

OAKLAND FUND FOR CHILDREN AND YOUTH

2010-11 EVALUATION OF EARLY CHILDHOOD, OLDER
YOUTH, COMMUNITY BASED AFTER SCHOOL,
WELLNESS AND HEALTHY TRANSITIONS AND SUMMER
STRATEGY AREAS

FINAL REPORT



ACKNOWLEDGEMENTS

See Change wishes to express appreciation to all of the organizations and individuals who contributed their time and thoughts to the 2010-2011 evaluation of the Oakland Fund for Children and Youth's youth program grantees.

Thank you to all programs for your time and commitment to this evaluation. We have appreciated your thoughtful feedback, opinions and depth of knowledge. Your cooperation has allowed us to prepare this report and collect extensive useful data. All of us at See Change have tremendous respect for your contribution to the lives of the children and youth of the City of Oakland.

Thank you to the Oakland Unified School District for providing us with data, resources and time.

We would like to thank Dyanna Christie at DHS, for all her assistance. Thank you also to Mark Min, Frances Francia and the staff of Cityspan for creating and operating the information system used by OFCY grantees, in addition to fervently supporting the quantitative aspect of this evaluation.

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See Change wishes to express sincere appreciation to our client and partner, the Oakland Fund for Children and Youth, and to the dedicated, involved and compassionate staff for all of their work, guidance and support.

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HOW TO READ THIS REPORT

The OFCY Final Evaluation Report is organized into:

- (a) An Executive Summary including: an overview of the evaluation process, participation rates and findings across strategy areas,
- (b) A broad overview of OFCY participant demographics and strategy area performance,
- (c) 2010-2011 Detailed Evaluation Report focusing on results at the Strategy Area level,
- (d) Individual Program Reports (Appendix A), and
- (e) Four additional appendices containing detailed data tables and discussion of methods.

The main report is organized into *overview* and a *strategy area* sections. The overview reports on the OFCY grantees and participants as a whole, and includes analysis of a subset of the OFCY participants, for which school data from OUSD was obtained. In the strategy area section comprehensive data on each of the five strategy areas (Older Youth, Wellness and Healthy Transitions, Community Based Afterschool, Early Childhood, and Summer) are presented. Reports for each strategy include: highlighted findings, service and participation data, program quality assessment data, and outcomes survey results. A note on the summer report; this report was prepared and presented in the fall of 2010, and is included in its entirety here. At the end of the report there is a final section which presents the evaluator's insights and reflections.

Appendices include the following:

Appendix A – Individual Program Reports: 2-3 Pages Per Grantee

Appendix B – Program Attendance

Appendix C – Service and Participation Tables: Data by Grantee

Appendix D – Program Quality Assessment Tool and Methods

Appendix E – Survey Administration Methodology and Analysis

Appendix F—Explanation of Statistical Significance and $p < value$.

The report is intentionally organized so that readers can easily access information about the overall effect of OFCY funding on the City of Oakland's children and youth (provided as Strategy Area data and analysis in the main body of the report), as well as individual grantee performance (provided in Appendices A & C).

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TRANSITIONS, AND SUMMER STRATEGY AREAS

EXECUTIVE SUMMARY



OVERVIEW

WHAT IS OFCY?

The Oakland Fund for Children and Youth was established in 1996, when Oakland voters passed the Kids First Initiative (Measure K) to support direct services for youth under 21 years of age. In a special election in 2009, Measure K reauthorized funding for the Oakland Fund for Children and Youth for an additional 12 years (2010-2022). Measure D (formerly known as Measure K) sets aside 3% of the City's unrestricted General Fund. Guided by a three-year strategic plan, OFCY grants approximately \$10 million annually to more than 66 nonprofit agencies that operate 123 programs in Oakland serving children and youth from 0 to 20 years old.

The 2010-13 Strategic Report identified four strategy areas, Early Childhood Development, Out of School Time, Wellness and Healthy Transitions, and Older Youth. Each of the strategy areas are subdivided into funding streams. The table below indicates these funding streams and the number of programs in supported in each stream. The shaded areas indicate programs included in Public Profit's report and *not* included in this report.

Strategy Area	Number of Programs
Early Childhood – Mental Health Consultation	5
Early Childhood – Family/Enrichment	9
Out of School Time – School-Based After School	55
Out of School Time – Community Based After School	10
Out of School Time– Summer Programming ¹	12
Wellness and Healthy Transitions – Transition Programming	5
Wellness and Healthy Transitions – Leadership and Conflict Resolution	9
Older Youth – Academic and Career/Job Success	10
Older Youth – Comprehensive Programming	7
Total Funded Programs by OFCY	123
See Change Evaluation	61

This document reports on See Change's evaluation of 61 grantees in five strategy areas: Early Childhood, Out of School Time (community based programming), Wellness and Healthy Transitions,

¹ Note in the 2010-13 Strategic Plan, and in OFCY's funding structure; summer programming is a sub category of Out of School Programming. For management and reporting logistics, in all other areas summer programs are treated as a separate strategy area.

Older Youth, and Summer (see prior footnote above). Public Profit reports on the evaluation of the other 62 grantees in the school-based after school strategy area. ***All references to OFCY in this report refer to the 61 grantees in this evaluation, not OFCY in its entirety.***

The 61 programs evaluated in this 2010-2011 report fall into five distinct strategy areas:

- **Early Childhood:** The 14 Early Childhood programs engage families, build peer supports prepare children for kindergarten, strengthen attachments, and enhance child development. Programs encourage kindergarten readiness by exposing families and their children to activities that promote curiosity and a love of learning through music, art, literacy, numeracy and/or science activities and support children's' socio-emotional and language development. Programs encourage families to access resources that benefit their child's health and education and which provide opportunities for peer support and parent education.
- **Community-based After School Programming:** These 10 programs provide applied experiential learning, enrichment, family engagement, fitness, and peer-support activities within a youth development framework during after school, evening, and weekend hours.
- **Wellness and Healthy Transitions:** The 9 programs in this strategy area focus on youth 11 to 20 years of age and aim to provide programming around transition into and out of middle school (a high-risk time for youth to disengage with school). This strategy area also focuses on programs that promote physical and emotional health, safety, and the creation of a positive school and community environment
- **Older Youth:** The 16 programs in this area serve youth aged 15-20 years old. There are two types of programs serving this age bracket, (1) academic and career success-focused programs and (2) neighborhood-based comprehensive support and enrichment programs that focus on youth transition to adulthood.
- **Summer Programs:** These 12 programs represent a slice of OFCY funding that ranges across a broad range of development and enrichment opportunities. Program foci are diverse, spanning a range that includes performance circus arts, outdoor physical programs, and academic enrichment.

Strategy Area	OFCY Funds Granted	OFCY Funds Spent	Youth Served	Total Hours of Service
Early Childhood	\$1,547,339	\$1,547,339	3,842	662,997
Community Based After School (includes Summer Programs)	\$678,931	\$558,664	6,272	775,594
Older Youth	\$1,540,241	\$1,428,330	3,898	270,784
Wellness and Healthy Transitions	\$870,217	\$860,675	1,202	126,558
Totals	\$4,636,728	\$4,395,008	15,214	1,835,933

THE PURPOSE OF EVALUATING OFCY

OFCY's enabling legislation calls for annual evaluation of funded programs and services. This evaluation is useful to assess achievement of contracted performance measures, but most important, to determine whether or not the programs are making a difference in the lives of Oakland's children, youth, and families. Evaluation findings are presented to grantees, OFCY staff, the Oakland City Council, and the general public.

Because the programs comprised by this evaluation are so diverse, we have organized and reported most of the findings by strategy area rather than in the aggregate. The quantitative and qualitative data See Change collected for this evaluation includes:

- 1) Participation and Service Data** See Change analyzed data on youth/child participation rates (program enrollment) and hours of service delivered from June 2010-July 2011.
- 2) Program Quality Site Visits** See Change assessed the quality of the programs at structured site visits guided by a nationally tested, research-based observation tool called the Youth Program Quality Assessment (YPQA). We also interviewed program staff. High program quality is associated with positive outcomes for youth and children.
- 3) Surveys of Children and Youth** See Change surveyed children and youth about their program experiences to gain insight into youth outcomes. We also surveyed parents and caregivers of small children in the Early Childhood programs.
- 4) Data on school-related outcomes from the Oakland Unified School District** For the first time, See Change is reporting on academic outcomes for a subset of OFCY participants that Cityspan matched with school district records this year.

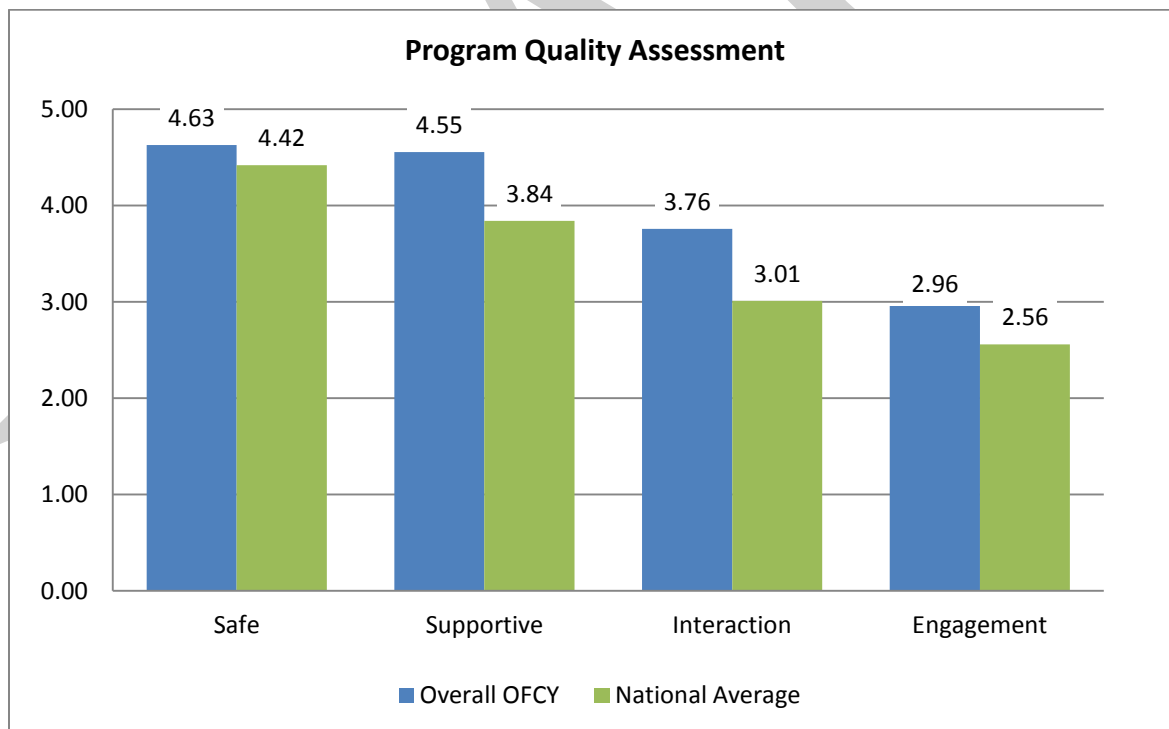
KEY FINDINGS

- Across the five strategy areas, OFCY programs enrolled 15,214 children and youth.
- Grantees exceeded their service and participation goals by providing 45% more service hours and serving 32% more participants than projected in their original grant agreements with OFCY.
- The majority of youth 0- 20 years of age, attended OFCY programs for at least 24 days.

PROGRAM QUALITY

Research indicates that the quality of youth development programs is strongly related to their effectiveness in achieving positive outcomes for children.²

All 61 OFCY programs rated highly on the quality assessment; in every strategy area for which there is national comparison data, OFCY scored higher than the national average.



² Vandell, D. L., Shumow, L., & Posner, J. (2005) After-school programs for low-income children: Difference in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 437-456). Mahwah, NJ: Erlbaum.

Overall, OFCY programs are strongest relationship-building (caring adults and supportive staff), conflict resolution and program preparation (e.g., having appropriate and organized materials ready for participants). Success in fostering strong relationships helps programs increase participation and retention rates and is associated with positive youth outcomes.

OFCY programs scored less well in creating opportunities for youth input, peer mentoring, and youth-led planning. Few opportunities for youth to make meaningful choices and have a voice in programs were observed, though some programs reported that they have integrated youth voice and choice into program design.

SURVEY DATA

In addition to assessing program quality through site visits, See Change surveyed school-age children and older youth about their perspective on program experiences.

1. **Safety:** 82% of youth surveyed reported that they felt safe in the programs, and that they did not experience bullying or harassment from peers.
2. **Self Efficacy:** 81% of youth reported that programs positively impacted their confidence in their skills and abilities, as well as their commitment to working hard and expecting good things of themselves.
3. **Positive Connections:** 78 % of youth reported feeling more connected to peers, their community and adults through involvement with their programs.
4. **Academic Success/School Attachment:** Three out of four youth (75%) reported high outcomes on school and academic measures, including increased school attendance.
5. **Cultural Awareness:** 70% of youth stated that involvement in the program increased their knowledge of other cultures and gender identities.
6. **Respect/ Violence Prevention:** 68% of youth reported they were less likely to get in physical altercations, and more likely to resolve conflicts without violence.

SCHOOL DATA

Increased support for academic success is one of the main focal points of the 2010-2013 Strategic Plan. Some of the desired outcomes include reduced truancy and suspension rates, and increased scores on the California High School Exit Exam (CAHSEE). For the first time, this year we were able to match a significant number of the OFCY participants with their Oakland Unified School District records, enabling us to analyze their school performance relative to OUSD as a whole.

This school data helps us understand how participating in OFCY programs might impact academic success. Our primary findings include the following:

- OFCY students attend school more frequently than average OUSD students and have significantly lower rates of truancy.
 - African American OFCY participants were statistically less likely to be truant ($p < .00005$)
 - African American males were also less likely to be truant ($p < .001$)
- Higher rates of youth in OFCY programs pass the CAHSEE.

We will continue to work with Cityspan and the grantees to improve data collection practices, and anticipate a higher match with OUSD next year.

OUTCOMES BY STRATEGY AREA

The strategy area reports have two foci: (1) to describe program performance, and (2) to investigate outcomes for the program participants.

OLDER YOUTH

More Participants in the academic and career support programs had significantly higher rates of passing CAHSEE than OUSD as a whole on the English Language Arts portion (ELA ($p < .03$).

- ✓ 100% of Older Youth programs received the highest ranking (Thriving) on the Weikart youth program quality assessment tool.
- ✓ More than 70% of youth reported high outcomes in the areas of academics and self efficacy.
- ✓ Older youth programs positively impacted connection to community, adults and peers for over 70% of youth participants.

WELLNESS AND HEALTHY TRANSITIONS

Evaluators observed a high level of youth engagement, and learned that programs do an excellent job of including youth in the design and leadership of program offerings.

- ✓ Evaluators noted youth were highly engaged in activities.
- ✓ Program staff included youth in program design in meaningful ways.
- ✓ 100% of wellness and healthy transitions programs were rated thriving on the Weikart youth program quality assessment tool.
- ✓ More than 80% of youth reported programs positively impacted their sense of belonging to community, and connection to peers and adults.
- ✓ More than 70% of youth experienced high outcomes in academics and self efficacy domains.
- ✓ More boys reported higher outcomes in the area of health, and more girls reported high outcomes in the area of connection to peers, adults and communities.

COMMUNITY BASED AFTER SCHOOL

Community based after school programs do an excellent job of encouraging collaboration among participants.

- ✓ Evaluators observed that youth were highly engaged in activities at most programs.
- ✓ 100% of community based afterschool programs were rated thriving on the Weikart youth program quality assessment tool
- ✓ More than 80% of youth reported programs positively impacted their sense of belonging to a community, and their connection to peers and adults.
- ✓ More than 70% of youth experienced high outcomes in academic and self efficacy domains.
- ✓ More boys reported higher outcomes in the area of health, and more girls reported high outcomes in the area of connection to peers, adults and communities.

EARLY CHILDHOOD

The majority of parents reported that the early childhood programs helped them connect with resources in the community and other parents, reducing their sense of isolation.

- ✓ The majority of programs met or exceeded OFCY grant requirements on service and participation.
- ✓ 68% of parents reported reduced isolation.
- ✓ Evaluators noted that program staff was organized and knowledgeable about resources in the community.
- ✓ Both parents and educators observed high outcomes in children's cognitive skill development.

SUMMER

The majority of participants reported that programs contributed positively to goal setting and confidence as well as academic skills and sustained learning.

- ✓ All programs met or exceeded program quality expectations.
- ✓ Summer programs exceeded their service goals by 90% and their participation goals by 28%
- ✓ 90% of participants reported attending 4 or more times per week.

SUMMARY

Viewed collectively, the 61 grantees evaluated by See Change offer a vast range of services to a very large and diverse population of children and youth in the city of Oakland. See Change's analysis of service and participation data revealed that, both as a whole and at the strategy level, grantees met and exceeded their attendance and service-hour goals.

Grantees also showed consistent levels of program quality. By using the national Weikart Youth Program Quality Assessment tool, we can see that in the aggregate OFCY programs score more highly on every element of program quality than the national average.

In addition, See Change noted improvement in an area that we had identified in last year's evaluation (2009-10) as meriting further attention: increased opportunities for peer-to-peer interaction and for youth leadership. This year, we found that all of wellness and healthy transitions programs, as well as many of the older youth and community based after school programs did a better job of allowing youth to guide program design and implementation.

See Change looks forward continuing to work with OFCY and all of our partners over the next year to distill insights into OFCY's investment in positive youth development in Oakland.

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MAIN REPORT



INTRODUCTION

WHAT IS THE OAKLAND FUND FOR CHILDREN AND YOUTH (OFCY)?

The passage of the Kids First! Initiative (Measure K) in 1996 led to the establishment of the Oakland Fund for Children and Youth (OFCY) to support direct services to youth under 21 years of age. OFCY works collaboratively with community organizations, public agencies, schools and other funders to provide opportunities and resources to Oakland's youth and children. The aim is to support children and youth in becoming healthy, productive, ethical, and successful members of the community. In a special election in 2009, Measure D re-established Oakland Children's Fund for an additional twelve years (2010-2021). The Measure sets aside 3% of the City's unrestricted General Fund for OFCY, and requires a three-year strategic plan to guide the allocation of funds. Annually, OFCY grants approximately \$10 million to more than 120 nonprofit organizations in Oakland that serve children and youth ages 0 to 24 and their families.

WHAT IS THE PURPOSE OF EVALUATING OFCY?

OFCY's enabling legislation calls for annual evaluation of its funded programs and services. Evaluation of OFCY programs is useful to assess achievement of contracted performance measures, but most importantly to determine whether or not the programs are making a difference in the lives of Oakland's children, youth and families. Evaluation findings are presented to grantees, OFCY staff, Oakland City Council and the general public.

GENERAL OVERVIEW OF EVALUATION

Two professional evaluation firms currently are engaged to conduct annual assessments of OFCY-funded programs. See Change Evaluation is tasked with evaluating 61 programs in five strategy areas: older youth, wellness and healthy transitions, community based after school, early childhood and summer. Public Profit is tasked with evaluating 62 programs in the strategy area of school-based after school programs. This report provides an overview of findings from See Change's evaluation in 2010-2011. Herein, when referring to OFCY grantees, programs, and evaluation, we will be referring to the 61 programs See Change evaluated.

See Change Evaluation begins its analysis with the assumption that children and youth need supportive institutions in their lives to provide them physical and emotional safety, connections with caring adults and positive peers, opportunities to learn and master new skills, and also to explore their own empowerment and leadership.

