... My ability to FIND community resources and to enhance children's learning is... My ability to USE community resources to enhance children's learning is... My ability to collaborate/partner with other service providers in the community is... My knowledge of local art spaces and activities for children is...	44%	30%	26%

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			49
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...	6%	6%	6%
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...			
	My child's ability to cope in challenging situations is...	14%	39%	39%
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...	27%	45%	6%
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>			
My child's GROSS motor skills are...	49%	33%	10%
My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	67%	24%	8%
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	49%	37%	14%
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	57%	31%	10%

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	45%	39%	16%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	39%	51%	6%

T.U.D.A. Inclusion Center  
City of Oakland - Office of Parks and Recreation  
Early Childhood: Community Playgroups

#### PROGRAM DESCRIPTION

T.U.D.A. (Think & Understand, Don't Assume) Inclusion Center provides early intervention services for children who are considered at high risk for acquiring life changing developmental disabilities. T.U.D.A. works with children who have a delay in at least one developmental area. The sessions require parental involvement with the aim of educating families on how to support their child's developmental needs. T.U.D.A. creates and implements individual service plans focused on specific delays with the goal of helping children achieve developmental milestones.

Grant Size: \$ **47,339.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	72%	0%	97%

#### PROGRAM QUALITY ASSESSMENT RATINGS

T.U.D.A. Inclusion Center is a **Thriving** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.24.

Quality Domain	T.U.D.A. Inclusion Center	Early Childhood
Health, Safety and Nutrition	4.2	3.50
Environment	3.67	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction: Supports for Relationship Building	2.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	1.67	3.14
Professionalism	3.5	3.86

## OBSERVATION NOTES

### *Program Strengths:*

Staff have generated an organized program schedule and are able to articulate goals for future development.

### *Areas for Improvement:*

Resources such as books and toys are limited. There are no age appropriate restroom facilities for the younger children (some children cannot reach the sink to wash their hands without assistance).

## SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			3
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
The children's ability to form positive relationships with adults is...				
In a group setting with children and other adults, the children's ability to feel emotional secure is...		0%	33%	33%
The ability of 0-2 year olds to connect with me when I talk to them is...				
<b>Social and Emotional Skills</b>				

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	0%	67%	0%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	33%	33%	0%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...	0%	67%	0%
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	0%	67%	33%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	0%	33%	67%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/CAREGIVER SURVEY				
	Total Number of Surveys		12		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...		0%	0%	0%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
	My child's ability to share with other children is...				
	My child's ability to take turns with other children is...				
	My child's ability to play with other children is...				
My child's ability to perform personal care activities is...		42%	33%	17%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...	58%	17%	0%
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>			
My child's GROSS motor skills are...	58%	17%	8%
My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...	67%	8%	25%
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...	58%	25%	17%
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is...	42%	25%	25%
My ability to USE community resources to help my child or family is...			

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	50%	17%	25%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	67%	25%	0%

Parent Child Education Support Program  
East Bay Agency for Children  
Early Childhood: Community Playgroups

#### PROGRAM DESCRIPTION

Hawthorne Family Resource Center's Parent-Child Education Support Program (PCESP) offers an integrated approach to culturally appropriate child literacy and enrichment activities, while providing families with support, parenting skills, and confidence so that they are successful in school. PCESP provides an infant/toddler and preschool track in child development, parenting classes, support groups, summer program, family literacy and community playgroups. PCESP is Fruitvale's only comprehensive, bilingual parent education program that focuses on the parent-child bond and family school readiness.

Grant Size: **\$ 80,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
184%	111%	167%	201%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Parent Child Education Support Program is a **Performing** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.96.

Quality Domain	Parent Child Education Support Program	Early Childhood
Health, Safety and Nutrition	3.8	3.50
Environment	4.33	3.57
Developmentally Appropriate Content and Curriculum	4.0	3.73
Interaction: Supports for Relationship Building	3.5	3.39
Family, Community and School Collaboration	4.6	3.77
Cultural Competency of Staff	3.0	3.14

and Program		
Professionalism	4.0	3.86

#### OBSERVATION NOTES

##### *Program Strengths:*

Well-attended program incorporates all aspects of support for children and their parents. Strong child learning and development opportunities coupled with collaboration with onsite school results in seamless transition to kindergarten for participating children and parents.