The evaluation began in June 2010. The outcomes identified by OFCY's strategic plan were linked to specific survey items, and partially customized surveys were administered to youth in programs in the winter and spring of 2011. In addition to the outcome surveys, each program received a site visit during

which an evaluator administered an observational program quality assessment (PQA). Finally, data on student academic outcomes was collected by Cityspan.

The evaluation examined the measurement of *how much* of an intervention a young person received (dosage), at what level of *quality* the program was delivering services, and whether or not youth were experiencing desired *outcomes*.

As stated above, the report that follows was organized into *overview* and *strategy area* sections. The overview reports on the OFCY grantees and participants as a whole, and includes analysis of a subset of the OFCY participants, for which school data from OUSD was obtained. In the strategy area section, comprehensive data on each of the five strategy areas (older youth, wellness and healthy transitions, community based after school, early childhood, and summer) are presented. Reports for each strategy include: highlighted findings, service and participation data, program quality assessment data, and outcomes survey results. A note on the summer report; this report was prepared and presented in the fall of 2010, and is included in its entirety here. A final section at the end presented the evaluator's insights and reflections.

DEMOGRAPHICS: WHO WAS SERVED BY OFCY IN 2010-11

OFCY's initiatives are age-based. The strategic plan sets out four age brackets: 0-5 years, 5-14 years, 11-20 years and 15-20 years. These age brackets were chosen to complement some of the specific needs pinpointed through the strategic-planning process. In addition, the funds supporting OFCY are meant to have a broad reach, and it is important that grantees support a diverse and representative group of children and youth. In this section of the report, we present the age, ethnic, and gender characteristics of OFCY's participant population.

Highlights

- **15,214** children and youth served
- 59% of youth aged 0-5 attended at least 26 days of programming
- 65% of youth were of school age (between 6 and 20 years)
- Participant demographics reflected the population targeted in the Strategic Report

AGE

The City of Oakland's Measures D and K stipulates that funds be used to support youth 0 to 20 years of age. In 2010-11, programs in OFCY's older youth, wellness and healthy transitions, community based after school, early childhood, and summer strategy areas served more than 15,000 children, youth, and young parents (table 1).

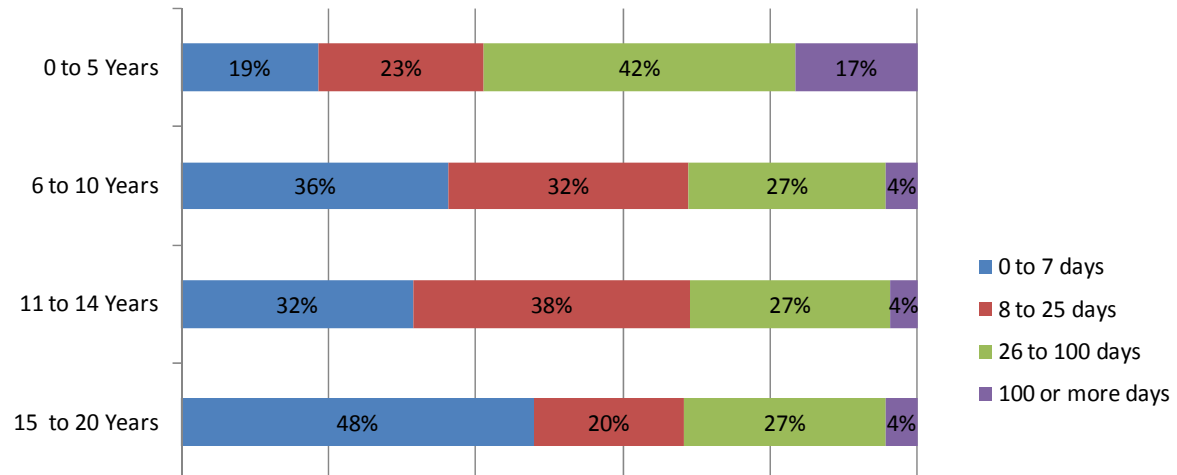
Strategy Area	Youth 0-5	6-10	11-14	15-20	21 and Older
Early Childhood	3,493	0	0	7	8
Community Based After School	227	1,119	741	668	21
Older Youth	0	24	488	2,850	643
Wellness and Healthy Transitions	10	26	425	714	74
Summer	59	710	663	98	55
TOTAL of 13,123**	3,789	1,879	2,317	4,337	801

Table 1

**Total includes youth's age as of December 2, 2010, and only those for whom we have a recorded date of birth. 2,091 youth birthdates and 2,629 parent/adult birthdates were not entered or mis-entered.

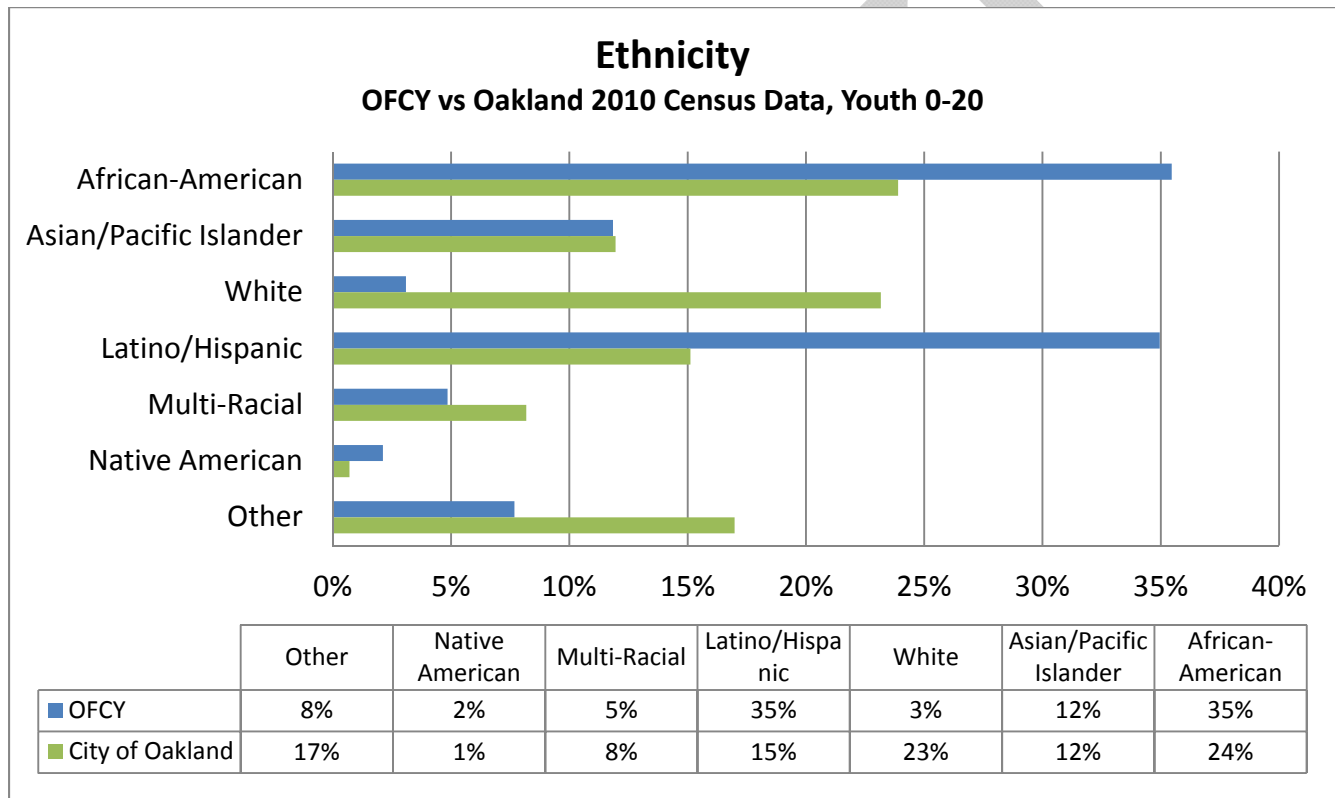
As stated above, this report focuses on just over half of the OFCY funded programs. In 2010-11 28% of program participants were from 15-20 years of age, 24% were between 0-5 years of age and 27% were 6-14 years of age. We note that the small percentage of participants who were 21 or older predominantly attended programs less than seven times. Thus the overwhelming majority of grantees services were utilized by youth aged 0-20.

OFCY Days Attended, by Age



ETHNICITY

In 2010-11, OFCY grantees served an ethnically diverse population of children and youth. Of the children and youth served by OFCY grantees, 35% were African American, 35% were Latino/Hispanic, 12% were Asian and Pacific Islander, 2% were Native American/Alaskan, and 3% were White. Eight percent reported being “other,” and 5% described themselves as multi-racial (Figure 1). When compared with the ethnic make-up of the City of Oakland (all ages), OFCY served a similar amount of Native Americans and higher percentages of African Americans and Latino/Hispanics than is present in the city according to 2010 census data. Grantees served a comparable percentage of Asian/Pacific Islanders, and notably fewer Caucasian children and youth.



SERVICE & PARTICIPATION GOALS

Across all strategy areas, programs provided 568,115 more service hours and served 32% more participants than projected in their original grant agreements with OFCY.

All grantees supported by OFCY set goals for the number of young people their program is designed to serve each year, as one measure of the programs' reach in the community. In addition, they set goals on the number of hours of service provided across participants. This section presents a broad overview of how the grantees enrollment (participation) data and program hour (service) data match up with their projected goals. Detailed analysis of attendance and participation was done by strategy area, and can be found in the strategy area report section.

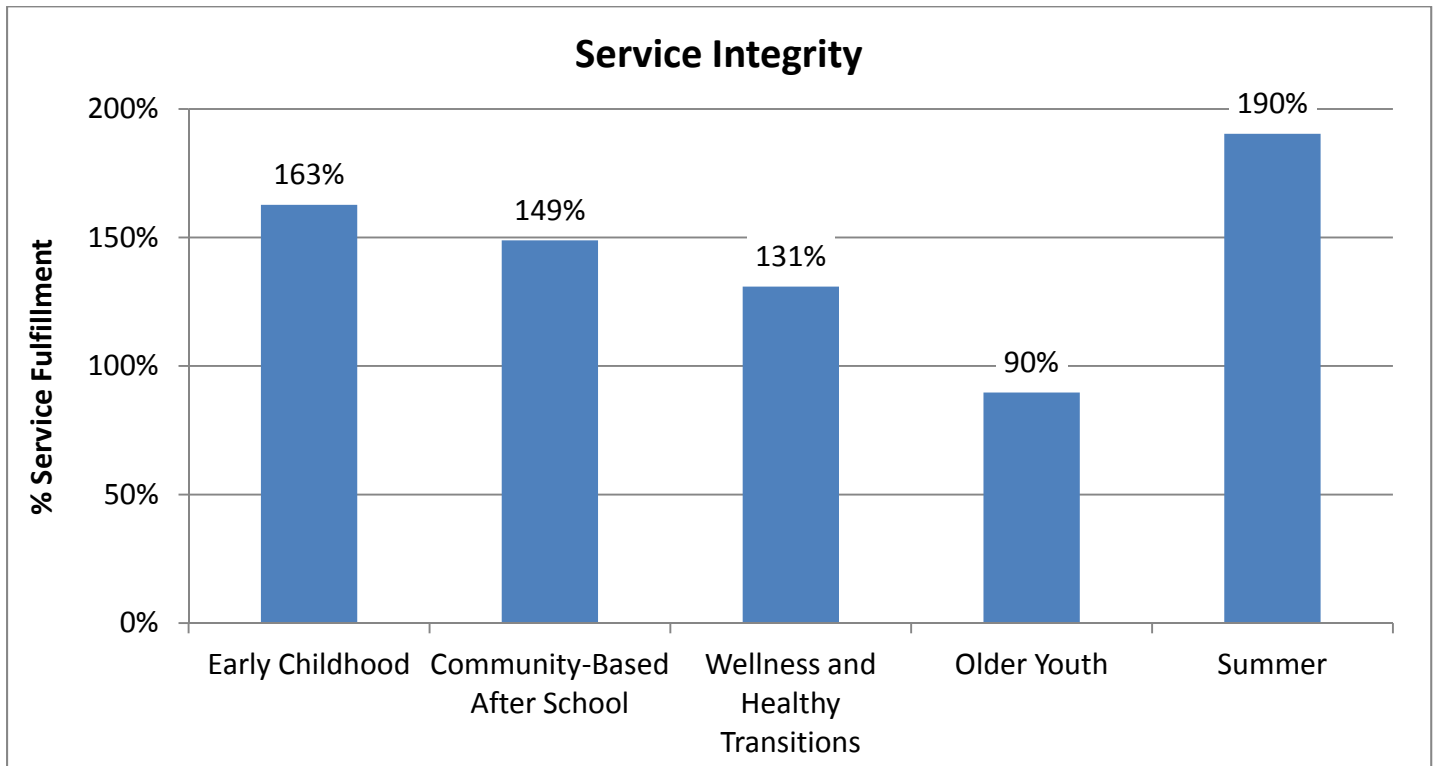
There are five types of the data captured through this process.

- **Service Hours** – the cumulative hours provided to all participants in the program. This is calculated by participant and then tabulated across participants. So a one-hour program that met two times in a week and served 20 youth would have 40 service hours per week.
- **Service Goals** – a percentage describing how close programs are to their service goals for the program year. Any programs delivering less than 80% of the service hours are considered as having been short of their goals
- **Participation Numbers** – number of youth and children that attended the program.
- **Participation Goals** – a percentage describing how close programs are to meeting the participation goals set in their contracts and original scopes of work
- **Dosage** – the number of days, *on average*, youth attended grantee's programs.

Service goal achievements for individual programs are included in the Individual Program Evaluation Reports in Appendix A (Individual Reports), and in table-form in Appendix B (Service and Participation Tables).

HOURS OF PROGRAMMING (SERVICE INTEGRITY) BY STRATEGY AREA

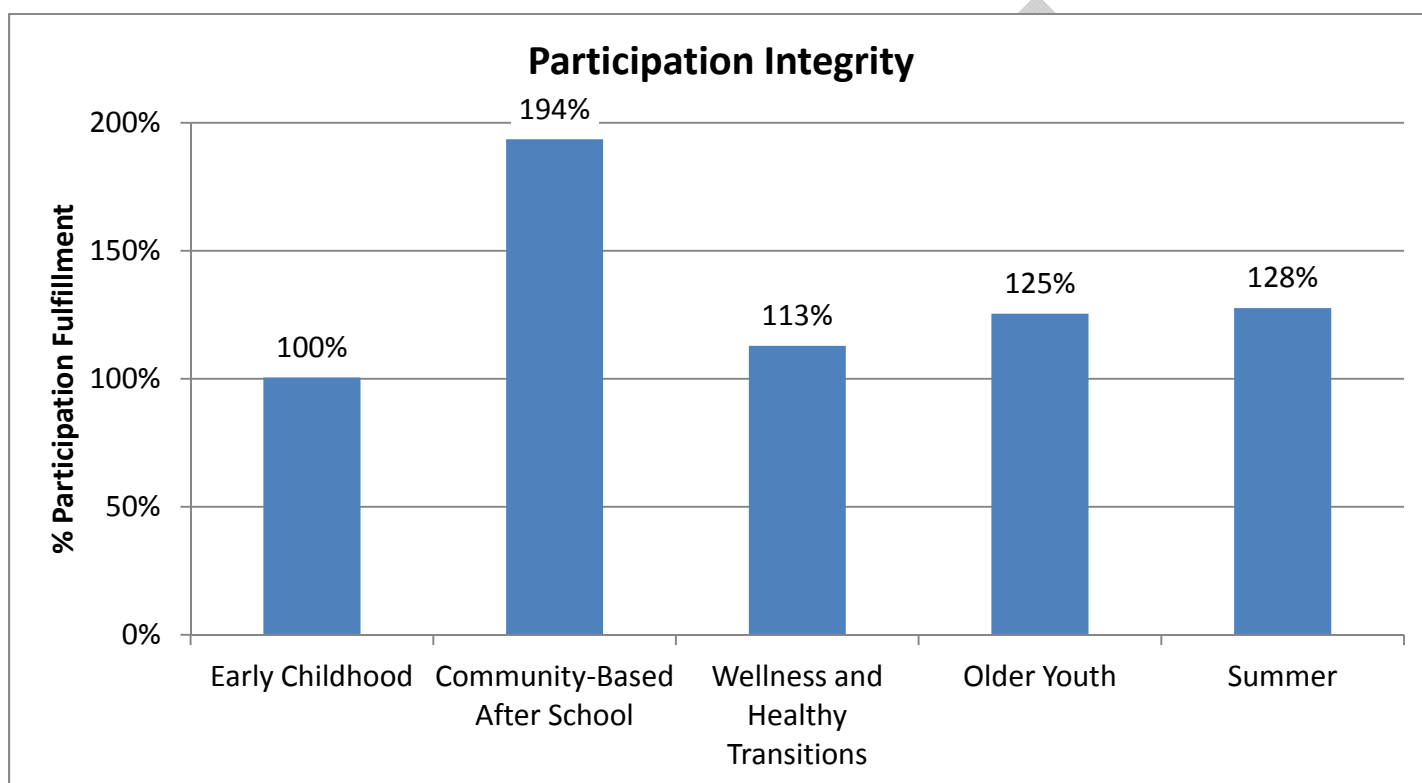
All strategy areas succeeded in meeting or exceeding their goals for the 2010-2011 year. Notably, summer programs exceeded their service hour goals by 90%. This indicates a high demand for summer programming.



SERVICE	Projected Number of Service Hours	Actual Number of Service Hours	Overall % Integrity	Programs below 80% Integrity	Programs between 80 and 100% integrity	Programs above 100% Integrity
Early Childhood	407,469.67	662,997.00	163%	0	4	10
Community-Based After School	248,994.00	370,709.00	149%	2	4	4
Wellness and Healthy Transitions	96,684.00	126,558.00	131%	0	2	7
Older Youth	301,950.45	270,784.00	90%	6	5	5
Summer	212,719.75	404,885.00	190%	0	6	6
Total	1,267,817.87	1,835,933.00	145%	8	21	32

PROGRAM ENROLMENT (PARTICIPATION INTEGRITY) BY STRATEGY AREA

All strategy areas met or exceeded their projected participation goals. In particular community based after-school programs surpassed their grant commitments by 94%. Full enrollment of programs is a possible indication of demand for a program, and also a potential reflection of the effort put forth by program staff to recruit participants.