##### *Areas for Improvement:*

Share best practices around incentives for attendance (Zumba Class).

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	The children's ability to form positive relationships with adults is...			
	In a group setting with children and other adults, the children's ability to feel emotional secure is...			
	The ability of 0-2 year old s to connect with me when I talk to them is...			
	<b>Social and Emotional Skills</b>			

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...			
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...			
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...			
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...			
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...			
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			30
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...	7%	7%	7%
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...	53%	30%	17%
	My child's ability to cope in challenging situations is...			
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...	60%	20%	7%
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>			
My child's GROSS motor skills are...	57%	23%	13%
My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	80%	7%	13%
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	83%	7%	10%
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	77%	13%	10%

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	67%	20%	13%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	77%	13%	7%



Jumpstart Oakland  
Jumpstart for Young Children, Inc.  
Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

Jumpstart Oakland prepares low-income children to enter kindergarten ready to succeed and increase family involvement in their children's early learning and growth. Volunteers from St. Mary's College and UC Berkeley are trained to serve children via an existing early literacy program in West Oakland and San Antonio-Fruitvale preschools. Community members are encouraged to implement and participate in programs and activities that reach hundreds of additional children and their families in Oakland's highest-need neighborhoods.

Grant Size: \$ 75,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
84%	98%	66%	98%

PROGRAM QUALITY ASSESSMENT RATINGS

Jumpstart Oakland is a **Performing** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.12.

Quality Domain	Jumpstart Oakland	Early Childhood
Health, Safety and Nutrition	4.6	3.50
Environment	5.0	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	3.67	3.39
Family, Community and School Collaboration	2.2	3.77
Cultural Competency of Staff and Program	3.67	3.14
Professionalism	2.0	3.86

## OBSERVATION NOTES

### *Program Strengths:*

Children are highly engaged in Jumpstart activities, and enjoy the infusion of different books and other activities to their regular programming.

Jumpstart volunteer facilitators are enthusiastic, and maintain children's focus.

### *Areas for Improvement:*

Jumpstart volunteers rely heavily on pre-school staff to intervene with behavior management techniques.

## SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>		57	
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>		% agreement with statement	
			<i>High</i>	<i>Med</i> <i>Low</i>
	<b>Attachment of children to their caregivers.</b>			
	The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is... The ability of 0-2 year old s to connect with me when I talk to them is...		68%	19% 4%
<b>Social and Emotional Skills</b>				

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	49%	33%	9%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	75%	14%	2%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...	60%	28%	4%
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	84%	14%	2%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	70%	28%	2%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			9
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...	0%	0%	0%
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...	100%	0%	0%
	My child's ability to cope in challenging situations is...			
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			

	My child's ability to recognize letters of the alphabet is...	100%	0%	0%
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...			
	My child's ability to recognize shapes is...			
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
Child's Gross and Fine Motor Skills				
	My child's GROSS motor skills are...	100%	0%	0%
	My child's FINE motor skills are...			
Understanding of children's socio-emotional, cognitive, and physical development needs				



My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	100%	0%	0%
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	100%	0%	0%
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	100%	0%	0%

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	100%	0%	0%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	78%	11%	0%

Preschool Scientists of Oakland  
Lawrence Hall of Science  
Early Childhood: Community Playgroups

#### PROGRAM DESCRIPTION

Preschool Scientists of Oakland provides family/child science enrichment classes for preschoolers. Program classes are conducted at Oakland's Office of Parks and Recreation centers that offer playgroups. Caregivers and children participate together in fun, age-appropriate science activities, families receive books and materials to extend the learning at home, and staff receive training and materials to help them integrate more science into their programming.

Grant Size: **\$ 25,000.00**

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	200%	0%	142%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Preschool Scientists of Oakland is a **Performing** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.2.

Quality Domain	Preschool Scientists of Oakland	Early Childhood
Health, Safety and Nutrition	3.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction: Supports for Relationship Building	3.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.5	3.86

## OBSERVATION NOTES

*Program Strengths:*

Hands-on workshop program successfully brings natural and physical science to young children. Children are fascinated with live animals, and material is buttressed with songs, expressionary art projects, time to play being the animal, and take home booklets.

*Areas for Improvement:*

With only two staff onsite, there is little bandwidth for staff to positively manage any behavior challenges. Parents and host program staff provide this support, but with varying results.

## SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PROGRAM PROVIDER/EDUCATOR SURVEY				
	Total Number of Surveys				
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	The children's ability to form positive relationships with adults is...				
	In a group setting with children and other adults, the children's ability to feel emotional secure is...				
	The ability of 0-2 year old s to connect with me when I talk to them is...				
	Social and Emotional Skills				

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...			
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...			
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...			
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...			
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...			
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/CAREGIVER SURVEY				
	Total Number of Surveys		7		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...		0%	0%	0%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
	My child's ability to share with other children is...		0%	0%	0%
	My child's ability to take turns with other children is...				
	My child's ability to play with other children is...				
My child's ability to perform personal care activities is...					
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...	57%	43%	0%
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>			
My child's GROSS motor skills are...	0%	0%	0%
My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	57%	14%	14%
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	29%	43%	29%
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	0%	0%	0%

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	0%	0%	0%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	0%	0%	0%

Sandboxes to Empowerment  
City of Oakland - Office of Parks and Recreation  
Early Childhood: Community Playgroups

#### PROGRAM DESCRIPTION

Sandboxes to Empowerment is a free, thrice weekly, drop-in, play and learn group pilot program established through a collaboration between Oakland's Office of Park and Recreation, Lotus Bloom Family Resource Center and the Museum of Children's Art (MOCHA). Sandboxes is held at recreation centers and offers fun developmental games and activities that prepare children to be ready to learn in kindergarten and beyond. The program shares essential family support materials on topics such as parenting skills, county and city family support services and a community calendar of free and low-cost family events and activities.

Grant Size: \$ 60,000.00

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
22%	111%	141%	183%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Sandboxes to Empowerment is a **Performing** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.22.

Quality Domain	Sandboxes to Empowerment	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.5	3.73
Interaction: Supports for Relationship Building	2.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14

Professionalism	3.0	3.86
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#### OBSERVATION NOTES

##### *Program Strengths:*

Playgroup incorporates strong fundamental skill-building: gross and fine motor skills, literacy and language awareness, kindergarten readiness.

##### *Areas for Improvement:*

Staff experience some challenges with behavior management. Overall, this was well handled, but communication with parent about behavior management techniques was not evident. Food was not on-hand during visit, so staff ordered pizza. Staff language capacities fit the needs of the community, but execution of translation/dual language was haphazard/unrehearsed.

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	The children's ability to form positive relationships with adults is...			
	In a group setting with children and other adults, the children's ability to feel emotional secure is...			
	The ability of 0-2 year olds to connect with me when I talk to them is...			

	<b>Social and Emotional Skills</b>		
	The ability of children to share with other children is...		
	The ability of children to take turns is...		
	The ability of children to play with other is...		
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...		
	The ability of children to cope in challenging situations is...		
	The ability of children to cope in stressful situations is...		
	The ability of children to control their emotions is...		
	The ability of children to express their needs and wants in their primary language is...		
	<b>Cognitive Skills</b>		
	The children's ability to recognize letters of the alphabet is...		
	The children's engagement in reading/looking at books is...		
	The children's ability to recognize colors is...		
	The children's ability to recognize shapes is...		
	The children's sense of numbers is...		
	The children's ability to follow routines and structure is...		
	The children's ability to master new skills is...		
	The ability of 0-2 year olds to learn new things is...		
	<b>Gross and Fine Motor Skills</b>		
	The children's GROSS motor skills are...		
	The children's FINE motor skills are...		
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>		