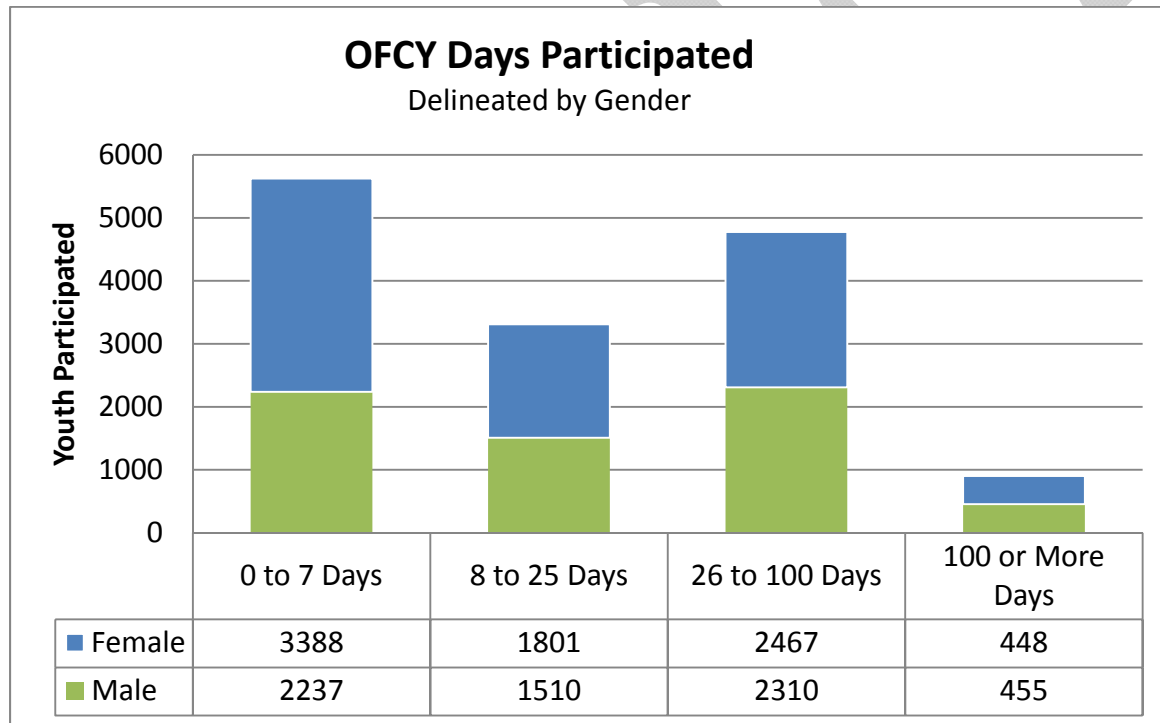


Strategy Area	Projected Number of Youth Participants	Actual Number of Youth Participants	Overall % Integrity	Programs below 80% Integrity	Programs between 80 and 100% integrity	Programs above 100% Integrity
Early Childhood	3,823	3,842	100%	4	3	7
Community-Based After School	2,200	4,258	194%	1	1	8
Wellness and Healthy Transitions	1,065	1,202	113%	1	2	6
Older Youth	3,107	3,898	125%	4	3	9
Summer	1,578	2,014	128%	1	3	8
Total	11773	15214	132%	11	12	38

DOSAGE

Dosage is the term used to describe how much of OFCY program time a participant received. The programs evaluated in this report differ greatly in their structure, thus some programs, such as internships or counseling-based programs – have very high dosages (or service hours per youth). Others, such as drop-in programs or recreation centers, tend to serve more youth overall, but each for less time. In order to present a cohesive picture of strategy areas as a whole dosage is presented in days attended. The charts below break down days attended by gender and strategy area. While reading these charts, please keep in mind the varied nature of programs evaluated in this report.

In examining the distribution of the dosage data for 2010-11, four distinct attendance groupings¹ emerged, 0-7 days, 8-25 days, 26-100 days and over 100 days. Breaking these attendance groupings down by gender (Figure 3), 61% of youth attended at least 8 days of OFCY programming. In the less than 7 days attendance bracket, girls are over represented at 60%².



The attendance percentages by strategy area presented in figure 5 are congruent with what would be expected for that strategy area given the types of programs in the area.

¹ See chart in appendix B for distribution of attendance that lead to these groupings.

² The numbers in this table are representative of youth who specified gender. 516 youth did not specify gender.

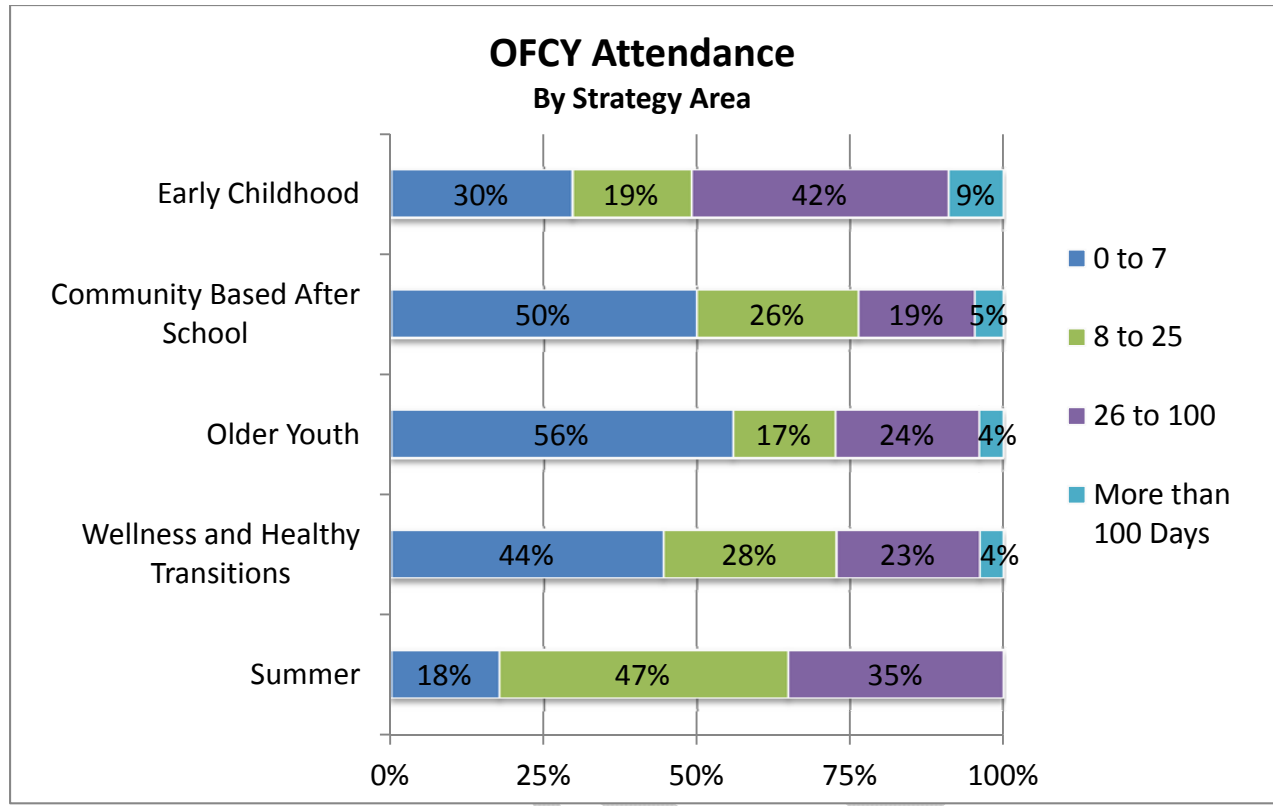


Figure 5

SCHOOL DATA: EVALUATION OF SCHOOL BASED INDICATORS

The OFCY 2010-13 Strategic Plan contains broad goals aimed at supporting the whole child. Some of these goals are connected to academic success. Although most of the grantees contained in this report are not directly connected to schools, many engage with learning activities that support school aims. To understand how these programs may have contributed to youth's school performance we have investigated how school-age youth who participated in grantee programs perform relative to their peers in OUSD on selective measures.

The programs in the five strategy areas evaluated in this report serve a range of participants, many of whom are not school age (6-20 years old), and others, who although school age, may not attend OUSD schools. For 2010-2011 we estimate that **8,530 participants are school age**. Out of that population, Cityspan was able to match 4,399 OFCY participants to their OUSD records. This percentage is significant enough to be considered representative of the OFCY school age population as a whole.

Some of the desired outcomes from the OFCY 2010-13 Strategic Plan that related to school and education included: reduced truancy and suspension rates, increased academic success, and increased scores on the California High School Exit Exam (CAHSEE). In addition, connection to the OUSD records also provided us with data on socio-economic and language-learner status. This information was also included below.

Highlights: as compared to OUSD, OFCY...

- ... served a higher percentage of African Americans than OUSD ($p < .001$)
- ... participants in academic programs had increased CAHSEE passing rates
- ... served fewer English Language Learners
- ... participants were more likely to be low income youth
- ... students attended school more frequently
- ... participants were less likely to be truant

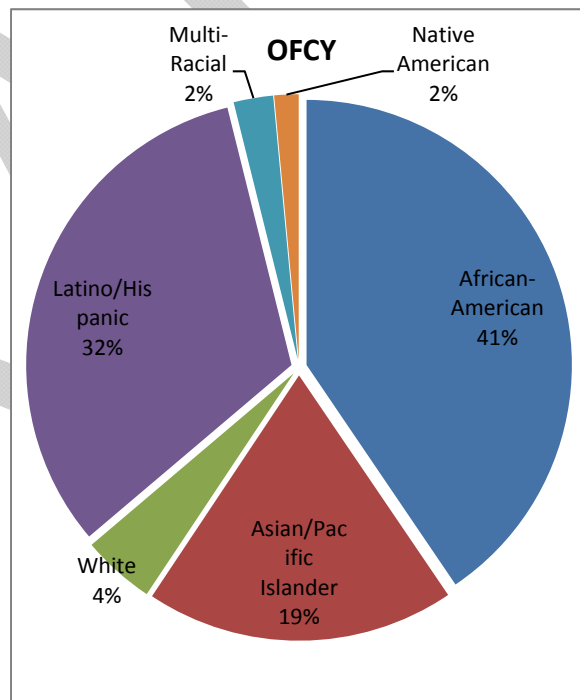
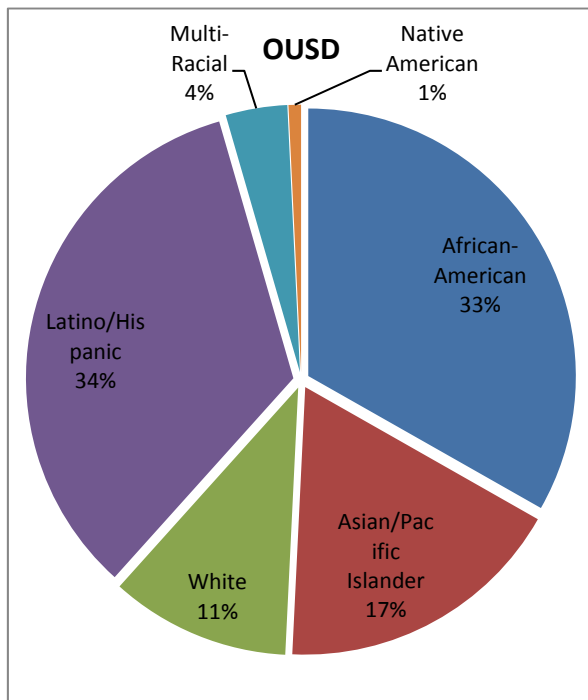


ETHNICITY AND GENDER

There was a statistically significant difference between the number of African Americans in OFCY and the number of African Americans in OUSD ($p < .001$); this meant OFCY served a significantly higher proportion of African American youth than were enrolled in OUSD in 2010-11. OFCY served approximately the same percentage of Latino/Hispanic and Asian-Pacific Islander youth, and a smaller percentage of Caucasian youth than did OUSD. The gender composition of the OFCY matched data set and OUSD's differ, but not significantly.

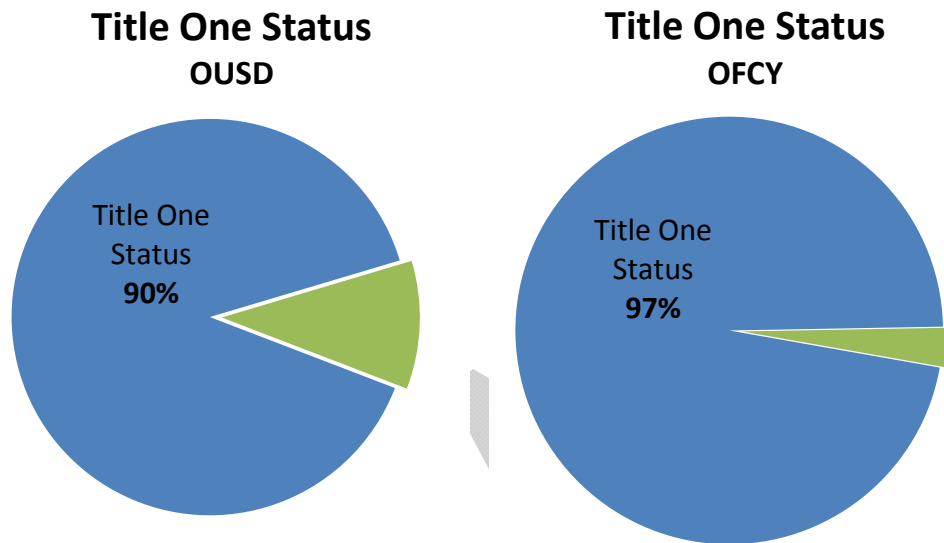
Gender	OUSD	OFCY
Male	51%	46%
Female	49%	54%
Total	100%	100%

Ethnicity	OUSD	OFCY
African-American	33%	41%
Asian/Pacific Islander	17%	19%
White	11%	4%
Latino/Hispanic	34%	32%
Multi-Racial	4%	2%
Native American	1%	2%
Total	100%	100%



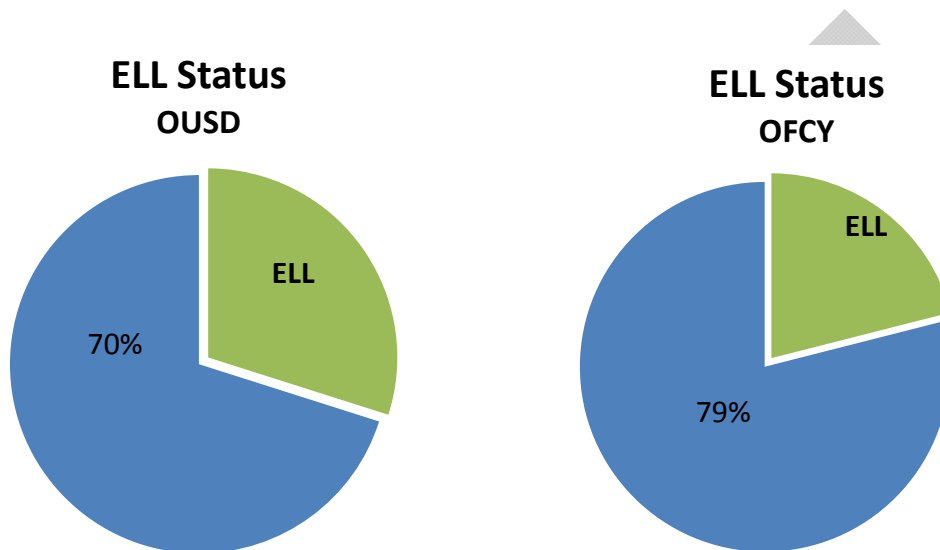
TITLE 1 STATUS

Title 1 refers to legislation that makes money available to schools that have a significant low-income population ($\geq 40\%$). Title 1 status is a marker used to indicate economic status of the participants. The data analyzed show that OFCY served a significantly larger proportion ($p < .001$) of Title 1 school-aged youth in OFCY programs than were present in OUSD in 2010-11.



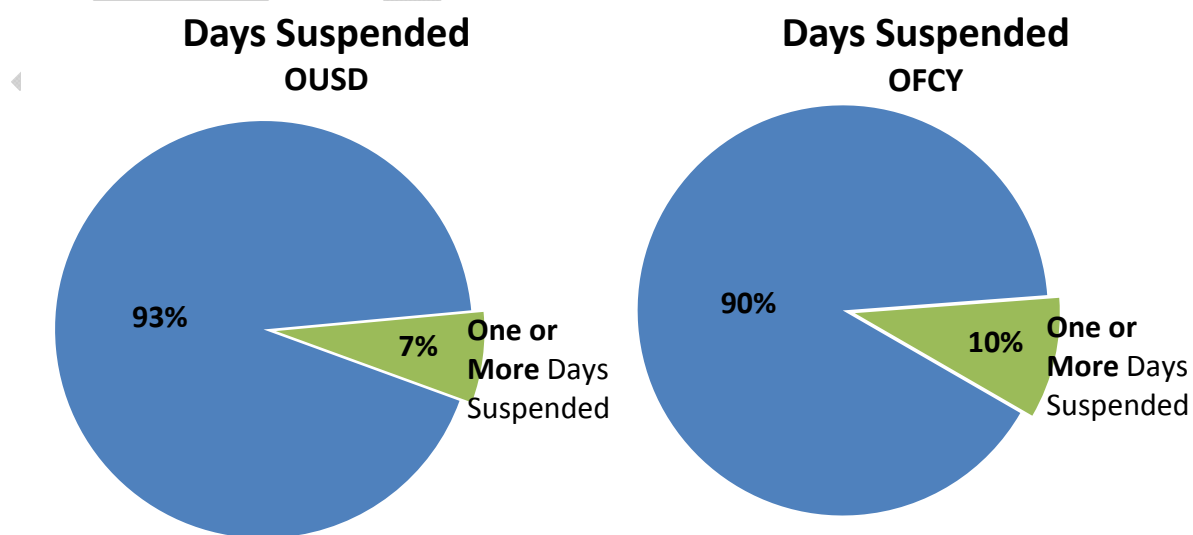
ENGLISH LANGUAGE LEARNERS

OUSD defines and English Language Learner (ELL) as "A student who comes from a home in which a language other than English is spoken and who has been assessed as non- or limited-English proficient." The analysis found that OFCY grantees served a lower percentage of ELL classified students than were present in the OUSD student population in 2010-11.



SUSPENSION DATA

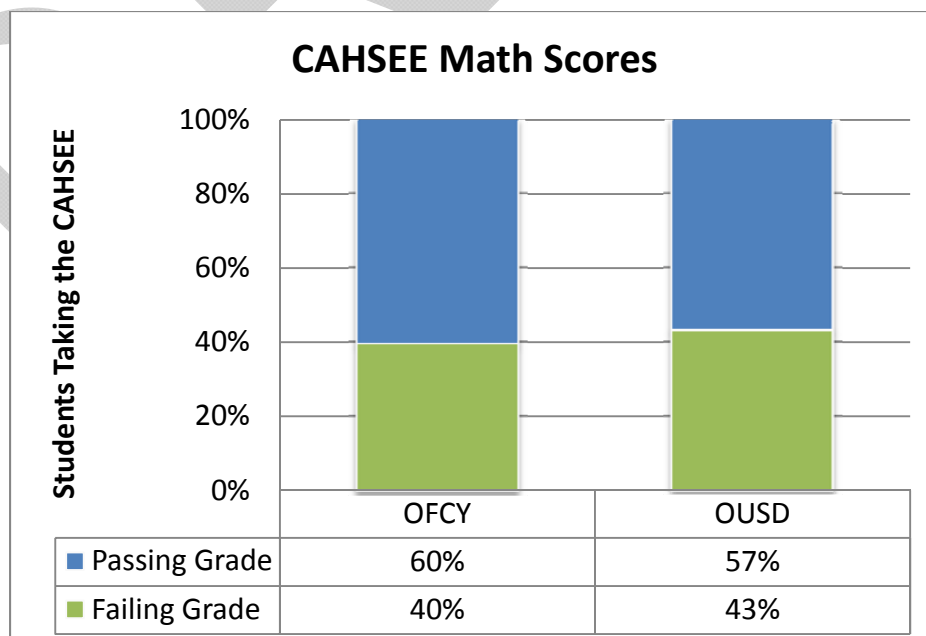
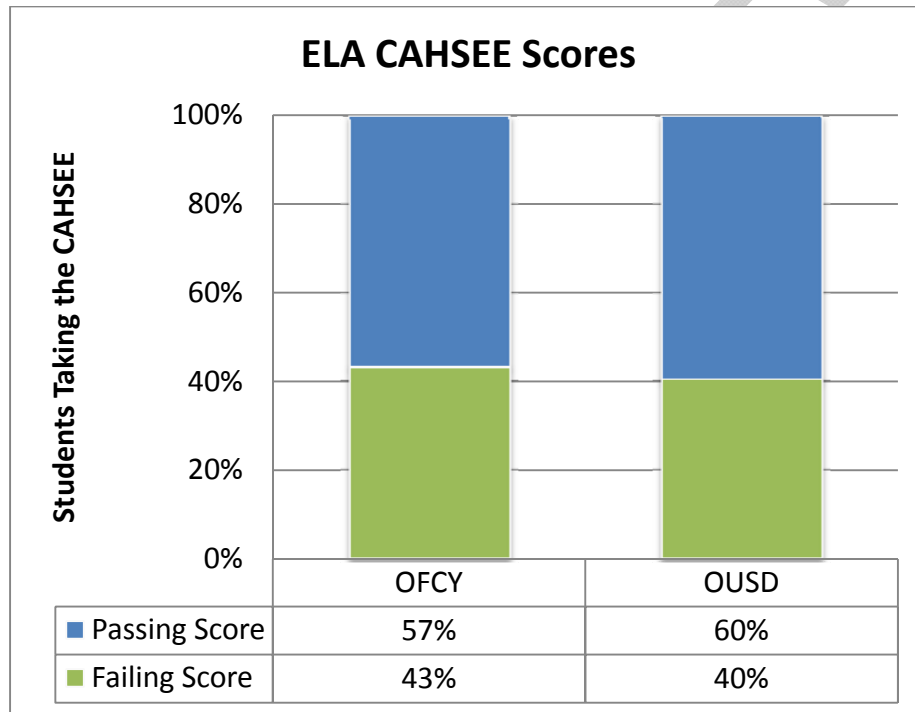
There was a significant difference in suspended days between OFCY participants and OUSD as a whole. OFCY participants were more likely to be suspended one or more days than their OUSD peers ($p < .001$). While not a desirable outcome, this indicates that OFCY programs served youth in need of support.





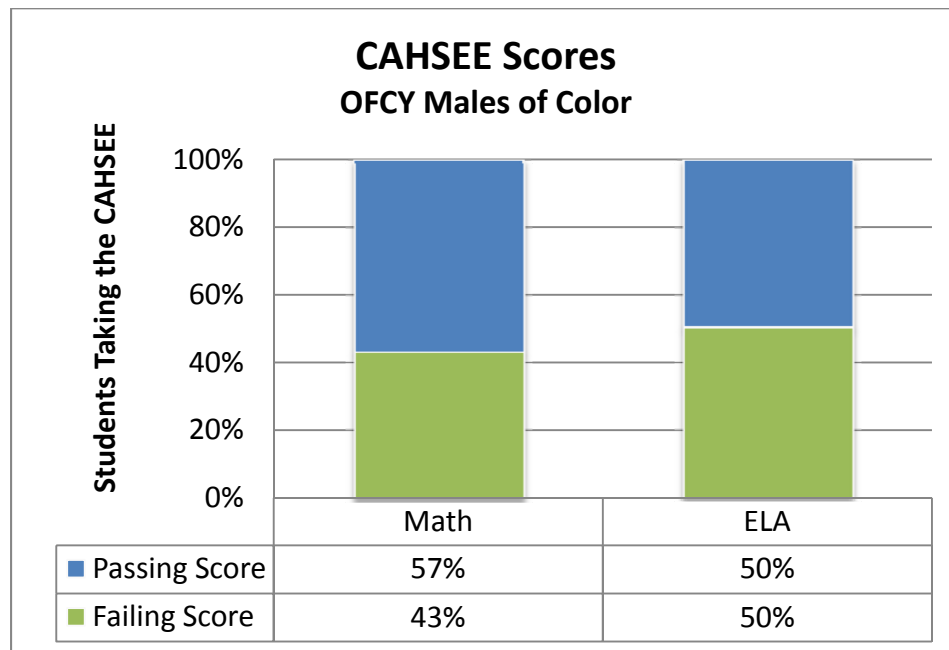
CAHSEE SCORES FOR OFCY

As a whole, OFCY passing rates on CAHSEE English Language Arts (ELA) and Math were similar to OUSD. When broken out by strategy area, we see that youth in the community based after school and older youth programs have a higher CAHSEE passing rate compared to OUSD's, which are 60% for ELA and 57% for Math. These tests – along with comparing community based after school and older youth and its sub-categories to OFCY and OUSD – are discussed more in-depth in the allotted strategy area section of the report.





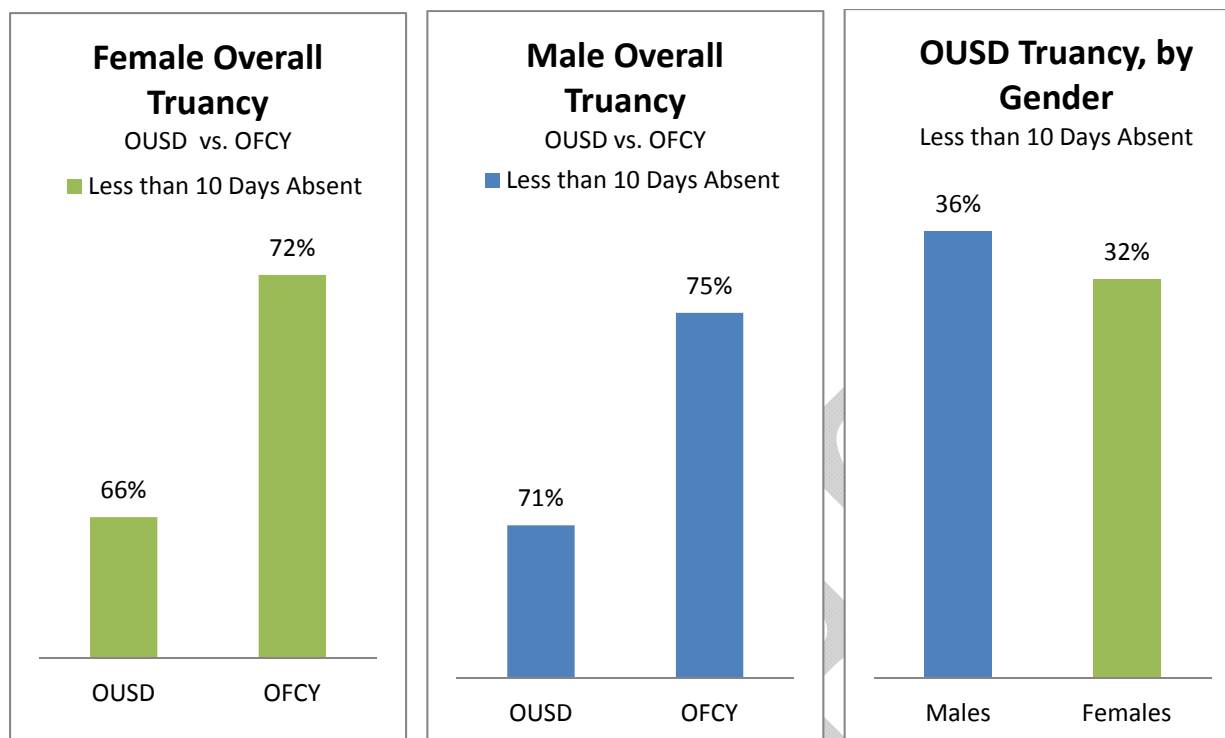
When examining CAHSEE scores for males of color, the passing rates for OFCY and OUSD no statistically significant difference was found. However, there were a higher percentage of males of color that passed the math (57%) than the ELA (50%).



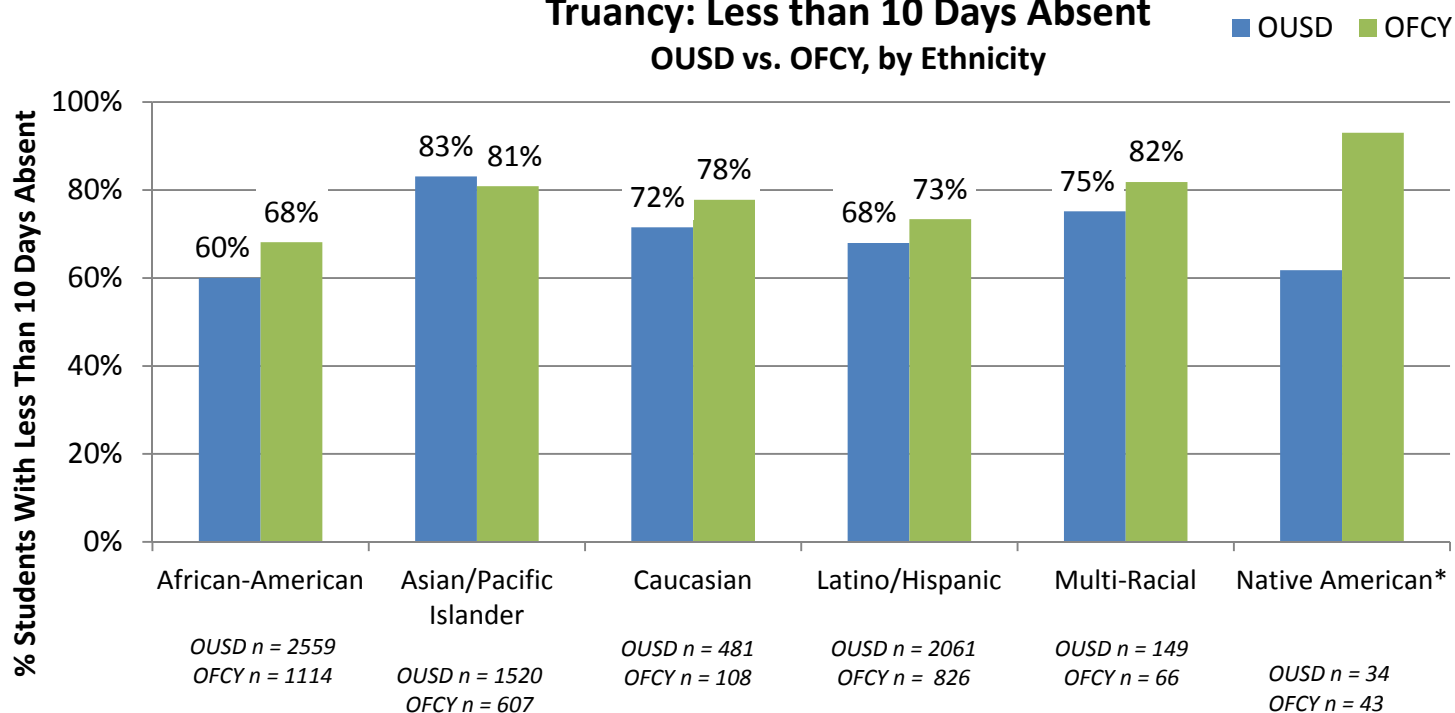
TRUANCY

From the OFCY 2010-13 Strategic Plan: "High truancy was defined as having 10 or more absences in the current school year (2008-09)," and furthermore, "Many studies correlate high truancy with high dropout rates and low school performance." In investigating truancy, it was found that OFCY participants were less likely to miss 10 or more days of school. Seventy-four percent of OFCY students missed less than 10 days of school in 2009-1010, whereas 69% of OUSD student missed less than 10 days of school. Further investigation revealed that while both male and female OFCY participants were less truant than the OUSD population at large, for females this difference was statistically significant ($p < .002$).

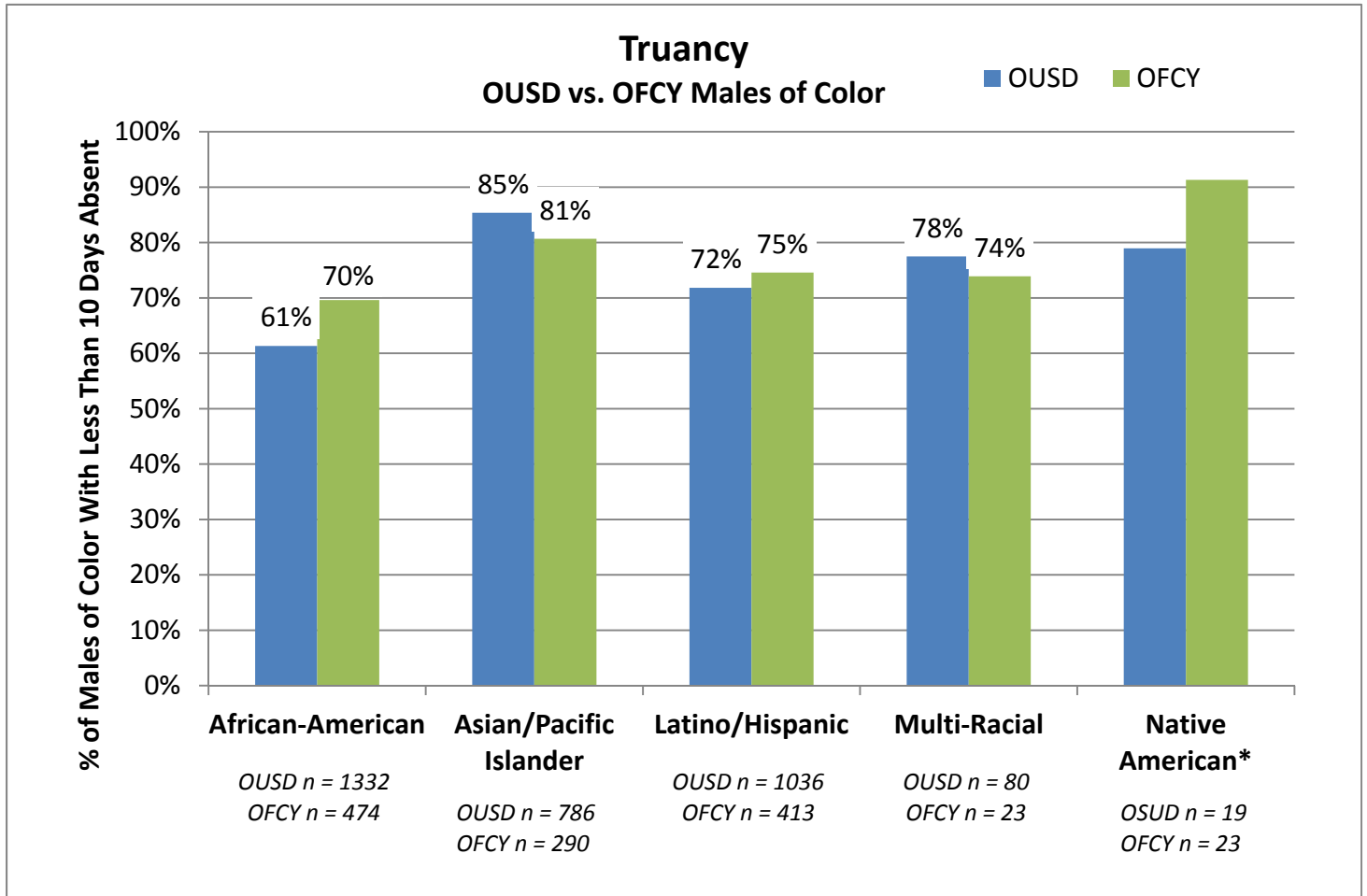
Looking at truancy as compared to ethnicity further refined our understanding of school attendance among OFCY participants (figure 14). Interestingly, Asian/Pacific Islander OFCY participants stood out as the only group that had a slightly higher likelihood (2% difference) of being truant. This was not, however, statistically significant. Two statistically significant results of examining truancy by ethnicity did come to light: (1) African American OFCY participants were far less truant ($p < .00005$) and (2) African American males as a subgroup were also less likely to be truant ($p < .001$). These findings support the notion that OFCY grantees played part of a role in helping youth develop positive attachments to school.



Truancy: Less than 10 Days Absent
OUSD vs. OFCY, by Ethnicity



*Percentages excluded due to the small sample size.



*Percentages excluded due to the small sample size.

STRATEGY AREA REPORTS

The remainder of the report is focused on the strategy areas, and presents data and findings on each area's programs. These findings were linked to the outcomes outlined in OFCY's 2010-13 Strategic Plan for that strategy area whenever possible. Each strategy area report follows the outline below:

1. Summary of aims and outcomes from the OFCY 2010-2013 Strategic Plan
2. Highlights or findings
3. Ethnicity and Gender demographics
4. Participation and Service data
5. Program Quality Data
6. Outcomes Survey Data
7. CAHSEE Data (where appropriate)

The strategy area reports have two foci: (1) to describe program performance and (2) to investigate outcomes for the program participants. On many school based measures, participants in OFCY programs perform better than their peers in OUSD as a whole. Participants also self-report (via the survey) desirable outcomes. As such, in many of the instances reported below, there is a high correlative relationship between participation in OFCY programs and positive youth outcomes. In addition, there is much evidence to support the conclusion that the programs are a significant part of the youth's lives, and are therefore a significant part of the tapestry of resources supporting positive youth outcomes. However, making the claim of a causal relationship between youth outcomes and participation in OFCY funded programs is beyond the scope of this work.

METHODS

This section describes the three types of data leveraged by See Change to evaluate the 61 OFCY programs contained in this report.

PARTICIPATION DATA

Participation and Service data was collected by all programs through a database managed by Cityspan for OFCY. In addition to demographic information, grantees also entered in daily attendance and program hours. Each quarter OFCY checked the programs progress towards their attendance and program hour goals. During the spring, See Change reported out on the grantees progress towards these goals, and OFCY followed up with any programs that were falling short. By collecting and monitoring this information OFCY is able to insure that programs are following through with their stated goals, and adjust their support as necessary.

SURVEYS

Surveys were administered to the participants to understand their experiences in the programs. Three sets of surveys, aligned with the possible outcomes stated in OFCY's 2010-2013 strategic plan, were designed for the strategy areas. *Older Youth, Wellness and Healthy Transitions, and Community-Based After School* used the same a survey created by See Change's Dr. Catherine Brown. Two customized surveys (one each for parents/caregivers and for educator/providers) were also developed for the Early Childhood programs. *Summer* programs have a unique survey tools as well

PROGRAM QUALITY

Older Youth, Wellness and Healthy Transitions, and Community-Based After School were evaluated using the Weikart Youth Program Quality Assessment tool, a nationally standardized tool for measuring program quality based on accepted principles of youth development. Each program was visited for three hours and comprehensive notes were taken. These notes were later translated into a scoring system, upon which the program rating is based.

Using the Youth Program Quality Assessment (YPQA), See Change evaluated Older Youth, Wellness and Healthy Transitions and Community-Based After School programs across five dimensions:

- 1) Safe Environment,
- 2) Supportive Environment,
- 3) Interaction (with peers, adults and in groups),
- 4) Engagement/Leadership

Programs in Older Youth, Community-Based After School Programs, and Wellness & Healthy Transitions strategy areas are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score (average of section scores).

- **Thriving** – Overall score is 80% or more of the maximum score (overall score is higher than 4 of maximum 5)
- **Performing** – Overall score is 60-80% of the maximum score (overall score is between 3 and 4)
- **Emerging** – Overall score is less than 60% of the maximum score (overall score is less than 3)

Numerical Scores:	1	3	5
General Scale Meaning:	Item not observed OR Negative examples of item observed	Item observed infrequently OR Positive and negative examples of item observed	Item integrated into program OR Positive examples of item observed

The strategy area reports have two foci: (1) to describe program performance and (2) to investigate outcomes for the program participants. On measures participants in OFCY programs perform better than their peers in OUSD as a whole, and that they self-report (via the survey) desirable outcomes. As such, in many of the instances reported below, there is a high correlative relationship between participation in OFCY programs and positive youth outcomes. In addition, there is much evidence to support the conclusion that the programs are a significant part of the youth's lives, and are therefore a significant part of the tapestry of resources supporting positive youth outcomes. However, making the claim of a causal relationship between youth outcomes and participation in OFCY funded programs is beyond the scope of this work.