My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...			
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...			
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/CAREGIVER SURVEY				
	Total Number of Surveys		10		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...		0%	0%	0%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
	My child's ability to share with other children is...				
	My child's ability to take turns with other children is...				
	My child's ability to play with other children is...				
My child's ability to perform personal care activities is...		50%	20%	30%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...	50%	30%	0%
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>			
My child's GROSS motor skills are...	40%	40%	20%
My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	60%	20%	20%
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	40%	40%	20%
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	70%	30%	0%

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	90%	10%	0%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	60%	40%	0%

Multicultural Playgroups  
Lotus Bloom Child & Family Center  
Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

The Multicultural Playgroups program introduces socialization skills, social emotional development and help children acquire school readiness concepts such as colors, numbers, the alphabet, and body parts, etc. through shared group activities; including reading, singing, playing instruments, and dancing. The program uses interactive materials to promote a love of learning that starts with the child and parent dyad. It enables parents to feel connected to their children, knowing that they are preparing them for future school settings and their children to feel cared for, and receive the crucial building blocks for school.

Grant Size: **\$ 50,000.00**

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	395%	0%	100%

PROGRAM QUALITY ASSESSMENT RATINGS

Multicultural Playgroups is a **Performing** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.52.

Quality Domain	Multicultural Playgroups	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	5.0	3.14

Professionalism	4.0	3.86
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#### OBSERVATION NOTES

##### *Program Strengths:*

Well-attended program provides quality support to children and families in a truly multi-cultural environment. Songs in the languages of all participants is a highlight. Baby signing is used to help communicate with all children.

##### *Areas for Improvement:*

Program space is clean, but well-used and stained. Program is working to include parents in more of the program decision-making.

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			8
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
The children's ability to form positive relationships with adults is...				
In a group setting with children and other adults, the children's ability to feel emotional secure is...		88%	13%	0%
The ability of 0-2 year olds to connect with me when I talk to them is...				
<b>Social and Emotional Skills</b>				



SEE CHANGE

	The ability of children to share with other children is...			
	The ability of children to take turns is...			
	The ability of children to play with other is...			
	The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
	The ability of children to cope in challenging situations is...	88%	13%	0%
	The ability of children to cope in stressful situations is...			
	The ability of children to control their emotions is...			
	The ability of children to express their needs and wants in their primary language is...			
	<b>Cognitive Skills</b>			
	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is...			
	The children's ability to recognize colors is...			
	The children's ability to recognize shapes is...	100%	0%	0%
	The children's sense of numbers is...			
	The children's ability to follow routines and structure is...			
	The children's ability to master new skills is...			
	The ability of 0-2 year olds to learn new things is...			
	<b>Gross and Fine Motor Skills</b>			
	The children's GROSS motor skills are...			
	The children's FINE motor skills are...	63%	38%	0%
	<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			

	My ability to assess children's developmental needs is...			
	My knowledge of the developmental stages of children is...			
	My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
	My knowledge of age appropriate behavioral management techniques is...	75%	25%	0%
	My understanding of how to form a positive relationship with children is...			
	My knowledge of early steps to reading is...			
	My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
	<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>			
	My ability to teach children through playing and singing is...			
	My ability to support children's development of personal care skills...			
	My ability to respond in positive ways to children's needs is...			
	My understanding of culturally relevant responses to children's needs is...			
	My ability to bond with an individual child is...			
	In a group setting with other children and adults, my ability to make children feel secure is...	63%	38%	0%
	My ability to help children prepare for kindergarten is...			
	My confidence in helping children learn is...			
	My ability to FIND community resources and to enhance children's learning is...			
	My ability to USE community resources to enhance children's learning is...			
	My ability to collaborate/partner with other service providers in the community is...			
	My knowledge of local art spaces and activities for children is...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			22
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...	0%	0%	0%
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...			
	My child's ability to cope in challenging situations is...	32%	41%	23%
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			



SEE CHANGE

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...	32%	23%	0%
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>			
My child's GROSS motor skills are...	32%	45%	14%
My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...	55%	27%	18%
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...	36%	41%	23%
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is...	50%	32%	18%
My ability to USE community resources to help my child or family is...			