OLDER YOUTH

For OFCY, older youth were defined as between 15 to 20 years of age, or approximately high school age. OFCY's 2010-13 Strategic Plan included two types of programs to serve this age bracket, (1) academic and career success-focused programs and (2) comprehensive support programs that focus on youth transition to adulthood. Desired and possible outcomes for youth programming set forth in the Strategic Plan are as follows:

"... **increased confidence** about accessing educational and/or career related job opportunities; increased ability to develop personal, academic, and **career goals**; connection to **caring adults**; increased graduation rates; **increased academic success** and increased California High School Exit Examination (CAHSEE) scores. [and] increased community engagement..."

A total of sixteen programs, ten programs that focused on academic support provide exposure to career and job opportunities and six programs that offered a wider array of programming were evaluated. These OFCY sponsored programs offered a range of support to youth; from internship programs to homework help, dance and physical activities to cooking. Also included were agencies focused on job and college placement assistance as well as specific programs for immigrant, homeless and foster youth.

Highlights: Older Youth Grantees...

- *served more girls than boys.*
- *met or exceeded participation goals as a group.*
- *served a high percentage of youth who attended infrequently, but this may be due to program design (i.e. drop-in programs).*
- *produced very positive self-reported outcomes on safety, academic success, self-efficacy and connection to others.*
- *under the academic and career services funding stream had positive outcomes among their youth on the CAHSEE, resulting in a higher passing rate than OUSD students as a whole.*

As reported by the grantees, programs in the older youth strategy area served more African American youth, and more females than any other sub-group (table 5).

Older Youth	Males	Females	Total
African American	19%	30%	49%
Asian/Pacific Islander	5%	4%	9%
Caucasian	1%	1%	2%
Hispanic/Latino	8%	11%	19%
Multi-Racial	1%	3%	4%
Other	7%	10%	17%
Total	41%	59%	100%

Table 5

PARTICIPATION AND SERVICE DATA:

Details on the projected service and participation can be found in appendix B.

As a group, older youth programs served 3,898 participants, exceeding their annual youth-served attendance targets by 25%, and provided 270,784 hours of service, missing their service goals by 10%. This finding - high participation rates accompanied by lower service hours - suggests youth turnover. Dosage data reported on above shows that close to half of participants in older youth programs attended between 0 and 7 days. While these data might appear to reflect low program attendance, it may instead reflect the availability of drop-in services for this age group. An exact determination of the root causes which resulted in this finding are out of the scope of this report.

PROGRAM QUALITY

Details on assessment method and data can be found in appendices C.

Older youth programs performed better than the national average overall and in each individual program quality area, based the sixteen programs evaluated (see Table 7).

	Overall Score	Safe	Supportive	Interaction	Engagement
Older Youth Programs Average	3.99	4.65	4.60	3.76	3.21
OFCY Average (n = 32)	3.90	4.63	4.55	3.76	2.96
National Average	3.12	4.42	3.84	3.01	2.56

Table 7

Program Strengths

Overall, evaluators noted that older youth programs employ excellent youth development principles, including allowing youth to direct and lead activities, and take on real responsibilities. Many programs organized their space and materials to show a focus on, and showcase individuals' success with, academic activities. Many programs also provided resources for college readiness, as well as employment and career development support. Evaluators also noted a high level of engagement by the youth in the majority of the programs.

Program Areas for Improvement

While older youth programs did put youth in leadership roles, opportunities for peer mentoring and youth-led planning were not as evident. This is reflected in the slightly lower engagement score. Facilitating youth input and peer mentoring is time-intensive, when not fully integrated into program models, and may be challenging for staff. However, with staff training and prioritization programs could improve in these time-consuming, but ultimately enriching, practices.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information on survey administration and analysis can be found in appendix D.

See Change Evaluation administered a survey aligned with the OFCY 2010-2013 Strategic Plan outcomes. Questions grouped into six categories: self efficacy, health choices, academic success, connection to peers, adults and communities, and safety. The majority ($\geq 72\%$) of respondents reported their experience in OFCY funded programs had a positive influence on their sense of self-efficacy and safety, on their academic success, and on their connection to others. In addition youth who participated in comprehensive support programs report positive health choices as a result of participation in these programs.

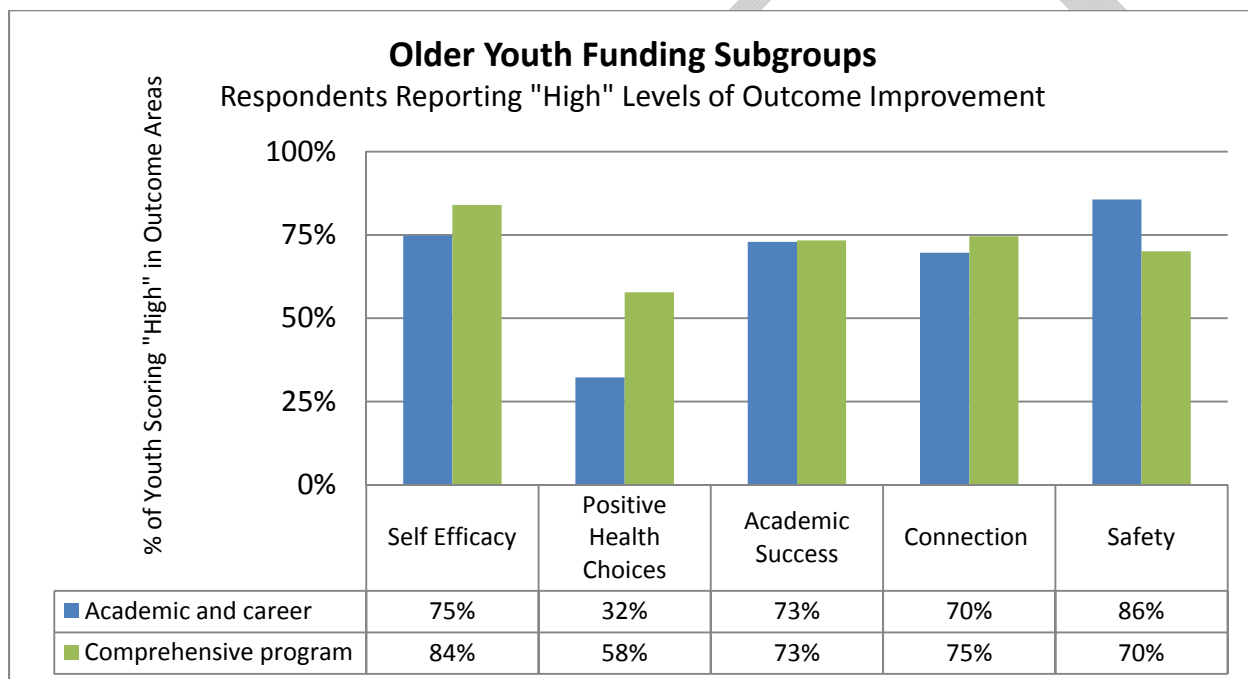


Figure 20

When the outcomes were separated by gender (figure 21), we noted, boys were significantly ($p < .05$) more likely to report positive health outcomes than girls.

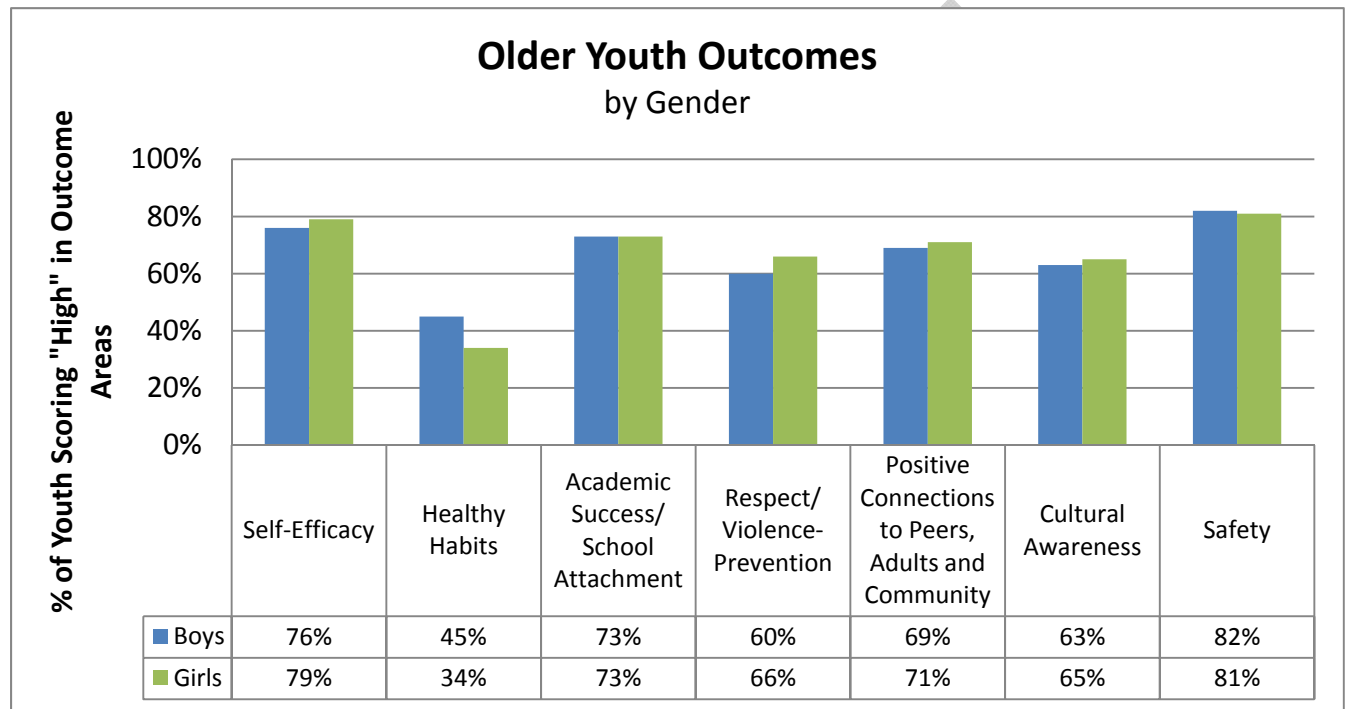
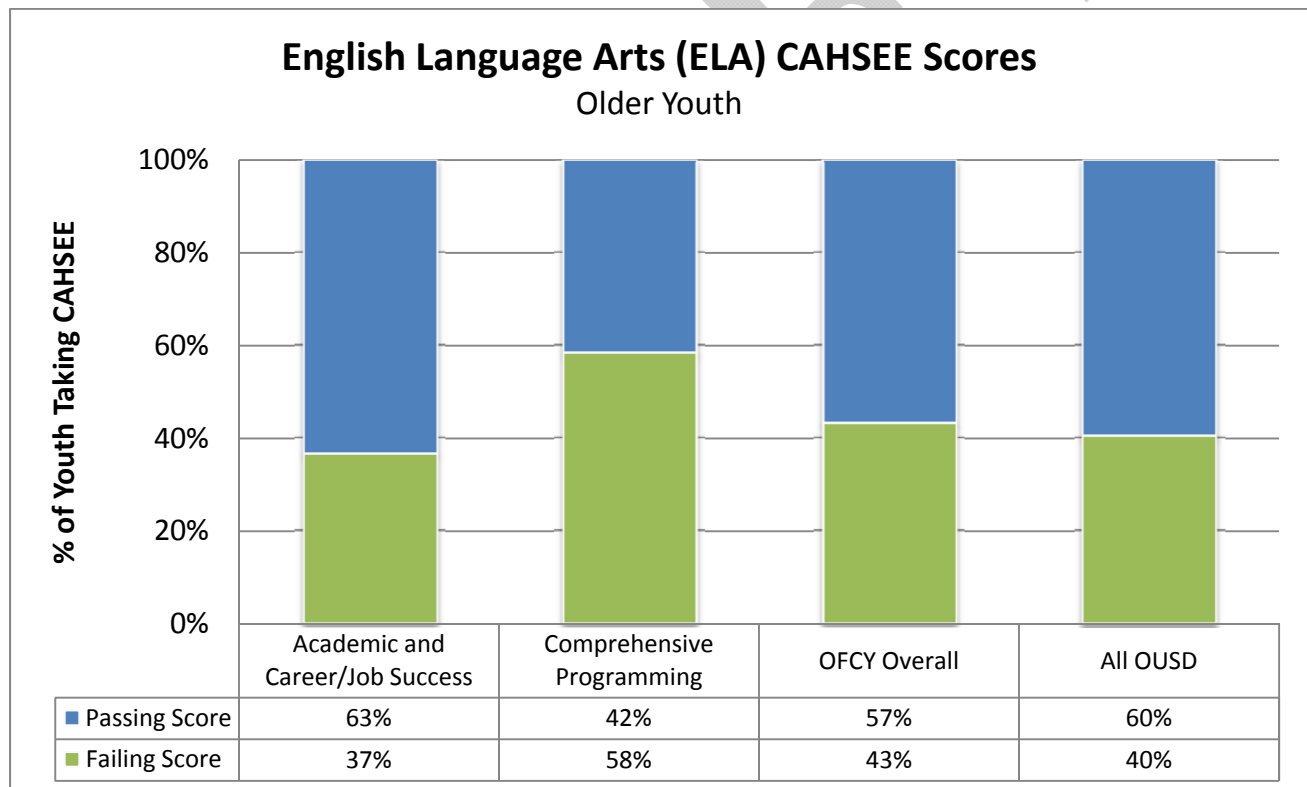
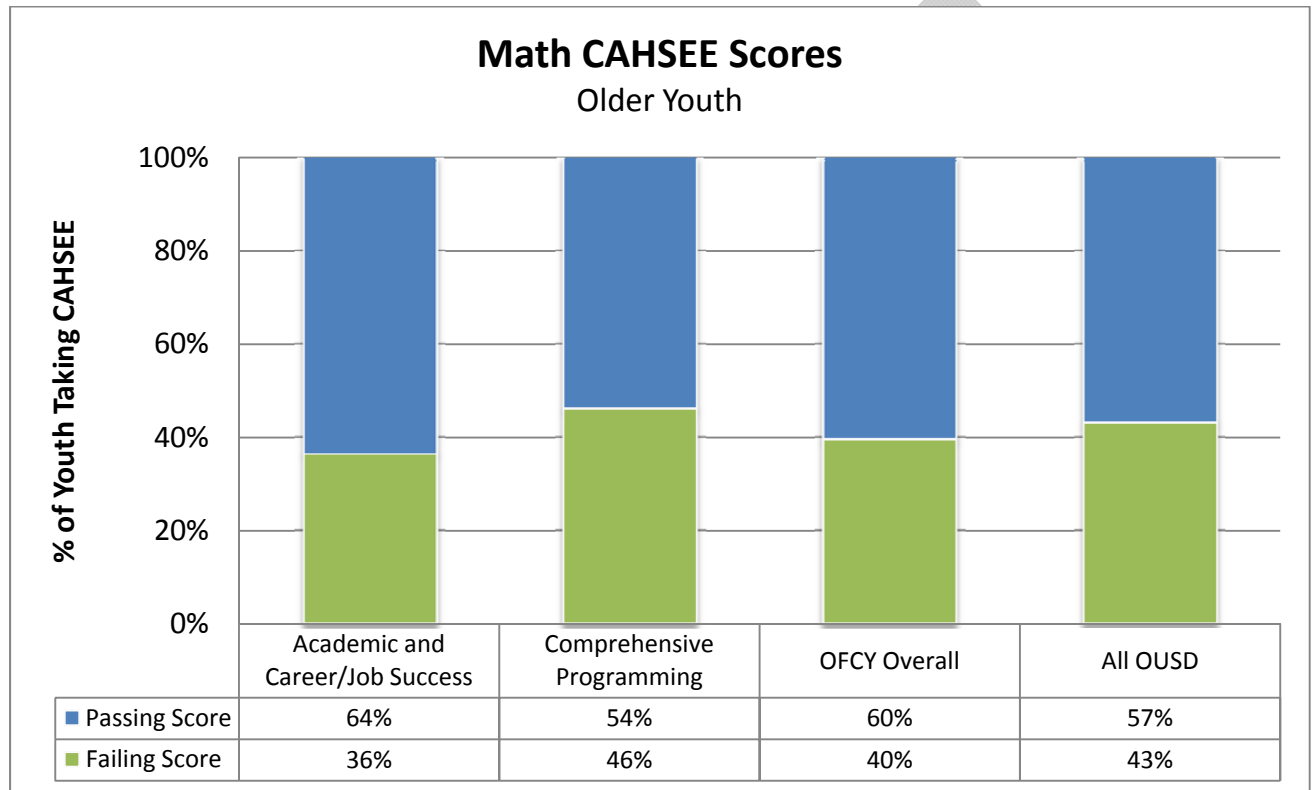


Figure 21

CAHSEE SCORES

Overall, older youth program participants had significantly higher English Language Arts (ELA) CAHSEE scores than both OUSD as a whole and participants enrolled in other OFCY programs ($p < .001$ for both tests). When separating older youth into its two funding strings – Academic and Career/Job Success and Comprehensive Programming, we found that the Academic and Career/Job Success programs had more favorable outcomes. When compared to OUSD, students in Academic and Career/Job Success had significantly *higher* CAHSEE ELA Scores ($p < .03$), and Comprehensive Programming had significantly *lower* ELA CAHSEE scores than OUSD ($p < .001$). In a further analysis, we noted that Academic and Career/Job Success participants had significantly higher ELA CAHSEE scores than their peers in Comprehensive Programming in both parts of the CAHSEE (ELA ($p < .001$), and Math ($p < .01$)).





WELLNESS AND HEALTHY TRANSITIONS

In the OFCY 2010-13 Strategic Plan, the wellness and healthy transitions area focuses on youth 11 to 20 years of age with the goal of providing programming that supports the transition into, and out of, middle school (a high risk time for youth to disengage from school). This strategy area also focuses on programs that promote physical and emotional health, safety, conflict resolution, youth leadership, and the creation of a positive school and community environment. Desired and possible outcomes for youth programming set forth in the Strategic Plan are as follows:

*“... reduction in number of violent acts at school; increased participation in pro-social peer groups; **improved decision-making** around daily choices and life goals....”*

Highlights: Wellness and Healthy Transitions Grantees...

- *exceeded service goals 31% by and participation goals by 13% as a group.*
- *rated high on the Weikart program quality scale for supportive environment.*
- *had 78% of boys and 79% of girls report high positive outcomes on self-efficacy survey measures*

Evaluation of this area consisted of a total of nine programs in two categories: (1) seven leadership programs and (2) two conflict resolution programs. The OFCY sponsored programs in these areas focused on developing youth into peer leaders in the areas of conflict resolution, reduction of violence and anti-social behavior, and awareness of healthy habits and positive sexual and gender identities. In addition, many of these programs offer services directed towards low-income youth of color in the City of Oakland.

As reported by the grantees, programs in the wellness and healthy transitions area served 10% more females than males, and similar percentages of African Americans (34%) and Asian/Pacific Islanders (31%). This group also serves the largest portion of youth identifying as Native American (12%) when compared to the other strategy areas.

Wellness and Healthy Transitions	Males	Females	Total
African American	16%	18%	34%
Asian/Pacific Islander	13%	18%	31%
Caucasian	1%	1%	2%
Hispanic/Latino	5%	6%	11%
Multi-Racial	4%	3%	7%
Native American	5%	7%	12%
Other	1%	2%	3%
Total	45%	55%	100%

Table 8

PARTICIPATION AND SERVICE DATA BY PROGRAM:

Details on the projected service and participation can be found in appendix B.

As a group, wellness and healthy transitions programs served 1,202 participants, exceeding their number of youth served goals by 13% also exceeded their service goals by 31%, providing 126,558 hours of service.

PROGRAM QUALITY

Details on assessment method and data can be found in appendices C.

OFCY wellness and healthy transitions, programs performed better than the national average overall and in each individual area assessed (see Table 10).

	Overall Score	Safe	Supportive	Interaction	Engagement
Wellness and Healthy Transitions Average	4.12	4.67	4.69	4.12	3.17
OFCY Average (n =32)	3.90	4.63	4.55	3.76	2.96
National Average	3.12	4.42	3.84	3.01	2.56

Table 10

Program Strengths

Overall, evaluators noted that the wellness and healthy transition programs were exceedingly skilled in engaging youth in the process of designing program offerings. Repeatedly evaluators commented on the relevancy of program offerings to youth desires and needs. Moreover, evaluators noted that these programs do a good job of engaging families and other adults, creating more connections to caring adults for the youth.

Program Areas for Improvement

While many wellness and healthy transitions programs engage youth leadership explicitly in their program design, evaluators noted that not all youth seemed equally involved in the program development process. This brought down the programs' engagement scores. It also suggests that one area for improvement would be to focus on youth who do not self-select into leadership roles.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information, including copy of actual survey, in appendix D.

A custom survey was developed to align with the OFCY 2010-2013 Strategic Plan outcomes, with questions grouped into six categories; Self efficacy, Health choices, Academic success, and Connection to peers, adults and communities, and Safety. Wellness and healthy transitions program participants returned a total of 362 surveys. The majority ($\geq 71\%$) of respondents reported their experience in OFCY funded programs had a positive influence on their sense of self-efficacy and safety and on their academic success and connection to others. These programs did not have a strong on their self reported health-related choices.

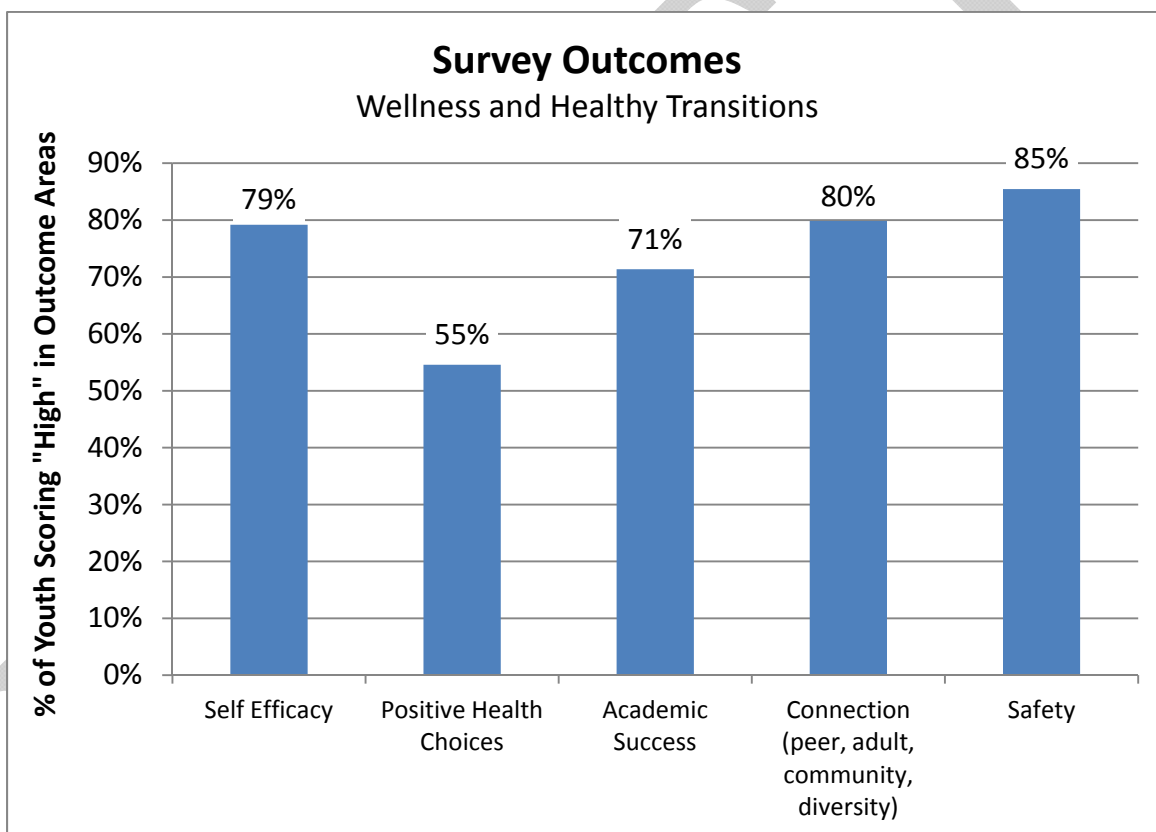
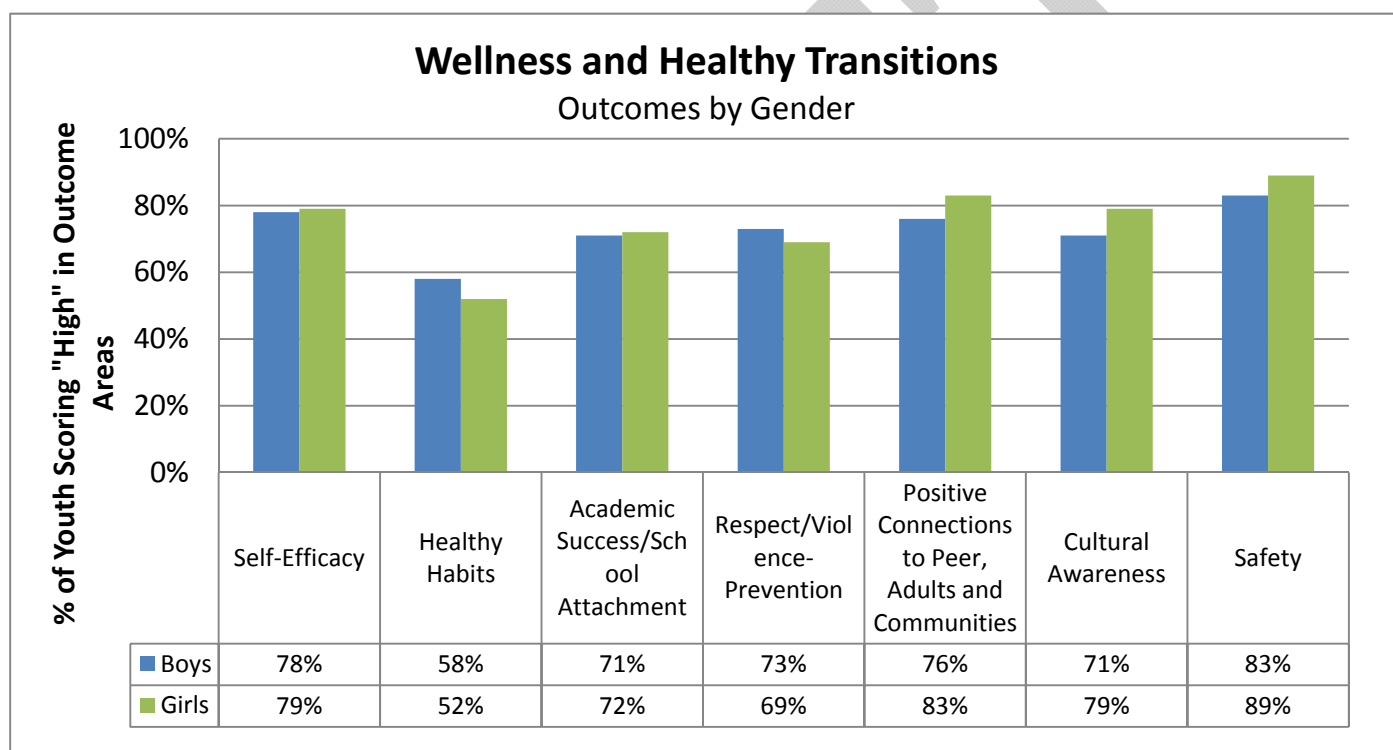


Figure 23

When the surveys were further analyzed by gender (Figure 24) it was noted that boys were significantly ($p < .05$) more likely to report positive health outcomes than girls. As girls represent a larger population of the wellness and healthy transitions participants, this partly explains the low number of high outcomes in Healthy Habits outcome. It also suggests that girls may need special attention around making healthy choices.

While we observed a difference in CAHSEE scores for wellness and healthy transitions youth when comparing them to OUSD and other OFCY strategy areas, the number of youth in wellness and healthy transitions programs was too small ($n = 82$) to test for statistically significant differences or be considered representative of the strategy area.



COMMUNITY BASED AFTER SCHOOL PROGRAMS

The OFCY 2010-13 Strategic Plan calls for numerous types of afterschool programming. Grantees are funded to provide programs that engage youth and families during out of school time and the summer months. The plan called for programs that provide “enrichment, project based learning and leadership activities that promote academic and learning resiliency in a school or community setting.” Desired and possible outcomes for youth programming set forth in the OFCY 2010-13 Strategic Plan are as follows:

*“... reduction in number of violent acts at school; increased participation in pro-social peer groups; **improved decision-making** around daily choices and life goals....”*

Highlights: Community Based After School Grantees...

- *exceeded service and participation goals as a group.*
- *supported learning in arts, sports, and other activities not provided by schools.*
- *excelled at sustaining teamwork and collaboration.*
- *Had a significant amount of males report a positive health influence and positive sense of self-efficacy.*

Ten community based after school programs were evaluated. Each program offered a wide range of formal and informal learning, enrichment, and athletic opportunities. Offerings included, but were not limited to: art, digital literacy skill development, sports and recreation, woodworking, gardening, and homework help. Specific programs focused on the needs of Native Americans as well as children with special needs and their families.

As reported by the grantees, programs in the community based after school area served 8% more males (54%) than females (46%).

Community Based After School	Males	Females	Total
African American	16%	17%	33%
Asian/Pacific Islander	2%	2%	4%
Caucasian	2%	3%	5%
Hispanic/Latino	29%	16%	45%
Multi-Racial	2%	3%	5%
Native American	1%	2%	3%
Other	2%	3%	5%
Total	54%	46%	100%

Table 11

PARTICIPATION AND SERVICE DATA BY PROGRAM:

Details on the projected service and participation can be found in appendix B.

As a group, community based after school programs served 4,258 participants, exceeding their projected number of youth served by 94%. They also exceeded their service goals by 49%, and providing 370,709 hours of service.

PROGRAM QUALITY

Details on assessment method and data can be found in appendix C.

OFCY community based after school, programs perform better than the national average overall and in each individual area in program quality measures (see Table 12).

	Overall Score	Safe	Supportive	Interaction	Engagement
Community Based Afterschool	3.57	4.53	4.34	3.41	2.35
OFCY Average (n = 32)	3.90	4.63	4.55	3.76	2.96
National Average	3.12	4.42	3.84	3.01	2.56

Table 12

Program Strengths

The primary strength of community based after school programs was in providing participants with access to enrichment activities and opportunities to develop skills they could not otherwise access. In addition, evaluators noted that this group of programs encouraged youth to collaborate, thus building their teamwork skills. Evaluators also noted that many of these programs are succeeding to provide excellent programming despite being housed in physical spaces that might not be ideal.

Program Areas for Improvement

While community based after school do an excellent job of encouraging collaboration among participants, evaluators noted that youth were not included in the program leadership or design process. Engaging youth in the programming processes is one area in which these programs could improve.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information on survey administration and analysis can be found in appendix D.

A custom survey was developed to align with the OFCY 2010-13 Strategic Plan outcomes, with questions grouped into six categories: Self efficacy, Healthy choices, Academic success, Connection to peers, adults and communities, and Safety. Community based after school program participants returned a total of 318 surveys. The majority ($\geq 84\%$) of respondents reported their experience in OFCY funded programs had a positive influence on their sense of self-efficacy and safety and on their academic success and connection to others.

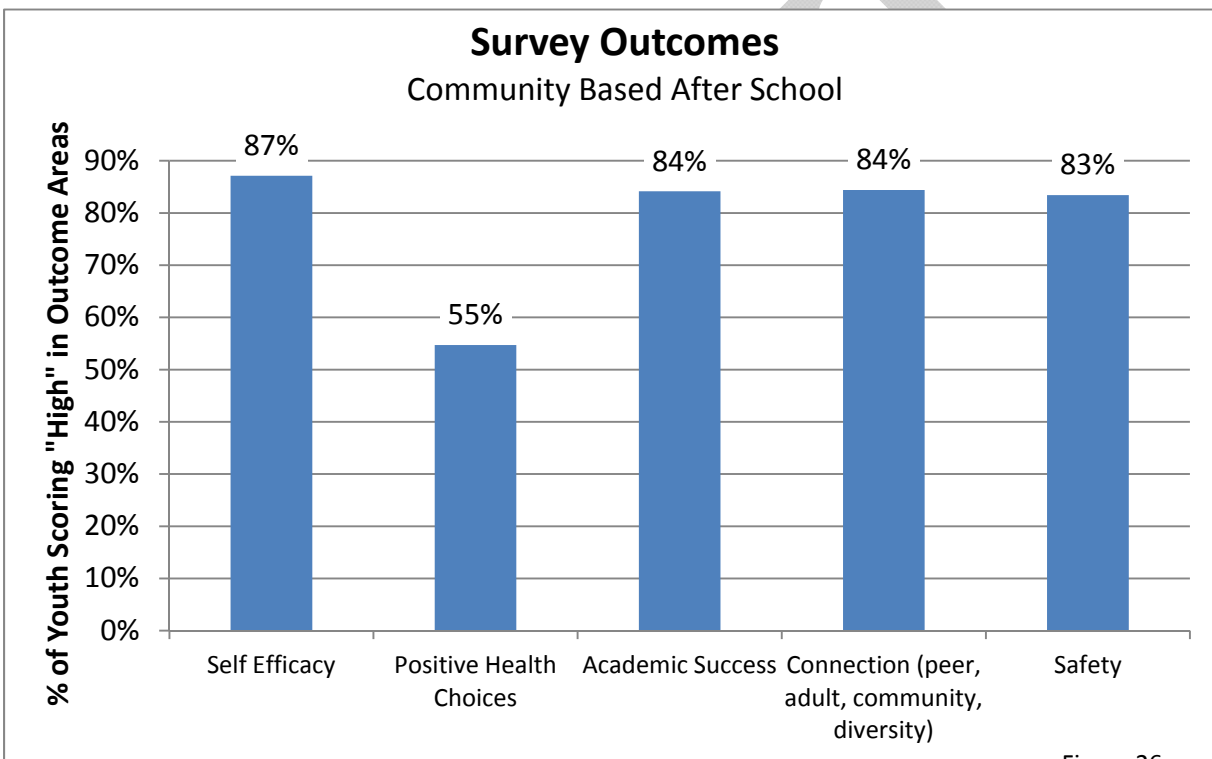
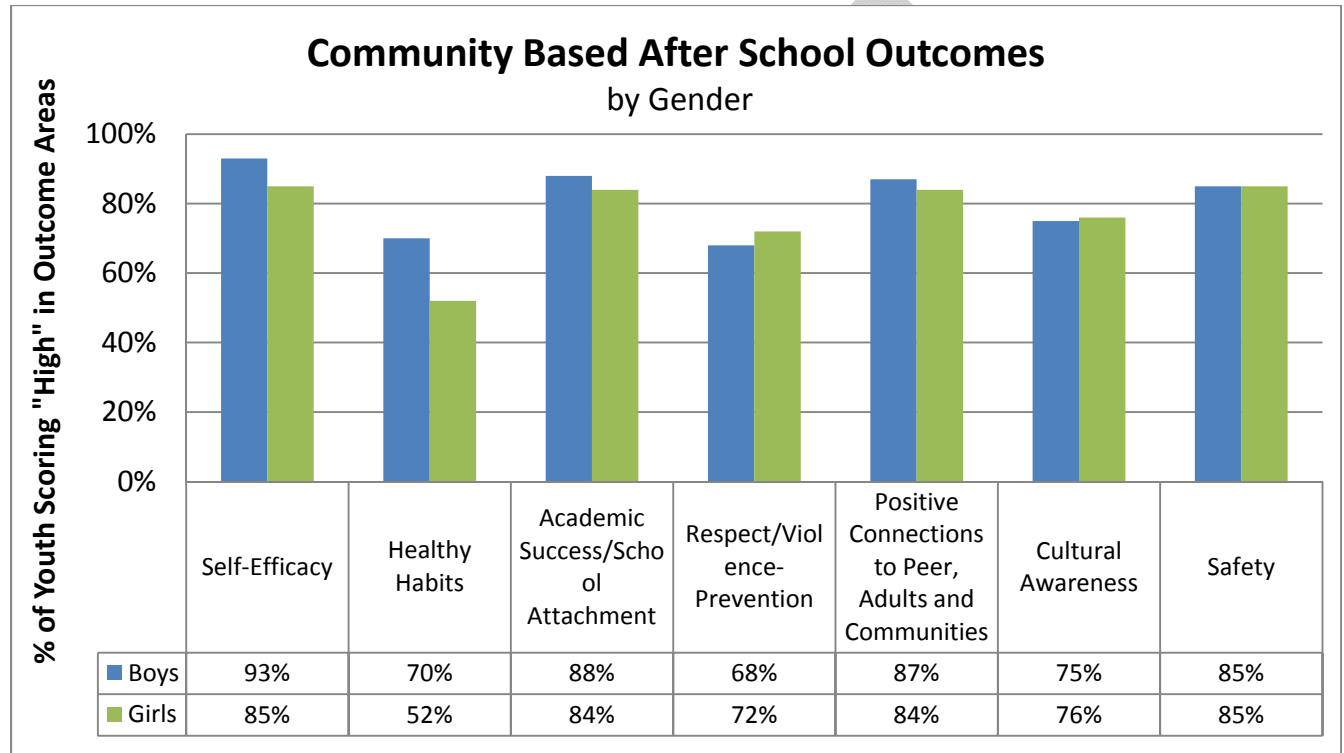