	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	45%	41%	14%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	45%	55%	0%

Safe Passages Baby Learning Communities  
Safe Passages  
Early Childhood: Community Playgroups

**PROGRAM DESCRIPTION**

The Baby Learning Communities Collaborative Program provides services for families (including low-income, immigrant, families exposed to violence, and families with children and parents with disabilities and delays) with young children (particularly those 12 months or younger) living in the Havenscourt and Madison school communities. Year-round community playgroups, outreach, parent education, case management and training are provided to increase family involvement, identification of developmental delays and disabilities, and access to related services.

Grant Size: \$125,000.00

**PROGRAM SERVICE AND ATTENDANCE**

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
0%	287%	0%	300%

**PROGRAM QUALITY ASSESSMENT RATINGS**

Safe Passages Baby Learning Communities is a **Emerging** program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 2.72.

Quality Domain	Safe Passages Baby Learning Communities	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	2.33	3.57
Developmentally Appropriate Content and Curriculum	2.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	2.33	3.14

Professionalism	3.0	3.86
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#### OBSERVATION NOTES

##### *Program Strengths:*

Strong Spanish-language parent education workshops. Attendance of over thirty mothers and fathers led to an engaging conversation about the developmental topic of the day.

##### *Areas for Improvement:*

Recruitment of English-speaking parents is lagging far behind strong Spanish-speaking recruitment. Program attendance overwhelmed staff in the concurrent childcare environment. Although staff were engaged with some children, other children watched tv or moved unsupervised between indoor and outdoor activity spaces.

#### SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PROGRAM PROVIDER/EDUCATOR SURVEY</b>			
	<b>Total Number of Surveys</b>			
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	The children's ability to form positive relationships with adults is...			
	In a group setting with children and other adults, the children's ability to feel emotional secure is...			
	The ability of 0-2 year olds to connect with me when I talk to them is...			

<b>Social and Emotional Skills</b>			
The ability of children to share with other children is...			
The ability of children to take turns is...			
The ability of children to play with other is...			
The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...			
The ability of children to cope in challenging situations is...			
The ability of children to cope in stressful situations is...			
The ability of children to control their emotions is...			
The ability of children to express their needs and wants in their primary language is...			
<b>Cognitive Skills</b>			
The children's ability to recognize letters of the alphabet is...			
The children's engagement in reading/looking at books is...			
The children's ability to recognize colors is...			
The children's ability to recognize shapes is...			
The children's sense of numbers is...			
The children's ability to follow routines and structure is...			
The children's ability to master new skills is...			
The ability of 0-2 year olds to learn new things is...			
<b>Gross and Fine Motor Skills</b>			
The children's GROSS motor skills are...			
The children's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>			



SEE CHANGE

	My ability to assess children's developmental needs is...		
	My knowledge of the developmental stages of children is...		
	My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...		
	My knowledge of age appropriate behavioral management techniques is...		
	My understanding of how to form a positive relationship with children is...		
	My knowledge of early steps to reading is...		
	My knowledge of how art and movement contribute to the development of re-writing and reading skills is...		
	<b>Response to of children's socio-emotional, cognitive, and physical development needs</b>		
	My ability to teach children through playing and singing is...		
	My ability to support children's development of personal care skills...		
	My ability to respond in positive ways to children's needs is...		
	My understanding of culturally relevant responses to children's needs is...		
	My ability to bond with an individual child is...		
	In a group setting with other children and adults, my ability to make children feel secure is...		
	My ability to help children prepare for kindergarten is...		
	My confidence in helping children learn is...		
	My ability to FIND community resources and to enhance children's learning is...		
	My ability to USE community resources to enhance children's learning is...		
	My ability to collaborate/partner with other service providers in the community is...		
	My knowledge of local art spaces and activities for children is...		

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	<b>PARENT/CAREGIVER SURVEY</b>			
	<b>Total Number of Surveys</b>			116
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		High	Med	Low
	<b>Attachment of children to their caregivers.</b>			
	My child's ability to form positive relationships with adults is...	3%	3%	3%
	My child's ability to connect with me through physical touch is...			
	In a group setting with children and other adults, my child's emotional security is...			
	<b>Child's Social and Emotional Skills</b>			
	My child's ability to share with other children is...			
	My child's ability to take turns with other children is...			
	My child's ability to play with other children is...			
	My child's ability to perform personal care activities is...	46%	37%	11%
	My child's ability to cope in challenging situations is...			
	My child's ability to cope in stressful situations is...			
	My child's ability to control his/her emotions is...			
	My child's ability to talk about his/her needs and wants is...			
	<b>Child's Cognitive Skills</b>			



SEE CHANGE

	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...			
	My child's ability to recognize shapes is...	66%	20%	3%
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
<b>Child's Gross and Fine Motor Skills</b>				
	My child's GROSS motor skills are...	59%	28%	8%
	My child's FINE motor skills are...			
<b>Understanding of children's socio-emotional, cognitive, and physical development needs</b>				



My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...	72%	23%	4%
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
<b>Caregiver's engagement with school readiness</b>			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...	60%	28%	9%
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
<b>Access to resources</b>			
My ability to FIND helpful community resources for my child or family is...	66%	22%	9%
My ability to USE community resources to help my child or family is...			



SEE CHANGE

	<b>Caregiver experience of isolation/connection</b>			
	My opportunities to talk with other parents about parenting/care-giving are...			
	My ability to share ideas about parenting/care-giving with other parents is...	61%	30%	7%
	The number of my supportive connections with other parents/caregivers is...			
	<b>Caregiver understanding of child development</b>			
	The knowledge of the developmental stages of my child is...	56%	38%	3%

Aim High / Oakland - 3 Sites  
Aim High for High School  
Summer

PROGRAM DESCRIPTION

Aim High operates a regional network of academic summer programs for middle school youth, supporting them at a critical point of adolescence. Aim High delivers programming at sites in Oakland serving over 240 youth 11 to 14 years of age. The program offers an intensive five-week summer program for middle school youth from low-income families. Youth participate in academic classes in the morning, (Math, Science, Humanities, Issues & Choices) and a range of arts, cultural, sports, and college and career awareness activities in the afternoons.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
103%	101%	110%	96%

PROGRAM QUALITY ASSESSMENT RATINGS

Aim High / Oakland - 3 Sites is a **Thriving** program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Aim High / Oakland - 3 Sites	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	2.8	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	2.5	2.7

Summer Camp Explosion  
City of Oakland- Office of Parks and Recreation  
Summer

PROGRAM DESCRIPTION

Oakland's Office of Parks and Recreation (OPR) Summer Camp Explosion is a continuum of three summer program experiences for at-risk youth that through skill- building, academic remediation, nature education, environmental awareness and stewardship will connect youth to themselves, to each other and to their community. It is comprised of a 10-week day camp for ages 6 to 14 at sites in Oakland; an overnight camping experience in the Bay area and a closing ceremony and exhibition of their summer projects for parents and family. OPR Summer Camp offers low-cost, structured, supervised activities within these varied communities during the out of school months.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
51%	237%	383%	182%

PROGRAM QUALITY ASSESSMENT RATINGS

Summer Camp Explosion is a **Thriving** program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	Summer Camp Explosion	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	2.3	2.7
Skill Building	2.3	2.5
Fun	3.0	3.0
Supportive Peers	2.3	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	3.0	2.7

College Track Summer Program  
College Track  
Summer

PROGRAM DESCRIPTION

College Tracks Academic Summer Advancement Program (ASAP) prepares incoming freshmen students for starting high school as well as for College Tracks rigorous academic expectations. This program combines an academic curriculum (Math and English) with a variety of project-based activities that develop students artistic and creative talents. ASAP also features advisory sessions that focus on college preparation, effective study skills practices and the habits of mind necessary for success in school.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
New OFCY grant in 2010	132%	New OFCY grant in 2010	91%

PROGRAM QUALITY ASSESSMENT RATINGS

College Track Summer Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.8.