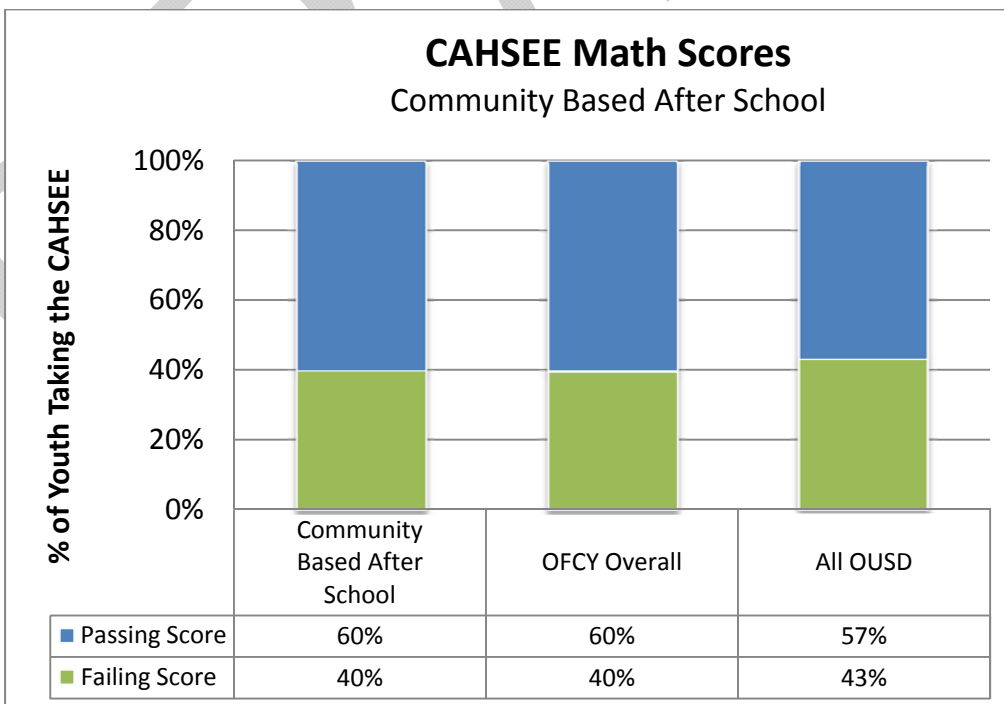
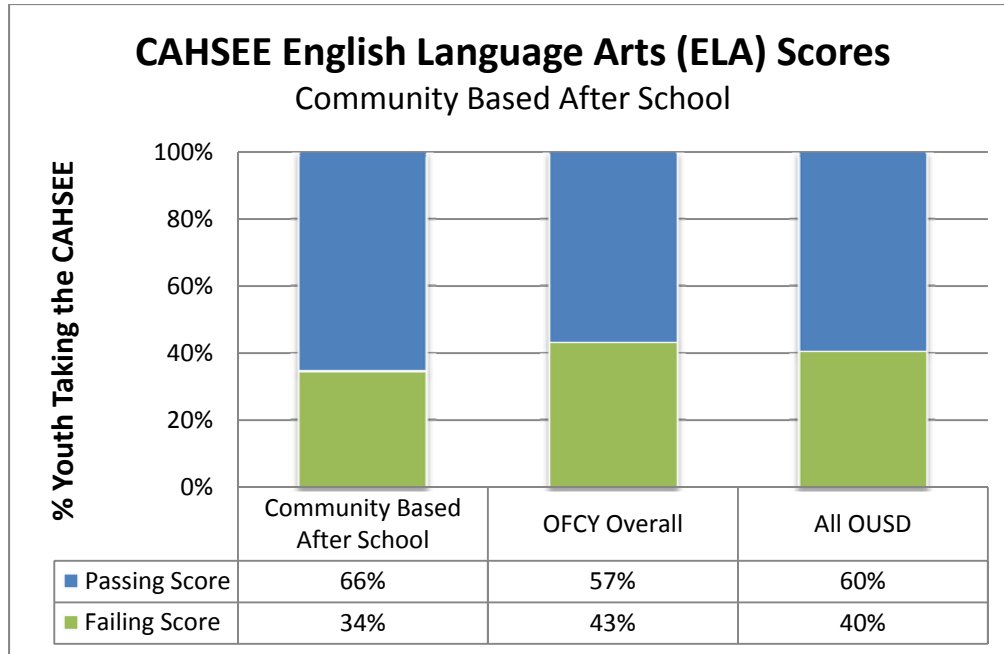
Figure 26

Survey responses were further broken down by gender (Figure 27). Like other strategy areas, boys were significantly more likely to report positive health outcomes ($p < .05$). In addition, boys were more likely to report increased self-efficacy ($p < .05$) than girls. This suggests that grantees should further develop and implement ways to support girls in these areas.



CAHSEE SCORES

Youth in the community based after school strategy area performed significantly better on the English Language Arts (ELA) portion of the CAHSEE than both OUSD overall, and OFCY students enrolled in OUSD ($p<.04$ and $p<.005$, respectively).



EARLY CHILDHOOD

The OFCY 2010-13 strategic plan defined early childhood as 0-5yrs, and set forth two different funding streams: (1) mental health and developmental consultations and (2) family/enrichment activities. While both of these funding strands shared some outcomes measures, the services supported by each were quite different. Mental health consultation grantees, supported educator providers and provided counseling for children and families. Family/enrichment grantees offered parent engaged child playgroups, child only playgroups, and parent workshops. Both groups educated parents on developmental needs, and provided referral information. Desired and possible outcomes for both groups were put forth as follows:

*“...children to have increased ability to establish and maintain **positive relationships with peers and adults**; families show increased understanding of their child’s **developmental needs**; ... and **reduced preschool expulsion rates**. ...; children are read to, told stories or sung songs at home on a daily basis; children demonstrate an eagerness to learn about and discuss a growing range of topics... **families are less isolated** and more **knowledgeable about resources in their community** supporting their child’s healthy development....”*

Highlights: Early Childhood Grantees...

- indicated that over 60% of Educators/Providers reported high outcomes for participants on all measures.
- reported on the outcomes survey that 73% of parents increased their knowledge of child development principles.
- successfully increased parents sense of connection to their community and other parents

The evaluation encompassed fourteen early childhood programs, five of which were mental health consultancies and nine of which were family/enrichment programs. For this strategy area some of the reporting is split by funding stream. The demographics below, the findings highlights, and the participation and service hours reflect the work of both groups. The program quality and survey measures are reported on separately, as the services provided by these two groups were quite different.

Early Childhood	Males	Females	Total
African American	9%	11%	20%
Asian/Pacific Islander	6%	6%	12%
Caucasian	1%	1%	2%
Hispanic/Latino	23%	33%	56%
Multi-Racial	1%	2%	3%
Native American	1%	1%	2%
Other	2%	3%	5%
Total	42%	58%	100%

PARTICIPATION AND SERVICE DATA BY PROGRAM:

Details on the projected service and participation can be found in appendix B.

Early childhood grantees served 3,842 participants, meeting their participation goals and provided 662,997 hours of service, exceeding their service goals by 63%.

PROGRAM QUALITY

Details on assessment method and data can be found in appendix C.

The Early Childhood Program Quality Assessment was developed by See Change, Inc. for the Oakland Fund for Children and Youth in 2009-10 with the collaboration of Early Childhood programs. Using this rubric, See Change has evaluated OFCY Early Childhood programs in seven areas:

- Health, Safety and Nutrition
- Environment
- Developmentally Appropriate Content and Curriculum
- Interaction: Supports for Relationships
- Family, School and Community Collaboration and Access
- Cultural Competence
- Professionalism

Program Ratings

Programs in the Early Childhood strategy area are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score (average of section scores).

- Thriving – Overall score **80% or more** of the maximum score (which is 5)
- Performing – Overall score is **60–80%** of the maximum score
- Emerging – Overall score is **less than 60%** of the maximum score

For the family/enrichment programs this tool was entirely satisfactory, and the grantees expressed that it provided good feedback as well as an accurate picture of their services. We report on the mental health consultancy quality scores with some reservations- both the evaluators and the grantees agreed that the rubric was not adequate for these programs. See Change will work together with OFCY and Alameda First 5 to modify the evaluation tools for 2011-12. We report program strengths and areas for improvement with confidence, as these measures are based on the evaluator's skill and training as a qualitative observer, and not on the rubric.

Early Childhood	Strategy Area Average	Family/Enrichment Average
Overall Score	3.74	3.50
Health, Safety and Nutrition	3.5	3.40
Environment	3.57	3.59
Content and Curriculum	3.73	3.50
Interaction	3.39	3.30
Collaboration and Access	3.77	3.80
Cultural Competence	3.14	3.30
Professionalism	3.86	3.50

FAMILY/ENRICHMENT PROGRAMS:

Program Strengths

Often referred to as *playgroups* these organizations do an excellent job of integrating child development principles and skill building activities into engaging play activities. Evaluators noted a focus on kindergarten readiness, and strong parent outreach, including parent focused activities, in most programs.

Program Areas for Improvement

Evaluators noted some challenges with behavior management. Programs would benefit from lower child to staff ratios. This is congruent with reports from education directors of these types of programs

MENTAL HEALTH CONSULTANCIES:

Program Strengths

These programs were lauded for their organization, knowledge of appropriate referrals, implementation of relevant child development principles, and overall professionalism. Many evaluators commented on the smooth working relationship between the mental health consultant and the educator/provider.

Program Areas for Improvement

When speaking with the educator/providers about the service, the majority expressed the need for increased attention to cultural needs and desired more opportunities to share best practices to raise cultural competency.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information on survey administration and analysis can be found in appendix D.

For the early childhood strategy area, two surveys were developed, one for the educators or providers of the early childhood programs, and the other for the parents or caregivers of the early childhood program participant. These surveys asked respondents two types of questions: (1) questions aimed at understanding how they felt the program impacted them and (2) questions that asked respondents to judge how they observed the program impacting the participants.

Questions regarding how Educator/Providers and Parent/Caregivers viewed the participants were the same, and thus were compared in analysis.

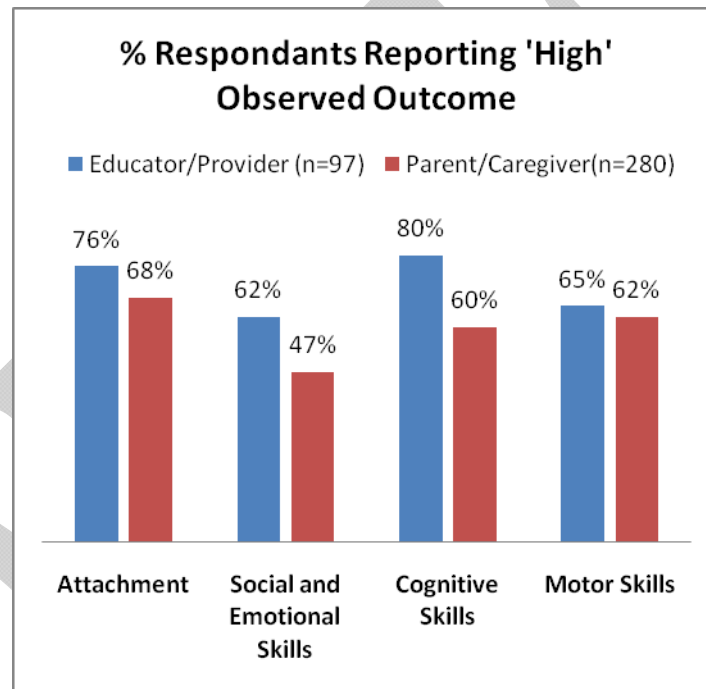
The results from the family/enrichment programs and the mental health consultancies are different enough that they will be each examined separately.

FAMILY/ENRICHMENT PROGRAMS:

Outcomes Observed in Participants:

The majority (>60%) of educator/providers and parent/caregivers reported observing high outcomes in participants on the following measures: attachment to caregivers, social and emotional skills, cognitive skills, and motor skills. This indicates that the programs are having an overall positive impact on the participants.

A minority (<47%) of Parent/caregivers rated their child's change in social and emotional skills as having been positively influenced by participation in the programs. Two possible influences could be (1) parents did not see the programs as influencing their child's development on this measure, or (2) the programs did not meet parents' expectations on this measure. While there is no clear cause resulting in this outcome, it does indicate an area for grantees to expand their capacity.



Educator/Provider and Parent/Caregiver Outcomes

The majority (>60%) of Educator/providers and Parent/caregivers respondents reported high outcomes on all survey measures. Of note are the successes in decreased isolation and increased access to resources, as a one of the main goals for OFCY's early childhood strategy is to strengthen the connection between parents and communities.

Outcome Groups Included in Survey	% Reporting 'High' Outcome	
	Parent/ Caregiver	Educator/ Provider
Understanding of Children's Needs		68%
Responding to Children's Needs		61%
Understanding of Child Development	62%	
Understanding of Child Behavior	73%	
Engagement with School Readiness	62%	
Access to Resources	68%	
Decreased Sense of Isolation	63%	

OAKLAND FUND FOR CHILDREN AND YOUTH 2010-11 EVALUATION OF 2010 SUMMER STRATEGY AREA

MINI REPORT*



OVERVIEW OF SUMMER EVALUATION

The Oakland Fund for Children and Youth (OFCY) funded twelve summer programs in 2010. See Change, Inc. was engaged to evaluate this strategy area of OFCY, wherein 2,014 Oakland children and youth were provided with 404,885 hours of service.

Summer programs represent a slice of OFCY funding that cuts across a broad range of development and enrichment opportunities. Program foci are diverse, spanning a range that includes performance circus arts, outdoor physical programs, and academic enrichment.

The 2010-13 OFCY Strategic Plan tasks Summer Programming with the following outcomes which are examined in this report: sustained learning and reduction of “learning loss” associated with summer school breaks, increased community engagement, increased confidence/self-esteem, increased fitness level, and increased connection to caring adults.

Additionally, Summer Programs outcomes related to relationships, future focus and diversity are reported on in this mini-report. Lastly, programs were evaluated for program quality using a site-based, OFCY-specific Program Quality Assessment evaluation tool.

EVALUATION METHODOLOGY

The following methodologies comprise See Change’s 2010 evaluation of OFCY Summer Programming.

- 1) **Program Quality Assessment (PQA) Site Visit**– The PQA tool rates a program’s practices and style of delivery. The PQA involved the use of an observational rating scale (1 to 3), completed by an external evaluator during a site visit, and interviews with program or executive directors.
- 2) **Surveys**– Outcomes identified in the logic model were linked to specific survey items. Surveys were administered to youth in all programs.

SUMMARY OF FINDINGS

Summer Programs are delivering services at a rate higher than projected.

Summer Programs are performing at an overall high level of quality.

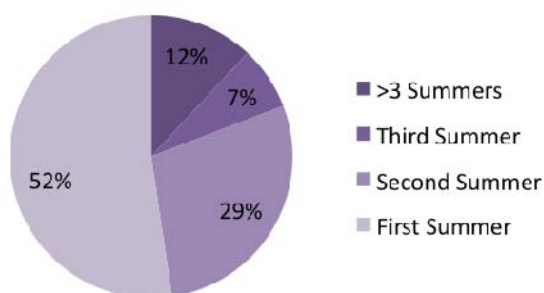
Summer Programs are achieving outcomes related to the strategic plan and a strengthened community. In particular, over three-quarters of all participants report the highest level of positive outcomes in parts of Goal Setting and Confidence (76% ‘work hard toward goals,’ 77% ‘expect the best from myself’), and Academic Skills and Sustained Learning (75% ‘learn new things’)

PROGRAM PARTICIPATION AND SERVICE

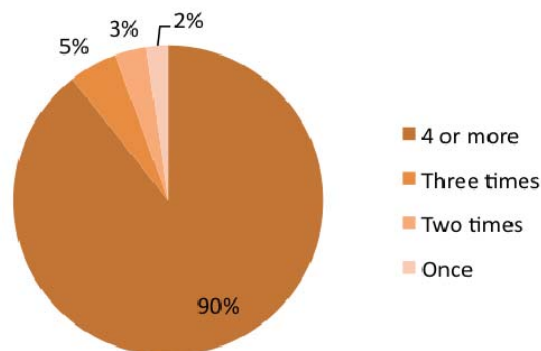
In 2010-2011, twelve programs made up the OFCY Summer Strategy Area, and encompassed topics and foci ranging from academic science programming to circus arts training for youth in Oakland.

Summer participation is characterized by: a slight preponderance of first-time attendees (52%), and programs that encourage attendance daily (90% of participants reported attending programming 4 or more times per week).

Attendance: Longevity



Attendance: Frequency (weekly)



- **2,014 children and youth participants were served in Summer 2010**
- **138% of projected service hours were offered** (total 404,885 hours)

The table below reports on participation and service by program, including: actual total participants, projected and actual service hours, and percentage fulfillment of service goals. Data for some programs was not yet available as of November, 2010.

Program Name	Actual Total Participants	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Aim High / Oakland - 3 Sites	177	24,768	23,876	96%
Summer Camp Explosion	710	45,720	83,214	182%
College Track Summer Program	66	5,232	4,746	91%
Camp Destiny	81	4,406.25	4,761	108%
San Antonio Summer Learning Initiative	284	24,000	22,912	95%
Summer Cultural Enrichment Program	252	52,615	207,749	395%
Kinship Summer Youth Program	55	6,550	6,080	93%
Concordia Park Summer Program	97	12,810	14,434	113%
Eureka! Summer Program	86	5,36.5	10,162	177%
Oakland Freedom School	131	23,370	18,550	79%
OASES Summer Science Series	51	4,428	5,639	127%
Prescott Circus Theatre Summer Program	25	3,084	3,009	98%
Total	2,014	212,720	404,885	138%

PROGRAM QUALITY ASSESSMENT

Using a customized Program Quality Assessment tool, based on an observational rating scale, and grounded in youth development theory and practice, all Summer OFCY grantees were found to provide quality programs.

- **33% of programs met quality expectations** (denoting a score of 2 to 2.7 on a 3-point scale);
- **66% of programs exceeded quality expectations** (score of 2.7 to 3).

Program Quality for Summer Programming over all Exceeded Quality Expectations (score of 2.7 averaged across programs).

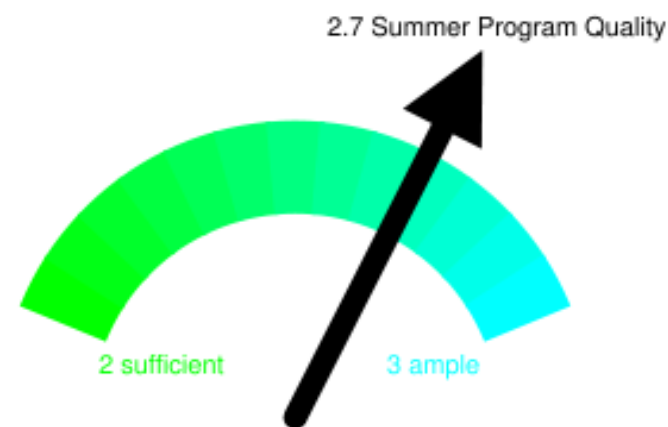


Figure 1. Summer Programming Exceeds Quality Expectations

Program Quality Assessments for individual programs are included in the table below. Some highlights include:

- Of the seven PQA categories, summer programs all performed highest in 'Fun.'
- Summer programs also excelled in the areas of 'Diversity and Identity', 'Caring Adults' and 'Physical and Emotional Safety.'

Program Name	Program Quality	Physical and Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/ Identity
Aim High	2.7	3.0	2.8	2.8	3.0	2.6	2.0	2.5
College Track: ASAP	2.8	3.0	3.0	2.5	3.0	2.8	2.7	2.8
OASES Summer Science Series	2.7	2.6	2.7	2.5	3.0	2.5	3.0	2.5
EBAYC San Antonio Summer Learning Initiative	2.5	2.8	2.8	1.8	3.0	2.4	2.0	3.0
Leadership Excellence: Oakland Freedom School	2.7	2.8	2.5	2.5	3.0	2.8	2.5	2.8
Destiny Arts Center: Camp Destiny	2.6	2.8	2.5	2.8	3.0	2.5	2.3	2.5
East Oakland Youth Development Center - Summer	2.5	2.6	2.8	2.0	3.0	2.3	2.0	2.7

Program Name	Program Quality	Physical and Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/ Identity
FSSBA: Kinship Summer Youth Program	2.7	2.4	2.5	3.0	3.0	2.6	3.0	2.6
Girls Inc - Concordia Park	2.6	2.4	3.0	2.5	3.0	2.6	2.5	2.5
Girls Inc - Eureka!	2.9	2.8	3.0	3.0	3.0	2.7	3.0	2.8
OPR Summer Camp Explosion	2.5	2.4	2.3	2.3	3.0	2.3	2.0	3.0
Prescott Circus	2.9	3.0	2.5	3.0	3.0	2.9	3.0	3.0
Summer Programming Overall	2.7	2.7	2.7	2.5	3.0	2.6	2.5	2.7

Research indicates that children and youth outcomes from youth development programs are, in part, determined by the quality of those programs⁵. Quality assessment is an essential part of any program evaluation process.