Quality Domain	College Track Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	3.0	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.8	2.6
Youth Engagement	2.7	2.5
Diversity/Identity	2.8	2.7

Camp Destiny  
Destiny Arts Center  
Summer

**PROGRAM DESCRIPTION**

Camp Destiny is a six-week summer arts program that uses training in dance, theater, arts and crafts, health and wellness, and music to teach Destiny Arts Center's Violence Prevention curricula. Youth ages 7 to 12 participate in daily classes taught by professional instructors and student assistants, who have special training in martial/performing arts or youth programming. Each week-long session culminates in a final performance for family and friends.

**PROGRAM SERVICE AND ATTENDANCE**

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
120%	71%	131%	108%

**PROGRAM QUALITY ASSESSMENT RATINGS**

Camp Destiny is a **Thriving** program, based on an overall Program Quality Assessment score of 2.6.

Quality Domain	Camp Destiny	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.5	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.5	2.6
Youth Engagement	2.3	2.5
Diversity/Identity	2.5	2.7

San Antonio Summer Learning Initiative  
East Bay Asian Youth Center  
Summer

PROGRAM DESCRIPTION

The San Antonio Summer Learning Initiative engages children from neighborhood elementary schools in an intensive and coordinated summer learning program designed where (1) children sustain learning through summer months and (2) children improve their communication and social skills. To achieve these goals, the program engages elementary school children (rising 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> graders) in a five-week summer enrichment program focused on developing health literacy.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
135%	114%	131%	95%

PROGRAM QUALITY ASSESSMENT RATINGS

San Antonio Summer Learning Initiative is a **Thriving** program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	San Antonio Summer Learning Initiative	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.8	2.7
Skill Building	1.8	2.5
Fun	3.0	3.0
Supportive Peers	2.4	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	3.0	2.7

Summer Cultural Enrichment Program  
 East Oakland Youth Development Center  
 Summer

**PROGRAM DESCRIPTION**

Summer Cultural Enrichment Program (SCEP) is a six-week summer program that is designed and directed by young people for young people. The summer program consists of various activities geared toward educational advancement as well as increasing cultural and community awareness. Field trips abound as well as opportunities to showcase individual skills, talents and abilities which build confidence and self-esteem. SCEP is completely planned and implemented daily by a team of youth ages 14 to 18. The program builds self-esteem while advancing the core values of the Center through peer to peer positive reinforcement, creating our own workforce, Center ambassadors and East Oakland youth leaders in training.

**PROGRAM SERVICE AND ATTENDANCE**

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
88%	84%	646%	395%

**PROGRAM QUALITY ASSESSMENT RATINGS**

Summer Cultural Enrichment Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	Summer Cultural Enrichment Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.8	2.7
Skill Building	2.0	2.5
Fun	3.0	3.0
Supportive Peers	2.3	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	2.7	2.7



## Kinship Summer Youth Program Family Support Services of the Bay Area Summer

### PROGRAM DESCRIPTION

Kinship Summer Youth Program conducts a comprehensive summer program for Oakland youth ages 6 to 14 who are being raised by a grandparent/relative caregiver or are in other at-risk situations. The six-week program meets four days a week for eight hours a day at two sites. The goals include providing sustained learning, improved communication/social skills and increased access to caring adults. Program goals are achieved through academic tutoring, applied learning in english and math, leadership development, educational field trips, recreational activities, and family engagement events.

### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
106%	110%	100%	93%

### PROGRAM QUALITY ASSESSMENT RATINGS

Kinship Summer Youth Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Kinship Summer Youth Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	2.5	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.6	2.7

Concordia Park Summer Program  
 Girls Incorporated of Alameda County  
 Summer

**PROGRAM DESCRIPTION**

The Concordia Park Young Girls Summer Program is a six-week enrichment program for girls ages 6 to 14 and offers a safe environment and strong programming designed within a youth development framework. The program provides underserved girls with a broad range of learning and recreational opportunities to enhance their physical, social, emotional, artistic, and academic development. Girls participate in a full day of programming in areas including health and nutrition, visual and performing arts, team sports, and life skills. These programs inspire them to be strong, smart, and bold.

**PROGRAM SERVICE AND ATTENDANCE**

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
53%	162%	163%	113%

**PROGRAM QUALITY ASSESSMENT RATINGS**

Concordia Park Summer Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.6.

Quality Domain	Concordia Park Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	3.0	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	2.5	2.5
Diversity/Identity	2.5	2.7

## Eureka! Summer Program Girls Incorporated of Alameda County Summer

### PROGRAM DESCRIPTION

This program serves girls in their first two summers of the five-year Eureka! academic and career preparation program--the Rookie and Vet years. With an emphasis on underserved girls attending Oakland public schools, Girls Inc. serves Rookies and Vets (girls ages 14 to 16) through this summer enrichment program. The program provides hands-on learning opportunities in "green" science and structured college preparatory classes, as well as sports activities. Girls Inc. builds girls self-esteem, skills, and academic confidence.

### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
102%	146%	126%	177%

### PROGRAM QUALITY ASSESSMENT RATINGS

Eureka! Summer Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.9.

Quality Domain	Eureka! Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	3.0	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.7	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.8	2.7

Oakland Freedom School  
Leadership Excellence  
Summer

PROGRAM DESCRIPTION

Combining best practices with culturally appropriate pedagogy, Oakland Freedom School is a program designed to develop children's academic, cultural and self-confidence. It is a five-week literacy program which uses African American literature and culture to engage children ages 5 to 13 and their families in developing positive self- and community identity. The curriculum includes appropriate child and youth development activities, a comprehensive reading curriculum, and academic support services to build study skills and abilities in reading, writing and math.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
97%	87%	89%	79%

PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Freedom School is a **Thriving** program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Oakland Freedom School	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.5	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.8	2.6
Youth Engagement	2.5	2.5
Diversity/Identity	2.8	2.7

OASES Summer Science Series  
Oakland Asian Students Educational Services  
Summer

**PROGRAM DESCRIPTION**

This summer program provides a continuity of learning through a multidisciplinary science program combining enrichment, community exploration, leadership development, and critical academic support in an environment in which youth can thrive. The program engages 4<sup>th</sup> to 6<sup>th</sup> graders who attend Lincoln and Cleveland Elementary Schools and help reduce the gap in summer programming by providing youth the opportunity to practice English and math embedded in an inquiry based science curriculum.

**PROGRAM SERVICE AND ATTENDANCE**

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
100%	113%	100%	127%

**PROGRAM QUALITY ASSESSMENT RATINGS**

OASES Summer Science Series is a **Thriving** program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	OASES Summer Science Series	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.7	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.5	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.5	2.7

Prescott Circus Theatre Summer Program  
 Prescott Circus Theatre  
 Summer

#### PROGRAM DESCRIPTION

Prescott Circus Theatre provides a summer program of Circus Arts and Academic Enrichment, serving students ages 8 to 16 for five weeks with extra field trips. Participants work with professional artists to increase circus skills plus receive direct instruction from certificated teachers in math, written and oral language, and individual tutoring to prevent academic lags over the summer. Youth also have recreational options, perform on a rotating basis, and participate in culminating performances for Oakland children at Malonga Casquelourd Center.

#### PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
117%	83%	106%	98%

#### PROGRAM QUALITY ASSESSMENT RATINGS

Prescott Circus Theatre Summer Program is a **Thriving** program, based on an overall Program Quality Assessment score of 2.9.

Quality Domain	Prescott Circus Theatre Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	2.5	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.9	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	3.0	2.7