Programs were assessed on the following areas:

- Physical & Emotional Safety
- Caring Adults
- Skill Building
- Fun
- Supportive Peers

- Youth Engagement (Leadership)
- Diversity & Identity

The Program Quality Assessment (PQA) rates a program's practices and style of delivery. Program Quality Criteria were scored on a scale of 1 to 3 :) **Scoring at least a 2 on the PQA is an important step towards a program meeting its desired outcomes.**

1 – The program does not meet quality expectations and demonstrates the need for training and assistance

2 – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)

3 – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)

¹ Vandell, D. L., Shumow, L., & Posner, J. (2005) After-school programs for low-income children: Difference in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 437-456). Mahwah, NJ: Erlbaum.

OUTCOME INDICATORS (SURVEY RESULTS)

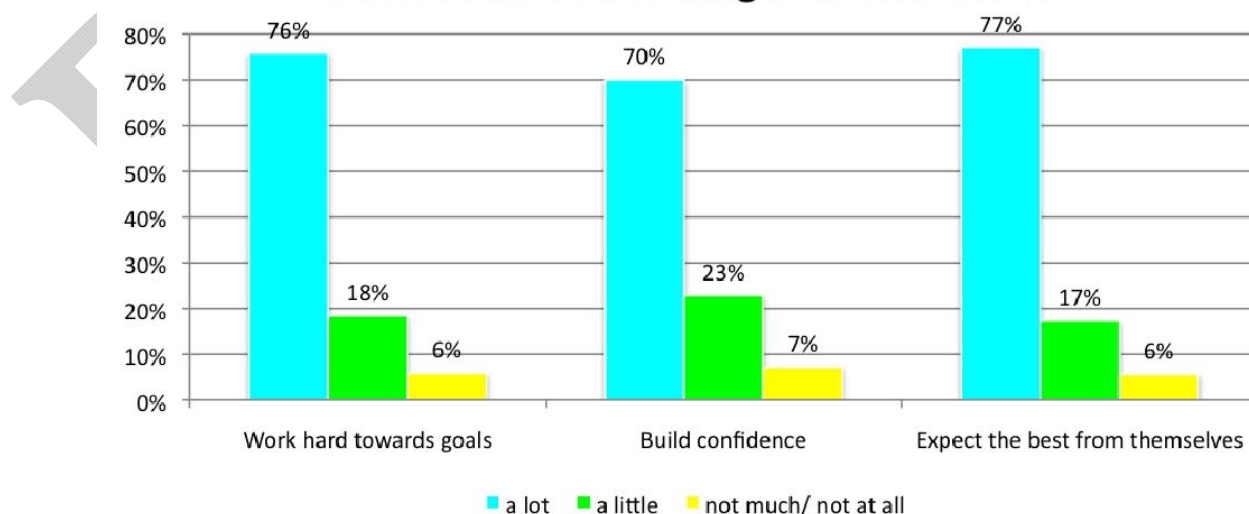
Using a customized survey tool based on the Strategic Plan, all Summer OFCY grantees were found to create high levels of positive outcomes.

In this section, we report on outcomes based on survey results. In order to measure youth outcomes, surveys were designed with the Strategic Plan outcomes specifically in mind. Outcomes for individual programs are included in the Individual Program Reports in Appendix A.

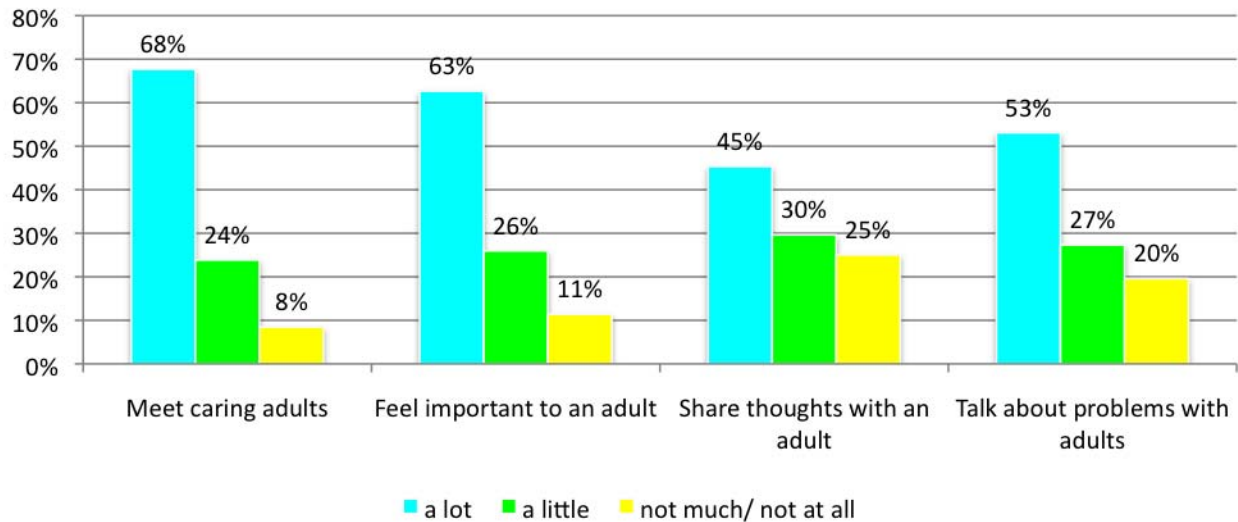
The following section will present the survey results as follows:

- Caring Adults,
- Goal Setting and Confidence,
- Academic Skills and Sustained Learning,
- Fitness Level,
- Relationships,
- Future Focus, and
- Diversity.

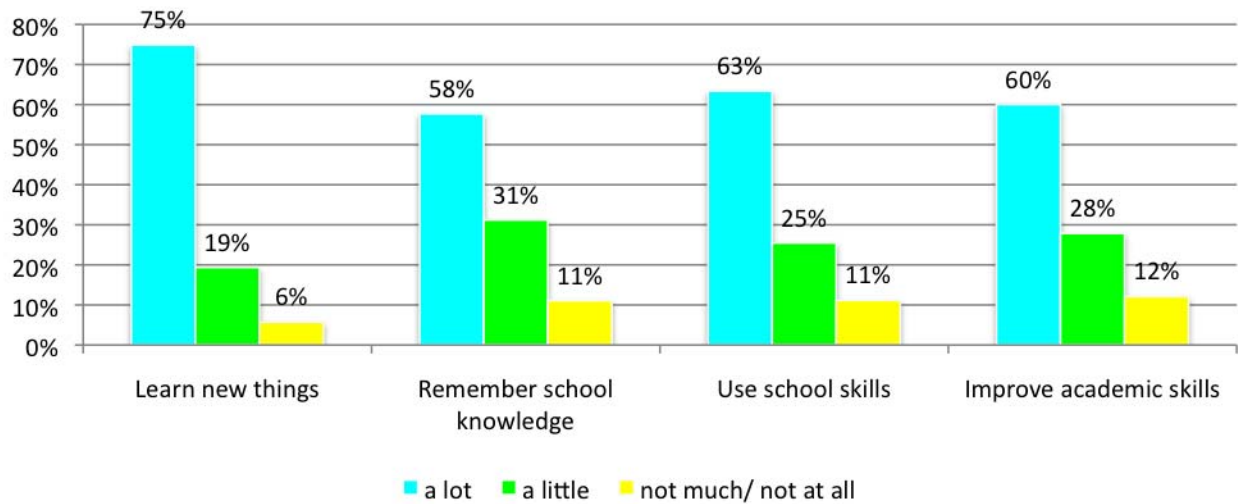
Outcomes: Goal Setting and Confidence



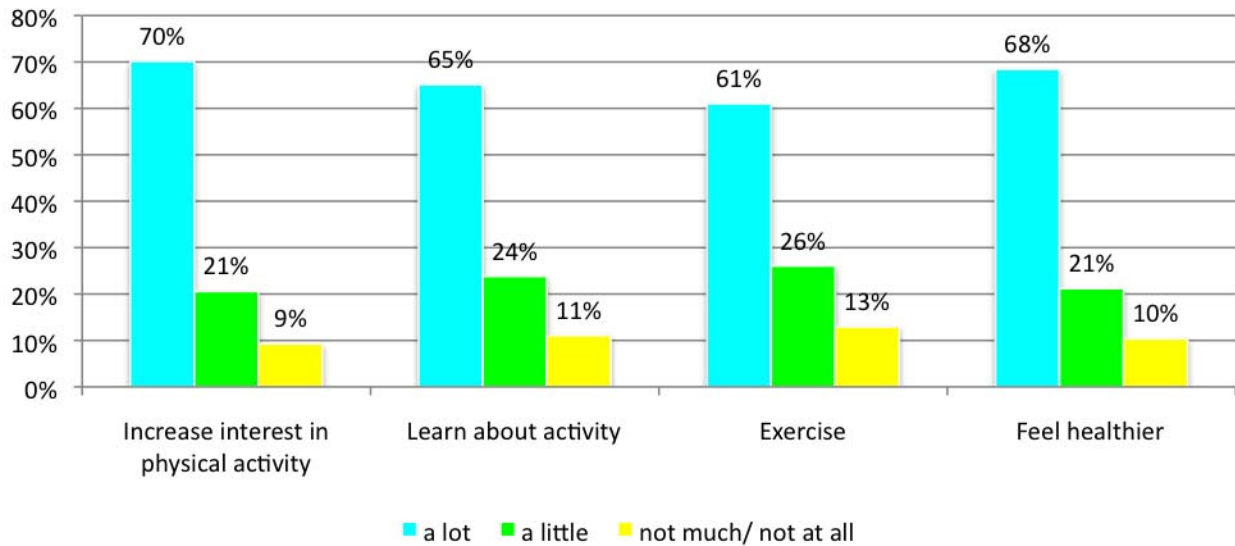
Outcomes: Caring Adults



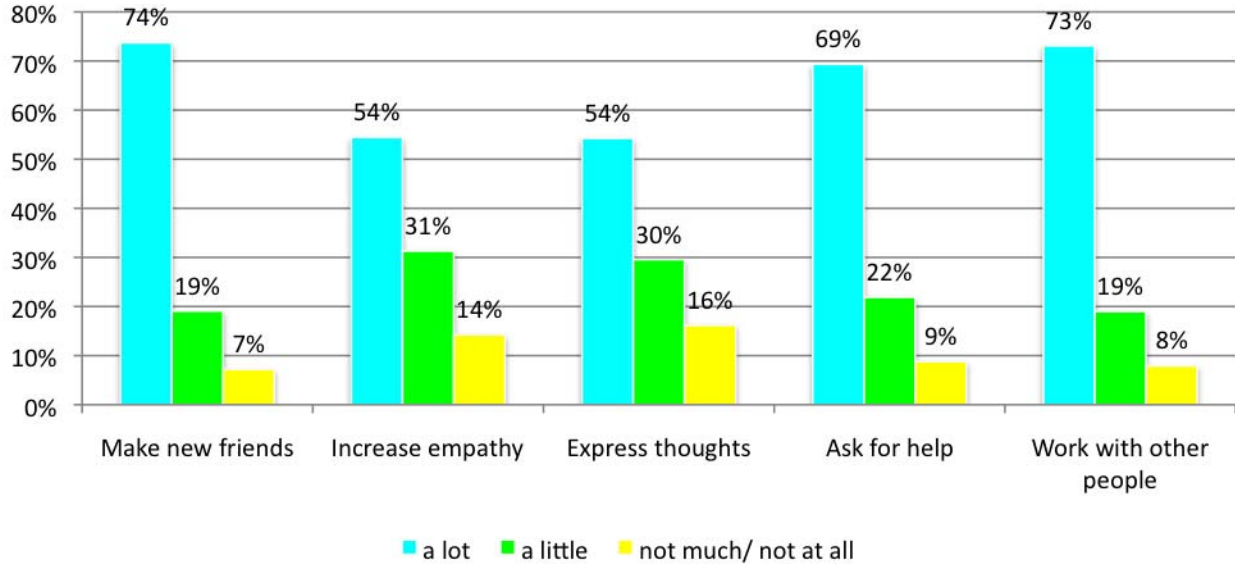
Outcomes: Academic Skills and Sustained Learning



Outcomes: Fitness Level

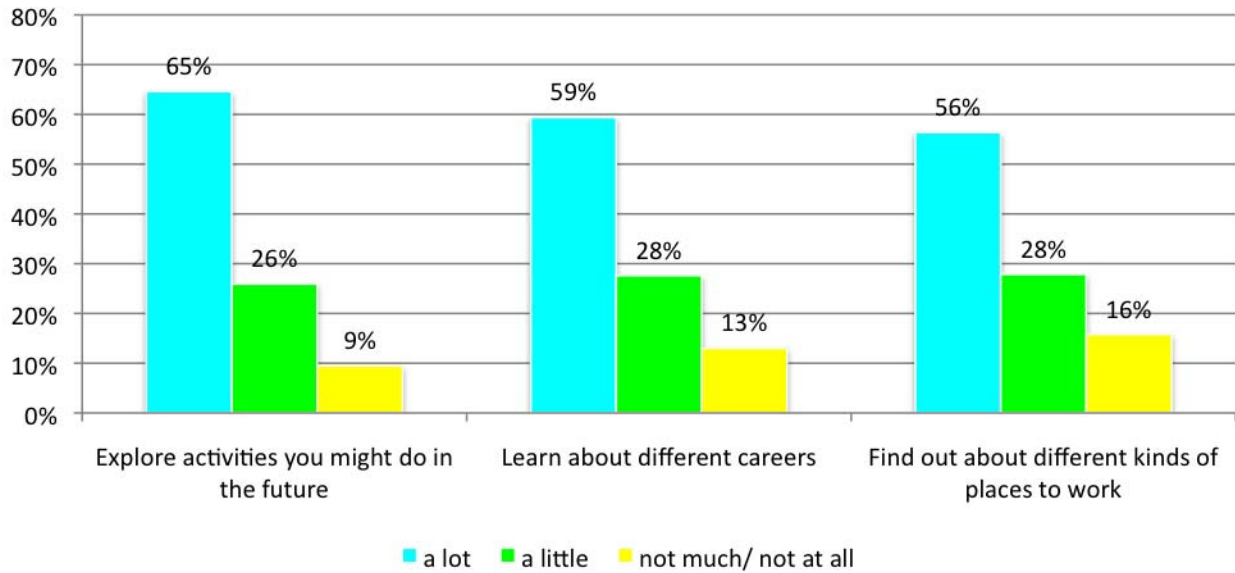


Outcomes: Relationships

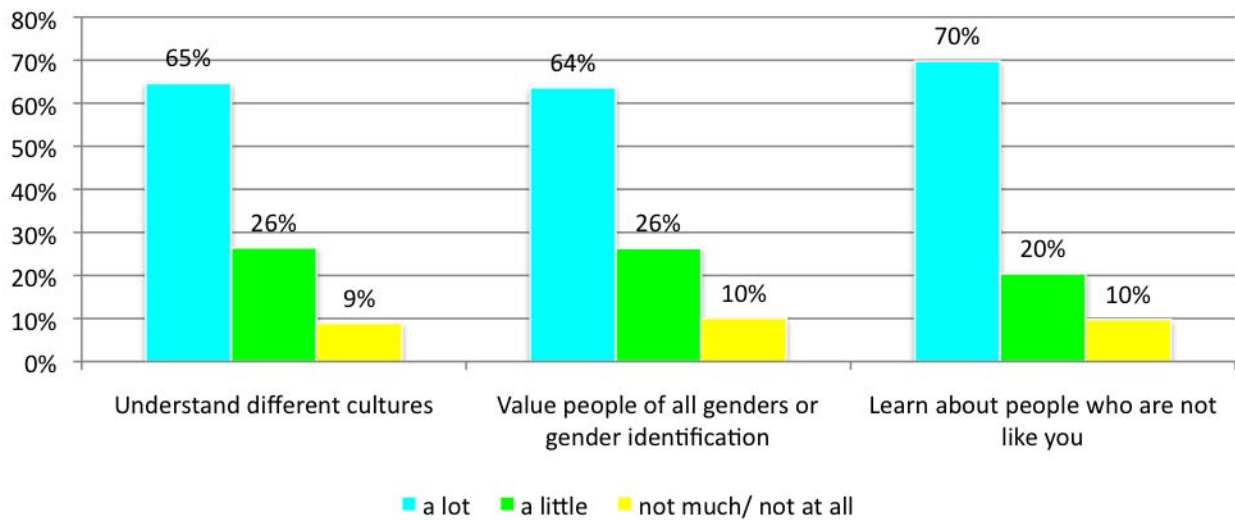


Survey Results:

Outcomes: Future Focus



Outcomes: Diversity



CONCLUDING THOUGHTS

This evaluation relied on three primary data sources collected using the resources of three affiliate organizations:

- (1) *Service and participation data*, entered by grantees into partner organization Cityspan's data system and then matched with partner organization OUSD data;
- (2) *Program quality data*, collected and produced by See Change using either: (a) the Weikart Center for Youth Quality's nationally validated Youth Program Quality Assessment Tool or (b) a custom tool developed by See Change for the early childhood grantees; and
- (3) *Surveys*, customized for strategy areas to reflect the possible outcomes set forth in the 2010-2013 OFCY Strategic Plan.

Viewed collectively, the grantees evaluated by See Change offer a vast range of services to the children and youth in the city of Oakland. As a team we are continually impressed with the OFCY grantees' dedicated and cheerful program staff as well as their thoughtful and creative programming. Overall, grantees funded in the older youth, wellness and healthy transitions, community based after school, early childhood, and summer strategy areas performed at a high level. See Change's analysis of service and participation data revealed that, both as a whole and at the strategy level, grantees met and exceeded their attendance and service-hour goals.

Grantees also showed consistent levels of program quality. By using the national Weikart Youth Program Quality Assessment tool, we can see that in the aggregate OFCY programs score more highly on every element of program quality than the national average.

In addition, See Change noted improvement in an area that we had identified in last year's evaluation (2009-10) as meriting further attention: increased opportunities for peer-to-peer interaction and for youth leadership. This year, we found that all of wellness and healthy transitions programs, as well as many of the older youth and community based after school programs did a better job of allowing youth to guide program design and implementation.

This year was the first year for See Change to implement the Weikart Youth Program Quality Assessment tool. We are excited to report that OFCY grantees consistently perform higher than the national average in program quality. We do believe however that the analysis process of this tool can be improved. Currently we are working with Public Profit, who evaluates OFCYs school based after school programs, on ways to improve our implementation of this evaluation tool.

In general, as we plan the evaluation of OFCY grantees for 2011-12, we plan to find ways to look more in depth across data sources and to explore connection with the evaluation work Public Profit performs for OFCY. With this in mind, we will revise the outcomes survey for all strategy areas.

See Change looks forward to its continued relationship with OFCY and all our partners in continuing this inquiry next year. We hope to continue providing optimal insights into OFCY's investment in positive youth development in Oakland.

DRAFT